

Compulsory redeployment and the impact on teacher self and identity: A qualitative study of thirteen teachers

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By
Karen Elizabeth Lindley

Department of Education
University of Leicester

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Abstract

This study examines the impact of compulsory redeployment, as a result of middle school closures, upon the teacher self and teacher identities of one group of thirteen teachers who were compulsorily redeployed from six middle schools to one secondary school in a town in the Midlands of the UK. A qualitative study was planned to follow the redeployed teachers during their first year at their new school - from September 2004 to July 2005. The teachers' progress was charted, by way of semi-structured interviews and diaries, at three stages throughout the changeover year, and in so doing used three research questions to collect, analyse and interpret the data. The data were analysed by means of analytical methods associated with Grounded Theory.

The study identifies three distinct groups of teachers from the data - 'the pragmatists', 'the enthusiasts' and 'the disillusioned'. The 'pragmatists' were pragmatic and philosophical about the position they found themselves in and, despite experiencing an initial negative impact upon their professional identities, worked to become increasingly positive throughout the year; the 'enthusiasts' experienced a positive impact upon their professional identities and very quickly turned a challenging situation into a positive opportunity career-wise; whereas for the 'disillusioned' teachers, the process of school closure and their subsequent redeployment was a difficult and painful process which had a profoundly negative impact upon the teacher self and their professional identities. This study informs the literature on 'educational change', specifically compulsory redeployment.

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This study is dedicated to my Mum, Mrs Pauline Lindley, without whom it would never have been started, let alone completed. It is also dedicated to my Dad, Mr David Lindley, and to Jessie and Tilly, who sat with me for many an hour (sometimes patiently!) whilst I was studying. I would also like to mention dearest Simon for his kindness, patience and support. Finally, the study is offered in loving memory of my beloved Father, Mr William Duggan, and Holly, Suki and Oskar. Oskar – I promised I would complete my thesis in your memory and here it is.

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CHAPTER ONE

Statement of the Problem

1.0 Introduction

The aim of this study is to understand how compulsory redeployment impacts on teachers' professional lives and in particular the teacher self and teacher identity. It considers the interrelationships between school closure and subsequent compulsory redeployment, the process of induction into a new school culture, and the impact of the change upon the teacher self and teacher identity. The main research question is framed as: How does compulsory redeployment impact on the teacher self and on teacher identities?

1.1 Background

During the period 1998 to 2001, a decision was taken to change the school system in a Midlands' town in the UK from a three-tiered to a two-tiered system of education. To protect anonymity, I will refer to the council responsible for the town's education system as Middletown County Council (MCC) and the town itself as Middletown. As I had good knowledge of the town, the schools and some of the teachers who would be caught up in this process of whole scale change, I decided to examine events as they happened through this research project. The study examines how thirteen redeployed teachers experienced the process of compulsory change in the first year of redeployment from six middle schools to their new school, one host secondary school, in terms of the impact it had on their professional selves and their teacher identities.

1.1.1 Current day policy

The UK teaching workforce is currently in a state of flux, and perhaps, turmoil. Given the advent of academies, free schools, federations, the Education Act 2011 (with its focus on teaching and learning, behaviour, curriculum, assessment and qualifications, accountability and funding), and with further reform to teacher standards (September 2012), times are uncertain for the teaching profession. Indeed, Gilbert (2011) highlights the recent teacher strikes to do with teacher pensions, arguing that this is the biggest issue currently for teachers.

However, there may well be greater immediate concerns than that of pensions – namely the threat of redundancy, or more perhaps more tolerably, redeployment. School redundancies and redeployments occurred last in 1988 under the Education Reform Act, which saw the introduction of LMS (Local Management of Schools). In 2013, again, a time of budgetary cuts given the current economic crisis, redundancies are once more looming large in schools across the UK – certainly one teaching union, the ASCL, reports receiving twelve telephone calls a day regarding redundancies (Devonshires Solicitors 2012). Are the days of redundancy or compulsory redeployment of the 1980s and 1990s on the horizon again? Certainly, if schools need to cut costs, redundancies and/or redeployment may be suggested, given the high percentage of budgetary expenditure on teaching staff pay (Chisholm et al 1999, p.388).

1.1.2 School system reorganisation

Other UK local authorities have investigated changing from a three tier to a two tier system of education. The counties of Suffolk and Dorset are currently in the middle of the transition process from a three-tier to a two-tier structure, while Bedfordshire, having decided to proceed in 2010, stopped the process following the withdrawal of the BSF (Building Schools for the Future) project due to the change in government. However, arguments given in support of Bedfordshire's proposals originally included the need to raise standards and address underperformance, as well as to address the issue of declining number of middle schools in general (Bedford Borough Council 2009, p.3). This appears to bear out Hill's comment, made in 2004, that the decision of counties such as Middletownshire, as well as other changes in education, "seem to be knocking further nails into the coffin of the three-tier system" (p.13). It also confirms Barker's comment that the middle school system now appears, "a somewhat outdated model" (2008).

However, in stark contrast to Middletownshire County Council and Bedfordshire Borough Council, various other councils in the UK, and indeed other countries have the opposite viewpoint. For example, following a review by Northumberland County Council, NEAG (2004) published plans for the future of education in the county, citing its faith in the three-tier system of education (NEAG 2004, p.1).

It is certainly ironic that, at the same time as Middletown went ahead with a two-tier structure in 2004, Northumberland County Council decided, after considerable research, to retain its 'innovative' three tier structure. Furthermore, Mr Stephen Twigg (then Parliamentary Under-secretary of State for Education and Skills, now Shadow Education Secretary) stated in the House of Commons, "We accept as a Department that both systems can be effective, and we are not aware of any clear research evidence to suggest that one is preferable to the other (NEAG 2004, p.3), and again, "It is clear that there is no national research that says 2-tier education produces better results than 3-tier education...There is absolutely no case for change on the basis of educational results of impact of two changes" (NEAG 2004, p.4). Although there has been some localised evidence of underperformance with regard to students in middle schools in Suffolk since NEAG published their report in 2004, it does appear that the picture is still inconclusive elsewhere (Barker 2008).

The above argument is borne out by the fact that a number of other nations, including China, Japan, Taiwan, South Korea, New Zealand and the United States are actively engaged in the development of their three-tier education systems (Dixon 2010, p.2).

1.2 The Research Problem

It appears that teachers recognise that change is an inevitable part of their working lives (Fullan 2011; 2010; Day et al 2007).

Indeed, change in education is described as, 'a mantra for the modern age', which has left teachers 'disempowered and professionally marginalised'(Priestly 2011, p1). Unfortunately, it seems that teachers are rarely asked how they feel about issues that concern them directly, and change, where deemed to be necessary, and particularly where it is imposed, has a significant impact upon their professional practice. For example, whilst researchers such as Priestly (2011) have looked into teachers and educational change, Gunter et al (2007) and Wallace and Pocklington (2002) have investigated transforming the school workforce, and Hendy (2007) has researched teachers and the implementation of change; for me, it is the work of researchers such as Troman and Woods (2000) who explore the human impact of reform on teachers, Woods et al's (1997) work into restructuring schools and reconstructing teacher identities (Woods and Jeffrey 2002) and specifically the impact of change upon teacher identity (Puusa et al 2013), which carry the most meaning with regard to this study. This is primarily due to the link between emotion and teacher identity (Timoštšuk and Ugaste 2012) and the link between emotion and the workplace (Puusa et al 2013; Zembylas 2003).

These issues are particularly relevant with regard to changes in organisational school culture, where reform and the change in context can impact upon teacher values and create a 'disidentification' with the school (Puusa et al 2013), as well as a potential negative influence upon professional practice (Day et al 2007; 2006; 2005).

Specifically, researchers such as Robinson (2002), Soudien (2001), Chisholm et al (1999), Vandevelde (1988) and Dunham (1986) all warn of the potential negative impacts of compulsory redeployment upon the teaching workforce; these include: resistance (Soudien 2001; Chisholm et al 1999; Troman 1996), stigma (Soudien 2001; Chisholm et al 1999), bereavement (Dunham 1986), and the end of some teachers' careers (Chisholm et al 1999; Vandevelde 1988).

One example of whole-scale school change is the review that started in 1998 of the education system in Middletown, one town in a local authority (LA) in the Midlands of England. In this case, following a period of consultation in 2001 with the parents, governors and school staff involved in the lower, middle and upper schools in Middletown, a three-tiered school structure was dismantled in favour of a two-tiered system. The policy process was accepted in 2001, and took three years to be implemented. The town had had a three-tiered system for approximately thirty years. This meant that all nineteen middle schools in the town would cease to function as middle schools in July 2004; they would either close or convert to primary schools. This was perceived as a massive threat to some teachers in the middle schools as the process put in jeopardy their livelihoods and professional careers. For many of the middle school teachers affected, they had built their teaching careers around working in middle schools and were emotionally attached to the people and buildings in their places of work (Wallace and Pocklington 2002; James and Connolly 2000; Nias 1993; Dunham 1976).

The local press at the time reported particularly on the emotive aspects of the town review; for example, “Parents in Middletown have voiced concerns over proposals to close 17 schools in the town, as part of a widespread shake-up of the local education system” (BBC News Education 2001, p.1); and, “X, whose child is due to go to X School, said: “Everybody is shocked. The children are traumatised and the parents are devastated” (BBC News Education 2001, p.1). Conversely, the local authority (MCC) went to great pains in the local media to focus on the benefits of the changeover for the children, despite acknowledging the difficulties for staff, focusing on development and training that would be provided for teachers (BBC News Education 2001, p2).

Thus the town and everybody caught up in this monumental change was aware of the potential impact of the change before it started, although, as Hargreaves (1998) argues, “few would realise the full emotional impact of the reform on teachers” (p.318). Specifically, the process meant the redeployment of over four hundred and thirty middle school teachers in Middletown (Pyke 2002). The following quote gives a good example of the reported concerns of the teachers themselves at the time:

Middle school teachers say they face an uncertain future. X, head teacher of X Middle School – which would become a primary under the plan – said:

“This scheme seems to stick the knife into middle schools. We have known about the plans to do away with the three-tier system for some time but nobody in their wildest dreams thought it would be as radical as this” (BBC News Education 2001, p.2).

The middle school teachers in Middletown were faced with a choice: to leave the teaching profession (by retiring if that was possible) or to be redeployed. Some teachers who had spent the majority of their teaching career in one school faced transferring to another due to enforced change. An application process was set up, supported by the local authority, and middle school teachers could apply for all suitable posts, to all alternative schools located in the same town, in either sector, primary or secondary. However, the Times Educational Supplement (TES) included an article at the time about the enormity of the situation in terms of teachers' jobs, emphasising the concern of the teaching unions, given that, “More than 430 teachers risk being displaced. There are only 363 posts for them to fill. Almost 50 teachers have had to accept posts at a lower level” (Pyke 2002).

One of the local authority's main arguments for transferring from a three-tier to a two-tier system of education was that of raising standards; by, “Establishing schools that will offer the best educational opportunities for pupils and the community” (Middletown County Council 2001b).

Indeed, key areas of concern for the LA had been student performance, particularly at Key Stage 2 (KS2) and Key Stage 3 (KS3), and the number of middle schools being placed 'in a category' by Ofsted – a clear sign of underperformance. Despite changes in government, the emphasis on school improvement nationally remains high on the education agenda today. Indeed, the current government argues, "We are fortunate that our school system has important strengths. But our commitment to making opportunity more equal means that we cannot shy away from confronting its weaknesses" (Department for Education 2010, p.8).

However, the issue for some teachers involved in this study was of the entire closure of the middle schools in Middletown. Barker (2008) and Hill (2004), an education consultant, highlight doubts about whether a two-tier system of education (as opposed to a three-tier system) leads to improved results for students, as does NEAG (2004). Furthermore, connections between change and improved educational outcomes are described as "not so conclusive" (Barker 2008) or 'tenuous at best' (Murphy et al 1991, p.136).

It seems that other aspects were important in this decision-making process besides raising standards in education. In line with government policy, there is undoubtedly a financial aspect to the closure of the middle schools, in terms of cutting surplus school places (Department for Education 1992, p.12). Max Coates, from the London Centre for Leadership and Learning, deems the closure of middle schools to be motivated by the, "need to save money" (Barker 2008); indeed he states,

“it is hard to see how councils retaining the system can demonstrate value for money” (Barker 2008). Wallace and Pocklington (2002, p.36) and Fullan (1993a, p.10) all outline this financial aspect, in terms of highlighting the economic benefits of school reorganisation. Indeed, Middletown County Council (2001a) lists the following in its consultation documentation:

- Improving the quality of buildings and facilities
- Good use of educational buildings/schools
- Schools of a size that can offer the best educational opportunities and be financially secure
- Removal of surplus places (p.1).

Furthermore, an article in the TES, in reference to the town at the time, stated that, “With the town’s building stock crumbling, a £14m backlog of repairs and academic results not all they might be, the local authority had to act. Its answer was a two-tier system” (Pyke 2002).

Therefore, given the background to this story, it seems that change to the educational structure in Middletown was inevitable. However, for those teachers involved in the process, the key issue here is to do with the imposed nature of the change. Sikes, for example, states that, “Imposed change...inevitably carries messages about value” (1992, p.43). Similarly, Goodson (2003) argues, “Many current school reforms and change theories start from the assumption that since all is not well with the schools (true), reform and change can only help the situation (false)” (p.76).

Indeed, Day et al (2005) warn specifically of the potential risks associated with school reform regarding the teacher workforce; these include teacher absenteeism, stress and fatigue. Furthermore, as Robinson (2002) argues, "Teacher reform should, in the first instance, be aimed at the improvement of the practice of teaching, with a view to improving student learning" (Robinson 2002, p.290). Moreover, "It would be naïve, however, to separate the challenge of improving student learning from the economic and social context within which such teaching and learning occurs" (Robinson 2002, p.290). Thus imposed change, arguably to secure better outcomes for students, will involve discomfort for some teachers. Arguably, when Middletown County Council decided to go ahead and impose large-scale restructuring in Middletown, this was a case in type. Indeed, the whole plan for Middletown's schools in this study was, as the County Council clearly stated, "A vision for quality schools for the 21st century in Middletown." (Middletown County Council 2001a, p.1). So, although there were concerns about the performance of some of the middle schools in Middletown, was restructuring the answer to that problem? Given that there were clearly issues of underperformance in some of the middle schools, only time will tell if the restructuring was indeed the answer in terms of raising the standard of education in Middletown.

In terms of closing middle schools and transferring staff to a two-tier system, it is important to note that schools are social entities which revolve around social relationships, thus, with regard to the Middletown review, it was not as simple as closing schools, transferring staff and standards increasing overnight.

As Robinson (2002) queries, the question is, “How can we implement fundamental and all-encompassing reform within the very real constraints of a practical human capacity for dealing with change?” (p.296). With regard to restructuring, Day et al (2007) specifically acknowledge that for some individuals their, “expertise, capability, personal and professional biography, situational, emotional and psychological factors, as well as the complexity of the pupils whom they teach, and changes over time and circumstance, affect their effectiveness as teachers” (p.26). In other words, despite the emphasis on structures, procedures and policies in the change situation, the focus undeniably needs to be on the “roles, identities, beliefs, motivations and commitments of teachers” (Day et al 2007, p.25), as this is the only way of positively influencing teachers in order to secure positive outcomes for students in terms of effective teaching. Put simply, if teachers are unhappy, they may not teach effectively. Therefore, as Van den Berg (2002) argues, “personal and professional environments affect teachers’ identities both positively and negatively” (p.603). This, in turn, affects the effectiveness of the teacher. It is for this reason that the process of teacher transition, which should focus on protecting student learning outcomes, needs to be carefully managed by school leaders. So, if identity is key to purpose, self-efficacy, motivation, commitment, satisfaction and effectiveness (Day et al 2006), it stands to reason that those involved in leading and managing the process of compulsory redeployment should be mindful of the impact of these factors in terms of making sure that they take them into account and manage the process as well as possible.

1.3 Rationale for the Research

With regard to large-scale school reorganisation, including school closure, it is clear that this study deals with one of the biggest non-volitional changes which can take place during a teacher's career. Indeed, Wallace and Pocklington (2002) point to issues such as 'hostility' that such a change can lead to, as well as, "the radical and even terminal impact on the career of teachers and headteachers", and the, 'long term impact on parents, students, and their communities' (p.8) as a result of these reorganisation initiatives. In addition to this, in terms of the impact of change on teachers, Lumby (1998) expresses concern that, in terms of top-down whole system change, "for many the experience of change has been often bleak" (p.191). Indeed, according to Sikes (1992) imposed change is usually unproductive, as, "Attempts to impose change on teachers, teaching and the nature and processes of schooling have been notoriously unsuccessful" (p.37). Furthermore, Sikes (1992) refers to the end result of imposed change, which is, "low morale, dissatisfaction and reduced commitment" (p.49). These views are supported by Fullan (1993), who argues that the main issue is that; "Reform is badly needed, yet people's experience with change is overwhelmingly negative – imposition is the norm" (p.353) (see also Day et al 2005). This negativity may be due to the value messages such change gives to teachers. In discussing the various reasons for educational change, Sikes (1992) summarises as follows: "motivating all changes lies the assumption (which may or may not be justifiable) that all is not well and that students are not receiving the best education because teachers and their teaching is inappropriate or inadequate" (p.37).

It seems that this was exactly the message which went to the teachers involved in the present study, specifically because at the time the LA had concerns about the underperformance of students in the middle schools in both Key Stage 2 (KS2) and Key Stage 3 (KS3).

Although it can be argued that change is inevitable in education in order to make progress, in this case, a change of school context, from middle to secondary school, also meant a change in school culture. In terms of teachers' perceptions of a change in school culture, Sikes (1992) states that, "Imposed change can mean that teachers find themselves in a job which is quite different to that which they originally chose" (p.50). This point is important with regard to this study due to the non-volitional nature of redeployment in this case. This has implications in terms of why teachers work where they do – there is a close link between teachers' values and beliefs, so there can be issues when, "teachers are opposed to the values embodied in imposed change (because) it is difficult for them to adjust to new roles and work patterns" (Woods et al 1997, p.602). Furthermore, Day et al (2007) point to the difficulty experienced, and resistance exhibited, particularly by later year teachers when facing mandated reform with regard to the negative impact this has on their, "values, status and experience which they might have treasured and enjoyed throughout their professional lives" (p.100). Put simply, if teachers do not believe in the reasons for imposed change, or cannot fit into a new working context brought about by such change, they can react by attempting to block progress.

They, “can overtly or covertly set out to sabotage imposed change by doing things wrong or by refusing to cooperate” (Sikes 1992, p.46). Similarly, following extensive research into the management of school change, Fullan (1993a) likens this situation to, “a planned journey into uncharted waters in a leaky boat with a mutinous crew” (P.24).

Also, as stated earlier in this chapter, compulsory redeployment impacts upon the teacher personally – the teacher self. Indeed, Wallace and Pocklington (2002) argue that, “Managing change seems unlikely to get much more complicated and emotionally demanding than this” (p.8). Furthermore, teachers’ ability to function professionally is dependant upon a stable emotional state. As Van den Berg (2002) argues:

When we are preoccupied our minds are literally occupied with something and we have no space to pay attention, to take in and listen to anything else. When we are frightened we are more likely to make mistakes. When we feel inadequate we tend to give up rather than struggle to carry on with the task (p.605).

Thus, it can be argued that compulsory redeployment may prove to be a risky venture for some teachers who may find it difficult to cope with the personal impact of the change process. As a teacher employed in the secondary host school to which the teachers were redeployed, I am interested in how the former middle schoolteachers perceive the closure of their middle schools and whether they accept the reasons given for the change.

Will they perceive that the town review was necessary or that it will be beneficial to the students of Middletown? What are their perceptions on starting at the host secondary school? How will they handle the change in culture? If, as Dunham (1976, p.21) argues, 'reorganisation' is one of the 'most common stress situations' reported by teachers, what will be put in place for these ex-middle school teachers to feel able to cope with the change demanded of them? What support will be provided before, during, and after the changeover? Who will provide this support? When will it be needed? It was argued that the host school – a former upper school - would be a 'new' school in September 2004, but would this actually be the case? Six hundred new students started at this secondary school in September 2004, but only thirteen new teachers started as a direct result of the Middletown review. Furthermore, some existing teachers at the host secondary school had taught there for fifteen years or more, indeed some since the school had opened. How well would this core of steady well-established staff receive the new former middle school staff? Would there be evidence of issues with regard to a divided workforce, such as 'balkanisation' (Priestly 2011; Hargreaves 1992), or 'cultural fragmentation' (Wallace and Pocklington 2002)?

Interestingly, in theory, the host secondary school and two of the middle feeder schools did not have to follow the reorganisation proposals of the county council, since the secular voluntary aided (VA) status of these Catholic schools allowed them to opt out of the whole process of town reorganisation.

This would have maintained the status quo and protected the jobs of staff which were under threat. Wallace and Pocklington (2002, p.6) also acknowledge this issue in relation to their own studies, due to the need for the LA to consult with diocesan authorities before any proposed change could go ahead. However, in practice, this would have meant that the Catholic system was out of kilter with the rest of the town, which might have caused problems in terms of admissions. Furthermore, it would not necessarily have resolved the concerns about educational standards, as one of the Catholic feeder schools in the town at that time was in 'special measures'.

1.4 Research method

In order to address the research problem – the impact of compulsory redeployment on the teacher self and teacher identities – a detailed qualitative study was planned focusing on thirteen (of the 430 referred to earlier) former middle school teachers who were compulsorily redeployed to one 'new' Roman Catholic secondary school (formerly an upper school) due to the review, and reorganisation, of the education system in Middletown. For me, a teacher based in the secondary school to which all thirteen teachers were redeployed, the focus of this study is on teachers' experiences of the process of compulsory redeployment and on the impact it has on them as individuals and their professional identities.

The research design of this study is qualitative, located within the interpretive paradigm, as this will enable in-depth study of the research problem.

Rather than merely examining teachers' perceptions of compulsory redeployment, the present study attempts to identify the influences which determine successful or unsuccessful transfer, as experienced by the participants, and integration following redeployment. It aims to bridge a gap in current knowledge and to examine the impact of compulsory redeployment on the teacher self and teacher identities, and to make recommendations for similar situations in future.

In order to investigate how these teachers experienced the process of transition to another school, the qualitative study was planned to follow the thirteen redeployed teachers during their first year at their new school - from September 2004 to July 2005. The teachers' progress was charted, by way of semi-structured interviews and diaries, at different stages throughout the changeover year in order to investigate their experiences in terms of the impact of the redeployment upon the teacher self and teacher identities.

This study is significant because little research has been conducted on the experiences of teachers who are compulsorily redeployed in terms of what they encounter during the process of transition. Indeed the most relevant pieces of research in the field of teacher redeployment have been carried out by Vandeveld (1988), who investigated teacher motivation within the context of redeployment, Dunham (1986), who looked into issues such as stress and bereavement to do with teacher redeployment, and Chisholm et al (1999), Robinson (2002) and Soudien (2001) – all of whom conducted research into a specific context;

the large-scale redeployment of teachers in South Africa in order to address issues of over and under-staffing in different areas of the country. There is therefore no study, to the best of my knowledge, which attempts to understand the impact of compulsory redeployment upon the teacher self and teacher identities. This is significant when one considers the work of teachers, given that, "Restructuring in the UK has had a profound effect on teachers' work" (Woods et al 1997, p.12). Indeed, Day (2007) highlights the implications of such reform on teachers which, "erode teachers' autonomy and challenge teachers' individual and collective professional and personal identities" (p.598). Similarly, Helsby (1999) in a study of secondary schools and Menter et al (1997) in a primary school study, found that, at least temporarily, many teachers' professional identities, in which their values were embedded, were undermined by reforms (p.602). Thus, it appears that compulsory redeployment (reform) may have a significant impact upon the professional lives of teachers involved in the process. In summary, this qualitative study will investigate the issues within the context of whole-scale organisational school change, and attempt to understand and portray the impact of compulsory redeployment upon the teacher self and teacher identities.

1.5 Research aims

In line with the purpose and approach of this piece of research, outlined in the previous section of this chapter, this study has four aims:

1. To investigate the teachers' experiences of the change of schools.
2. To investigate the teachers' experiences of the induction process into a new school culture.
3. To investigate the impact of compulsory redeployment upon the teacher self and teacher identities.
4. To define how teachers' experiences of the impact of compulsory redeployment upon the teacher self and teacher identities can be understood and to make recommendations for future similar research.

1.6 Research questions

The research questions are as follows and are connected to the four research aims above. They enable me to focus on the key issues, yet allow flexibility to investigate phenomena relatively ignored in previous literature.

Main Research Question

How does compulsory redeployment impact on the teacher self and on teacher identities?

Specific Research Questions

1. How do the redeployed teachers make sense of the closure of their middle schools and their subsequent redeployment to a secondary school? (SRQ1)

2. How do the redeployed teachers respond to the impact of compulsory redeployment upon the teacher self and teacher identities during the course of their first year in a secondary school (SRQ2)?
3. How do the redeployed teachers interpret the induction process into a new school culture? How, if at all, do the cultures influence the teacher self and teacher identities? (SRQ3)

1.7 Institutional context

Middle schools came into being following the publication of the Plowden report (1967). Traditionally they cater for 9 -13 year olds and, “span the customary gap between primary and secondary schooling” (Hargreaves 1984, p.7). One of the original arguments in favour of middle schools was to do with the maturity and age of students. The switch at 11 from primary to secondary was perceived to be just too big a jump for students and it was considered that three age stages (rather than two) eased transition (Barker 2008) as it better represented the developmental maturity of children between the ages of approximately 8 to 13 (Blyth and Derricott 1977, p.7).

Hill’s research in 2004 into whether or not there was a future for the three-tier system of education, gives numerous arguments in favour of the three-tier system of education (pp. 13-14). Clearly, there are many perceived benefits, such as easier transition for students (Barker 2008), smaller schools, and subject specialist teaching at a younger age.

However, according to Hill (2004), the era of the middle school was over forty years ago and by 2004 was in a state of decline (p.13). Indeed, by way of comparison, at the time of the Plowden report (1967), there were 100 middle schools in the UK. By 1983, there were 1400, yet in January 2013, only 198 existed in 18 different local authorities in the UK (Wikipedia 2013).

Barker (2008) argues that the demise of middle schools is to do with the advent of the national curriculum and key stage tests at 7, 11 and 14, although Hill (2004) summarizes the main concerns to do with the three-tier system as, 'cost', 'performance', 'identity' and, 'changes in education' (p.14). Certainly, it can be argued therefore, that in economic terms alone, middle schools are no longer a viable cost-effective option for many LAs. This certainly appears to be the case with the middle schools in Middletown. Furthermore, the perceived lack of middle schools maintaining their lead at the cutting edge of education (the lack of specialist middle schools, for example) has impacted on the sector. However, due to the lack of evidence regarding lower standards attained in middle schools, as opposed to secondary schools (Barker 2008; NEAG 2004; Wallace and Pocklington 2002), it appears that middle schools have been closed in some areas of the country, purely because that was the wish of the LA. In the case of the present study, there were economic concerns, as well as serious concerns about underperformance, all of which led to the local authority's conclusion that the middle schools in Middletown had to close.

1.8 Position of researcher

The whole-scale process of change raised innumerable questions for me, the researcher, as I was a teacher at one of the upper schools in the town in 2004 - the time of transition. Given that a body of research suggests that there is a divide between change being seen as a positive opportunity, or as a negative experience with implied criticism of previous practice (Day et al 2007; Soudien 2001; Helsby 1999), I was interested in whether this study would find evidence of such a divide. I was also particularly interested in this phenomenon for two reasons. Firstly, as a child, I had attended one of the middle schools which closed, and I remembered some of the staff who would be redeployed to the host secondary school. Secondly, I was now employed as a teacher at the host secondary school to which all thirteen participants in this study were being redeployed. I therefore had first-hand experience of the schools and acquaintance of some of the individual teachers involved in the process. Despite the obvious issues involved with being an insider researcher (Mercer 2007) who had privileged access, as I worked alongside the redeployed teachers in the host school, I very much felt that, in this case, it was an advantage in terms of issues of trust and in being able to gain access to the participants. As I was known to some of the participants before the study started, there was already an element of trust - essential in this type of qualitative study, in terms of being able to gather data of sufficient depth. I also had a firm grasp of the issues at stake and was sensitised to the context.

1.9 Theoretical context

A large body of literature has been written on educational change per se (Fullan 2011; 2010; 2007), the implementation of change in education (Priestly 2011; Gunter et al 2007; Hendy 2007), the management of educational change (Wallace and Pocklington 2002; James and Connolly 2000; Lumby 1998) and specifically restructuring (Day et al 2007; Troman and Woods 2001). Although there is relatively little literature focusing specifically on enforced teacher redeployment (Vandeveldt 1988; Dunham 1986; 1976) as a change phenomenon experienced by teachers, one significant group of studies are those by Robinson (2002), Soudien (2001) and Chisholm et al (1999). As stated earlier in this chapter, these studies deal with the subject of the redeployment or 'retrenchment' of teachers in South Africa due to a government-led initiative. This process was due to be completed by 2005 and is useful in terms of providing a comparison to the focus of this study. However, it is important to note that there are various similarities as well as differences between the two redeployment situations; for example, the present study focuses on thirteen teachers within one host school, albeit within the context of seventeen closing schools in one town, whilst in South Africa, the focus was one of redeploying surplus staff to other schools (Soudien 2001, p.34). The similarities and differences between the two will be discussed more fully later in this thesis.

Another significant study in relation to the present study was undertaken some twenty five years ago by Vandeveldt (1988), who conducted research into the redeployment of teachers.

His study investigated redeployment per se, teachers' perceptions and reactions to redeployment, particularly in terms of motivation, and explained why the teachers reacted as they did, as well as offering induction and training as a way forward. This study provides useful findings which are relevant to this study.

Also specifically to this study, research has looked particularly into the practical considerations arising from the implementation and impact of change upon teachers (Priestly 2011; Gunter et al 2007; Hendy 2007), including restructuring or school merger (Wallace and Pocklington 2002; Woods et al 1997), redeployment (Robinson 2002; Soudien 2001; Chisholm et al 1999; Vandeveld 1988), teacher experiences of, and responses to significant change, such as school closure (Troman and Woods 2001; Vandeveld 1988; Dunham 1986; 1976), teacher identity (Beauchamp and Thomas 2009; Day et al 2006; Beijaard 2004; 1995), teacher development (Beauchamp and Thomas 2009; Olsen 2008; Hoban 2007), the impact of change upon teacher identity (Puusa 2013; Day et al 2007; 2005; Nias 1993) and finally, support for teachers in a change, or redeployment, situation (Day 2007; Robinson 2002; Wallace and Pocklington 2002).

There is also a wide field in terms of literature researching the teacher self and teacher identity (Day et al 2006; Freese 2006; MacLure 1993), the development of teacher identity (McNally et al 2008; Day et al 2006; Eraut 2000; Beijaard 1995), the importance of context with regard to teacher identity (Beauchamp and Thomas 2009; Chevrier et al 2007; Flores and Day 2006; Manzo 2005),

the impact of a change in culture on teacher identity (Puusa et al 2013; Wilkins et al 2012; Day et al 2005), teacher response regarding identity and change (Helsby 1999; Troman 1996; Wallace 1996), and issues of loss of different aspects of teacher identity in change situations (James and Connolly 2000; Helsby 1999; Nias 1993; Vandeveld 1988; Dunham 1986; 1976), yet no researchers have worked specifically on the link between compulsory redeployment and the impact on the teacher self and teacher identities.

The present study differs from those closest in nature to this study; Robinson (2002), Soudien (2001), Chisholm et al (1999), Vandeveld (1988) and Dunham (1986; 1976), and in attempting to understand from the data how compulsory redeployment impacted upon the teacher self and professional identities of the thirteen teachers. Furthermore, it presents for the first time the fact that it is the combined elements of teachers' experiences of compulsory redeployment and the impact on the teacher self and their professional identity which holds the key to understanding the effects of redeployment, and ultimately successful adaptation.

As stated previously, to the best of my knowledge, there is no existing literature or model, which clearly identifies the relationship between compulsory teacher redeployment and the impact on teacher self and teacher identity. It is also important to note that the most relevant existing research in this field is now at least eleven years old (Robinson 2002; Soudien 2001; Chisholm et al 1999; Vandeveld 1988; Dunham 1986), hence the need for more up-to-date research.

This study seeks a greater understanding of the experiences of compulsory redeployment and its impact upon the teacher self and professional identities of a group of teachers who transferred from six middle schools to one secondary school in Middletown. It is intended that the study will not only throw light on how teachers experience enforced change and redeployment to another school, but will also generate implications in terms of the impact on the teacher self and teacher identities, for school leadership and management and policy makers elsewhere, when they are faced with similar experiences of school system restructuring and resultant teacher redeployment.

The study is timely, given the ongoing decline in the number of middle schools in the UK, and the ongoing transition work by other local authorities in the UK with regard to changing their three-tier structure to a two-tier structure of education. Furthermore, the need for school closures may arise more often in future, for example in the case of falling rolls, or failing schools, particularly given the ongoing emphasis in the UK of school improvement and raising standards. The key issues are what this present study may reveal about the impact of compulsory redeployment on the teacher self and the professional identities of teachers, and what the leaders and managers of schools and whole systems may learn from individual teacher experiences captured in this study.

This becomes even more important if one takes notice of current economic difficulties and the fact that some schools, across the UK, are currently looking into making some teachers redundant (Devonshires Solicitors 2012, p.1), thus the issue of redeployment may prove to become a more topical issue than it has done in the past.

1.10 Limitations of the study

The data were collected from thirteen participants who transferred to one host secondary school in Middletown. Data collection was primarily by means of semi-structured interviews and participants' diaries. However, there are a number of limitations. I am aware that a small number of participants was chosen, firstly because the thirteen participants equated to the total number of redeployed teachers in the host school. Secondly, the aim of this study is to understand what happened, in terms of focusing in depth on the participants, in order to make a contribution to the existing knowledge about compulsory teacher redeployment and its impact upon the teacher self and teacher identities.

Due to the small field and time span, the aim of this study is to gain understanding of the phenomenon under investigation. However, I would assert that this study will enable other teachers and researchers to draw conclusions in terms of transferability to their own situations.

There are also limitations in terms of the data collection by means of interviews and diaries. I can only accept what participants offer, in terms of interview contributions or diary entries, in good faith. It is important to note that I did crosscheck the data, in terms of data gathering and data analysis, which enhances the trustworthiness of the study.

Also, as an insider researcher who was known to some participants before the study started, the question of researcher bias must be acknowledged. However, I would assert that due to the sensitive nature of the data in the present study, an 'outsider' researcher may have experienced issues with access, as well as in understanding fully the context of the situation.

Finally, there was an issue in terms of time. I decided to focus only on the teachers' first year in their new school; therefore the data had to be gathered between September 2004 and July 2005. In this respect, it is a 'snapshot' in time. This is compounded by the fact that it can take up to ten years for change to be fully completed (Robinson 2002, p.298; Fullan 1991, p.49).

Due to the fact that I am a lone researcher who works fulltime, data from thirteen participants, both in terms of collection and analysis, were deemed manageable, particularly given the time constraints.

1.11 Outline of chapters

There are seven chapters in this thesis. The abstract and introductory chapter present the overview of the thesis. Chapter Two is a review of the relevant literature in relation to the research questions, including sections on the teacher self and teacher identity, and the concepts associated with teacher redeployment. The methodology of the study is explained and justified in Chapter Three. Chapters Four, Five, and Six detail the study's findings, and Chapter Seven details the conclusions and implications of the study, as well as giving recommendations which arise from the study for those faced with a similar situation in future.

CHAPTER TWO

Literature Review

2.0 Introduction

As discussed in Chapter One, the overall aim of this study is to examine and analyse the impact of compulsory redeployment upon the teacher self and professional identities of thirteen teachers redeployed to one secondary school, due to the enforced closure of their middle schools in one local authority in the UK. This chapter presents a review of the literature around the interrelationships between school closure and subsequent compulsory redeployment, the process of induction into a new school culture, and changes brought about with regard to the professional lives and identities of teachers due to their redeployment. The study is positioned within the broad context of teachers' lives and careers, but specifically in the field of the teacher self and identity within the context of redeployment. Teacher identity is of relevance to this study as one needs to understand the concept of teacher identity and the investment of self around which professional lives are created, in order to understand what teachers stand to gain or lose within the context of compulsory redeployment.

In undertaking a review of the literature which would help me to understand teachers' experiences of compulsory redeployment, a number of themes emerged. From the main research question, I identified several areas of literature to look at; this included; 'teacher employment', 'teacher redeployment', 'school closure', 'school merger', 'school culture', 'teacher self', 'teacher identities',

‘teacher induction’ and ‘continuing professional development’ (CPD). As these seemed to be important terms in the study, I used them as key search terms on the topic, trawling books, databases, journals, articles, and websites.

I have chosen to focus on teacher identity as the first theme to discuss in this chapter as I wish to place emphasis on the potential impact of compulsory redeployment upon the teachers in my study. Indeed, Beauchamp and Thomas (2009) confirm that there is a link between teacher identity and their place of work as, ‘A teachers’ identity is shaped and reshaped in interaction with others in a professional context’ (p.5) (see also Puusa et al 2013). Therefore, I consider that when placed in a new context, the professional identity of the teacher develops, adapts or adjusts over a period of time, in line with exposure to new learning experiences. So, for new teachers, it is by working within the culture of an individual school that one begins to evolve as a teacher within that environment, which may not be a straightforward or smooth process for various reasons. For example, Veeneman (1984) states that, ‘Novice teachers often find their beliefs vigorously challenged as they attempt to meet the demands and expectations pressed upon them by schools’ (p.448). In the context of this study, I understand the word ‘novice’ to mean new, therefore this argument is applicable to teachers new to schools, including those compulsorily redeployed, as well as, for example, newly qualified teachers (NQTs).

It is for this reason that, with regard to induction into a new school, I discuss, later in the chapter, what can be offered to teachers in a redeployment situation, and how the process of induction and training can support newly redeployed teachers to transfer their knowledge, skills, and experience into a new school whilst maintaining and developing their sense of self and professional teacher identity.

There is a close relationship between events in teachers' lives – in this case, compulsory redeployment - and how these events affect their performance (Day et al 2006). For example, Kelchtermans (1993) describes how the professional self develops with relation to career over time and includes five 'interrelated parts'; self-image, self-esteem, job-motivation, task perception and future perspective (pp.449-450). Thus, it seems that teachers define themselves not only through their past and current identities as defined by personal and social histories and current roles, but through their beliefs and values about the kind of teacher they hope to be in inevitably changing political, social, institutional and personal circumstances (Day et al 2006, p.610). Therefore, it is doubly important to acknowledge the fact that teachers choose to work in schools which are in keeping with their own values, morals, beliefs and attitudes, and consider the implications of an enforced move to a new school context with a different culture due to compulsory redeployment. This theme will be discussed more fully in the first section of this chapter.

The second area of importance to consider is that of the conceptual issues to do with teacher response to compulsory redeployment itself, as this is the factor which sets the context for the study. Teacher redeployment is defined as:

The transfer of permanently employed full-time teaching staff from one educational institution to another within one LEA. It is a process which is prompted by the desire on the part of the LEA to secure judicious staffing of institutions against a background of falling rolls within a framework which avoids resort to compulsory redundancy (Vandeveldt 1988, p.3).

Therefore, compulsory redeployment may be considered preferable to compulsory redundancy for teachers employed in a closing school, although given that some teachers would not choose to leave the school, the transfer of teachers from one school to another may not be a simple process. Conceptually, some of the issues raised by compulsory redundancy in terms of teachers transferring to start work in another school are similar to those experienced by a new teacher starting in a new school. However, in terms of this study, the situation of being employed by a new school is, for some teachers, clouded due to the non-volitional nature of compulsory redeployment. In other words, there is a distinct difference between these two groups; new teachers starting in a new school have generally chosen to work in their new school, whereas, some redeployed teachers may feel they have little choice with regard to their new teaching placement, and this may give rise to concepts such as: anger and unwillingness to prepare for closedown (Dunham 1986); negativity (Soudien 2001); resistance (Soudien 2001; Chisholm et al 1999; Troman 1996); discrimination (Troman and Woods 2001; Dunham 1986);

stigma (Troman and Woods 2000; Dunham 1986); loss of confidence (Chisholm et al 1999; Helsby 1999; Dunham 1986); loss of self-esteem (James and Connolly 2000; Chisholm et al 1999; Connor 1995); loss of status (Troman and Woods 2000; Connor 1995); career crises (Day et al 2005; Woods and Jeffrey 2002; Wallace 1996; MacLure 1993); and, emotion, anxiety and bereavement (Wallace and Pocklington 2002; James and Connolly 2000; Nias 1993; Vandeveld 1988; Dunham 1986; 1976).

Given that compulsory redeployment is one of the biggest non-volitional changes that can happen to a teacher in their career, teachers may well react to the change in different ways. For example, some teachers rise to the challenge of change. Day et al (2007) and Troman and Woods (2001) argue that some teachers find change, in this case, redeployment, welcome due to the possibility of new opportunities, such as training and career potential progression. Various researchers (Day et al 2007; Helsby 1999; Troman 1996; Dunham 1986) also identify coping resources employed by teachers in order to deal with significant change in their working lives. However, in stark comparison to this, in some circumstances, teachers seek to avoid change at all costs, as outlined by Doyle and Ponder (1976) who identified the 'Stone Age obstructionist' – a type of teacher who is simply not interested in becoming involved in any aspect of change and wants to remain as they are. I think that it is perhaps understandable that a third group reacts 'neutrally' (Morrish 1976, p.101) – almost 'waiting watchfully' until, as Vandeveld (1988) argues,

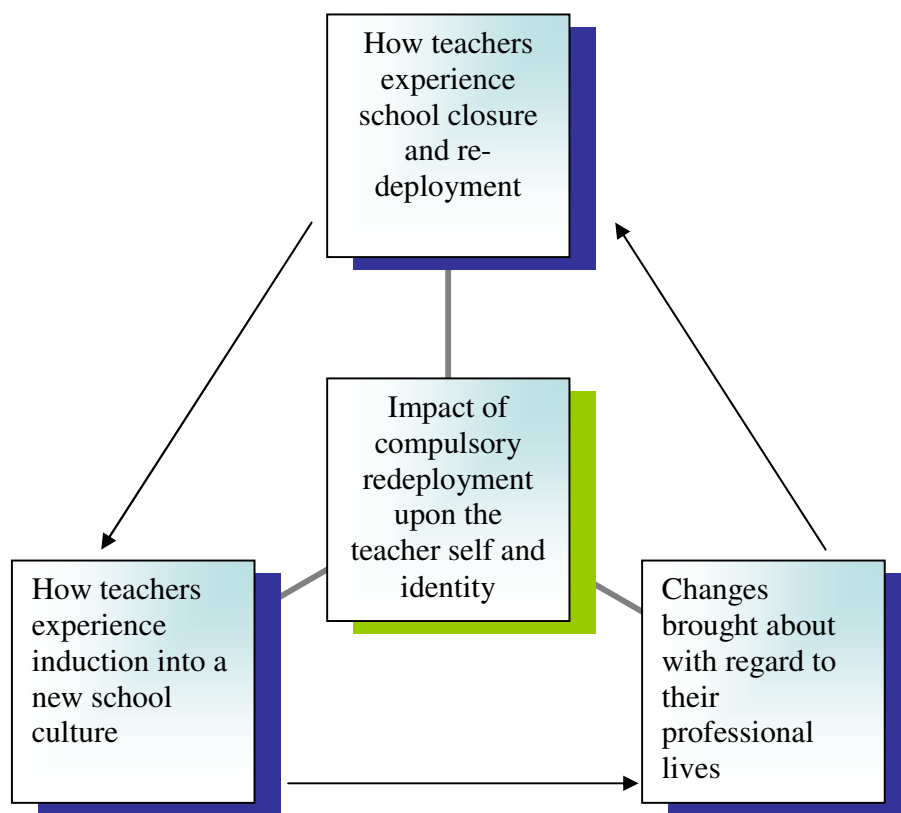
it becomes clear enough to judge how positive or negative the implications will be for the teacher. Furthermore, for those teachers for whom there may not be significant change to their working life, or when they are not significantly affected in either direction, the outcome may equally be one of neutrality (p.23).

Therefore, in this literature review, I will be exploring the notion of the teacher self and teacher identity; what is the teacher self? What constitutes teacher identity and how does it develop? To what extent, and how, do the concepts associated with compulsory redeployment impact upon the teacher self and on the professional identity of the teacher? I will define teacher identity and discuss how teacher identity is constructed, and how it shapes the practice of the practitioner. I also consider what may be gained or lost with regard to compulsory redeployment, how this can happen, and how the process of compulsory redeployment can be managed. Finally, I discuss how this information can be theorised in relation to the study.

In order to clarify the thinking behind this chapter, the following framework is a diagrammatical representation of the three main themes identified at the heart of this study, derived from a critical review of the literature. This useful heuristic framework will be used as a basis for the study to derive and generate new theoretical insights into how compulsory redeployment impacts on the teacher self and teacher identities.

As discussed in the introduction to this chapter, the conceptual framework for this study is based on the interrelationships between school closure and subsequent compulsory redeployment, the process of induction into a new school culture, and changes brought about with regard to the impact of compulsory redeployment upon the teacher self and teacher identities. The framework is an amalgam of these three main themes. Figure 2.1 depicts this conceptual framework.

Figure 2.1 – Conceptual framework



Having given the background to, and introduced, the chapter, I am going to focus firstly on the theme of teacher self and identity before going on to examine the theme of teacher redeployment.

2.1 The teacher self and teacher identity

2.1.1 Introduction

The concept of teacher identity I will be using in this study is drawn from the field of sociology as it is the closest discipline to my field of study in terms of definition. Alongside this, I have to consider the theme of teacher self and identity within the context of compulsory redeployment as the focus of this study. Identity itself is defined as: ‘the fact of being who or what a person or thing is’ or ‘the characteristics determining who or what a person or thing is’ (Oxford Dictionaries 2012), thus identity is key to this thesis as a person’s identity is bound up in their job and/or place of work, as being a teacher is the professional part of who or what a teacher is. By implication, therefore, with regard to this study, to change the school is to impact upon the identity of the teacher to a greater or lesser extent. For example, perhaps out of necessity, due to many factors (e.g. phase, culture, or experience) the same teacher in a primary, middle or secondary school will have a different professional identity - in line with each different setting.

In this section of the chapter, I will be considering different aspects of teacher identity and the teacher self, as well as with regard to compulsory redeployment, in order to explore the issues pertinent to this study in depth. This begins with a discussion about the definition of teacher identity and the teacher self, drawing on the work of Beauchamp and Thomas (2009), Day et al (2006), Cooper and Olson (1996), Reynolds (1996), Beijaard (1995), MacLure (1993) and Nias (1989). Following this, I will consider the link between the personal (the self) and professional aspects of teacher identity, by drawing on the research of McNally et al (2008; 1997), Wilson and Demetriou (2007), Eraut (2004), Hargreaves (1998a; 1998b), McNally (1994), Nias (1989) and Wallace and Tickle (1983). I will then discuss the development of teacher identity, by referring to the work of McNally et al (2008), Chevrier et al (2007), Day et al (2006; 2005), Eraut (2000), Beijaard (1995) and Nias (1989). Following this, I will discuss context and teacher identity, examining the work of researchers such as Puusa et al (2013), Beauchamp and Thomas (2009), Wallace and Pocklington (2002), Soudien (2001), Beijaard (1995), Kelchtermans (1993), MacLure (1993) and Nias (1993), in order to identify the importance of school context with relation to teacher identity and how changes in school context can influence teachers and their practice. The next sub-section discusses the impact of cultural change as a result of a change of school context, which discusses the findings of Day et al (2007), Robinson (2002), Wallace and Pocklington (2002), Wallace (1996), Nias (1993) and Sikes (1992), particularly with reference to a change in values alongside a change in school culture and the impact of this upon redeployed teachers.

Finally, I will examine the construction of a new teacher identity, and how teachers go about building up a new professional identity with reference to the work of Day et al (2006), Robinson (2002), Wallace and Pocklington (2002), Troman and Woods (2000), Day (1993), Nias (1993) and Vandevelde (1988). In this section, I also discuss the process of induction, training and support for newly redeployed teachers, drawing on the work of Robinson (2002), Soudien (2001), Vandevelde (1988) and Dunham (1976) – all of whom have researched the training and support necessary for teachers in a compulsory redeployment situation.

2.1.2 Definition of teacher identity and the teacher self

There has been much discussion about the definition of teacher identity with regard to how it is bound to the self, and whether it is ‘stable’ – that is, fixed or unchanging, or ‘fragmented’ – in other words flexible, changeable, or composed of several parts. Day et al (2006), Cooper and Olson (1996), Reynolds (1996), Beijgaard (1995), MacLure (1993) and Nias (1989) have all argued specifically about the nature of teacher identity and the teacher self. One viewpoint is that teacher identity comprises essentially of a stable ‘substantive’ self, grounded in values, beliefs and practices, whilst acknowledging teacher ‘work identities’ (Nias 1989, p.193). So, if one understands the ‘stable substantive self’ to mean a fixed standpoint, and one accepts that human behaviour is driven by the fundamental beliefs and values held by an individual, then that behaviour is unlikely to change significantly. But does this only apply if teachers stay within the same working environment?

In other words, does a teacher behave in much the same way in different teaching environments due to their unchanging attitudes, values and beliefs? A similar question is relevant to redeployed teachers in terms of understanding 'work identities' to include issues of position, power and status. In other words, do redeployed teachers only behave in the same way if their 'work identities' – level of position, status - are the same? What does this mean for their professional identity if this is not the case?

Given the myriad possibilities of change, regarding redeployed teachers, they may have several, or 'fragmented', identities, changing in terms of wherever, whatever or whoever they are interacting with at the time. Conversely to Beijaard (1995) and Nias (1989) who argue that teacher identity is essentially stable, Cooper and Olson (1996), Reynolds (1996) and MacLure (1993) argue that teacher identities are essentially unstable, "likely to be affected at any time by either their own 'biographical projects', change in their working environments or a combination of the two" (Day et al 2006, p.611). So, in other words, a teacher's identity can be influenced by events, or 'biographical projects' going on in a teacher's life, as well as by their work location. Day et al (2006) take this argument further which better reflects the ever-changing and 'multi-faceted' nature of a teacher's work, which explains why identities can be more or less stable, or fragmented, at different times for different reasons (Day et al 2006, p.601). In other words, teachers have 'multiple selves' (Cooper and Olson 1996; Reynolds 1996) as the self is "neither fixed nor standing still, but it is rather an ever changing entity" (Day et al 2006).

This argument is particularly relevant to the context of compulsory redeployment as it can be argued that a redeployed teacher maintains their values and beliefs (in other words the 'stable'), yet in a changed working environment has to react to every 'new' situation going on around them. I describe these events as 'new' as teachers may have come across certain events or situations in one school situation, yet not in a different context. This can have a destabilising effect, thus teachers may project different aspects of the self at different times (the 'multiple selves'). A neat way of summing this up is to quote Sikes (1985) who states that teacher identities can never be, "gained nor maintained once and for all" (p.155), as a large part of identity must be based on school context – a theme which will be discussed later in this chapter.

Thus, within the context of compulsory redeployment, I have chosen to use the definition of teacher identity, usefully defined by Day et al (2006) as, "neither intrinsically stable nor intrinsically fragmented. Rather, teacher identities may be more, or less, stable and more or less fragmented at different times and in different ways according to a number of life, career and situational factors" (p.601). This is due to the fact that, within the context of this study, the identity of redeployed teachers can be different things at different times, due to the ever-changing circumstances within which they find themselves – exposed to circumstances and challenges they may not have experienced before, and therefore may, or may not be, different at different times in different situations according to different factors.

2.1.3 The link between the personal and professional aspects of teacher identity

Some researchers, such as Beauchamp and Thomas (2009) place specific focus on the, “combination of both the personal and professional aspects of identity inherent within that of a teacher” (p.4). Thus it may be impossible to split the personal from the professional within the identity of the teacher; in other words, it may not be possible to separate the role of a teacher from the more ‘emotional’ aspects of the self. For the purpose of this study, I choose to define ‘emotional’ as ‘the part of consciousness that involves feeling’, that is ‘actuated by emotion rather than reason’ (The Free Dictionary 2012).

Beijaard, Meijer and Verloop (2004) also point to this connection between identity and self, in terms of the unclear distinction between personal and professional identity. In contrast to the above, and to Wilson and Demetriou (2007) and Goodson (1988) who also argue that teacher identity is formed during initial teacher training (ITT), Nias (1989) suggests that a teacher’s personal identity is distinct from their professional identity - an incorporation of the teacher into the self-identity takes place over time – usually in the second decade of teaching, in other words ‘being a teacher’ eventually equates to ‘being yourself’ (p.181). If one refers back to the definition of teacher identity, both the teacher and the identity of the teacher develop over time, formed by the teacher being exposed to the practices and procedures and myriad sets of circumstances that teachers face every day in their job.

It is a pressurised job, in which elements of the self come through, as they do when any individual faces challenging circumstances, as learning to teach in a new school undoubtedly is. It is a question of how the self affects the developing identity of the teacher. Nias (1989) seems to imply a merger of the two – the professional identity and the self - in the second decade of teaching, but can Nias' argument really be related to all teachers in or past their second decade of teaching, including those who are newly redeployed to another school in a different phase? Does it really take over ten years of experience to assimilate the professional identity into the self or vice versa?

The professional identity of a teacher must also in part be related to the character or characteristics of the individual (the self), as it is tied up in the social world within which a teacher must be able to function. The work of teachers is socially situated - working in a busy environment, dealing with a huge range of people – staff, students, parents, outside agencies, in ever changing circumstances with little time between each social exchange. Wallace and Tickle (1983) argue that professional identity is dependant upon social processes within a school context – in other words, the being of a teacher depends upon how able the teacher is socially – dealing with people and coping with innumerable social situations or encounters during a working day. Professional identity therefore implies “a sense of belonging to a group” (Wallace and Tickle 1983, p.461).

Indeed, teacher identity is developed by the, “integrative process of developing awareness and feeling valued and acknowledged by the professional community in which learning takes place” (Wilson and Demetriou 2007, p.7). Therefore this indicates an acceptance over time of the professional and personal self by the host school community.

Furthermore, Eraut (2000), Hargreaves (1998a), McNally et al (1997) and McNally (1994) all focus on the notion that entering the teaching profession is ‘emotional’ – as stated earlier, a concept related to the self, rather than the professional identity of the teacher. Also, I would define teaching as ‘emotional’ in terms of the social nature of the job and the fact that the teacher is working with other people. In other words, teaching inevitably impacts on the self, as well as the professional. Indeed, entering the teaching profession is described by some newly qualified teachers as an ‘emotional rollercoaster’ (McNally et al 2008, p.289). Beauchamp and Thomas (2009) relate this emotive aspect back to the self as, “Any discussion of emotion and identity overlaps with discussion of the self” (p.3), thus one cannot be removed from the others – the notion of self or self-concept is inextricably related to the concept of identity as the self of the professional teacher. In this context the newly redeployed teacher is affected and shaped by the experiences in their new working environment. Again, the teacher self is affected by the teacher identity, and vice versa.

The emotional aspect of self with regard to professional identity also relates to continuing teachers, as it recurs as a theme to do with the significance that teachers place on their past, in terms of identities, in relation to the present and future. Therefore, due to the nature of teaching and the inextricable link to emotion, this is significant in terms of teachers' approaches to their professional lives and identities when taking up a new post in a new school (Timoštšuk and Ugaste 2012; Hargreaves 2001;1998b).

Indeed, according to the literature, for newly qualified teachers, there is the emergence of a 'revised self' after a period of 'emotional turmoil and vulnerability' as the self, though fragile, is robust enough to allow the individual to cope with transition (McNally et al 2008, p.290). It is possible to apply the same argument to the context of compulsory redeployment, due to the period of transition experienced by redeployed teachers and the link to emotions as described above. In other words, for redeployed teachers, it is by undergoing a 'deep process of personal change' that the new teacher identity emerges, described as an, "evolving narrative (that) can be read as the voice of a personal struggle through a more or less reflexive engagement with the experience itself" (McNally et al 2008, p.290-1). Thus, the emotional – related to self - aspects of transition can be applied to newly redeployed teachers in schools, as well as to NQTs or new teachers, as there are distinct similarities between the different processes of transition. Although new, or redeployed, teachers have a background of experience from which they can draw;

they can experience the same type of 'emotion', or impact upon the self, in terms of the transitional period in their new school as NQTs.

2.1.4 Development of teacher identity

In discussing teacher identity and the teacher self, it is useful to consider how individuals develop and build up their identity as a teacher. It is by following the processes of training, induction, and the practices and procedures within the context of individual educational establishments that one begins to identify oneself as a teacher. However, it is useful to understand the steps to teacher development within the context of this study in order to understand how newly redeployed teachers go about developing their new professional identity in order to fit into their new school.

Olsen (2008) and Watson (2006) focus on the process of the 'development' of teacher identity, whilst Søreide (2006), Coldron and Smith (1999) and Lave and Wenger (1991) refer to 'construction' of teacher identity. Rodgers and Scott (2008) refer to teacher identity 'formation', yet Sfard and Prusak (2005) discuss teacher 'identity making'. Other definitions include: teacher identity 'creating' (Parkinson 2008), teacher identity 'shaping' (Flores and Day 2006), teacher identity 'building' (Sfard and Prusak 2005) and, finally, teacher identity 'architecture' (Day et al 2006). Despite the number of references and different descriptive labels, the message behind this is that teacher identity is something that has to be created, built up, or developed.

The implication is that a teacher grows into the role and does not simply enter a classroom and become a teacher. It is a craft which is learnt, developed and honed over a period of time. This argument is useful in terms of the context of this study as it reinforces the fact that a newly redeployed teacher can be viewed as similar to any new teacher starting in any new school, in that they will create a professional identity which will develop over a period of time in their new school.

Certainly, there are similarities for any teacher (newly qualified or not) changing schools in that the first year in a new school is always the hardest, as the 'important formative period' (Schempp et al 1993, p.447), as the teacher learns the culture, procedures and practices of the new school and gradually builds up an identity accepted by staff and students, described as proving, 'their mettle' to be 'accorded full-member status' (Schempp et al 1993, p.448). In the same way that a student teacher develops much of their identity as a professional teacher in their first year of teaching, newly redeployed teachers form their new identities in their new contexts in their first year in a new school.

Teacher development initially starts with teacher training. Indeed, to begin with, Beauchamp and Thomas (2009) describe trainee teachers undergoing 'a shift in identity' (p.2), as new teachers may have pre-conceptions about the nature of teaching for different reasons, faced with new experiences and new challenges daily with little time to pause for thought. Teaching is a job in which individuals must quickly learn, reflect on their progress and adjust accordingly.

If not, valuable time can be lost in terms of building up a professional identity accepted by staff and students alike. Individuals enter the teaching profession at a variety of ages, from a variety of backgrounds and for different reasons. They will often seek to relate to someone or something in order to start to develop. For example, Ball and Goodson (1985) argue that identity for secondary school teachers is generally subject linked. This argument is backed up by Illeris (2002) who says that new teachers focus on the cognitive aspects of their development, Beijaard (1995) who argues that developing teachers focus on specifics such as the subject they teach, and McNally et al (2008) who argue that new teachers focus on subject knowledge and lesson planning. Thus, trainee teachers, and in the context of this study, newly redeployed teachers to a secondary school, will probably identify with teachers in their subject faculty and focus on the practical processes and practice of teaching in a secondary environment in order to fit into their new environment and start to build their new professional identity.

This reliance upon others with regard to the development of teacher identity is also described as 'relational' - that is, relating to the social aspects of the school community (McNally et al 2008; Eraut 2000; Beijaard 1995; Nias 1989) as teacher worth and identity is reflected back to the new, or newly redeployed, teacher by developing relationships. Indeed, Cooley (1902) described the 'looking glass self' which describes the way in which the self is developed as part of a reflexive process involving others over time.

Early researchers such as Mead (1934), researching psychological theories of mind, self and society, developed this concept and described developing a 'generalised other' – a combination of different attitudes towards an individual. The self was stable, as discussed previously, but could behave in different ways according to the actor. Thus, essentially, the individual's values and attitudes remain constant, but the behaviour is contingent upon the interaction between the individual and its environment. On the other hand, Goffman (1959) discussed developing a number of 'selves'. Similarly, Day et al (2006) highlight this 'multifaceted' nature of developing teacher identity, which responds to changing external factors. However, the most useful description of teacher development is given by McNally et al (2008) in terms of, "whether they can see themselves as teachers in what is reflected from colleagues and children in their various interactions" (p.290). Although this point was made in relation to trainee teachers, it is undoubtedly of relevance for newly redeployed teachers too as they work with colleagues and children building up their professional identity in order to be accepted by their new school community. This acceptance of the new teacher's identity is undoubtedly 'relational' within the school context as schools are social institutions whereby teachers develop their practices as part of a team, with their colleagues, and with their pupils.

2.1.5 Context and teacher identity

As introduced previously in this chapter, part of teacher identity is context related, as well as phase-related.

In terms of context, I am referring to the school, and in terms of phase-related, I am referring to the type of school, whether it is primary, middle or secondary. In other words, it is important to consider what it means to be a teacher in different educational establishments of the same sector, as well as what it means to be a middle school teacher, and what it means to be a secondary teacher. How, or why, is identity different within these contexts?

It appears that a teacher's identity changes or develops over time. This is due to both internal factors – for example, the self and identity, and external factors – for example, the context. Such 'internal' factors relate to the 'emotional', as discussed earlier in this chapter (see Timoštšuk and Ugaste 2012), whereas the 'external' relate to job and life experiences within particular contexts (Puusa et al 2013; Flores and Day 2006; Sachs 2005). Beauchamp and Thomas (2009) usefully sum up this important point as follows, "Identity development for teachers involves an understanding of the self and a notion of that self within an outside context, such as a classroom or school, necessitating an examination of the self in relation to others" (p.5). Therefore, teacher identity is closely related to the context, in other words, the school within which a teacher operates. This is significant for this study as the emphasis is placed on the impact of compulsory redeployment upon teacher identities. A related issue here is one of whether newly redeployed teachers feel that the new context matches up to their values – an issue which will be discussed more fully in the next section of this chapter.

Indeed, researchers such as Beijaard (1995), Kelchtermans (1993) and MacLure (1993) all report instances where teachers report feelings of 'alienation' from their values and practices, due to a change in context, which means that they are 'no longer able to reconcile their identities with their job' (Day et al 2006, p.609), as everything has different meanings for each individual teacher. However, it is important to note that these findings relate to teachers moving within the same phase, that is for example, primary to primary school. The difference in comparison to my study is that the teachers involved were redeployed from closing middle schools (they had no option to go to another middle school as they all closed), to either primary or secondary schools. This study deals purely with the redeployed teachers who chose to move to one secondary school, but it is important to note that others chose to move to the primary sector instead.

It is also possible to identify key significant factors which are more important to secondary school teachers than their primary colleagues. This includes issues such as subject and status (Day et al 2006, p.610). Therefore, having defined teacher identity and the teacher self as changeable, according to 'life, career and situational factors' (Day et al 2006, p.601), it is clear that this means that teacher identity is also closely associated with the sub-context (for example, the role, or department) within which teachers work.

It is also during the course of a teaching career that teachers build up intuitive practice, so called because of the fact that a school is a busy working environment,

different to other working environments due to the number of social interactions and situations experienced by a teacher on a daily basis. As such there is little time to stop and consider each action – because there are so many daily actions and ways of teaching, these actions come intuitively and easily within context. Whilst some teachers move schools within phase and experience a perhaps shorter process of adjustment, it is understandable that for some teachers, moving to a different phase in the context of compulsory redeployment, there will be an impact upon the professional identity of the teacher, such as loss of confidence and self esteem.

As the redeployed teachers in this qualitative study have been taken out of the context of middle schools, the identity built up within that environment may no longer be fully relevant to their professional practice in a secondary school. Teachers may become deskilled in a different context, removed from intuitive practice, or their, 'tried and tested methods' (Kyriacou 2000, p.27), in some cases built up over years, in their previous school as these practices may not work in their new school. Redeployed teachers may even question who they are as teachers; again, this issue is compounded by the change of phase from middle to secondary schools as they are no longer middle school teachers. Therefore, to be a middle school teacher is not the same as being a secondary school teacher. The redeployed teachers in this study moved to a different phase and were therefore subject to a new school within a new sector.

In fact, Manzo (2005) points to the link between place and identity as 'experience in place' (p.73), and the fact that, 'significant places reflect peoples' evolving identity' (Manzo 2005, p.73), thus in a new context, redeployed teachers will, of necessity, develop new or adapted identities.

Therefore, it is possible to conclude that a teacher's identity is closely bound up with their place of work. In some respects, newly redeployed teachers are similar to NQTs in that they have to build up a new identity in a new environment. Newly redeployed teachers may however be adversely affected by their past experience and so find the construction of a new professional identity in a new context deeply challenging due to the impact that new learning experiences, such as dealing with student behaviour, have on the teacher self and teacher identity.

2.1.6 The impact of cultural change as a result of a change of school context

Associated with the school context, one of the key differences between schools is that of the culture of the school, which varies, not just between phases, but from school to school. With regard to this study, the process of transferring staff and students to another school, brought about by a change in school system structure, is accompanied by a change in school cultures, which can impact upon the beliefs, values and attitudes of teachers and lead to a type of 'culture shock' (Wallace and Tickle 1983, p.466). It is for this reason that there can be a match or mis-match, described as 'disidentification' by Puusa et al (2013), between the cultural aspects of a school and the values, attitudes and beliefs of individual teachers.

With regard to my study, there was a change from teaching in middle schools to a secondary school, as well as the fact that the host secondary school was a church school – the majority of participants moved from non-denominational middle schools, whilst six participants moved from one Catholic school to another, albeit in a different sector.

It appears that teachers choose schools which are the best fit for them in terms of their experiences, values, and identities. For example, Helsby (1999) argues that teachers act professionally in line with their own beliefs, which in turn is influenced by the culture in which they work (pp.82-3), and similarly Nias (1993) cites the importance of teachers', "religious, moral, political or social values" (Nias 1993, p.142). Furthermore, Puusa et al (2013), Day et al (2007; 2005), Sikes (1992) and Fullan (1991) all argue that there are difficulties with changing cultures, as happens in compulsory redeployment, because of the fact that values and beliefs are intrinsically tied up in where teachers choose to teach. Indeed, Robinson (2002) warns of issues such as 'power struggles', 'conflicting values' and 'different leadership styles' which need to be acknowledged and dealt with in order for schools to move forwards (p.297), and in a similar vein, Day et al (2007) point to potential 'de-professionalization' and 'de-skilling' when there is a perceived clash between the beliefs, attitudes and values of a teacher and the culture of their new school (p.28).

Within the context of this study, culturally, there is a huge difference between the, “‘feel’, ‘tone’, ‘atmosphere’, call it what you will” (Dale 1972, p.9) of a middle school (from which the teachers were redeployed) and a secondary school (to which they were redeployed) (Soudien 2001, p.35; Louis et al 1996, p.765). So, teachers’ perceptions of experiencing changes in school culture can vary dramatically and contextual factors can influence teachers and their practice (Beauchamp and Thomas 2009; Chevrier et al 2007; Flores and Day 2006; Day et al 2005). For example, in a study in 2001, Francis discovered that culturally in middle schools, teachers perceived that their main priority was to forge a caring ethos in the school (p.90). Whilst this is undoubtedly important to secondary school teachers, it tends to be given less emphasis because of the attention given to academic attainment. Therefore, necessarily, the atmosphere in a secondary school is a more adult one, and whilst there may be an ethos of caring, the focus is more on the academic achievement of students.

Moreover, in terms of teachers’ experiences of change with regard to school culture, the secondary school environment is not as ‘cosy’ as the middle school. Indeed, perceptions of different school cultures is highlighted particularly with regard to pupil behaviour - one of the main concerns, perceived by new teachers in terms of a change in school culture (Day et al 2007; 2006; 2005), is teacher ‘control’, that is, being in command of one’s students, which is perceived as one of the most important attributes, or expectations, of teachers’ professional identity (Schempp et al 1993, p.459; Feinman-Nemser and Floden 1986; Waller 1932).

Indeed, one of the main issues for teachers in a change situation, in terms of dealing with behavioural challenges, is that of a 'loss of control' (Nias 1993, p.146-7). Clearly, there is a link between student behaviour and the culture of a school, in that it will differ according to different school settings, and in particular, different phases (Dale 1972, p.23).

To emphasise this point, both Dunham (1976, p.27), in his study of redeployed teachers, and McNally et al (2008, p.289) outline the real concerns many teachers have in terms of poor pupil behaviour, compared to what they have previously experienced. So, it seems that redeployed teachers are naturally apprehensive about student behaviour, and this is compounded, in this study, by the fact that the move was from middle to secondary school, a more challenging environment (bigger school, bigger students, more instances of verbal and physical aggression and more fixed term exclusions) than the redeployed teachers were used to. Indeed, David Stradling, a headteacher at a middle school in the UK states that, "behaviour is better" in middle schools (Barker 2008). Moreover, it appears that the change is more challenging for teachers who may have spent most of their career in one school as, "They thought they would have to give up patterns of behaviour to which they had become accustomed over a number of years" (Dunham 1976, p.27). So, is it true to say that, although experienced, redeployed teachers have to work through a process of initiation, learning new techniques, which may help in a new situation, as they cannot rely on past experience alone?

Again, referring to the link between school culture, teacher identity, and the self, Dunham (1976) makes an important point in referring to the impact that dealing with student behaviour can have on the redeployed teacher, described as “the psychological battering one receives to one’s ego” (p.24). Furthermore, the same author states that teachers may be ill-prepared psychologically for the behavioural challenges they experience, partly because of their previous comfortable experience, and by way of contrast, due to the new culture within a new school context, they now find, ‘conflict, confusion and a nagging sense of inadequacy’ (Dunham 1976, p.24). Day et al (2006) therefore summarise this important point by stating that pupils’ attitudes and behaviours can have a profound effect upon the teacher self (p.606).

Therefore, it seems that the past experience of redeployed teachers may actually serve as a ‘handicap’ in terms of expectations and preconceptions, as by comparison, NQTs enter a school and have to learn their trade – not relearn their trade in a new school and perhaps not understand why techniques which worked in a previous school are ineffective in a new context. The impact of this experience in a secondary school is captured well by Henderson and Perry (1981) who describe teachers’ ‘loss of self-esteem’ and the ‘degrading’ impact of not being able to maintain control in the classroom when they had done so previously in their career. However, is it true to say that all redeployed staff experience such issues to this degree?

In fact, some schools, in similar circumstances to the host school, choose to address these issues from the outset, as referred to by Wallace and Pocklington (2002, p.198), whereby merged school staff work together with students to establish behavioural expectations and an appropriate culture within a new school context, so that issues as outlined above, are minimised.

Certainly, in terms of compulsory redeployment, as described above, if cultural transition is not managed carefully, some redeployed teachers may struggle profoundly, and if they consider the change in culture to be at odds with their own personal values, they will perceive that they cannot fit in (Puusa et al 2013; Day et al 2006; 2005; Helsby 1999; Nias 1993). As Sikes (1992) puts it, “Imposed changes which affect the things they value most can mean that teachers can no longer find a match between their aims and purposes and those prevailing in schools” (p.41). Therefore, due to the shift in values for teachers because of a change in culture, the result can be, “a formidable barrier to such change – one which will not likely be overcome” (Wideen 1994, p.99). In other words, for newly redeployed teachers, compulsory redeployment can mean teachers moving from a school to which they were emotionally attached, and in which there was a clear match between their school and their own beliefs and values, to a school in which they find a gulf between their values and attitudes and that of the new establishment.

Thus, imposed change can lead to a 'derailment' of the change process because some teachers can experience 'conflict and confusion' in relation to the values and beliefs they held previously about themselves and their students and they can begin to question them (Day et al 2006, p.608).

In a paper which preceded his later collaboration with Pocklington (2002), Wallace (1996) charted the difficulties, in terms of professional beliefs and values, associated with merging schools and staff together due to the cultural loyalty that some staff maintain for their previous school. Indeed, he questions whether 'old cultures' ever die (p.460). It is essential that staff 'buy into' the culture of the new school, although this is not without its difficulties and the transfer of cultural allegiance can take some time, if at all. In fact, Wallace (1996) warns that elements of 'old practices' may remain, which can eventually lead to tensions between staff (p.460-1). In the later collaborative study, Wallace and Pocklington (2002, p.55) (see also Troman and Woods 2001, p.14; Helsby 1999, p.87; Day et al 1990, p.114) argue that teachers can combine to gain power following transition. This can be a good thing and can work in the schools' favour (Wallace and Pocklington 2002, p.165). The key here is for school leaders to take charge in building the new culture together with their staff in a collaborative manner (Wallace and Pocklington 2002, p.187). Fundamentally, I consider that teachers' responses to a change in school culture are governed by whether the change matches with their own values (Wideen 1994), as well as the effects on their work patterns and workloads, and by 'what is in it for them' (Doyle and Ponder 1976).

Consequently, the key factor with regard to any successful change in school culture is the active participation of the teachers (Helsby 1999, p.30), so that they are consulted, involved in, and are part of the change process. Indeed, in her research on changing teachers' work, Helsby (1999) discusses the discrete effects of change in school culture and points to the way forward for schools to be able to offer teachers, in this case redeployed teachers, incentives to fit into, or be a part of the new culture and succeed. This could include, 'career rewards' or, "additional responsibilities such as mentoring, subject co-ordination and curriculum planning" (p.42). The argument here would appear to be that if teachers entering into a new culture perceive that they are given the opportunity to share their knowledge and expertise, and become part of the process, rather than perceiving that the process is 'being done to them', transition will be smoother. Indeed if not, for those previously deeply committed teachers who cannot 'fit' into their new working environment, "They become the victims of a double paradox: the personal rewards to be found in their work come only from self-investment in it, yet when the cost of the latter is too high to be paid, its rewards are also reduced" (Nias 1993, p.144).

Should negativity set in as a result of some of the issues outlined above, the end result can be catastrophic for redeployed teachers and schools. It is natural for individuals experiencing challenging circumstances to seek support from like-minded individuals.

This is why, when some teachers feel unable to fit into a new school culture as a result of redeployment, they can bond together to create 'subcultures' with those of a similar persuasion (Puusa et al 2013, p.177; Wallace and Pocklington 2002, p.54). This can lead to a 'disjunction' described by Wallace and Pocklington (2002) and Robinson (2002), whereby staff, seeming unwilling to change their practices, do not fit into the new school culture. In these cases, this can result in a period of 'cultural fragmentation' (Wallace 1996), a breaking up of the old into a new working environment, which can either be followed more positively by 'cultural transition' (Wallace 1996), whereby staff learn to fit into their new school, or other more negative processes such as 'balkanisation' (Priestly 2011; Hargreaves 1992), where staff bond together within different subcultures and appear to be either 'indifferent' or 'antagonistic' towards other subcultures (Wallace and Pocklington 2002, p.54; see also Puusa 2013), as well as isolated from the new school (Priestly 2011, p11).

In short, successful cultural transition due to compulsory redeployment has to be managed and cannot be left to chance. Facilitating the sharing of teachers' knowledge and skills, enabling team-building and the shared creation of a new school culture, are absolutely essential in order for newly redeployed teachers to start to develop their new professional identity within a new school context and culture. Newly redeployed teachers have to feel that they belong, fit into, and have something to contribute to their new school, before students enter the school.

They have to feel that they bring something of value to the new culture, rather than an expectation that they simply fit in and accept the status quo. If not, there can be dire consequences for the teachers, the school and its progress through a difficult period of change.

2.1.7 Construction of a new teacher identity

Teachers new to a school - in this case in a redeployment situation - can be encouraged and supported to construct and develop new professional identities in new contexts. Indeed, the theme of teachers developing new identities is not a new one in the changing world of education. For example, Woods and Jeffrey (2002) highlight the fact that well-established teachers who began teaching in the 1980s have had to engage in 'identity work', that is, change, alter or adapt their professional identity – as they have had to realign their values in their latter working lives, due to the amount of change in the profession during that time. However, the issue here is that the change experienced by these teachers happened gradually, over a period of time, and perhaps within one context. By contrast, the redeployed teachers in this study had to 'reconceptualise' their careers following the 'disruption' (Troman and Woods 2000, p.253) caused, in this case, by compulsory redeployment. Furthermore, these so called 'disruptions' can result in teachers having to readjust, or adapt their professional identities numerous times to the changes demanded of them, a process described as, 'stressful' and 'convoluted in itself' (Troman and Woods 2000, p.253).

Could this perhaps be the case for some teachers in this qualitative study given the non-volitional nature of compulsory redeployment?

Certainly, the process of enabling newly redeployed teachers to construct new professional identities in a new context needs to be planned for carefully. If one takes Nias' argument (1993) in terms of teachers' work impacting on the self (p.140), it is clear that this 'impact' needs to be managed in a redeployment situation, in order to secure success for the teachers themselves, so that they function effectively to secure the best outcomes for their students. If supported, teachers can be encouraged, through adapted 'policy and practice' (Nias 1993, p.139) to create new identities in a change situation. Furthermore, as discussed previously, teaching and teacher identity is bound inextricably to emotions (Timoštšuk and Ugaste 2012), particularly where teachers have stayed in one school for some time (McDowall 1999, p.8), as is change, as is any perceived threat to the individual's way of teaching. Clearly therefore, emotions also play a part in the construction of new teacher identities, as one cannot separate one from the other, that is the self from the identity (Timoštšuk and Ugaste 2012; Day et al 2006; Zembylas 2003).

Furthermore, as stated earlier in this chapter, teaching is inextricably linked to the values and beliefs a teacher has, and so the 'new' school will need to be perceived as a 'match' for teachers to begin redeveloping their identity early on in the process.

This needs to happen for redeployment to be successful for staff and students alike, if one takes Day's (1993) description of teaching as a 'moral activity' (p.8), in that, "it is always concerned with the betterment or good of pupils" (Day 1993, p.8). However, this may prove difficult with regard to teachers compulsorily redeployed to a school in which there is a mis-match between their values and those of the school, along with the associated issues of risk to the self and to professional identity.

Firstly, in order to combat these issues, it is important for redeployed teachers, with regard to the self, to consider adapting coping strategies (Dunham 1986). For those teachers who choose to look on compulsory redeployment positively, there are identifiable ways of coping with the transition in terms of being able to develop a new professional identity in a new context. For example, in Dunham's study of redeployed teachers (1986), still a relevant example twenty seven years later, when staff referred to their 'coping strategies', they made statements such as, "In my new school I will use a number of survival strategies – don't rush your fences, know what the school is, know the opposition" (p.92). Similarly, a range of 'social coping strategies', such as 'seeking alliances' are also identified by Troman and Woods (2001, p.101), whilst Schempp et al (1993) describe 'adopting' or 'devising' strategies in order to, "insure his or her survival in the school" (p.462). This indicates that teachers in situations such as compulsory redeployment can make positive choices and deliberately strategise in order to create or develop new professional identities.

Secondly, in order to develop a new professional identity in a new school, it is important for redeployed teachers to access induction, support and training (Robinson 2002; Vandeveld 1988). Teachers are widely regarded as the most important asset of any school (Day 1993). This is why, having discussed the various potential pitfalls, in the case of compulsory redeployment, school leaders should ensure that redeployed teachers should be adequately prepared, inducted, supported and trained before, during and after redeployment to their new school, in order to make a successful transition and to build up a new professional identity. Although the literature in this area tends to focus on induction in terms of newly qualified teachers (NQTs), it is just as important in terms of accustoming any new teacher to the new school's way of doing things; its processes and procedures, and for this reason, is applicable to newly redeployed teachers.

There is much support for the view espoused by Day et al (2007) that in a change situation, "Policy-makers and school leaders need to provide appropriate support" (p.194). As Day et al (2007) go on to argue, teachers involved in a change process have two areas of focus – developing both themselves and their new school (p.29). Thus, it is fair to say that some teachers may need some support to cope with this. In other words, as stated earlier, change in terms of redeployment needs to be 'managed' in order for teacher transition to different schools to be successful.

Furthermore, to achieve better standards in schools (the reason behind redeployment in this study), teacher motivation is an absolute necessity. Indeed, in his study, Vandeveld (1988) argues that: "The characteristics of motivated behaviour are that it is voluntary and goal-oriented (that is, it involves choice)" (p.11). One concrete way of encouraging motivated and goal-directed behaviour is to ensure an appropriate, individualised, induction experience, including support and training, for redeployed teachers. Thus the induction, support and training process is a vital part of the new situation in which redeployed teachers find themselves. Indeed, Dunham (1976, p.27) cites an example of newly redeployed teachers feeling inadequately prepared in terms of starting at their new school; the problem was that the teachers felt that they could not sort the children out when they had not yet sorted themselves out. This argument is supported by James and Connolly (2000, p.17), who state that teachers act as 'the emotional container' for students' learning insecurities – if the teachers themselves are insecure, this will impact upon their performance in the classroom and ultimately upon student outcomes. Furthermore, because of teacher lack of familiarity with their new situation, "their authority as teachers is impaired" (James and Connolly 2000, p.17), and, as a result of teachers' authority being impaired, managing student behaviour becomes more difficult. Therefore, a comprehensive package of induction and support put in place for the redeployed teacher, some of which should be before they start teaching in the new school, is vital in terms of helping them to create new professional identities in a new context (Day et al 2007; Wallace and Pocklington 2002; Robinson 2002; Soudien 2001; Nias 1993).

Wallace and Pocklington (2002), as a result of their research, describe a model package put in place which comprised, “training and supporting school staff” (pp.153-55) prior to redeployment. This included a programme of short training courses, for example teachers observing teachers and teachers teaching each others’ classes in a different sector. Wallace and Pocklington (2002) also describe the situation in another school where such a support package worked well, and sufficient time, in the form of training days, was allowed either side of the move. This allowed the teachers the time to pack, unpack, ensure rooms were fit for teaching, and to feel that they were ready and prepared to greet the students on their arrival (p.171).

Tickle (1994) also lists what is needed, particularly with regard to a clear focus on the content of meetings, prior to starting at a new school, which is applicable to newly redeployed teachers who find themselves in a similar situation to ‘new’ teachers. This list included: ‘appointment and induction arrangements for new entrants’, ‘in-school support programmes provided by teacher-tutors’, ‘recognizing contributions made by new teachers to the school’, ‘formulating procedures for effective longer-term induction’ and ‘the nature and qualities of professional development experiences’ (p.164). Also, in terms of specific recommendations, teachers should be closely guided and supported throughout the transition period, particularly by means of mentoring, as outlined by Vandeveld (1988, pp.51-2).

Clearly, all of these examples focus on the support necessary *prior* to the change. Indeed, where schools have adopted a clear support and induction programme prior to the commencement of duties, teachers have responded positively (Soudien 2001) in terms of starting to plan for the future. Indeed, Soudien (2001) argues that some redeployed teachers then viewed redeployment as a training opportunity – a way of ‘upskilling’, rather than dwelling on the negatives of the process (p.39).

Responsibility for this package of support for the redeployed teacher (Vandevælde 1988) should be shared amongst all stakeholders in the process of redeployment – the closing school, the local authority (or Managing Body of the school if academised or federated), the new school, and the redeployed teacher, as induction, support and training following redeployment should not be the sole responsibility of the new, or host, school. According to Earley (1992, pp.4-10), writing about teacher training and the role of the LA, there should be programmes at all levels to support, in this case, newly redeployed teachers - LA programmes, school-initiated programmes, and programmes which meet individual needs - so that the responsibility for successful transition is shared between the school and the LA. Indeed, the local authority (LA) or Managing Body of the school has an important part to play in the redeployment process - in terms of supporting schools to run courses for redeployed teachers, ensuring that closing schools allow release time for teachers to attend courses or workshops, observe lessons, visit their new school, and move with students (Murphy et al 1991).

The LA is able to offer, or the Managing Body of the school is able to secure, courses which prepare redeployed teachers to teach certain curriculum areas, and/or exam courses, as well as prepare them for situations they may not have experienced before (Robinson 2002). The LA, or Managing Body, can also offer career advice, give mock interviews (some teachers may not have been interviewed for a period of years), be a point of reference and information, and provide intervention, as well as counselling where necessary to redeployed teachers - for example when any type of 'loss' in the redeployment situation is proven to be a concern (Wallace and Pocklington 2002, pp.192-3; Nias 1993; Dunham 1986) and teachers need to be supported in terms of building up new professional identities (Nias 1993, p.139). Where support is not seen as forthcoming from the LA, redeployed teachers are critical of this (Wallace and Pocklington 2002), yet, conversely in the literature, support from the LA, when offered, is not only noted by some teachers, but appreciated (Wallace and Pocklington 2002, p.156). Thus, a necessary part of the support package for newly redeployed teachers needs to be prior to the commencement of teaching, and to come from the LA, or Managing Body of the school, itself.

The closing school also has an important part to play in preparing the redeployed teacher for their new school. When undergoing change, Day et al (1990) argue that, "teachers, like children, will be at different stages of development and will have different needs" (p.117).

Similarly, in a redeployment situation, it is the original school who knows the teacher best and is in a position to guide them, in combination with the teacher themselves, to the most appropriate training necessary in order for them to start developing new skills which will support the development of their new professional identity. Schools with a number of staff to be redeployed can provide sessions, perhaps in combination with other closing schools, which address the key concerns for some redeployed teachers, for example, managing pupil behaviour and preparing to teach GCSE courses. Furthermore, closing schools should be allowed to release redeployed staff, whilst they are still in post, in order for them to be able to participate in induction programmes and training, prior to starting at their new school (Vandeveldt 1988, pp.51-2) – there simply isn't enough time to adequately prepare staff should all of the induction, support and training be left to the new, or host, school. Indeed, as argued by Murphy et al (1991), closing schools should be working with staff to be redeployed, "as if they had one foot in the schools they currently occupy and one poised to step into a new world" (p.146).

In terms of exposure to the new school context and culture, the host school is vital in terms of offering support before, during and after transition to redeployed teachers. Indeed, despite arguments put forward which focus on the support necessary from the LA, or in an updated context – the Managing Body of the school (Wallace and Pocklington 2002; Earley 1992), by necessity, most observers argue that the management of the induction process is best handled by the host school.

Indeed, in terms of restructuring, Day et al (2007) highlight the effectiveness of in-school support offered to teachers (p.128). Furthermore, the package of induction and support must be led, and seen to be led, by senior leaders – described as important by Soudien (2001, p.36) and Louis et al (1996, p.762), in terms of school leaders showing commitment to professional development and indicating that the school is a learning community. Wallace and Pocklington (2002, pp.147-8) also emphasize the responsibility of headteachers, school leadership teams and governors taking a strong lead in the process of induction, support, and training. However, it is important to highlight that, in this case, despite the fact that headteachers had to lead the process, they are still very much part of the change process itself and are therefore subject to change themselves, regardless of their background.

Most teachers involved in restructuring face having to make changes in their practice, particularly in terms of teaching different age groups or different areas of the curriculum (Wallace and Pocklington 2002, p.188). Moreover, Day et al (2007) point to the need for in-school support for teachers, particularly those in the professional life phase 31+ (p.96), in other words teachers who have been teaching for over 31 years, whose interest may be declining as they move towards the end of their careers. Therefore, an essential part of the induction package for redeployed teachers has to be led by the school, in school.

An important ongoing part after the induction process is for the school to offer or allow redeployed teachers to have access to continuing professional development (CPD) throughout the professional life of the teacher (Murphy et al 1991). Day (1993) gives a good definition of the meaning of CPD for teachers:

Professional development consists of all those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school and which contribute, through these, to the quality of education in the classroom. It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purposes of teaching; and by which they acquire and develop critically the knowledge and skills essential to good professional thinking, planning and practice with children, young people and colleagues through each phase of their teaching lives (p.5).

CPD assumes an even greater significance for teachers in a redeployment situation in terms of ensuring that staff are trained for the duties which will be demanded of them. Robinson (2002) therefore argues that there should be a compulsory element of CPD during the redeployment process, so that teachers are fully prepared for their new roles (p.294). Equally, the necessity of CPD for redeployed teachers is highlighted by Vandeveld (1988) who says that; "Some agreements state that redeployed teachers have priority for in-service training" (p.6). CPD can, of course, be offered successfully in-house, particularly in a redeployment situation to enable staff to start to work together.

Indeed, Wallace and Pocklington (2002, p.200) discuss successfully focused training days held by merging schools that they studied. Certainly, CPD is an important part of the induction process for redeployed teachers, particularly as it can be tailored to fit individual needs. For example, CPD can offer training in 'strategies' to manage pupil behaviour and focus on pupil achievement (Day et al 2007 p.193). However, an important point made by Robinson (2002) is that training for teachers in a redeployment situation must be engaging, so that teachers identify and want to be part of the change demanded of them. If not, teachers may simply suffer from overload and become 'fatigued' by the process.

Finally, the support of colleagues in the host school is paramount, particularly with regard to forming 'professional communities' (Soudien 2001, p.36; Louis et al 1996, p.758) which lead to redeployed teachers working collaboratively in order to develop professional skills, in pursuit of school improvement. Furthermore, redeployed teachers have a part to play in terms of what they can offer to their new schools. Some redeployed teachers will have come from positions of responsibility, or will have specialist knowledge, which they should be encouraged to pass on to their new colleagues. If school leaders show faith in the team and work with existing specialist knowledge, redeployed staff may feel empowered, valued, that they belong, and able to make a valid contribution to a new school community (Murphy et al 1991).

Indeed, Soudien (2001) highlights the need for, “initiatives to be accompanied by school-wide supportive projects which achieve infrastructural change while simultaneously building professional community” (Soudien 2001, p.42). If this is the case, staff are more likely to become united as a team. This ensures that any potential divisions are less likely to occur from the earliest opportunity, and redeployed teachers will be able to adapt to the new school and will benefit positively in terms of establishing their new professional identities in their new professional lives. Nias (1993) also points to great success in terms of setting up support groups for teachers in their new schools so that teachers are able to both support and challenge each other with regard to, “one another’s basic assumptions, self-perceptions and behaviour towards others” (Nias 1993, p.153). The teachers whose professional lives are reported by Nias (1989) also saw their experience in the groups to which they had belonged as being of paramount importance in helping them to modify, or even drastically to change, their view of themselves as practitioners (p.153-4). Furthermore, Eraut (2000) points to the fact that informal support from colleagues can be better than that provided by ‘official’ mentors.

2.1.8 Conclusion

A useful summary of how teacher identities change over time is given by Day et al (2006) who conclude that they are, “a shifting amalgam of personal biography, culture, social influence and institutional values which may change according to role or circumstance” (p.613).

These factors become even more pronounced within the context of a new teaching post – more so in a redeployment situation - given the personalities, experiences, values, roles, and new contexts and cultures involved. The theme of teacher identity is significant with regard to this study, primarily because teacher identity is linked to the self – the more emotional aspects of the individual, as well as context – the school. For a teacher to choose to change schools within the same sector involves the development of an adjusted professional identity – compatible with the new working environment – a process which can be difficult in itself. For a teacher to be compulsorily redeployed to a school in another sector opens up many more potential issues (for example, the lack of choice, the different sector, the different culture) for the teacher to overcome in order to develop a new professional identity. Furthermore, the impact upon the self is greater in the latter situation due to the emotional aspects of the change. Day et al (2006) state that identity is, “a key influencing factor on teachers’ sense of purpose, self-efficacy, motivation, commitment, job satisfaction and effectiveness” (p.601). Therefore, understanding the concept of teacher identity in terms of successful assimilation to the new educational environment is of the utmost significance as it is undoubtedly the key to teacher and pupil success in any given context. Thus, it is of the utmost importance in relation to this study as the key argument, given by Middletown County Council, for the compulsory redeployment of teachers, with all of its associated risks, was to raise standards across Middletown.

Furthermore, as Wallace and Pocklington (2002), Robinson (2002), Soudien (2001) and Hargreaves (1992) all indicate, if leaders do not effectively manage change in organisational school culture, there can be dire consequences for the school and its progress through a difficult period of change, as it appears that a change in school culture can result in perceptions of inadequacy and self-doubt in terms of teachers' mindsets. Local authorities or Managing Bodies of schools cannot expect to simply close schools, redeploy staff and assimilate cultures; Morrish (1976), for example, discusses the difficulty of 'grafting' one culture onto another (p.41). The moral is that administrators ought not simply to close schools and expect redeployed teachers to assimilate into new cultures without support. It is clear that successful transition should be managed and cannot be left to chance. Some teachers who are in a position of being compulsorily redeployed have doubts as to whether they can cope with the change demanded of them, but it is possible to make a difficult situation more manageable. It appears that in terms of teachers' perspectives on school organisational cultures – and their uniqueness – there may be a sector culture as well as individual school culture within a sector. School leaders need to acknowledge this and make early moves to manage it. In essence, if teachers are not happy in their work, they will not teach as effectively as they could, which will in turn impact on the achievements of pupils. It is for this reason that there must be an acceptance of the impact that compulsory redeployment, with its changes in school context and associated changes in school cultures, has on the professional identities of teachers, as events and experiences are linked to performance in terms of professional lives (Day et al 2006).

Furthermore, compulsorily redeployed teachers must be actively encouraged and supported in the construction and development of their new professional identity. The process needs to be planned, managed, followed up, and cannot be left to chance. There is simply too much at stake, in terms of the impact upon children's education, for compulsory redeployment to fail.

In terms of the induction process, according to Day et al (2007), Troman and Woods (2001), Helsby (1999) and Sikes (1992), many teachers feel they have benefited from new learning opportunities that change inevitably brings. However, an induction and support package is generally recommended to be put in place for each newly redeployed teacher which covers the periods before, during, and after transition, although the key is to strategically plan inclusive activities prior to the commencement of duties. Certainly, it is interesting to note that some schools move to act quickly, and in an organised fashion, when faced with a redeployment situation, in order to ensure successful transition and assimilation (Wallace and Pocklington 2002 p.139; Soudien 2001). In short, teachers need to be prepared well in advance of transition, partly by the closing school, the local authority, as well as the host school, so that redeployed staff are ready and fully prepared to move in advance of actual redeployment itself (Wallace and Pocklington 2002, p.195).

In summary, it is of the utmost importance that school policy makers and managers understand both the professional and the personal (that is, related to the self) aspects of teacher identity and understand how to make allowances and put in place strategies to manage this in a reform situation. As Day et al (2006) warn, particularly with regard to the teacher self, emotions play a lasting role which continue to bear influence, long after the reform itself - in this case compulsory redeployment - has taken place, as, 'the ways and extent to which reforms are received, adopted, adapted and sustained or not sustained will not only be influenced by their emotional selves but will exercise influence upon them' (p.613) (see also Timoštšuk and Ugaste 2012).

2.2 Teacher Response to Compulsory Redeployment

2.2.1 Introduction

Having discussed the literature with regard to the teacher self and teacher identity in the first section of this chapter, this section begins with a discussion of the conceptual issues to do with teacher response to compulsory redeployment, so that I can then bring together the theme of the teacher self and teacher identities with the most important concepts emerging to do with teacher response to compulsory redeployment in order to address the main research question: How does compulsory redeployment impact on the teacher self and on teacher identities?

This approach enables me to build on the concepts associated with teacher response to compulsory redeployment, identified by researchers such as Dunham (1986) who describes the 'five major reactions' of teachers facing school closure, such as: 'anger', 'unwillingness to prepare for the closing down of the school at the end of the summer term', 'anxiety', 'loss of confidence' and 'use of coping resources' (pp.92-3). Although Dunham's findings were published in 1986, they are of relevance to this study, partly because of the limited amount of literature on the impact of compulsory redeployment on teachers, but also because I find that his work provides a useful framework for this section of the chapter, in which I can consider the work of other researchers on the topic of teacher response to compulsory redeployment. Indeed, I have chosen to follow Dunham's findings closely, in terms of analysing the literature along similar lines. For example, I start by considering the concepts of anger and unwillingness of teachers to prepare for school closedown (Dunham 1986), followed by a discussion of the negativity (Soudien 2001), resistance (Soudien 2001; Chisholm et al 1999; Troman 1996), discrimination (Troman and Woods 2001; Dunham 1986), and stigma (Troman and Woods 2000; Dunham 1986) which can be a side effect of significant change in teachers' lives – in this case, compulsory redeployment. I will then consider the issues of loss of confidence (Chisholm et al 1999; Helsby 1999; Dunham 1986), loss of self-esteem (James and Connolly 2000; Chisholm et al 1999; Connor 1995), and career crises (Day et al 2005; Woods and Jeffrey 2002; Wallace 1996; MacLure 1993), outlined by researchers due to issues such as loss of status (Troman and Woods 2000; Connor 1995).

I will then draw on the seminal work of Kübler Ross (1969) with regard to how individuals cope with significant change in their lives, in order to explore the concepts of emotion, anxiety and bereavement associated with teachers exposed to significant change in their working lives, including compulsory redeployment (Wallace and Pocklington 2002; James and Connolly 2000; Nias 1993; Vandeveld 1988; Dunham 1986; 1976). Finally, I will discuss the coping resources identified by various researchers in teachers dealing with significant change in their working lives (Day et al 2007; Troman and Woods 2001; Helsby 1999; Troman 1996). I can then consider the impact of the concepts associated with teacher response to compulsory redeployment upon the teacher self and teacher identities.

2.2.2 Anger and unwillingness to prepare for closedown

School closure is an uncommon and potentially difficult event for those involved with the school community. The decision to close a school is usually only taken when there are concerns to do with its underperformance, falling rolls and/or economic viability. This is in line with Robinson's argument (2002) that reform should be aimed at improving student outcomes (p.290). Yet, however the topic of compulsory teacher redeployment is presented, clearly it is a type of imposed change – in fact, one of the biggest in a minority of teachers' careers. This is one of the reasons why compulsory redeployment, although introduced to secure better outcomes for students, may involve some discomfort for some teachers.

Faced with a closing school situation, teachers may react in one of a number of ways. As there is no element of choice in a compulsory closure situation, some teachers may choose to view the move as positively as possible, in order to seize any opportunities they can from events. On the other hand, other teachers may view the experience more negatively, perhaps even denying the reasons given for school closure. Indeed, when one considers the concepts associated with teacher reactions to school closure, most are negative; for example, in his study of redeployed teachers, four out of Dunham's (1986) 'five major reactions' of staff facing school closure are identified as, 'anger', 'unwillingness to prepare for the closing down of the school at the end of the summer term', 'anxiety', and 'loss of confidence' (pp.92-3). Indeed, teachers who view events, such as redeployment, negatively may start to experience the different stages that people go through when they are faced with tragic news, namely: anger, unwillingness (similar to denial), anxiety and loss (Kübler-Ross 1969) – indeed, these stages tie in with the four other factors identified by Dunham (1986) above. Clearly, some teachers are unwilling to even contemplate the end of the school year and closure of the school (Dunham 1986, pp.92-3) and may well experience an overwhelmingly negative initial reaction to school closure. Indeed, some teachers, unlike more positive colleagues in the same situation, may not feel ready or able to engage in any type of strategic management of the situation. Furthermore, some teachers appear to fixate on the closure of the school, rather than start to look ahead to redeployment itself.

Troman and Woods (2001, p.84) and Dunham (1986) both describe teachers in closing schools as feeling anger, particularly to do with, “a sense of discrimination” (Dunham 1986, p.92), a situation in which particular criticism is reserved for the head teacher and the LA (Dunham 1986, p.92), thus they are still working through the ‘anger’ and ‘unwillingness’ as outlined above (Kübler-Ross 1969).

In conclusion, faced with the closure of their schools, some compulsorily redeployed teachers may experience an unsettling wave of unfamiliarity due to leaving behind the security of the familiar where there are ‘few unexpected demands’ (Dunham 1986, p.93). Taken one step further, it seems that although some teachers may be able to adopt ways of coping with school closure in the face of compulsory redeployment, for other teachers (particularly those who would not have chosen to change schools), a sense of denial, anger and unwillingness to look ahead develops. This is compounded by excitement or worry about the opportunities or challenges redeployment may bring, which is largely based on how teachers may view redeployment itself.

2.2.3 Negativity, resistance, discrimination and stigma

Initial responses to compulsory redeployment may depend on how the issue is presented, reported and managed. For example, with regard to a large-scale redeployment exercise in South Africa (due to overstaffing in some locations), Soudien (2001) states that many initial teacher reactions were negative.

This was in part due to negative reporting in the press on issues such as teacher stress, larger class sizes and greater workloads being caused by the process of redeployment (p.38). Soudien (2001) describes this as, “one of the lowest moments of (teachers’) respective histories” (p.39) and therefore it is not surprising that none of the schools involved are described as, “willing participants in the process” (Soudien 2001, p.38).

Rapid change demanded of teachers can result in resistance, including ‘complaining’, ‘challenge’ and ‘disruption’ (Troman 1996). Indeed, Soudien (2001) and Chisholm et al (1999) both describe negative reactions to the redeployment exercise in South Africa; these included ‘strong antipathy’ and ‘resistance’ (Chisholm et al 1999, p.397). However, one of Soudien’s arguments is that the change happened at the wrong time for schools in South Africa, therefore teachers reacted negatively, and so it was little wonder that the redeployment policy was not popular and thus came to an untimely end (Chisholm et al 1999, p.391).

Unsurprisingly, teachers’ responses to redeployment will often vary according to what they feel is the reason ‘behind’ their redeployment, as well as what is ‘in it’ (or not) for them. Indeed, one of the key issues to do with redeployment is whether (or not) it, “constitutes an adverse reflection on the teacher’s ability” (Vandeveldt 1988, pp.6-7). Given that sometimes, as is the case with this study, teachers are redeployed in order to raise standards in one area, redeployed teachers could be justified in having these concerns.

Therefore, it follows that if some teachers view redeployment as implied criticism of their work and/or their organisation, it is logical that they will seek to resist it.

Furthermore, if enforced change, in this case, compulsory redeployment, is seen as a negative value judgement on previous practice (Sikes 1992, p.37), it may also account for why it sometimes fails, as some teachers fundamentally will not accept this judgement of their work. Although there are positives in a redeployment situation, the prevailing perception of redeployment seems to be more one of a sense of 'failure' on the part of some of those redeployed, and this can cause a number of responses.

Associated with a perceived sense of failure is the concept of stigma; as Dunham (1986) argues, "a redeployed teacher is a kind of stigma" (p.16). Indeed, this 'label' can be viewed from different perspectives – from that of the individual re-deployed teacher, other teachers who have not been redeployed, as well as school leaders who may well be forced into a position, as in the present study, to have to employ 'at risk' teachers. Would they all be of the same opinion regarding redeployed teachers? Is Dunham's statement accurate for all redeployed teachers, or does it depend very much on the individual and the situation?

Troman and Woods (2000) confirm the issue of stigma in their research to do with restructuring (p.263) but this is with regard to teachers accepting a post of lower status.

It appears that some teachers, who in the midst of change, accept 'demotion' suffer both positive and negative consequences as a result – in particular this 'down-sizing' of role' may involve progressive 'disengagement' (Troman and Woods 2000, p.263) from their work. However, not all redeployed teachers will accept a post of lower status to their original position. Moreover, of those teachers who do, might it not be fair to say that some of those teachers may accept this 'stepping back' willingly, depending on their age and stage of their career? This last point appears to be borne out by the fact that some redeployed teachers may have an issue with the timing of the change with regard to their age. In the same way that Troman and Woods (2000) and Nias (1980) point to teachers feeling 'trapped' until retirement (Troman and Woods 2000, p.264), redeployment can come at the wrong time for some teachers – too early to retire, yet too late to change career, hence the feeling of some redeployed teachers that they have little choice in what happens. Indeed, Soudien (2001) refers to this as redeployed teachers feeling that they were "victims of forces which were beyond their control" (p.41), yet can this be said for all redeployed teachers? Whilst the decision regarding redeployment may be taken by others, is it not fair to say that each individual is in control of their own career with regard to exercising choice over where (the type of school) and how (the type of post) to work? In this regard, from the work of Day et al (2007) and Sikes (1985) on the teacher 'life-cycle', it may be possible to explain how certain teachers view change, and therefore how they respond to change, such as compulsory redeployment, either positively or negatively.

It appears that teachers' experiences of change and the impact that change has on them may vary according to various factors, including the stage that teachers are at in their career, as well as factors of a more 'personal' (that is, relating to the self) nature. Although Sikes (1992) argues that teachers of a similar age share similar outlooks, she does point to a reduction in terms of commitment and motivation as they grow older (p.40). Similarly, Kabungaidze et al (2013) find that, "older workers may have reduced aspirations as they realise that they face limited alternative choices as they get older" (p.59), hence in a redeployment situation, it could be that some later stage teachers, too young to retire, may welcome a post with fewer responsibilities than they once had. Conversely Day et al (2007, p.69) summarise their findings in terms of identifying six professional teacher life phases. This piece of research highlights the link between teachers' lives and careers and emphasises the fact that issues with change are not simply age related, but are complex and affected by a wide range of factors, as in their view, "Chronological age alone does not adequately explain teachers' development and the influences upon this" (Day et al 2007, p.101). Indeed, McIntyre (2010), Cohen (2009), and Day and Gu (2009) all cite positive examples of practice regarding later year teachers, whose life histories reflect, "a strong sense of the ideas and values that make up their personal and professional identities" (McIntyre 2010, p.595). Indeed, I consider that a good example of a factor which could affect and have influence upon teacher identities is compulsory redeployment.

Thus, it is probable that one finds career-motivated, energetic and confident redeployed teachers, as well as disinterested, unenthusiastic ones at any age, or stage of their career – an argument which could be applied to the various teachers of different ages and stages involved in this study.

It also appears that certain ‘types’ of teachers may react in similar ways in certain situations, in this case, those being compulsorily redeployed. Indeed, as mentioned briefly earlier, Doyle and Ponder’s research (1976) identified three different types of response from primary school teachers when they were exposed to change, though not redeployment. For example, the researchers noted that teachers would adopt change seen as practical which offered a return in terms of time or money, but would reject those seen as impractical. Furthermore, three teacher types were identified in the study: the ‘rational adopter’ – someone who might be said to adopt a step-by-step approach to solving problems; the ‘Stone Age obstructionist’ – who neither accepts the need for change, nor responds to ‘invitations’ to be involved; and finally, the ‘pragmatic sceptic’ – who expresses “a concern for immediate contingencies and consequences”; someone who will evaluate change proposals in terms of their validity for him or her in their classroom (Day et al 1990, pp.117-119). Similarly, in another study, Mac an Ghail (1992) identified three teacher types; the ‘Professionals’, ‘Old collectivists’, and ‘Entrepreneur’.

Again, this implies that whilst some teachers in a change situation, such as compulsory redeployment, will try to stick to what they know ('Old Collectivists'), some will get on with the change demanded of them ('Professionals'), whilst others positively gain from the situation and use it to their advantage ('Entrepreneur').

By way of contrast, Troman (1996) identified other types of teacher when exposed to restructuring, in terms of differentiating between two groups of teachers, the 'old professionals' – those who believe in maintaining collectively teacher control of their work, and resisting control by others, and the 'new professionals' – those who accept state 'interference', are able to adapt, and work more autonomously with a view to career progression. In a similar vein, Soudien (2001) identified three categories of professionals in schools from his research in teachers undergoing redeployment in South Africa. The three categories are identified as 'Strong Professionalism', 'Weak Professionalism' and 'Moderate Professionalism' (p.38). 'Strong Professionalism' refers to school communities who work together reflectively in order to secure the best outcomes for their students. 'Moderate Professionalism' is marked in schools where some individuals 'dominate' the school and attempt to impose their beliefs onto teachers, with little in the way of collaborative or reflective practice. Finally, 'Weak Professionalism' is identifiable due to the level of conflict in the school and 'lack' of focus on student learning (p.38). So, what does this mean for this study? Is it possible to draw a comparison between these findings and the reactions of the redeployed teachers in this study?

It appears simplistic to categorise teachers in one of two, or one of three, ways as they are individuals with different life experiences, career histories, values, beliefs and aspirations. However, it appears that there are similarities with the thirteen teachers in my study, whose experiences fall broadly in line with the types discussed here, and whose stories fall into one of three distinctive groups, which will be discussed in Chapters Four, Five and Six of this thesis. In short, it appears that different teachers may react in a number of different ways for different reasons regarding compulsory redeployment.

Thus, faced with a reform situation, teachers respond, and therefore react, in different ways. Whilst some will rise to the challenge, looking to make the most of new opportunities to develop themselves professionally, or indeed seek new professional identities, some will wish to 'back away' from the change or retreat. Taken one step further, Woods (1995) argues that whilst 'retreatism', or stepping back, can be perceived as having, "little choice in the face of superior hostile forces", 're-routeing', or finding another way, is a, "positive act of removal or redirection" (Woods 1995, p. 9). Indeed, "re-routeing involves 'finding new opportunities for lifelong ambitions. It is a 'strategy to save and promote the self'" (Troman and Woods 2000, p.265). This may therefore mean that ultimately, some teachers in a change situation, such as compulsory redeployment, will choose to respond to the situation they have been placed in by re-routeing their career, in other words, by leaving the profession, in order to preserve their values, attitudes or beliefs.

Therefore, whilst some teachers embrace the welcome opportunities that the change brings, while still having some concerns about it (Chisholm et al 1999, p.397), other teachers may reject it outright and choose to move in another direction with regard to their career.

Certainly, it is clear, when one examines the work of Vandeveld (1988, p.7) that teachers 'react' to redeployment at certain times – particularly at certain points before and after the process of redeployment. It is useful for school leaders to consider these times as 'flashpoints' in terms of managing redeployed teachers' reactions and therefore their behaviours during the process of transition. If school leaders miss these key points in terms of intervention, and do not attempt to 'put right' any issues or work with the member of staff to overcome difficulties, it can lead to a disenchanted teacher at a very early stage of the process. Moreover, the disenchanted teacher may then forge allegiances with those of a similar opinion, so that a number of disenchanted teachers may then join together to challenge school leaders. This can lead to issues of non-compliance with the instructions of the local authority (Chisholm et al 1999, p.398) and potentially the downfall of the entire process (Chisholm et al 1999, p.391).

2.2.4 Loss of confidence, self-esteem and career crises

Compulsory redeployment can impact on the self-esteem of the teacher in different ways, the result differing considerably (Dunham 1986), depending on whether teachers view the change as a positive or negative move for them.

Although, as described above, there is evidence of a dichotomy with regard to redeployment, for other teachers, professionally there is evidence of an overall 'loss of confidence' (Helsby 1999; Chisholm et al 1999) experienced by teachers, due to the loss of 'status', either in accepting a post of unequal stature (Connor 1995; Dunham 1986), or failure to meet the demands and expectations of the new school (Schempp et al 1993, p.458). Indeed, in cases where teachers are redeployed against their wishes, or would not have chosen to move of their own volition, the change can be a more difficult experience and can have a negative impact upon the self-esteem, and therefore the professional identity of the teacher. James and Connolly (2000), Vandeveld (1988) and Hopson and Peters (1976) all refer to the resultant negative impacts of significant change on a teacher's self-esteem; indeed James and Connolly (2000) develop this argument further giving a list of potential repercussions of low teacher self-esteem. This includes a, 'lack of or fragile self-confidence', 'lack of resilience', 'stubbornness', an 'unwillingness to take risks' and an 'inability to cope sensibly with setbacks' (p.56-7). Helsby (1999) also refers to, a "significant loss of professional confidence" (p.110), whilst Chisholm et al (1999) discuss the negative impact of compulsory redeployment on professional attributes, including a "loss of morale, and stress" (p.397). All of these factors must inevitably impact negatively on the professional identity of the teacher if they start to doubt their own ability to do the job.

According to Day et al (2006), a positive sense of identity with one's teaching post is crucial to a teacher's sense of motivation and commitment to that role (p.604).

This is defined in terms of concepts such as 'achievement' and 'satisfaction' which are linked to the culture of the school (Day et al 2006) – discussed earlier in this chapter. Indeed, if successful in post, teaching, sometimes described as a vocation, can lead to an ever-greater demand of self-investment over time (Nias 1989, p.18). As Wilson and Demetriou (2007) explain, due to the fact that teachers invest so much of 'their selves' in their work, they often merge 'their sense of personal and professional identity in the classroom' (p.10), so that it, 'becomes a main site for their self-esteem and fulfilment and so too their vulnerability' (Nias 1996, p.297). If, therefore, a breach occurs – in this case, a move into a different school and sector which is non-volitional in some cases – as summed up by Day et al (2006) drawing on Beijaard's work (1995), 'a change to one of these aspects results in a period of instability within the teachers' career' (p.606). Therefore, given that teachers choose a school and a certain sector for a reason – it chimes with their values and beliefs - if they are compulsorily redeployed, does that lead to a period of instability and negative impact on the identity of all redeployed teachers?

It seems that where there is a match between the culture of the new school and the teachers' values, this will positively influence the teacher's identity (Wilkins et al 2012; Van den Berg 2002; Robinson 2002; Soudien 2001). Where not, there is a danger of negative influence, as argued by Woods et al (1997),

“So teachers’ identities are closely bound with their professional and personal values and aspirations. Where teachers are opposed to the values embodied in imposed change it is difficult for them to adjust to new roles and work patterns” (p.602). Moreover, Helsby (1999) in a study of secondary schools and Menter et al (1997) in a primary school study, found that, “at least temporarily, many teachers’ professional identities, in which their values were embedded, were undermined by the reforms” (Helsby 1999, p.602) (See also Puusa et al 2013; Day et al 2007; 2006; 2005; Nias 1993).

Certainly, some teachers who are in a position of being compulsorily redeployed have doubts as to whether they can cope with the change demanded of them and, as a result, suffer a crisis in identity. Wallace (1996), in his study of a school merger, and MacLure (1993), with regard to change in education, both refer to this ‘crisis of identity’, whilst Day et al (2005) refer to ‘crises of identity’. The process of school merger can lead to stress and disenchantment, partly due to the ‘long period of uncertainty’ experienced by teachers waiting to start at their new schools, and this can result in a ‘mounting crisis of identity’ (Wallace 1996, p.471).

Furthermore, it is possible to liken these ‘crises’ to certain ‘critical incidents’, or events, which take place during the career of a teacher and have a resultant positive or negative impact on teacher identity, as described by Troman and Woods (2000), who argue that,

“Unpredictable and stress-induced breaks in the teachers’ careers are defined as ‘fateful moments’ involving a ‘reassessment’ and ‘redefinition’ of each teacher’s self, commitment and career” (p.253) (see also Woods and Jeffrey 2002). One such example is therefore compulsory redeployment.

Teachers exposed to such ‘fateful moments’, such as compulsory redeployment, can turn the situation to their advantage and build new professional identities, as described in the first sub-section of this chapter. Alternatively, if from a more negative viewpoint, these ‘fateful moments’ can lead to, “Goffman’s (1968) ‘spoiled careers’, in that they were “untimely terminated, or have otherwise taken a turn out of line with the occupants’ intentions” (Woods 1983, p.163). Similarly Day et al (2006) draws on MacLure’s work (1993) in discussing “‘spoiled identities’ through later years teachers’ ‘golden age’ accounts that compare the dissatisfactions of the present with the satisfaction of long past” (p.318). Riseborough (1994) develops this argument further by focusing on what a participant stands to lose in their new school, given their ‘spoilt professional identity’ and when facing ‘the realities of blocked opportunity’ (p.93). Indeed, some teachers in a redeployment situation will have to take this ‘spoilt identity’ into their new schools (p.97), along with any issues of self-blame to do with the derailment of their career (p.97).

Thus, some teachers perceive that these documented effects of compulsory redeployment can have a serious effect on their career path, in terms of a ‘spoiled career’ having the ultimate negative impact upon their self-esteem and, in turn,

their professional identity. This is particularly so, given the 'objective and subjective' (Ball and Goodson 1985 p.11) nature of a teacher's experience, in terms of a career built up over a period of time, and personal to the individual. If, therefore, compulsory redeployment means that experienced teachers who have spent years climbing the career ladder are unable to secure a job of equal status when they are redeployed, this can result in a loss of status and decrease in the authority of the teacher (Troman and Woods 2001, p.84), as well as a potential resulting fear of failure (Kyriacou 2000, p.27).

Certainly, the non-volitional section of the nature of the type of redeployment discussed in this qualitative study plays a large part in causing some of these issues for some teachers. Vandeveld (1988) places great emphasis on the teachers' perceptions of 'illegitimate change' (p.9), in other words, change which was not expected, requested, wanted or perceived as necessary. It is for this reason that some teachers, perhaps fearing the impact of such change on their professionalism, can seek to detach themselves from events, essentially either rebelling to the point of sabotage or underperforming (Chisholm et al 1999).

This is one of the reasons why Robinson (2002, p.291), Soudien (2001, p.41) and Vandeveld (1988, p.31) all warn about the possible impacts of teacher absence or absenteeism due to redeployment. Taken to the extreme, as discussed earlier in this chapter, some teachers will choose to exercise the only say, or control, they feel they have in the redeployment process, by walking away;

by either retiring, seeking early retirement, or leaving the profession (Chisholm et al 1999; Vandeveld 1988). Indeed, it seems that one of the greatest risks, and therefore impacts, for local authorities, when deciding to implement compulsory redeployment, is the loss of good, experienced, teaching staff from the system (Chisholm et al 1999; Vandeveld 1988).

So, it seems that compulsory redeployment can have a serious, if at times transitory, impact on the professional identity of some teachers. For others, however, there is a lasting, or even terminal, impact - particularly for those teachers who have spent a significant amount of their teaching career in one school, compulsory redeployment can have a serious impact upon professional self esteem, to the point of teachers either leaving one geographical area to teach elsewhere, or leaving the profession completely.

2.2.5 Emotion, anxiety and bereavement

Building on the concepts of 'anxiety', and 'loss of confidence' identified by Dunham (1986, pp.92-3) and 'anxiety' and 'loss' identified by Kübler-Ross (1969), as discussed previously, this section will deal with the personal impact of change on teachers – an impact on the 'self' which can be compounded by the impact upon the professional identity. The 'self' can be defined as, "The total, essential, or particular being of a person; the individual", or, "One's consciousness of one's own being or identity; the ego" (The Free Dictionary 2012). Therefore, for the purpose of this study, I am choosing to define the 'teacher self' as 'me as a teacher'.

In line with the earlier discussion in this chapter, with regard to redeployment, I have also chosen to define 'emotional' in terms of teacher responses which may be non-rational, as opposed to rational – that is, governed by the 'teacher self' or 'me as a teacher'. Although the better option (when viewed against compulsory redundancy), redeployment is not ideal for some teachers and can lead to an emotional, rather than a rational, response – in other words, an impact upon the personal rather than, or as well as on, the professional self. For example, James and Connolly (2000) state that change can cause teachers 'real pain' (p.29). This opinion is echoed once more by Wallace and Pocklington (2002), who draw a similar conclusion for teachers in their study of merging schools (p.33). This emotional response to change can be incapacitating, as outlined by Van den Berg (2002) who describes individuals 'giving up' due to feelings of fear and inadequacy (p.605). Therefore it seems that the fact that some teachers lose rather than gain from a compulsory redeployment situation leads to an increased sense of uncertainty. For example, in their study, Wallace and Pocklington (2002) observe that, "The reality of the change (was that it) would produce winners and losers" (p.149).

It is understandable that some redeployed teachers, the so called 'losers', may struggle if one examines the reasons why, according to Connor (1995), people resist change: "Lack of trust, belief that change is unnecessary, belief that change is not feasible, economic threats, the relatively high cost, fear of failure, loss of status and power, threats to values and ideals, and resentment of interference"

(Connor 1995, quoted in James and Connolly 2000, pp.19-20). In the same piece of research, James and Connolly (2000, p.20) argue that, “at the heart of them all is emotion, especially anxiety”. All of these ‘fears’ and ‘anxieties’, of course, impact on the self.

A concept linked to the above discussion is that of ‘emotion’. James and Connolly’s research (2000) presents an in-depth summary of teachers’ emotional responses to change. These authors, in a similar vein to Dunham (1986) and Kübler-Ross (1969), suggest that teachers subject to change, and in this case applicable to redeployed teachers, can experience a range of emotions because the change which has been imposed upon them brings with it a range of emotional responses including: “anger (at the imposition), denial, sorrow (at the sense of loss of the old), and anxiety (at the uncertainties that the new will bring)” (p.16). Thus, it seems that for some teachers, compulsory redeployment does stir up a personal and emotional response, linked to the teacher self. Such a response can impact on the ability of some teachers to accept the change and this affects their capability in terms of being able to cope with transition; indeed, the more traumatic they perceive the change to be, the less able they are to cope with it. Conceptually, Dunham (1986; 1976) and Nias (1993) compare some perceptions of enforced change to one of the most traumatic events that can happen in an individual’s life - that of bereavement, in terms of some teachers experiencing issues of personal loss when facing change or specifically compulsory redeployment.

This is particularly relevant to teachers who have spent most of their professional lives in one school. Again, in these circumstances, compulsory redeployment has an impact upon the teacher self and, as discussed briefly earlier in the chapter, this impact can be depicted through applying the change cycle to this situation – the different stages (denial and isolation, anger, bargaining, depression, and acceptance, followed by hope) that people go through when they are faced with traumatic news (Kübler-Ross 1969). Although Kübler-Ross (1969) deals with the subject of death, the five stages depicted have been adopted, and indeed adapted, to represent the stages an individual experiences during change. These are defence mechanisms in psychiatric terms; they are coping mechanisms to deal with extremely difficult situations (Kübler-Ross 1969, p.122). The argument is that individuals work through each stage, though not necessarily sequentially – and it is possible to move between various stages, and to be at more than one stage at once.

Dunham (1976) was the first researcher in this field to compare some teacher responses to redeployment to that of bereavement. Other researchers who have built on his work include Wallace and Pocklington (2002), James and Connolly (2000) and Nias (1993), all of whom agree that teachers subject to change can experience a sense of personal bereavement in a professional environment.

Conversely, the other researcher who has written most specifically about redeployment – Vandeveld (1988) – disagrees with this viewpoint, arguing that loss in a professional capacity cannot be likened to personal bereavement due to the fact that redeployment is an ‘illegitimate’ type of change, and is therefore fundamentally not accepted as ‘valid’ by teachers. It does seem however, that this argument could apply to teachers who have spent most of their professional lives in one school, the closure of which is felt as a great loss to the individuals concerned. Furthermore, it would seem logical to conclude that the longer one has spent in an institution, the greater the personal loss experienced upon its closure.

Indeed, there are various examples in the literature of redeployed teachers experiencing loss or a sense of bereavement. For example, Hinton (1974) describes the behaviour of a redeployed teacher who effectively denied the change and wanted to turn the clock back. This opinion is echoed by Wallace and Pocklington (2002), who cite one of the teachers in their study of merging schools, “Things will never be the same again, and I think we will have lost something...that closeness...It’s a very intimate atmosphere, you feel like a family” (p.33). Dunham (1976) also tells the story of a teacher who had been redeployed from her first school, where she had taught for ten years. For her, “Reorganisation meant moving out of the old grammar school buildings, which are now occupied by another school, and which therefore increased her sense of loss” (p.22).

It seems that one of the key causes of this 'bereavement' is the loss of certain relationships, because, "strangers replace trusted colleagues" (Dunham 1986, p.93), therefore the meaning attached to those relationships no longer exists (Marris 1986, p.34). As a result, this change can be 'destabilizing' for teachers (Day et al 2006). Again, this relates back to the earlier discussion about teacher identity being 'relational' (McNally et al 2008) - that is, teacher worth is reflected in developing relationships with staff and students – the loss of which can result in loss to the teacher self. This was undoubtedly the case in the present study, whereby some of the redeployed teachers described lost relationships and support structures.

Nias (1993) develops the bereavement argument further to highlight the fact that some teachers never recover from this state (p.149); she claims that some of these teachers find themselves unable to move forwards, as, "when the central professional relationships of educationists' lives are disrupted they lose a crucial part of their identities. The greater their self-investment in work, the more this is the case" (Nias 1993, p.147-8). However, Nias (1993) also argues that it is possible for other teachers to move forward from this position, although schools need to recognise the threat and conflict which comes from bereavement (p.150), and, the fact that at times, for some teachers, "Life becomes, for the moment, unmanageable" (Nias 1993, p.150). The key is to retain something of the past in the present as the 'bereavement', "arises not from the loss of others, but from the loss of self" (Marris 1986, p.33).

Therefore, for the teacher, it is more a process of creating a new self in a new situation, in terms of using the past to make sense of the present with regard to building a new professional identity.

2.2.6 Coping resources

Although the literature to do with teacher response to compulsory redeployment appears largely negative, there are examples in the research of teachers facing up to, even relishing, significant change in their professional lives. For example, Mac an Ghail's 'Entrepreneur' (1992), Troman's 'new professionals' (1996), and Soudien's 'Strong Professionalism' (2001) all indicate teachers positively gaining from a change situation (including compulsory redeployment) and using it to their advantage, whilst working together reflectively in order to secure the best outcomes for their students (p.38).

Moreover, in his study of redeployed teachers, Dunham (1986) describes specifically the teachers' 'use of coping resources' (p.92). It seems to me that the 'coping resources' may well be identified by teaching staff facing up to change and working out what is best for them to do in the circumstances. It also seems that these teachers may view the change positively as they start to look forward with regard to identifying what they can do to manage the situation strategically.

In this respect, it seems that early on in the process, whilst still employed by the closing school, these teachers are planning ahead and starting to identify with, and making social links with, other members of staff in the new school as a way forward (see Troman and Woods 2001, p.101).

Indeed, it is important to note that whilst redeployment can be viewed as a negative experience for some teachers, others are surprised to see positives in a difficult situation; moreover there is evidence of a dichotomy for some teachers in these circumstances. Troman and Woods's research (2001) into change (with regard to restructuring, or adapting at a time of reform), is of relevance to this study here as they highlight the fact that, for some teachers, change brings new opportunities, whilst for others, there are concerns that change will, "deskill, disempower and stress teachers" (p.4) (see also Day et al 2005). This dichotomy, but with particular regard to redeployment, is also highlighted by Vandeveld (1988) in that teachers who initially may not object to being redeployed actually go on to experience that they are in a 'traumatic' situation, "causing uncertainty and loss of confidence", whilst other teachers who may have objected initially actually find themselves to be in a positive position (pp.6-7).

However, is it not possible to argue that redeployment can be viewed positively or negatively with regard to the individual teacher and their professional identity?

Is it not true to say that in some circumstances, for some redeployed teachers, there is no negative impact upon their self-esteem and, therefore, their professional identity at all? Indeed, the positive impact of change, and therefore compulsory redeployment, can include teachers coming to terms with the change and accessing new opportunities (Day et al 2007; Troman and Woods 2001), such as training, access to promoted posts, 'new roles', and 'redesigned jobs and responsibilities' (Murphy et al 1991), in other words, there is evidence of the teacher coping, or coming to terms with issues in the circumstances by developing new skills (Day et al 2007; Osborn 1995). Furthermore, Day et al (2007) argue that, when new skills are developed, teachers benefit from, 'an enhanced professionalism', with regard to their professional identity (p.28). Moreover, Helsby (1999), Troman (1996) and Woods (1993) all consider the notion of teacher 're-professionalization' (Day et al 2007, p.28) for teachers in a change situation because of the fact that teachers have to become more 'flexible', due to the amount and pace of change demanded of them. Furthermore, where compulsory redeployment is seen as a positive career move by some teachers, this results in a positive impact, such as, "an increased zest in their teaching" (Dunham 1986, p.282). Day et al (2007, p.194) also highlight other 'resilient' teachers who may respond positively to change despite experiencing some difficulties along the way. Thus, although change, in this case, compulsory redeployment, may be difficult, this appears to prove that transition is possible, if challenging at times.

2.2.7 Conclusion

From the discussion in this section of the chapter, it is clear that compulsory redeployment impacts upon the teacher self, as well as upon the professional identity of the teacher. Initially, there is a correlation between how teachers view and experience the closure of their original school, and how they respond towards compulsory redeployment (Troman and Woods 2001; Dunham 1986), and similarly, there is a corresponding response, positive or negative, between how teachers view redeployment and how they respond towards it. Indeed, Soudien (2001), Chisholm et al (1999), Vandeveld (1988) and Dunham (1986) all cite negative experiences of redeployment due to issues such as stigma, although some also point to evidence of a dichotomy in terms of what redeployment may offer teachers (Chisholm et al 1999; Vandeveld 1988). With regard to the impact significant change has upon the teacher identity, this varies according to different teachers at different times and for different reasons. Researchers including James and Connolly (2000), Helsby (1999), Chisholm et al (1999), Vandeveld (1988), Dunham (1986) and Hopson and Peters (1976) all point to negative impacts upon teachers, such as a loss of professional confidence, and Day et al (2005), Wallace (1996) and MacLure (1993) all emphasize the possible end result of such change as a 'crisis of identity' which can mean the end of a teacher's career as a result of circumstances such as compulsory redeployment (Chisholm et al 1999; Troman 1996; Vandeveld 1988).

Furthermore, researchers such as Wallace and Pocklington (2002), James and Connolly (2000) and Dunham (1986; 1976) all describe issues of emotional loss, in other words, a negative impact upon the teacher self. This can lead to teachers exhibiting symptoms of bereavement (Wallace and Pocklington 2002; Dunham 1986; 1976) - a state from which some teachers never recover (Nias 1993). However, the positive aspects of change such as compulsory redeployment can include access to promoted posts, new roles, new skills and an enhanced professionalism for teachers (Day et al 2007; Troman and Woods 2001; Helsby 1999; Troman 1996).

2.3 Chapter conclusion

It is important to consider that teachers' responses to compulsory redeployment, both positive and negative, can depend very much on the individual and their circumstances as well as their personal profiles, especially their age, career history, and career aspirations (Kabungaidze et al 2013; McIntyre 2010; Cohen 2009; Day and Gu 2009; Day et al 2007), as well as their values and professional identities (Puusa et al 2013; Day et al 2006; Helsby 1999). The key to success is for school leaders to recognize that the process of change in a redeployment situation involves people – with all of their life experiences, values and aspirations. It is for this reason that compulsory redeployment has a significant influence on many teachers' professional lives.

It also seems that a change in school culture due to compulsory redeployment often goes hand-in-hand with self-doubt in terms of teachers' mindsets. Soudien (2001), Vandeveld (1988) and Dunham (1976) all reason that some teachers who are in a position of being compulsorily redeployed doubt whether they can cope with the change demanded of them. This may be particularly true with regard to the secondary school, in terms of teacher control or teacher authority (McNally et al 2008; Day et al 2007; 2006; 2005; James and Connolly 2000). There is also a link between teachers' values and previous experience, and the success (or not) they will make of their new position, depending on how well this change is managed and the teacher supported (Priestly 2011, p2). However, Wallace and Pocklington (2002), Soudien (2001) and Murphy et al (1991) establish that if school leaders show faith in their teachers, and work collaboratively with their existing specialist knowledge, they may feel valued and able to make a valid contribution to a new school community and emergent culture. Staff may become united as a team and, most importantly, are ready to 'hit the ground running' on the arrival of the students.

Such good school-level management can ensure that divisions are less likely to occur from the earliest opportunity and teachers are more likely to adapt to the culture of the new school and to benefit positively in terms of their professional lives, as Day et al (2007) argue, "Schools need to have strategies in place to help identify and support teachers at vulnerable points in their personal and professional life phases" (p.213).

This is particularly important in terms of supporting 'developing' teachers (Day et al 2007, p.194) – in this case newly redeployed teachers - due to the level of support required. Wallace and Pocklington (2002) and Wallace (1996) found that discussions about physical location, facilitating the sharing of teachers' knowledge and skills, enabling team-building and the creation of a collective sense of identity, are absolutely essential. New teachers have to feel that they belong and have confidence in their own abilities, before students enter the school; indeed, all staff have valuable contributions to make (Gunter et al 2007, p.31). It is of absolute importance that redeployed teachers must be a valid part of, and included in, the process, in order for them to 'buy in' to the process (Robinson 2002, p.296). If the prevailing perception of redeployed teachers is one of failure on the part of those redeployed (Vandevelde 1988; Dunham 1986), employers will have to work hard to counteract this belief, perhaps by inviting redeployed staff to share their knowledge and skills with their new professional community. In short, teachers have to feel that they bring something of value to the new culture, rather than an expectation that they simply fit in to the existing staffing and structures. Furthermore, as Robinson (2002), Wallace and Pocklington (2002) and Vandevelde (1988) argue, if the redeployment process is not handled effectively, some teachers may well take their resistance to change with them into their new school, thus impacting negatively on their motivation and behaviour.

Some teachers cope with change, applicable to compulsory redeployment, on an individual basis – some are more able or willing to cope than others for a variety of reasons; indeed, some teachers cope well and experience only positives as a result of compulsory redeployment (Soudien 2001; Dunham 1986), whilst others may struggle but ultimately respond positively (Vandeveldt 1988). Yet other teachers will struggle profoundly and experience a significant negative impact professionally as a result of significant change, such as compulsory redeployment (Day et al 2005; Woods and Jeffrey 2002; Soudien 2001; James and Connolly 2000; Troman and Woods 2000; Chisholm et al 1999; Vandeveldt 1988).

Moreover, Wallace and Pocklington (2002), Dunham (1986; 1976), James and Connolly (2000) and Nias (1993) find that a number of teachers experience grief and loss, to the point of bereavement, in the change situation – applicable to compulsory redeployment - and therefore these issues impact on redeployed teachers' ability to accept the change and their deployment of strategies to be able to cope with the transition; the more traumatic they perceive the change to be, the less able they are to cope with it. So, according to James and Connolly (2000), Nias (1993) and Dunham (1986; 1976), although some teachers may be able to adopt ways of coping in change circumstances (Day et al 2007; Troman and Woods 2001; Soudien 2001; Doyle and Ponder 1976), for other teachers - those experiencing loss - if steps are not taken to manage the 'bereavement', it may lead to a shocked and ineffectual workforce (Nias 1993, p.155).

The direct opposite to this allows for teachers to deal with the changes demanded of them towards a new future, building a new professional identity in their chosen profession (Nias 1993, p.155).

In fact, as Sikes (1992) indicates, if the process of change offers a comprehensive induction package tailored to need throughout the process, a process managed in partnership between the school, the LA or Managing Body of the school, and the teacher, it can encourage new ways of working and indeed enhance career progression. It is for this reason that Wallace and Pocklington (2002), Robinson (2002), Soudien (2001) and Vandeveld (1988) highlight that an induction package is needed for each newly redeployed teacher which covers the periods before, during, and after transition. Furthermore, Wallace and Pocklington (2002) and Earley (1992) contend that a necessary part of the support package for newly redeployed teachers needs to be prior to the commencement of teaching, and to come from the LA or Managing Body of the school itself, although an essential part of the induction package has to be led by the school, in school, as Robinson (2002) argues, "A school-based approach to professional development can certainly be expected to better promote ownership of the innovation, teacher expertise and relevance to the classroom" (p.295). Again, the value of CPD in these circumstances cannot be denied. It is of the utmost importance for newly redeployed teachers to have access to training before, during, and after the process of transition.

The process of transition, in terms of training needs, must be managed, and part of the management process is to help teachers to see the positives arising from the change, in order for them to build new professional identities in their new schools (Day et al 2007; Robinson 2002; Wallace and Pocklington 2002; Soudien 2001).

In reviewing the literature relevant to this qualitative study, I have focused on the areas of the teacher self and teacher identity and compulsory redeployment in order to respond to the main research question: How does compulsory redeployment impact on the teacher self and on teacher identities? Having outlined the conceptual framework, and examined the literature which highlights the issues most relevant to this study, such as stigma, identity crisis and bereavement, I will now turn my attention to presenting the methodology of the study in the next chapter of the thesis.

CHAPTER THREE

Methodology

3.0 Introduction

This chapter details and justifies the research paradigm, research approach and research methods that will be used to explain how teachers experience the impact of compulsory redeployment upon the teacher self and their professional identities. The method of data analysis, the trustworthiness of the data, the positioning of the researcher, ethical issues, and the transferability of the study, will also be considered.

The research design of this study is located within the interpretative paradigm. My methodological approach is one of qualitative study. As I am defining the thirteen teacher participants as the 'units of analysis' (Yin 2009, p.29), the qualitative approach is particularly suitable with regard to this study as, "Using qualitative methods, it can document participant and stakeholder perspectives, engage them in the process, and represent different interests and values in the programme" (Simons 2012, p.18). I have chosen to study how the experiences of the thirteen teacher participants as individuals relate to each other, because although each of them has individual and different career histories, experiences and opinions - what Simons (2012) refers to as, "the 'lived experience' of particular individuals" (p.4), I consider that there may be similarities between different groups of the teachers for different reasons which need to be explored, in order to have a full understanding of their stories and experiences as possible.

This will enable me, therefore, to present, as accurately as possible, the, “integration of inferences and interpretations of events organized to tell a story of the whole” (House 1980, p.104), so that implications may be drawn from the research findings (Simons 2012, p.5).

I consider, therefore, that the qualitative approach is in keeping with the four aims of this study which outline the purpose of the study, namely:

1. To investigate the teachers’ experiences of the change of schools.
2. To investigate the teachers’ experiences of the induction process into a new school culture.
3. To investigate the impact of compulsory redeployment upon the professional lives of teachers.
4. To define how teachers’ experiences of the impact of compulsory redeployment upon their professional lives can be understood and to make recommendations for future similar research.

The research questions connected to the four research aims above enable me to focus on the key issues, yet allow flexibility to investigate the phenomena of the impact of compulsory redeployment on the professional lives and identities of teachers – something which has been relatively ignored in previous literature.

Main Research Question

How does compulsory redeployment impact on the teacher self and on teacher identities?

Specific Research Questions

1. How do the redeployed teachers make sense of the closure of their middle schools and their subsequent redeployment to a secondary school? (SRQ1)
2. How do the redeployed teachers respond to the impact of compulsory redeployment upon the teacher self and teacher identities during the course of their first year in a secondary school (SRQ2)?
3. How do the redeployed teachers interpret the induction process into a new school culture? How, if at all, do the cultures influence the teacher self and teacher identities? (SRQ3)

3.1 Access

As identified by Floyd and Arthur (2012) and Mercer (2007), it is as a result of the number of researchers studying for masters or doctoral qualifications part-time, whilst working full-time, that, “their own school or college often becomes their research site” (Mercer 2007, p.2). With regard to my piece of research, I consider that I was in the ‘right place’ at the ‘right time’ to capture what was happening in the Middletown review – specifically to do with the compulsory redeployment of thirteen former middle school teachers to my own secondary school – the host school in the study.

Access is one of the positive benefits associated with being an insider researcher (Mercer 2007) as it, “is more easily granted to the insider researcher” (Mercer 2007, p.6), and as a potential insider researcher (see Mercer 2007; Labaree 2002; Anderson and Jones 2000) before I applied to the University to undertake this study, I discussed the research prospect with the headteacher of the host secondary school – the school I taught in. Following acceptance by the University, I requested access, and this was granted by the headteacher (Yin 2009, p.85). I then approached the thirteen teachers individually. They were given an information sheet (please refer to Appendix H) which explained the purpose of the study, how it would be conducted, what would be involved for participants, and the boundaries regarding confidentiality. Although participants were asked to give informed consent for their participation in the study (Yin 2009), with insider research comes, “unique epistemological, methodological, political, and ethical dilemmas” (Anderson and Jones 2000, p.430). Indeed, as Mercer (2007) argues, “All researchers face a variety of ethical dilemmas” (p.11), but this is compounded for insider researchers, for whom issues include: “the time and place of the research; the power relationships within which the researcher and the researched co-exist; the personalities of the researcher and specific informants; and even the precise topic under discussion” (Mercer 2007, p.4) – issues I will discuss in detail in sections 3.2 and 3.3 of this chapter.

3.2 Positioning of researcher

It is argued that being an insider researcher is to be “embedded in a shared setting” (Floyd and Arthur 2012, p.173) and somebody who is, “emotionally connected to the research participants” (Floyd and Arthur 2012, p.173).

Furthermore, Floyd and Arthur (2012) argue that insider status, “may confer privileged access and information, but the researcher’s position in an organization may also act as a constraint, limiting who is willing to participate and what is revealed” (p.173). Although Mercer (2007) describes the position of insider researcher as a ‘double edged sword’, due to the, “hidden ethical and methodological dilemmas of insiderness” (Labaree 2002, p.109), the insider nature of my research suited me as I had easy access, knowledge of the context, flexibility with regard to interview times, and I had credibility and rapport with the participants, which I considered would, “engender a greater level of candour than would otherwise be the case” (Mercer 2007, p.7). Although there is a downside to ‘familiarity’, such as the risk of bias, in terms of influencing the research process (Simons 2012; Hawkins 1990) I am certain that my position afforded access to data which other ‘outsider’ researchers may not have been able to access due to issues of access, trust, or understanding (Mercer 2007). Indeed, drawing on the work of Griffiths (1985, p.211), Mercer (2007) sums this up as follows:

Insiders will undoubtedly have a better initial understanding of the social setting because they know the context; they understand the subtle and diffuse links between situations and events; and they can assess the implications of following particular avenues of enquiry (p.6).

Yin (2009) argues the advantage of this type of positioning as, “Having a firm grasp of the issues being studied” (p.71). Indeed, much like a good detective, Yin (2009) goes on to argue that the researcher needs to be able to understand and interpret ‘inferences’ (p.72) during the course of their research. Certainly, with regard to my study, I was able to obtain emotionally rich descriptions of how compulsory redeployment impacted on the participants. For example, when discussing the closure of their middle school, one participant disclosed the following:

I still feel quite nostalgic about the whole thing. I feel there’s a good part of me still in that school that I’ve left behind and it’s actually coming to terms with that kind of thing. It’s like a loss in a way when you’ve lost somebody close to you, and here I’ve lost something that’s been very dear to my heart (Martin11).

Participants also described traumatic experiences whilst adjusting to life in the new school. One participant, for example divulged the following:

Losing my sanity. I just think I’ve lost the urge to be a teacher. It’s the one thing I wanted to do. I mean I did it really late anyway and I wanted to be a teacher, and I thought I was a good teacher. But I’m beginning to doubt myself now. Definitely lost the urge to be a teacher. If anything else came up, I would leave (Louise12).

(A full description of the participants’ identification system can be found in Chapter four, section 4.1).

It is clear that in certain cases, it is of benefit for the researcher to be an insider. Pring, for example (2000), in commenting on Winch's research (1972; 1958) argues that: "The social world of those being researched, constituted by different understandings and social rules, could not be captured by the understandings of a researcher who inhabits a very different society" (p.105). As I was able to 'blend into' (Hockey 1993, p.204) the host school during the course of my study, I was in a prime position to observe the context close at hand. For this reason, I consider that an 'outsider' could not have made as much sense of the participants' contributions as I could, to enable rich data collection in the present study.

Conversely, one of the 'downsides' of being an insider researcher was the potential risk that whilst gaining 'privileged information', participants may reveal more to the researcher than intended (Floyd and Arthur 2012) and such revelations cannot be 'unsaid' or 'unheard' (Drake and Heath 2008, p.137), thus creating a potentially difficult position for both researcher and the researched if they are to continue to work together for a number of years. Furthermore, in her discussion on the topic of insider research, Mercer (2007) details the potential cons of insider research, which include: intrusiveness, familiarity, informant bias, reciprocity in interviews and research ethics (Mercer 2007, p.1). Similar to Mercer (2007), I found myself experimenting with 'differing levels of intimacy' (p.8) with the participants in the interview situation, but reciprocity was not a concern initially as compulsory redeployment was not a phenomenon I had ever experienced.

Indeed, it was further into the interview cycle (please refer to table 3.3 for the interview timetable) that my relationship with the participants developed, particularly because of the series of three interviews which took place at intervals throughout that year. I found I was able to empathise with the position of some of the participants and I consider that it was because of this that participants were more likely to 'bare their souls' to me than an outsider (Mercer 2007, p.7). I consider that this relationship enabled 'intimate' insider research, as I was seen as an empathetic figure – someone who taught alongside the participants in the same school and therefore could fully understand their experiences.

Although I understand Mercer's debate about whether insider researchers can miss 'the vital significance of the unmarked' (Brekhus 1998) and that the participants may well have had, "time to form preconceptions" (Mercer 2007, p.7) about me and my research, I maintain that I could better understand and relate to, even empathise with, the situation of the teacher participants, and therefore I was in a position to capture and interpret their experiences more sensitively. For me, as Mercer (2007) questions, the issue is whether, or not, "this heightened familiarity leads to thicker description or greater verisimilitude" (p. 6).

Despite the positives associated with my position, it is important to note that this may have introduced the possibility of at least three sources of potential bias in the present study. Firstly, as already stated, I was an insider researcher.

The risk here, as Yin (2009) argues, occurs when a researcher sets out to prove a preconceived notion (p.72), or, as Drake (2010) outlines, the danger that the researchers' 'assumptions are misleading' (p.176). I consider that I kept this risk to a minimum, for example, in order to ensure that the participants gave frank responses about their feelings, especially when they were in an emotional state of mind, I ensured that the interview questions were revisited at each round of data collection, which is in keeping with the qualitative approach of the study. In the interview situation, I was careful to keep an open mind and was also careful in the preparation of the interview questions themselves – these were checked by my supervisor in order to ensure objectivity. Finally, I also followed Lincoln and Guba's (1985) four components of trustworthiness, as outlined later in this chapter.

Secondly, I knew some of the participants prior to the study, as they had taught me as a student in the 1980s in one of the middle schools which had been closed. This presents a potential difficulty ethically as some of the teachers knew me as pupil, although my study was conducted approximately twenty years after I had left the school and the relationship in the 1980s was one of teacher-student. Therefore, I was not an insider researcher in the typical sense – more a researcher with privileged access. Although some of the teachers were aware of who I was, they did not have any idea from what perspective I might be approaching the study initially. Furthermore, although I worked in the host school, I did not come into daily contact or work alongside them, except for one of the participants.

Finally, none of the participants had worked with me professionally prior to transition, and the study captured only their first year in the host school. Indeed, the only time I came into significant contact with the majority of the participants during the course of the year was in the interview situation.

Thirdly, I must acknowledge a power switch issue because some of the participants had previously taught me, yet I now had authority over them; I was one participant's Head of Department, and secondly, I was promoted to the post of Assistant Headteacher in the host school during the course of the study. Although Mercer (2007) argues that an insider researcher's, "normal role within an institution will have more impact on research than an outsider consultant" (Mercer 1997, p.6), I feel this factor had a limited bearing on my study, primarily because, as discussed above, as Head of Department, I worked closely with only one participant on a daily basis. Even with this one participant, as discussed later in the ethical issues section of this chapter, I was careful to set clear boundaries from the outset – I made the participants aware of the fact that only interviews and diary entries would be used as evidence – there would be no covert participant observation or collection of 'incidental data' (Mercer 2007, p.13) – all evidence gathered would be overt. This was important due to the potential 'betrayal of trust' or 'abuse of access' (Mercer 2007, p.13), particularly with regard to insider research; that is, the participants were fully aware of points at which data were being collected (Mercer 2007).

Moreover, in order to curtail the risk of bias, I was open and honest with participants, explaining my reasons and motivation for the study. Furthermore, as indicated as good practice by McNeil (1990, p.129), I have taken steps to report frankly in the thesis on my status within the new school at the time of the present study. I have also been careful to report on my position and my opinion of the political situation of the school closures in Middletown (Simons 2012, p.24). It is important to note that this study is of particular interest to me for two reasons. Firstly, as a child, I attended one of the middle schools which closed, as well as the secondary host school in question. Secondly, the teachers who moved from that middle school to the secondary school made up the largest group of teachers moving from one school. As some of those teachers taught me as a child, and I was interested in the effect this move had on these individuals. I have no bias or political opinion on the subject of the Town Review in this LA; rather, my interest is in the human impact of the process.

It is important to note that I did everything possible to prevent my biases and opinions from unduly influencing the data collection and analysis process. By a process of verisimilitude, I endeavoured to emphasise verbatim responses of participants and capture their meanings as much - and as sensitively - as possible. By such means I consider that researcher bias has been constrained.

3.3 Ethical issues

In line with Sikes' argument (2006) that all research impacts on participants to a greater or lesser extent, I considered the ethical issues associated with my study, particularly as it is necessary to, "show how you plan to protect the human subjects" involved in the study, and, "obtain formal approval for your plan" (Yin 2009, p.73). Furthermore, these two points were especially important given the fact that, as an insider researcher in the host school, I had privileged access to the participants. It also becomes increasingly significant if one considers my power status – first as a Head of Department then as an Assistant Head in the host school. I therefore had to be sensitive to both my and the participants' positions with regard to this study. In her research on the topic of insider researchers, Mercer (2007) eloquently sums up the associated ethical issues with this position of insider researcher in the phrase 'research ethics – nowhere to hide' (p.11). Similarly, Floyd and Arthur (2012) debate the key ethical considerations raised by carrying out insider research; this includes, "minimizing potential physiological/psychological/emotional harm to participants" and, "ensuring that informed consent is gained from the participants before embarking on the research and ensuring anonymity of the participants throughout the process" (p.171) (see also Newby 2010; Punch 2009; Walford 2001; Cohen, Manion and Morrison 2007).

Indeed, ethically, it is important to ensure that participants are 'fully informed' (Powney and Watts 1987, p.147) about the study and its aims.

With regard to my study, having obtained approval for access to the participants from the headteacher of the host school and from headteachers of the closing middle schools, I went to the closing middle school sites in the summer term of 2004 to meet the individual teachers, to introduce myself, and to outline the purpose and outline of my study to them in an informal manner. This personal approach allowed me to establish links with the teachers and it also enabled them to ask any questions they had about their involvement in the study. Once the teachers started at the host school in September 2004, in order to ensure and prove adherence to ethical guidelines, I produced an information sheet for participants. Following discussion with each of the participants, I asked them to give informed consent to their involvement in the study (Yin 2009), indicating that they fully understood their role and their rights with regard to their participation in this piece of research, by signing a consent form before the study started. All thirteen teachers approached to participate in the study agreed to do so. A copy of the information sheet and consent form is found in Appendix H of this thesis. This met criterion 10 of the BERA (British Educational Research Association) guidelines (2004) in terms of undertaking voluntary informed consent to be the condition in which the participants understood and agreed to their participation without any duress, prior to the research getting underway (p.6).

Although some researchers question whether any researcher is completely honest with participants (Mercer 2007; Bulmer 1982), and highlight the fact that, potentially, this can be even more of a problem when interviewing peers,

(Mercer 2007; Platt 1981), I was careful to be as open and honest about the process, and the use of the data (Yin 2009) throughout the process, as possible. For example, I explained clearly to the participants that my role as researcher had nothing to do with my role as Head of Department (later Assistant Headteacher) and that the only data collected would be from what participants chose to give to me in an interview situation or in diary form – there would be no covert data collection. I also informed the participants that the reason for the study was to help future teachers going through the process they were experiencing and that data collected would be shared only with my university, not with Middletownshire LA, the headteacher of the host school, nor colleagues or fellow participants in the host school (see Mercer 2007). These steps were in keeping with criterion 11 of the BERA guidelines (2004), in that I took the steps necessary to ensure that all participants in the research understood the process in which they were engaged, including why their participation was necessary, how it would be used and how and to whom it would be reported (p.6). As an insider researcher, it was vitally important that I also reassured participants that confidentiality would not be breached (Yin 2009), and that their trust in me would not be betrayed. This was in line with criteria 23 and 26 of the BERA guidelines (2004, pp.8-9). However, Tolich's (2004) distinction between 'internal' and 'external' confidentiality is particularly apt here, in that although participants may not be recognisable externally, they may be recognised internally, by the other participants involved in the study, or indeed by members of the host school community.

Although I consider this to be a valid concern, I believe I minimised this risk as all thirteen teachers redeployed to the host secondary school participated in the study, although none of them were aware of this, and at no point did I speak to any of them (or the host school community) about the involvement of any of the redeployed teachers in the study. Furthermore, all of the participants have been given pseudonyms in this study (please refer to Section 4.1 of this thesis for full explanation).

The participants were also made aware that they could decline to answer any question, or indeed withdraw from the study, at any time, which was in line with criteria 13 and 18 of the BERA guidelines (2004, pp.6-8). None chose to do so. Finally, because I was careful to be as open and honest about the process and purpose of the study as possible, this meant that there were no shocks for the participants in the interview situation. In summary, this study conforms to, and followed throughout, the BERA (British Educational Research Association) guidelines on ethics (2004) and also the Code of Practice set down by the University of Leicester (2008).

3.4 The Interpretative Paradigm

The key concern in this investigation is to encourage the participants to 'open up' in terms of their personal experiences to meet the aim of collecting in-depth data for the study.

The chosen paradigm is interpretivist, that is, concerned with the individual (Cohen, Manion and Morrison 2011, p.17) and the methods are qualitative, that is, making sense of the data, “in terms of the participants’ definitions of the situation” (Cohen, Manion and Morrison 2011, p.537). The research design is thus founded on the link between revealing redeployed teachers’ experiences, hence their subjective realities, and the interpretivist paradigm, which provides the underlying set of assumptions. As Cohen, Manion and Morrison (2011) observe:

The central endeavour in the context of the interpretive paradigm is to understand the subjective world of human experience. To retain the integrity of the phenomena being investigated, efforts are made to get inside the person and to understand from within (p.17).

Therefore the interpretive paradigm and qualitative approach are appropriate to meet the aims of the present study, since on an epistemological level, according to Busher (2002):

The qualitative stance which sees knowledge as personal, subjective and unique imposes on researchers the need to interact with those they study. It may include the form of living with or observing informants over a long period of time or actual collaboration. In short, the researcher tries to minimise the distance between themselves and those being researched (p.2).

The key question epistemologically for me in this study was to discover what the teachers experienced with regard to the impact that compulsory redeployment had on their professional lives and teacher identities. I needed, therefore, to be able to fully understand the subjective realities as described by the participants, as the only way to understand experiences in individuals' lives is for the researcher to build a rapport with the participants in order to fully understand their experiences (Waring 2012, p.18). Many other researchers also believe this can only be done within the qualitative paradigm (Coe 2012; Hand 2003; Stake 1995; Guba 1990; Guba and Lincoln 1989; Lincoln and Guba 1985). Furthermore, the process of building a rapport with the participants was easier for me because I was an insider researcher.

In order to be able to gather the data that address the specific research questions, the most suitable approach for this study is that of the interpretive paradigm as, ontologically, this allows for the relationships to develop and be captured in detail (Coe 2012; Hand 2003; Stake 1995; Guba 1990; Guba and Lincoln 1989; Lincoln and Guba 1985). The qualitative nature of this study allowed me to investigate the different experiences of the thirteen participants by treating them as individuals, drilling down to uncover the different subjective realities experienced during the same period of time in the same school. It is through the process of fully understanding and analysing these 'multiple realities' (Coe 2012, p.7; Busher 2002, p.1) that I can interpret my findings.

In short, the research aims and questions of the present study dictated the choice of paradigm, which in turn influenced the choice of approaches and methods. Thus in the context of the present study, this meant interviewing, as well as engaging in informal and social contacts with the thirteen individual teachers, in order to ascertain how they made sense of the enforced move to another school and how this impacted on the teacher self and their teacher identities.

3.5 Research design

The present study allows for flexibility in terms of data collection by means of employing the interview as the primary tool, and specifically by means of semi-structured interviews. This secures fidelity to the nature of qualitative research approaches. Furthermore, the qualitative approach, and its associated methods, if administered sensitively, is likely to foster trust between researcher and participants, and to encourage participants to open up. This in turn enables 'thick description' (Lincoln and Guba 1985), that is, an in-depth analysis of the chosen area of research, "contextualising both behaviour and the values implicit in the behaviour" (Bhatti 2012, p.81), which is necessary in terms of the trustworthiness of the study. The qualitative approach is therefore particularly suited to this study as the aim is to contribute to understanding how compulsory redeployment impacted upon the professional lives and teacher identities of thirteen teachers in one host secondary school. Due to the different subjective realities experienced by each of the participants, I decided to keep the focus on the thirteen redeployed teachers in the study as thirteen individual subjects, or 'units of analysis',

described by Yin (2009, p.29), albeit within one host school. This is primarily due to the fact that the participants were redeployed to the host secondary school from six very different middle schools and therefore had past experience which I felt would have a bearing in terms of the impact compulsory redeployment would have on the teacher self and their teacher identities. The six middle schools from which the teachers were redeployed will be described in section 3.6 of this chapter.

The fact that a secondary school provides the context, as opposed to the focus, of the study is in line with the qualitative approach of the present study, in terms of studying in depth thirteen redeployed teachers who moved to one host school. Furthermore, the focus of the study is very much on the thirteen participants in terms of how they understand and experience the process of compulsory redeployment within one context – the secondary school to which they are redeployed. It is for this reason that I approached participants in one secondary school only, as it was thought that by focusing on only one school context, any differences between the individual teachers' experiences of compulsory redeployment were likely to be due to other influences beside the new host school context. To have studied redeployed teachers to different schools would have opened up a much larger range of potential influences. It was a particular aim of this study to focus on the impact of compulsory redeployment on the teacher identities of individual teachers, and this was felt to be most likely achieved by limiting the change of school context to just one school.

Due to the timing of this study (that is, the interviews only started once the participants had been redeployed), this study contains an element of retrospective design in terms of asking participants to recall their feelings at the time of the closure of their middle schools and how the start of the process of the management of the enforced change was handled. This was necessary in order to be able to understand and make sense of the experiences described by the participants as they lived them. In other words, I consider that their past had a bearing on their present. However, there are positives and negatives associated with such retrospective accounts, in that I had to rely on the 'selective memory' (Wallace and Pocklington 2002, p.22) of the participants, as well as consider whether they would 'over-emphasise the dramatic' in the interview situation (Wallace and Pocklington 2002, p.22). However, the positives included the fact that by the time the interviews started, the middle schools had closed, the teachers had been redeployed and therefore they were more likely to be honest in the interview situation – mainly, as alluded to by Wallace and Pocklington (2002, p.22) with regard to their own research, because they had nothing to lose at that point.

The study also contains an element of prospective research design – at least for the one year – that is, the first year that the redeployed teachers were in the secondary school. The prospective nature of the study ensured that I could investigate events as they happened rather than rely just on past accounts from participants (De Vaus 2001, p.228).

I was also able to investigate how far ahead the participants could see themselves and their future in the host school (for example, were they focusing very much on surviving the present, or did they have an eye on what the future held with regard to their career?) and secondly, in terms of the trustworthiness of the study – the interview questions were designed to be revisited at each stage of interviews. The duration of time for which data were collected thus embraces the final stages of teachers working in the middle schools, the transfer process to the secondary school, and the experiences of the teachers during their first year in the host secondary school.

3.6 Setting

In order to investigate the impact of compulsory redeployment on teachers' lives and careers, I selected teachers from those who were moved from middle schools and were re-located to one secondary school in Middletown. The host school identified in this study opened as a Roman Catholic upper school in 1975 and became a secondary school in September 2004. At the time of the present study, it had approximately 1090 students on roll and eighty five members of teaching staff. Thirteen former middle school teachers transferred from six middle schools in Middletown to the host secondary school. These middle schools varied greatly in terms of size and character – one was a Roman Catholic voluntary aided school, most of whose pupils transferred to the host secondary school at the same time as the redeployed teachers.

The other five middle schools were co-educational LA schools, most of whose pupils transferred to other secondary schools in the town, although a small number from each transferred to the host school. All six feeder schools had similar pupil and staff numbers; however, they varied dramatically in terms of their culture and performance. Some were high-performing, others less so. For example, in the last Ofsted (Office for Standards in Education) inspections before school closure, although none of the middle schools were judged to be 'outstanding', five of the six schools involved in this study were graded 'good' (schools A, B, D, E, F), none were graded 'satisfactory', and one was in 'special measures' (school C). It is also of interest that one of the schools (school E) had actually progressed from a judgement of 'satisfactory' (May 1994) to 'good' (June 1998), whilst school C, judged to be 'satisfactory' (June 1996) and, "seeking to define its identity in a period of transition and change" (School C Ofsted inspection report January 1996, p.7), had regressed to be placed in 'special measures' by December 1999, largely due to the, "significant shortcomings in the leadership and management of the school" (School C Ofsted inspection report 1999, p.8), as well as the concerns regarding standards of attainment, attendance, teaching, and assessment in the school (School C Ofsted inspection report 1999).

It is also of note that the host school's most recent Ofsted prior to the transition (November 2002), had judged the school to be 'satisfactory' – a grading that stayed the same in subsequent Ofsted inspections (March 2007, May 2010, and a monitoring visit in October 2011), until March 2013;

the point at which it was deemed to be inadequate and in need of 'special measures'. Conversely, in the host school's 2002 Ofsted report, many aspects are judged to be 'good', including standards and achievement, and leadership and management. The 'satisfactory' grading of the host school, though (at that point) not inadequate, is clearly in stark contrast to the 'good' judgements of schools A, B, D, E and F at the time of transition, and certainly provoked comment from participants with regard to the fact that the middle schools were closed and the two-tier system of education was brought into being to raise standards. In fact, the participants judged standards to be lower in the host school than in five of the six middle schools involved in the study.

Moreover, due to the Catholic nature of the host school and one of the feeder middle schools (school F), there were separate Section 48 inspection reports available which judge the religious life and aspects of these church schools. These reports indicate huge differences between the two Catholic schools, but this is most succinctly summed up by school F's Ofsted inspection report (1996) which points to the fact that, "The school is proud of its catholicity which offers a rich and compassionate context for spiritual and moral development" (School F Ofsted inspection report 1996, p.3) and is again highlighted, prior to school closure, in terms of the, 'notable strength' of the Christian community, as well as its, "good leadership and management" (School F Ofsted inspection report 2001, p.7).

Table 3.1 summarises the middle schools below:

Table 3.1 - Middle Schools summary

School	Teachers	School type	Last Ofsted rating	Section 48 report
A	Kelly	Non-denominational	Good	N/A
B	Jane	Non-denominational	Good	N/A
C	James	Non-denominational	Special measures	N/A
D	Dan, Simon	Non-denominational	Good	N/A
E	Amy, Louise	Non-denominational	Good	N/A
F	Alice, Peter, Martin, Mary, Frances, Lorraine	RC VA	Good	Outstanding

This is in stark contrast to the Section 48 report for the host school nearest to the time of transition (Catholic Diocese of Middletown 2007). Though graded 'satisfactory' overall, the report indicates serious weaknesses with the leadership and management and the prayer life of the host school – both of which were graded 'unsatisfactory' at the time. Indeed the report points to the fact that, "The senior leaders are unaware of many of the shortcomings of the school. Teaching and non-teaching staff feel undervalued and unsupported. Morale is low" (Catholic Diocese of Middletown 2007, p.3). This is particularly significant with regard to this study given that the largest group of middle school teachers to transfer to the host school came from school F – the Catholic middle school. It is also of significance that the majority of the six teachers who transferred from the Catholic feeder school were well-established teachers who had worked in their previous school for at least ten years or more – some for the majority of their teaching careers. They all expressed the sentiment that they were happy there and would not have chosen to leave themselves. Indeed, one stated, "I was really upset about that. I was apprehensive about it because I was very happy there and I would have stayed there for the rest of my teaching life. I know I would" (Alicel1). In contrast, the other seven teachers came from the remaining five feeder schools. Apart from two instances where two teachers moved together (one pair through choice, one through coincidence), the teachers moved individually. The tendency for the teachers who were redeployed from schools A, B, C, D and E (not the Catholic middle school) was that they had moved about more in their careers.

A significant number of these teachers also expressed the fact that they were happy to move on. Culturally speaking, they tended not to have the same emotional ties as the first group. Indeed, as one teacher stated -

I think I was fairly realistic about it. I wasn't quite as embroiled in middle school education as a lot of my colleagues because I'd only spent four years teaching in a middle school, so I didn't have the long term emotional attachment that they had (Peter12).

3.7 Participants and sampling

The sample of thirteen teachers who made up the individual 'units' of this qualitative study was in fact self-determined by the number of teachers redeployed to the school. All thirteen teachers redeployed to the secondary host school provided the sample, which equated to the population of redeployed ex-middle school teachers who chose to relocate to teach in that one secondary school. It is of interest to note that several of the participants involved in the study had been employed by the same LA the first time there had been a change in the structure of the education system (ironically in 1975 the structure was expanded from a two-tier to a three-tier structure of education in the town), hence one of the participants remarked, "We'll move education forward - we'll take it back to what we did in the 1970s" (James13).

In order to meet ethical requirements, the identities of the participants were hidden; each participant was given a code name to protect their identity.

A full description of the participants' identification system can be found in Chapter four, section 4.1. The participants' profile is located in table 3.2 below and in Appendix G of this thesis.

Table 3.2 - Profile of participants

Participant	Gender	Age	Middle school	Years of teaching experience	More than 5 years in previous school
Dan	M	36	D	11	
Alice	F	50	F	27	√
James	M	48	C	20	
Peter	M	50	F	26	
Martin	M	58	F	36	√
Mary	F	56	F	30	√
Frances	F	38	F	15	
Louise	F	54	E	8	√
Jane	F	35	B	13	
Kelly	F	30	A	6	
Amy	F	52	E	15	√
Simon	M	27	D	4	
Lorraine	F	50	F	25	√

As can be seen above, there was huge variation amongst the participants. The oldest teacher was 58, the youngest 27. The most experienced teacher had 36 years of teaching, the most recently qualified had only 4 years of teaching experience. Some of the participants demonstrated greater knowledge of the historic and policy context of the change, whilst other informants appeared to be more articulate than some of their colleagues. I summarise this in each of the pen portraits below:

Figure 3.1 - Pen portraits of participants

Dan

Dan was a 36 year old male teacher from middle school D who had 11 years of teaching experience at the time of redeployment. Dan had experienced significant change in his working life. Originally he worked outside of education, then trained as a primary teacher who moved into middle school education. He was keen to progress his career in the secondary school environment as he felt he could make better use of his university degree and specialism. He had worked in his middle school for less than 5 years and had no particular reason to choose the host school, other than he needed a teaching post. Once appointed, Dan constantly used his initiative; for example, he went out of his way to initiate contact with the host school prior to redeployment. In the interview situation, Dan appeared to be open, honest and career-focused. He is now in a position of middle leadership in the host school.

Alice

Alice was a 50 year old female teacher from middle school F who had 27 years of teaching experience at the time of redeployment. Alice had worked long-term in her previous school and would not have chosen to leave there. She had not experienced any significant change in her working life, always working in the same middle school, only taking time out to have children.

Despite this, Alison said she was keen to make a positive start regarding her redeployment and had chosen the host school as she felt it was the closest fit for her due to her background in Catholic education. In the interview situation, Alice appeared to be honest, describing her struggles with transition. She stayed in the host school for two years after redeployment as a middle leader, choosing at that point to move to an outreach role outside of Middletown, which allowed her to combine her knowledge of the primary and secondary curriculum and to work with younger students.

James

James was a 48 year old male teacher from middle school C who had 20 years of teaching experience at the time of redeployment. He had previously held a position of power as Head of Year at his middle school and appeared to be a well established, respected member of staff. James had experienced change in his working life and had moved into education after being a successful professional rugby player. In the interview situation (far from my original fears due to his gruff exterior!), James was knowledgeable, insightful and experienced – he had been through the original transition in the same LA from two-tier to three tier education, and was now experiencing the reverse of this. James had worked in his middle school for less than 5 years and had no particular reason to choose the host school, other than he needed a teaching post. He is now in a position of senior leadership in the host school.

Peter

Peter was a 50 year old male teacher from middle school F who had 26 years of teaching experience at the time of redeployment. Peter had taught in a variety of schools prior to redeployment; indeed, the majority of his teaching career had been spent in secondary schools. Peter was very articulate, describing his experiences to me as a senior leader in the host school, building upon his experience as Assistant headteacher in a Middletown secondary school, then Deputy and Acting Headteacher in middle school F. Peter appeared to be realistic about the demands of redeployment and portrayed himself as a 'bridge' between the redeployed teachers and the SLT and staff in the host school. Peter eventually became Headteacher of the host school, before taking early retirement in 2012.

Martin

Martin was a 58 year old male teacher from middle school F who had 36 years of teaching experience at the time of redeployment. Martin had spent the majority of his teaching career in school F and appeared to be a well established, well known and well respected Head of Subject. He found redeployment extremely traumatic from the start, exhibiting denial (by putting off packing up) before transition. Martin chose the host school as he felt it would be the closest fit for him due to his background in Catholic education, and, in the interview situation, he was painfully open and honest, and often upset, whilst describing his experiences to me.

During the course of his first year in the host school, Martin became ill, took long term sick leave due to stress, and left at the end of the academic year. He found another post as Head of Subject at a middle school in another LA.

Mary

Mary was a 56 year old female teacher from middle school F who had 30 years of teaching experience at the time of redeployment. She had not experienced significant change in her professional life, choosing to teach in middle school F for the majority of her career. Mary would not have chosen to leave middle school F and appeared to experience great difficulty in packing up and finding a meaningful role for herself in the host school. Although Mary had a promoted post, and said that she was determined at the start to have a positive impact in her new role alongside colleagues from her previous school, she described blocks being put in the way of her enabling the department to make progress. She appeared to blame the SLT and her immediate line manager in the host school, and because of this, chose to take early retirement at the end of her first year in the host school.

Frances

Frances was a 38 year old female teacher from middle school F who had 15 years of teaching experience at the time of redeployment. Frances appeared pragmatic with regard to transition, having experienced considerable change in her professional life, having had different roles in and out of schools; for example, she had previously been an artist-in-residence in one secondary school.

Frances had chosen to move to the host school with a group of her colleagues from middle school F and she appeared empathetic towards them in the interview situation, commenting on the difficulties experienced by her colleagues with regard to transition. Frances was promoted to Second in Faculty in the host school.

Louise

Louise was a 54 year old female teacher from middle school E who had 8 years of teaching experience at the time of redeployment. Louise had worked in her middle school for over 5 years and would not have chosen to leave, although she stated that she had chosen to work in the host school as that was where she had trained. Although Louise said she was trying to be positive about transition, she was overwhelmingly negative in the interview situation and in her diaries, often detailing negative incidents (particularly behavioural). Louise indicated that her timetable in the host school had been arranged without discussion and included courses she had never taught before. She appeared to struggle increasingly throughout the year of transition and eventually became long term sick. After a period of time, Liz left the employ of the host school without returning.

Jane

Jane was a 35 year old female teacher from middle school B who had 13 years of teaching experience at the time of redeployment.

Jane had experienced significant change in both her professional and personal lives and indicated that she was comfortable with change as a result of this. She had no particular reason to apply to the host school other than she needed a teaching post. Jane was enthusiastic and positive in the interview situation, focusing on what she could learn from the experience of transition and on any potential benefits to her career. She went out of her way to integrate into the host school community, strategising strongly. She went on to hold different promoted posts in the host school, including Second in Faculty and a position of pastoral leadership.

Kelly

Kelly was a 30 old year female teacher from middle school A who had 6 years of teaching experience at the time of redeployment. Kelly had experienced change in her working life and had spent fewer than 5 years in her middle school, although she would not have chosen to leave there. She had no particular reason to apply to the host school other than she needed a teaching post. Kelly likened the transition experience to a 'rollercoaster' ride, but was clear about the fact that she felt it was up to her to sort out any issues she was experiencing. Despite experiencing some difficulties, Kelly used her initiative, sought advice from colleagues, and went out of her way to integrate with staff in the school. In the interview situation she was thoughtful and gave considered responses. She is now Second in Faculty at the host school.

Amy

Amy was a 52 year old female teacher from middle school E who had 15 years of teaching experience at the time of redeployment. Amy had experienced changes of career in her working life although she had worked in her middle school for over five years and would not have chosen to leave there. Amy appeared to be extremely negative in the interview situation and in her diary entries, stating that she was perceived as a middle school teacher, that her skills and experience were not being utilised in the host school, and that she did not fit in. Amy left the host school after two years to take up a teaching post at another secondary school in Middletown.

Simon

Simon was a 27 old year male teacher from middle school D who had 4 years of teaching experience at the time of redeployment. Simon had experienced change in his working life and had spent fewer than 5 years in his middle school. He felt that this time had served as a useful foundation in terms of developing skills to further develop his career at the host school. Simon strategised strongly; for example, he had chosen the host school due to the fact that he had trained there and so knew some members of staff and students – he therefore found integration into the school community much easier than some of the other participants. In the interview situation, Simon was unfailingly positive, focused on learning and had an eye fixed firmly on future career opportunities.

He also outlined the many activities he participated in outside of school hours to disengage from working pressures. He now leads and develops a well-known extra-curricular programme in the host school.

Lorraine

Lorraine was a 50 year old female teacher from middle school F who had 25 years of teaching experience at the time of redeployment. Lorraine had rarely moved in her teaching career and had spent 10 years in her middle school. She would not have chosen to leave there. Lorraine chose the host school as she felt it would be the closest fit for her due to her background in Catholic education. Recognised as a strong, well-established and respected teacher in her middle school, Lorraine experienced difficulty with teaching older students in the host school, especially as she taught in more than one subject area and felt that she was 'out of her depth'. As a result of this, and due to issues with class behaviour management, in the interview situation, she started to question her own ability as a teacher. At the end of her first year in the host school, Lorraine decided to leave the host school and the teaching profession – she took up an administrative post in a private company.

Overall, several of the participants, including Amy, Peter and James, were extremely helpful, answering questions in depth in the interview situation, and demonstrating greater knowledgeability of the historic and policy context of events in Middletown.

Other participants, including Dan, Jane and Simon, appeared to be more articulate, providing insightful information which went beyond what was asked in the interview situation. These participants provided unsolicited information and data to me, which helped to explain issues and events often involving others as well as themselves.

3.8 Data collection methods

Three methods of data collection were used for the purpose of this study: face-to-face interviews with the thirteen teacher participants and two types of documentary study. Documents in the form of diaries were submitted to me by the participants, and I had access to a wealth of documentary evidence produced at the time, mainly by Middletownshire LA (Middletown County Council 1998; 2001a; 2001b; 2003a; 2003b). The multiple sources of data collection were necessary for triangulation in order to help to strengthen this piece of research in terms of trustworthiness. The data collection exercise lasted for eleven months – from September 2004 to July 2005. This helped meet ‘prolonged engagement’ in the field - a requirement of the qualitative study approach if it is to be robust in gaining trustworthy data (Lincoln and Guba 1985).

The research tools used in the study are true to the nature of the qualitative approach, which is particularly suited to the present study, in terms of providing an appropriate framework in order to study what was happening in depth,

so that I could meet my aim of understanding how compulsory redeployment impacts upon the teacher self and teacher identities.

3.9 Interviews

Interviews are described as being, “essential sources” of “information” (Yin 2009, p.106) and as I had thirteen participants with which I needed to engage on a deep level, they were the most appropriate primary tool of data collection for this study, as interviewing allows for a ‘deeper understanding’ of events which take place in peoples’ lives (Mears 2012, p.170). Moreover, I devised a series of semi-structured interviews in line with the qualitative approach of this study. Yin (2009) defines semi-structured interviews as follows, “The interviews will be guided questions rather than structured queries” (p.106).

Therefore, the semi-structured nature of the interview process was planned in order to gain the in-depth data that I needed from the participants. This is because interviews allow participants to open up to the researcher, describe how they view events in their lives, and explain how they feel about this (Cohen, Manion and Morrison 2011, p.409). For example, upon describing her teacher colleagues packing up in their middle schools, Frances said, “It was very hard for some people to pack what was essentially their life” (Frances11). In other words, the ‘human embeddedness’ of the semi-structured interview is ‘inescapable’ (Cohen, Manion and Morrison 2011, p.409).

Considering that the emphasis of my research is very much on the impact of an external factor (redeployment) upon a group of people, the opportunity to be able to engage with participants at such a deep level appealed to me. Moreover, I decided to carry out semi-structured interviews, as this specifically offered me the advantage of combining a structure which was not too rigid, and allowed me to probe for further information if not offered by participants (Busher and James 2003, p.2; Lindlof and Taylor 2002, p.195), with the flexibility for the participants to feel able to express their views freely. This also enabled topics, unanticipated by me, to be raised for discussion by the participants (Newby 2010, p.340).

For example, it soon became clear, whilst interviewing Dan, Jane and Simon, that they were extremely positive about redeployment and extremely critical of those who were not (DanI1; DanI2; DanI3; JaneI1; JaneI2; JaneI3; SimonI1; SimonI2; SimonI3). This is in line with Cohen, Manion and Morrison's (2011) argument regarding the 'fitness for purpose' of the type of interview used (p.412), especially as my aim was to uncover the teachers' experiences of compulsory redeployment, find out what each individual made of their experiences, and then interpret the significance of what I was being told in the interview situation (Mears 2012, p.170). In short, the semi-structured interviews allowed me to focus on the pertinent issues of the study with the participants without the constraints of a structured interview, thus I could tailor the questions to the interview situation and to the individual participants.

It was important to me to treat the thirteen participants as thirteen individuals, given that there were thirteen participants with different backgrounds and experiences of the redeployment process (for some of whom this was a very emotional process). Therefore, the thirteen teachers were treated as thirteen different units of study within one host school – with different views of the same events (school closure and compulsory redeployment), context (the host school) and experiences - hence the need to uncover the ‘multiple realities’ at play at that time (Stake 1995, p.64).

Overall, the semi-structured interview approach suited me and it also allowed me to engage in interviews which were conducted as more of a conversation with participants, which was less threatening than a formal situation and allowed for depth of data (Spradley 1979). I also felt, at times, that the interviews enabled the teachers to use their involvement in the study as a support mechanism. For example, Amy stated, “What you’re doing as well, I know you’re doing this for your PhD, but you’re also doing something good for us, because it’s somebody to talk to, and I think that may be part of your motive” (Amy12). Thus, the planned series of semi-structured interviews allowed the participants to describe in detail their experiences to me (Cohen and Manion 1994, p.8) in a social, informal, conversational setting, in which participants were free to voice their, “versions of their past (or future) actions, experiences, feelings and thoughts” (Rapley 2004, p.16). The semi-structured interviews were tape-recorded and transcribed.

Further sources of data which I analysed include LA, school and press publications (BBC News Education 2001; Middletown County Council 2003a; 2003b; 2001a; 2001b; 1998).

The participants were interviewed on three occasions during the course of their first year in the host school, over a period of eleven months, beginning in September 2004. The first interviews were conducted in the autumn term 2004, the second in the spring term 2005, and then finally the third in the summer term 2005.

Table 3.3 - Interview timetable

Date	Interviews completed
September 2004	
October 2004	Interview 1
November 2004	Interview 1
December 2004	
January 2005	
February 2005	Interview 2
March 2005	Interview 2
April 2005	
May 2005	
June 2005	Interview 3
July 2005	Interview 3

The three rounds of interviews fitted into the three terms of the school year which enabled me to have a “greater opportunity to build rapport and achieve deeper reflection” (Mears 2012, pp.171-2) with regard to my research. Indeed, some of the interviews became ‘confessional’ in tone, for example, in Martin’s third and final interview, he admitted the following:

Last week I hit another low, so I was going down. I felt that basically it was feeling everything kind of coming to the end of the first year, and trying to be a bit reflective and seeing where I’d got to, and I just couldn’t see any future. I still can’t see any useful role that I have here, that’s the thing (Martin13).

As stated earlier in this chapter, being an insider researcher was of great value, both in terms of gaining access to the participants during their first year in the host school and building up a relationship with them, and in terms of being able to empathise with their situation (Stake 1995; Hutchinson 1990, p.130). I was also aware that my process of data collection needed to enable me to draw ‘defensible’ conclusions (Mears 2012, p.171). Therefore, the three sets of interview questions specific to each round of interviews (please refer to appendices A, B, and C) were derived from the specific research questions and the literature review and were designed to be repeated in each round in order to enhance trustworthiness. Each interview lasted for approximately one hour and took place at the host school.

The first round of interviews took place during the autumn term 2004. These interviews focused on SRQ1 and SRQ2;

Namely, how did the redeployed teachers make sense of the closure of the middle schools and their subsequent redeployment, and how did the change impact upon their teacher identity and professional lives during their first year in the host school.

Figure 3.2 – Questions from first round of interviews

- *Tell me about yourself (profile)*
- *Tell me about your teaching career to date*
- *How do you feel about the closure of X middle school? Why?*
- *How do you feel about starting at X secondary school? Why? How do you see this year working out? Why did you choose X?*
- *What positives do you anticipate? Why?*
- *Do you anticipate any problems? Why?*

The questions were formulated in line with Mears' (2012) description of 'what' or 'how' questions 'related to lived experience' (p.171) and they link with the mixed findings of Troman and Woods (2001), Vandeveld (1988) and Dunham (1986) in terms of teacher redeployment, as discussed in the literature review, in that they are attempting to uncover how the redeployed teachers experience the closure of their middle schools and subsequent redeployment to the host secondary school. Would the teachers react in a variety of ways regarding redeployment in line with what is in it for them? (Vandeveld 1988). Would any of the teachers perceive failure due to their redeployment? (Vandeveld 1988; Dunham 1986).

Or, would any of the teachers experience any loss as a result of redeployment?
(Wallace and Pocklington 2002; James and Connolly 2000; Dunham 1986; 1976).

The second round of interviews took place during spring term 2005. These questions focused on SRQ2 and SRQ3; namely, the teachers' experiences of the organisational school cultures of their previous and new schools, and the associated impact on their professional lives. These questions attempted to find out how the redeployed teachers experienced the change of culture upon redeployment to the host school and how this was managed by all involved in the redeployment. The questions therefore link with Morrish's research (1976) that cultures cannot simply be grafted together, Hargreaves' (1992) end result of 'balkanisation' if transition is not managed (see also Priestly 2011), and Wallace and Pocklington's findings (2002) about what constitutes successful assimilation, as discussed in the literature review. Indeed, as Wallace and Pocklington (2002), Robinson (2002), Soudien (2001) and Chisholm et al (1999) all indicate, if leaders do not effectively manage change in organisational school culture, there can be dire consequences for the school (Puusa et al 2013; Day et al 2006; Chisholm et al 1999). Would this indeed prove to be the case in this study? Below is a sample of some of the questions from the second round of interviews:

Figure 3.3 – Sample of questions from second round of interviews

- *How do you feel staff and students perceive you? Has this changed since you started at the school?*
- *Have you experienced a clash of cultures?*
- *Have you experienced difficulties with curriculum/classes/discipline?*
- *How have you settled into your new role compared to your previous role(s)?*
- *How would you describe the impact the change has had on your professional life?*
- *Do you feel that you have gained or lost status in any way?*

(For the full list of questions, please refer to Appendix B).

The third and final round of interviews took place during the summer term of 2005. These questions focused on SRQ3 - the teachers' experiences of the induction process in their new school. Some of the questions from the third round of interviews are detailed below:

Figure 3.4 – Sample of questions from third round of interviews

- *Knowing what you know now, is there anything you would do differently? Why?*
- *Overall, how well would you say you have coped with, or managed, the change? How/Why?*
- *What sort of training and support have you received during this entire process?*

- *In the event of this process happening again, what recommendations would you have for:*

- i. The LA review team?*
- ii. The school?*
- iii. Individual teachers?*

(For the full list of questions, please refer to Appendix C).

These questions link with Day et al's (2007), Troman and Woods' (2001) and Helsby's (1999) findings that change, such as redeployment, involves new training opportunities for some teachers, as discussed in the literature review. Indeed, in terms of the induction process, according to Day et al (2007), Robinson (2002), Wallace and Pocklington (2002) and Soudien (2001), many teachers feel they have benefited from new learning opportunities that change inevitably brings and, with training and support, are able to establish new professional identities in new working contexts. However, for this to happen, redeployed teachers need to be well prepared in advance of transition, so that they are ready and more likely to see and access the positives arising from such an opportunity. Would this prove to be the case in this study?

Due to the sensitive nature of the data, as the topics to be covered might have caused potential distress to the teachers, I hoped that the participants' involvement in the interview process might be of value, or help to them (Coe 2012, p.9), as Amy said, "I thought that yesterday I need counselling" (Amy12).

3.10 Diaries

My study was based primarily on semi-structured interviews, although, in keeping with Yin's (1994) 'multiple sources of evidence', which includes survey instruments, interviews and documents, I requested that each participant complete a structured diary, that is, guided in the form of questions (Moon 2006, p.53), during the course of the year, in order to gather additional documentary evidence, of a more 'detailed and intimate' nature (McCulloch 2012, p.211).

In terms of personal development, diary keeping is described by Moon (2006) as a particularly effective means of enabling reflection to support the process of learning – thus, in addition to being helpful to me, the diary keeping was a potential means of support to the participants in terms of allowing them to reflect on what was happening in their professional lives. It also allowed them to 'own' (Moon 2006, p.27) what was happening to them; to, 'order their thoughts' and, 'to make sense of' their situation' (Moon 2006, p.27). The most powerful aspect of diary keeping is the link to emotion (Moon 2006, p.27), as participants work through events and how they impact on their lives. Described as 'emotional insight' (Moon 2006, p.29), Moon (1999) argues that keeping a diary during a difficult time or process can allow the writer to 'offload'; indeed it is summed up as an, "emotional dumping ground" (Moon 2006, p.49), which was used to great effect by some of the participants in this study. For example, Amy wrote the following in her third submission to me:

I now see no hope of middle and upper schools uniting here – you will just have to wait for us all to give up and leave – like Mary and Lorraine. I suppose they think that they can't cope. Well, that's at least three gone, others wanting to go, others waiting to retire. Upper school - Game set and match. Middle school – Love (AmyD3).

Certainly, asking the participants to keep a structured diary throughout their first year in the host school enabled me to focus the participants on the aims of the present study and SRQ1, SRQ2 and SRQ3 outside of, or in addition to, the interview situation. The participants were given the structure in terms of diary completion as they were each given a copy of the questions which would be asked in each round prior to the interviews. The diaries were distributed immediately prior to the first interviews in September 2004, so that the participants' thoughts and experiences could be noted down, as they occurred, for discussion later on. Although I encouraged the participants to keep the diaries, as detailed by Moon (2006), there was a range of responses to the request. Some of the participants chose to use this facility as an aide-memoir, whilst some chose to ignore it altogether (Moon 2006, p.105; Francis 1995; Hatton and Smith 1995). In addition to the diaries, some participants chose to hand me additional written notes throughout the course of the year. These notes epitomised McNeil's (1990) description of diaries as, "first-person descriptions of social events, written by an individual who was involved in or witnessed these happenings" (p.109).

Furthermore, the diary entries provided me with more useful data in terms of the fact that they gave away how the participants felt about what they were experiencing (McNeil 1990, p.109). The issues I experienced in attempting to ensure that the participants kept the diaries are explained particularly helpfully by Moon (2006) who suggests that participants may not keep diaries for a variety of reasons. This includes: 'lack of time' (p.26), 'fears that anonymity may not be kept at the place of work' (p.93), 'lack of relevance' (p.105), 'they cannot get started in the first place' (p.105), or 'they will not produce what is wanted by the researcher' (p.105). I consider that the participants in my study who did not keep the diary either were not in need of the support it could provide, or simply did not have enough time to do it well, given all of the pressures they had to cope with during the year of transition.

Another of the risks of diary writing is that some participants cannot write in sufficient depth – merely superficially (Moon 2006, p.99). This was certainly true of some of the diary entries I received where questions were not answered in any detail. Another, greater risk, linked to ethical concerns, is the level of 'self-disclosure' (Moon 2006, p.93) if one chooses to participate in such a revealing process. Self-disclosure can be an uncomfortable experience for some participants, and in terms of the present study, facing up to harsh realities of change may have proved a step too far for some of the teachers involved, as those who struggled hugely with the transition process (for example, teachers Mary and Martin) did not keep the diary.

Following completion of the three rounds of semi-structured interviews, I collected and copied the diaries following the final interview in July 2005. In total, seven of the thirteen participants kept the diary to a greater or lesser degree throughout the year. Six of the participants were female, one was male, and between them they had come from four of the feeder schools. This is illustrated in table 3.4 below:

Table 3.4 - Diary entries

Participant	Gender	Age	Middle school	Years of teaching experience	Kept diary
Dan	M	36	D	11	√
Alice	F	50	F	27	√
James	M	48	C	20	
Peter	M	50	F	26	
Martin	M	58	F	36	
Mary	F	56	F	30	
Frances	F	38	F	15	√*
Louise	F	54	E	8	√*
Jane	F	35	B	13	√
Kelly	F	30	A	6	
Amy	F	52	E	15	√*
Simon	M	27	D	4	
Lorraine	F	50	F	25	√

* Denotes participant who handed me additional written notes throughout the course of the year

It is of interest to this study that six of the eight female participants kept the diary to a greater or lesser degree, whilst only one of the five male participants did.

It is also worth noting that three of the four females from school F kept their diaries, and both females from school E kept diaries, as well as handing me additional written notes throughout the year. The reader may be interested to know that all of the female participants who kept the diaries struggled moderately with the redeployment process, which leads me to conclude that the diary keeping was perhaps a method of support – a cathartic act used to vent negative reactions and emotions, and also to ensure that these were acknowledged, by me – the researcher, and by the wider community, in terms of the data potentially appearing in the thesis. For example, Amy's diaries contained rhetorical questions and generalised statements, such as:

Eventually, the upper school staff will build up an empire of NQTs that they can lord it over and we will go. Sadly NQTs usually only last in the job for a couple of years, so who suffers? The pupils as usual. This is not my personal opinion – this is how we all feel (AmyD3).

Conversely, the only male who kept a diary appeared to do so due to his understanding of the research process. Overall, I consider that those participants who struggled moderately with the process kept their diaries, those who did not struggle, or struggled severely, did not keep their diary.

The data generated from the diaries were particularly useful for triangulation purposes with regard to strengthening the study in terms of trustworthiness, as Yin argues (2009), "If the quest for contrary findings can produce documentable rebuttals, the likelihood of bias will have been reduced" (p.72).

However, I would like to add that the diaries were only as successful as the effort put into them by the participants. I made a mistake in hoping and believing initially that all of the participants would keep the diary. I also made mistakes by not giving rigid time frames, and not allowing enough time to chase up completion of the diaries. If I were to carry out another piece of research involving diaries, I would ensure that I gave participants strict guidelines and timelines for their completion, such as weekly completion (Morrison 1990), ensuring that they were not completed, “at the last moment” (Moon 2006, p.99), as well as allowing myself sufficient time to chase them up. The same coding procedures were followed with diary data as with interview data, and a D, e.g. AmyD1, denotes a diary entry. Please refer to Appendix E for a sample of a coded diary entry.

3.11 Data storage

As recommended by Stake (1995), I was careful to store research data appropriately. I recorded each interview on an Olympus ® digital voice recorder. I then transferred the recordings onto BASF ®, Maxell ®, or TDK ® audio cassettes. Finally the recordings were transcribed in full onto Microsoft Word ® and were checked for accuracy. All files were backed up in case of technical failure. Diaries and key documents were photocopied and held in two locations as a precaution.

3.12 Summary of data collection

The whole process of data collection, including conducting one-to-one interviews, collecting diaries, and gathering documentary evidence, lasted for eleven months,

commencing in September 2004 and ending in July 2005. In total, thirty nine interviews were recorded, eighteen diary entries were collected, and numerous documents, from the LA, schools and press were amassed.

Table 3.5 – Timetable of data collection

Date	Interviews completed	Interview questions distributed (diary)	Additional documentary evidence collected
September 2004		√	√
October 2004	Interview 1	√	√
November 2004	Interview 1		√
December 2004			√
January 2005		√	√
February 2005	Interview 2	√	√
March 2005	Interview 2		√
April 2005			√
May 2005		√	√
June 2005	Interview 3	√	√
July 2005	Interview 3		√

3.13 Data analysis

In keeping with the qualitative approach of this study, techniques of data analysis followed analytical methods associated with 'grounded theory' (Strauss and Corbin 1990; Glaser and Strauss 1967), as it consists of, "systematic, yet flexible guidelines for collecting and analyzing qualitative data" (Charmaz 2007, p.2) and it allowed me to 'go by feel', be 'inductive', and 'test out themes' (Easterby-Smith et al 1991, p.106). The 'grounded theory' approach was particularly fitting in terms of thematically analysing the data in this study, as it is a, "qualitative and inductive research approach which is designed to explore, analyse and generate concepts about individual and collective actions and social processes" (Thornberg 2012, p.85) and it offers a means of understanding, "what is happening in the studied scenes and interview statements so that we might learn about our research participants' lives" (Charmaz 2007, p.3).

Grounded Theory was pioneered by Glaser and Strauss (1967) and developed further by Strauss and Corbin (1990). Pidgeon (1996) describes the discovery of 'grounded theory' thus:

Glaser and Strauss therefore chose the term 'grounded theory' in order to express the idea of theory that is generated by (or grounded in) an iterative process involving the continual sampling and analysis of qualitative data gathered from concrete settings, such as unstructured data obtained from interviews, participant observation and archival research.

As one aspect of the close and detailed inspection of specific problem domains, grounded theory places great emphasis upon an attention to participants' own accounts of social and psychological events and of their associated local phenomenal and social worlds (p.76).

It is the use of the 'constant comparative method' that helps ensure rigour and trustworthiness in this study, in that I ensured that the interview questions revisited previous rounds of questions, as well as examining diary entries and other documentary evidence, so that I could compare and contrast data, looking for common themes.

Once collected, data were analysed by means of Strauss and Corbin's (1990) 'open, axial and selective coding' processes. The first stage, 'open coding' is, "The analytic process through which concepts are identified and their properties and dimensions are discovered in data" (Strauss and Corbin 1998, p.101), or in other words, "breaking down, examining, comparing, conceptualizing and categorizing data" (Strauss and Corbin, 1990, p.61). Charmaz (2007) describes this stage of data analysis as beginning to, "attach labels to segments of data that depict what each segment is about" (p.3). With regard to the present study, I 'broke down' the data by means of 'coding' and 'memoing'. For example, in terms of the participants' responses to SRQ1 – the teachers' experiences of closure of their middle schools and their subsequent redeployment - I identified codes for experiences of a similar kind.

An example of a code is 'closure positive', in terms of identifying a positive response from participants regarding the closure of their middle school. An example of a response that fits this code is shown below:

I felt that it was an opportunity for me to move on anyway. I felt that the three years that I spent at (school D) prepared me for moving on to another school and that was initially my plan when I first joined (school D) - that I would spend a few years there developing my skills and then move on to a secondary school. So really the closure of (school D) didn't really affect me that much (Simon12).

Please refer to Appendices D and E for detailed examples of open coding from the raw data of interview transcripts and diary entries, as well as a complete list of all of the themes and sub-themes identified in the open coding stage of the study (Appendix F).

After the open coding stage of data analysis, I engaged in axial coding, moving between inductive and deductive analysis to build up a picture of the relationships at the axis of the categories which had been identified through open coding.

Charmaz (2007) refers to this part of the process as the point at which, "our analytic grasp of the data begins to take form" (p.3), as, "Through studying data, comparing them, and writing memos, we define ideas that best fit and interpret the data as tentative analytic categories" (p.3).

Similar to Charmaz's approach (2007), throughout the process of axial coding, I prepared code notes and memos to represent the relationships between themes and their sub-themes which enabled me to, "provide a conceptual handle on the studied experience" (Charmaz 2007, p.3). Figure 3.5 is an example of an axial coding memo which pertains to the theme entitled 'transition':

Figure 3.5 – Axial Coding theoretical memo

Theoretical Memo - Transition

Phenomenon

Transition

Context for Transition

Where teacher experiences positive transition in terms of compulsory redeployment, then:

Action/interactional strategies for Transition

Teacher gives examples of showing initiative during transition in terms of compulsory redeployment

Teacher gives examples of strategising to ease transition due to compulsory redeployment

Teacher gives examples to support positive experiences in terms of integration due to compulsory redeployment

Teacher finds fault with other negative experiences of compulsory redeployment

Consequences

Greater likelihood of distinctly positive attitude

Increased ease at adjustment

Fast integration process

Such theoretical memos were developed throughout the present study in relation to the data, concepts, codes and themes. In a similar vein, Charmaz (2007) describes how she developed, "subcategories of a category and showed the links between them as I learned about the experiences the categories represent.

The subsequent categories, subcategories, and links reflect how I made sense of the data” (p.61). Similarly, this process enabled me to understand what was happening in this study with regard to the impact of compulsory redeployment upon the teacher self and teacher identities.

Finally, I started the third and final stage of analysing my data, selective or theoretical coding, in which I looked at how I could understand and conceptualise my themes and the relationships within them (Punch 2005, p.205), in order to create, “an abstract theoretical understanding of the studied experience” (Charmaz 2007, p.4), or, in other words, in order to attempt to understand and explain how compulsory redeployment impacts on the professional lives of teachers. Charmaz (2007) describes this stage of the process thus:

You may clarify the general context and specific conditions in which a particular phenomenon is evident. You may be able to specify the conditions under which it changes and to outline its consequences. You might learn its temporal and structural orderings and discover participants’ strategies for dealing with them (p.63).

Certainly, it is because I analysed my data in this way in my study that I was able to form the basis of understanding events in order to be able to make recommendations for similar future situations.

The three interviews with each participant, scheduled throughout the course of the academic year, enabled me to revisit data collected at the previous round of interviews, as well as compare them in terms of analysing diary entries and documentary evidence. Each interview and diary collection covered different parts of the data collection process, as the first interview focused on SRQ1, the second on SRQ2 and the third on SRQ3.

The first interview (SRQ1) covered the teachers' backgrounds, career histories, and experiences of the closure of the middle schools and how they came to an understanding of the redeployment process. The second interview (SRQ2) focused on the teachers' experiences of compulsory redeployment and how this was influencing the teacher self and their professional identities, and revisited SRQ1 in terms of whether the teachers' opinions had changed. Finally, the third interview (SRQ3) focused on the teachers' experiences of the induction process into a new school culture, and revisited SRQ1 and SRQ2, again to see if there were any changes in opinion (see Appendices A, B and C).

The way that I collected my data is in keeping with the 'overlapping' nature of 'grounded theory' methodology as it allowed me to ensure that I had reached 'theoretical saturation' with my data; that is, no new evidence was found, rather further confirmation of what I had already found (Punch 2005, p.158).

The cyclical nature of this study, therefore, is in keeping with the qualitative approach, the use of 'grounded theory' methods as a means of data analysis, and as a means of ensuring trustworthiness, as, in terms of the categories generated from the data, "Through 'constant comparison' their relations and properties can be identified and refined" (Dey 2004, p.80) and finally, "grounded theory offers pointers to how to bring the research to a successful conclusion" (Dey 2004, p.80).

In order to aid comprehension in the present study I used figures (as above, please refer to figure numbers 3.1-3.6 in this chapter), tables (as above, please refer to table numbers 3.1-3.5 in this chapter) and diagrams, such as the conceptual framework (a diagrammatical representation of the three main themes; that is, the interrelationships between school closure and subsequent compulsory redeployment, the process of induction into a new school culture, and changes brought about with regard to the impact of compulsory redeployment upon the teacher self and teacher identities - at the heart of the study) in Chapter Two. Furthermore, I present conclusions drawn from the study (see Chapters Four, Five and Six) diagrammatically. These were verified by means of employing Lincoln and Guba's (1985) components of trustworthiness.

3.14 Trustworthiness

According to Lincoln and Guba (1985), 'trustworthiness' in qualitative research means that the study's conclusions are, "worth paying attention to" (p.290).

Furthermore, in terms of qualitative research, trustworthiness is of the utmost importance as this ensures that, as far as possible, the researcher is reporting on their findings accurately. Moreover, trustworthiness is defined by Lincoln and Guba (1985) as having four key components, “credibility, transferability, dependability, and confirmability” (p.300). I will explain below how I employed each of these components in turn.

Credibility

In order to address credibility, I employed ‘prolonged engagement’ (Lincoln and Guba 1985) in terms of the fact that the participants were interviewed three times, for about one hour on each occasion, during the course of the year. This meant that I had three hours of data from each participant, so I was confident that the data were authentic, richer and therefore more credible. Furthermore, the deliberate design of the present study in terms of regarding the teachers as thirteen separate ‘units of analysis’ within one host school supports its overall credibility in taking into account different experiences whilst exposed to the one same context (Yin 2009, p.53). Furthermore, I attended meetings with my supervisor or ‘Peer Debriefers’ (Lincoln and Guba 1985) at the time – Professor Clive Dimmock at the University of Leicester - following the data collection and continued to do so during the analysis of the data. Finally, I employed ‘Member Checking’ (Stake 1995; Lincoln and Guba 1985); participants received transcripts of their interviews before analysis, and were invited to annotate or amend them if they felt anything was inaccurate.

Although this approach is, “believed to increase the trustworthiness of qualitative research” (Mercer 2007, p.12), Mercer (2007) points out that, “such a belief fails to take account of the fact that the perspectives of individual informants may be ambivalent at any given moment, may change over time, and may contradict one another to such an extent that consensus is impossible” (p.12). However, I did not find this to be the case with my research – indeed, none of the participants changed any of the transcripts given to them to check. I also endeavoured to give a summary of the final conclusions of the study to all thirteen participants – thus enabling any misinterpretations to be corrected.

Transferability

In order to address transferability, I aimed for ‘thick description’ of both the phenomenon being investigated and the context (Lincoln and Guba 1985). The study is a detailed qualitative study, using ‘grounded theory’ methods of analysis which is planned to be of sufficient depth, so that it is possible for others to ask and compare whether the findings are transferable to their situations. To this end, I have ensured that sufficient documents and evidence are available in the thesis, either in the text, or the appendices. The aim is to enable other researchers and users of the thesis to have the opportunity to transfer the findings and conclusions of this study to their situations, or indeed to replicate this study (Yin 2009, p.45).

Dependability and confirmability

In order to address dependability and confirmability, I have ensured that there is a clear audit trail (Lincoln and Guba 1985), also described as 'maintaining a chain of evidence' by Yin (2009, p.122), of the records and notes compiled and administrative procedures adopted, during the whole research process - this is located in Appendix I of the thesis. I also employed triangulation - particularly of sources - and examined, for example, whether the same data were collected from the same participants. In addition, I have ensured that I have reported on my research perspectives and my position in the thesis, in order to decrease the risk of bias. Indeed, it is important to note that I have no political opinion on the subject of these school closures – the study merely presents itself as an interesting and potentially illuminating piece of research to be undertaken. Therefore, in terms of 'credibility', 'transferability', 'dependability', and 'confirmability', I am confident in the authenticity, credibility and trustworthiness of the participants' accounts of their experiences at that time in the host school.

3.15 Transferability of the study

It can be argued that the main aim of most qualitative researcher is to gain understanding of the phenomenon under investigation (Simons 2012, p.24). In the present study, the phenomenon under investigation is how compulsory redeployment impacted on the professional identities of thirteen teachers.

As this study focuses on the reactions of thirteen teachers to compulsory redeployment to one school, in their first year only, it is very much a 'snapshot' in time. Thus other studies of a similar nature would only be able to compare findings with this study during the first year of staff appointment. It is worth reiterating that it was the aim of the present study to capture only the initial reactions and impact of redeployment, not those of a long term nature. It was always the purpose of this study to gain an understanding of events, given the sparsity of existing literature, especially of an up-to-date nature, on the topic. As a qualitative researcher, the main obligation is to provide rich in-depth data, and sufficient contextual description for other readers and researchers to be able to draw parallels and make inferences. With this in mind, I have endeavoured to enable other teachers and researchers to draw conclusions in terms of transferability to their own situations. Punch (2005) argues that transferability is possible in qualitative research if the following three conditions are satisfied:

First, on the sampling itself: is it theoretically diverse enough, or does it capture enough variation, to encourage transfer of the findings to other situations? Second, on the context: is the context thickly described, so that the reader can judge the transferability of findings to other situations?

Third, on the level of abstraction of the concepts in the data analysis: are they at a sufficient level of abstraction to permit their application to other settings? (pp.255-6).

I consider that I have satisfied the three conditions detailed above.

Other researchers investigating teachers who are redeployed from a middle to a secondary school, for the first year in their new school, may be able to draw upon this study by examining my findings and comparing them to their own research. I hope that the conclusions which arise from the study, and their associated recommendations, can make an important contribution in terms of providing an enlightened path for school teachers and leaders who find themselves in a similar position in the future.

3.16 Limitations to the methodology

Data for the present study were collected from thirteen participants, treated as thirteen separate 'units of analysis', who had transferred from six feeder middle schools which had closed, and who had been redeployed to one secondary school in Middletown. The main forms of data collection were semi-structured interviews and participants' diaries. It is important to note that there are a number of methodological limitations due to the small sample size. However, the justification for a small number of participants was that this number was the total of teachers who were redeployed from middle schools to the host secondary school in the present study. Furthermore, the purpose of the study was to understand events through focusing in depth on thirteen information-rich participants to improve our understanding of the impact of compulsory redeployment upon the teacher self and teacher identities. Therefore, the results and findings can only be applied directly to the group studied.

However, in employing 'thick description', it is possible to have confidence in the authenticity, credibility and trustworthiness of informants' accounts, so that the findings may be transferable in order for others to draw parallels with their own situations.

Secondly, further limitations lie in the collection of the data via semi-structured interviews and diaries. In the case of interviews, the data are dependent upon what participants were prepared to reveal. In the case of diary entries, I was dependant upon participants keeping their diaries and I had little influence over what they chose to write in them, in that, what was written was written and could not be expanded upon. However, I made strenuous efforts to crosscheck the data by means of revisiting questions at each round of interviews, by using diary entries and, where possible, by analysing other sources of documentary evidence as a means of triangulation.

Thirdly, the contentious issue of researcher bias cannot be totally ruled out, given that I was an insider researcher with privileged access and I was known to some of the participants prior to the study. Fourth, the final limitation is that of time.

I spent one academic year conducting the fieldwork. Given the amount of data generated from interviews, diaries and other documentary evidence, thirteen proved a manageable number of participants for me to handle.

3.17 Conclusion

In summary, this chapter has detailed and justified the use of the interpretivist paradigm and a qualitative approach in the study of the impact of compulsory redeployment upon the teachers' professional lives. The research aims and questions dictated the choice of suitable paradigm and methods. The methodological approach of the study is a qualitative, underpinned by the assumptions of the interpretative paradigm. The process of enquiry includes data collection using semi-structured interviews, diaries, and other documentary evidence, and data analysis by means of using methods associated with 'grounded theory' (Strauss and Corbin, 1990). Trustworthiness was secured by following Lincoln and Guba's (1985) four components of trustworthiness.

The research design ensured access and ethical issues were addressed by ensuring compliance with the BERA (British Educational Research Association) guidelines on ethics (2004), and the Code of Practice set down by the University of Leicester (2008). These procedures led to the identification of three themes which help to develop our understanding of the impact of compulsory redeployment upon the teacher self and teacher identities.

CHAPTER FOUR

Before the redeployment

4.0 Introduction

The main research question in the present study is: How does compulsory redeployment impact on the teacher self and on teacher identities? This was broken down into three specific research questions, namely: (SRQ1) How do the redeployed teachers make sense of the closure of their middle schools and their subsequent redeployment to a secondary school?; (SRQ2) How do the redeployed teachers respond to the impact of compulsory redeployment upon the teacher self and teacher identities during the course of their first year in a secondary school?, and; (SRQ3) How do the redeployed teachers interpret the induction process into a new school culture? How, if at all, do the cultures influence the teacher self and teacher identities?

As stated in Chapter Three of this thesis, the data generated in the present study was analysed by means of analytical methods associated with 'grounded theory' (Strauss and Corbin 1990). I followed the three stages of data analysis advocated by Strauss and Corbin (1990), namely: 'open coding', 'axial coding', and 'selective coding'. As a result of analysing the data thematically, three themes emerged very clearly, that is: 'pre-transition', which relates to SRQ1, 'transition', which relates to SRQ2 and 3, and 'post-transition', which relates to SRQ2. Please refer to Appendix I which clearly evidences how each of the themes emerged from the data.

The three themes define the different stages experienced by the redeployed teachers in the present study before and during their first year in the host school. The first theme of 'pre-transition' refers to the processes which took place prior to the teachers moving to their new school and describes how they felt and what they experienced with regard to the closure of their middle schools and their preparation for redeployment. This theme also provides the background of each of the teachers with regard to their professional identities and careers at that point in their professional lives. The second theme identified in the study, 'transition', refers to the initial period of transition experienced by the teachers in the host school and portrays the changes in teacher identity which took place at that stage of the process. The third theme, 'post-transition', refers to the time experienced by the teachers in their new school, following the initial transition period, and describes the impact the transition has had on the teacher self and professional identities of each of the redeployed teachers. In other words, following the initial transition period, to what extent have the redeployed teachers adapted their professional identities to fit into the new school context? Are all of them willing or able to do this? It is clear from the data that the participants went through a staged process, indicated by the themes and sub-themes identified in this study, although this was not necessarily experienced in a smooth sequence. Indeed, the pace at which the redeployed teachers in the present study proceeded through each stage of transition was uneven, difficult, and indeed painful for them at times.

I identified the name of each main theme (for example, 'pre-transition'), and each of the sub-themes associated with each of these (for example, '*reacting*'), as a result of the data analysis process. Please refer to Chapter Three and Appendix I for a full discussion of the process I followed in order to analyse the data. Table 4.1 summarises the three themes identified in the present study with their sub-themes, which will be discussed more fully in this chapter and in Chapters Five and Six of this thesis.

Table 4.1 - Summary of themes and sub-themes

Theme	Sub-themes
Pre-transition	<i>Reacting, Rationalising, Understanding, Preparing</i>
Transition	<i>Inducting, Adjusting, Strategising, Integrating</i>
Post-transition	<i>Interpreting, Culture-reconciling, Appraising</i>

Overall, the data indicate that compulsory redeployment has a significant impact upon the teacher self and the professional identities and lives of the teachers concerned and, like Doyle and Ponder's (1976) three types of primary school teacher 'invited' to change their classroom practice, as well as Mac an Ghaill's three-fold typology (1992) discussed in Chapter Two of this thesis,

the teachers in the present study reacted in one of three ways in terms of how they perceived and experienced the process of compulsory redeployment. In other words, the teachers' redeployability was, alongside the impact of their career history, personal profiles, and professional identities, dependant upon their experiences; 'pre-transition', during 'transition', and 'post-transition'.

After presenting an overview of the study's findings, so that the reader can place this chapter within the greater context of the study, and a discussion about the participants involved in this study, I will focus on the first of the three themes, that is, 'pre-transition'. This theme describes the period of time between the teachers being informed that their middle schools would close and that they would be redeployed to either a primary or secondary school in Middletown, and it specifically relates to research question 1 - How do the redeployed teachers make sense of the closure of their middle schools and their subsequent redeployment to a secondary school? As well as examining the data, this chapter will also draw on the key literature to do with this specific research question, discussed in Chapter Two of this thesis, including: teacher redeployment (Robinson 2002; Soudien 2001; Chisholm et al 1999; Vandeveld 1988), school closure (Troman and Woods 2001; Vandeveld 1988; Dunham 1986), teacher responses to compulsory redeployment (Robinson 2002; Soudien 2001; Chisholm et al 1999; Vandeveld 1988; Dunham 1986; 1976), and issues of loss and/or bereavement in a change situation (Wallace and Pocklington 2002; James and Connolly 2000; Nias 1993; Dunham 1986; 1976).

4.1 Participants' Identification system

I have chosen to give each teacher participant a pseudonym in Chapters Three, Four, Five and Six of this thesis. This thesis is attempting to tell the stories of the participant teachers and I felt that to give each one a name would keep the focus on the human aspect and impact of this study, as well as identifying each teacher as an individual. Furthermore, I have given each of the contributions by each participant detailed in this thesis a three part code, comprising their name, I for interview and the number of the interview; for example JamesI1 denotes an excerpt from the first interview with the teacher named James, in the same way that JamesI3 denotes an excerpt from the third interview with this teacher. The letter D, instead of I, denotes a diary entry, as opposed to an excerpt from an interview, for example JamesD1. More details regarding the participants are given in Chapter Three and Appendix G of this thesis.

4.2 The theme of 'pre-transition' and the participants' stories

As well as identifying three main themes from the data, it soon became clear that there were three broad groups regarding the teachers' responses, that is, due to their responses in the interview situation and in their diaries, each of the teachers fell into one of three identifiable groups with regard to each of the themes and their associated sub-themes recognised in this thesis. I have, however, chosen to classify the teachers' responses by group rather than to create a typology of teachers, as I feel that this allows a greater understanding of their stories;

that is, it allows me to keep truly to the accounts of the teachers as individuals, rather than to attempt to match each teacher to a type. The three teacher groups identified in the present study are illustrated in table 4.2 below:

Table 4.2 – Teachers classified by group

Participant	Gender	Age	Middle school	Years of teaching experience	More than 5 years in previous school	Teacher group
Frances	F	38	F	15		Pragmatists
James	M	48	C	20		Pragmatists
Kelly	F	30	A	6		Pragmatists
Peter	M	50	F	26		Pragmatists
Dan	M	36	D	11		Enthusiasts
Jane	F	35	B	13		Enthusiasts
Simon	M	27	D	4		Enthusiasts
Alice	F	50	F	27	√	Disillusioned
Amy	F	52	E	15	√	Disillusioned
Lorraine	F	50	F	25	√	Disillusioned
Louise	F	54	E	8	√	Disillusioned
Mary	F	56	F	30	√	Disillusioned
Martin	M	58	F	36	√	Disillusioned

Therefore, in terms of telling their story of the experience of transition and its associated influence in terms of the impact upon the teacher self and their professional identities, the responses of the participants named Frances, James, Kelly and Peter are grouped as ‘the pragmatists’ - so-called because of their realistic and practical attitudes in the change situation; Dan’s, Jane’s and Simon’s responses are grouped as ‘the enthusiasts’ - so-called because of their positive outlook and keenness to use the redeployment to make progress in their careers;

and the experiences of Alice, Amy, Lorraine, Louise, Mary and Martin are grouped as 'the disillusioned' – so-called because they were disheartened and increasingly cynical about a process which they neither believed in, nor welcomed. The profiles of the three teacher groups are summarised in table 4.3 as follows:

Table 4.3 - Summary of teacher profiles

	The 'pragmatists'	The 'enthusiasts'	The 'disillusioned'
Teacher pseudonyms and ages	Frances (38), James (48), Kelly (30) and Peter (50)	Dan (36), Jane (35) and Simon (27)	Alice (50), Amy (52), Lorraine (50), Louise (54), Mary (56) and Martin (58)
Gender	Two male, two female	Two male, one female	One male, five female
Years of teaching experience	6 (Kelly) 15 (Frances) 20 (James) 26 (Peter taught in upper school previously and was Deputy Head in middle school)	4 (Simon) 11 (Dan taught in primary originally), 13 (Jane taught in primary originally)	8 (Louise was late entrant to teaching profession) 15 (Amy) 25 (Lorraine) 27 (Alice) 30 (Mary) 36 (Martin)

Promoted posts	One lost (James), one gained (Kelly), two stayed at the same level (Frances, Peter)	All lost (Dan, Jane, Simon)	Four lost (Amy, Lorraine, Louise, Martin), two stayed at the same level (Alice, Mary)
Number of middle schools from which redeployed	Three – schools A (Kelly), C (James), F (Frances, Peter)	Two – schools B (Jane), D (Dan, Simon)	Two - schools E (Amy, Louise), F (Alice, Lorraine, Mary, Martin - four participants from Catholic middle school)
In previous school over five years	None	None	All (Louise, Alice, Mary and Martin for majority of, or entire, career)

4.2.1 Pre-transition and the pragmatists – Frances’, James’, Kelly’s and Peter’s stories

As stated previously, in the present study, there were similarities between Frances’, James’, Kelly’s and Peter’s responses.

This group of teachers comprised two males and two females, with a range of ages (30 - 50) and range of experience (6 years to 26 years of teaching experience). One teacher lost and one gained promotion in the move, while the other two teachers had remained at the same level. The teachers were redeployed from three different middle schools, two high-performing and one in 'special measures', and none had been in their previous school for more than five years. All had previous experience of developing different professional identities, either outside of education, or as teachers, moving between schools, and for this reason, I consider this group as mid-career teachers. This professional profile fits with the arguments of Cooper and Olson (1996), Reynolds (1996) and MacLure (1993) who argue that teacher identities are essentially unstable, 'likely to be affected at any time by either their own 'biographical projects', change in their working environments or a combination of the two' (Day et al 2006, p.611). The group had strong professional identities as teachers, therefore, but were not fixed, rather still flexible, and willing enough to be able to adapt to a new professional context.

'Pre-transition', although initially reluctant to move, Frances, James, Kelly and Peter rationalized the process and understood why they were reluctant to move on from their middle schools. They 'dragged their heels' in terms of preparing to move to the host secondary school, although they were pragmatic about transition itself. Please refer to Appendix J for a summary of the key responses and evidence regarding the 'pragmatists' stories in relation to the 'pre-transition' theme.

4.2.2 Pre-transition and the enthusiasts – Dan’s, Jane’s and Simon’s stories

In the present study, thematically, and in contrast to the ‘pragmatists’, there were similarities between Dan’s, Jane’s and Simon’s responses. This group of teachers comprised two male teachers and one female teacher. These teachers were young (27 - 36), and had fewer years of teaching experience than either the ‘pragmatic’ or ‘disillusioned’ teachers (4 years to 13 years). All of these teachers had lost promoted posts due to the closure of their middle schools, and were redeployed from two different well-performing middle schools. None of them had been in their previous school for more than five years. However, all had significant previous experience of developing different professional identities both outside of education and within education as teachers moving schools, so they were not unsettled by change. Their profile matched those suggested by Day et al (2006), Cooper and Olson (1996) and Reynolds (1996), in that the teachers had ‘multiple selves’ as their identity was, ‘an ever changing entity’(Day et al 2006). The teachers were primarily in the early stages of their teaching careers, or had taught previously in primary education as opposed to middle schools, and I therefore consider this group to be early stage teachers, that is, early in the development of their professional identities as teachers, which were not yet fully formed, and therefore flexible and very open to change regarding a new working environment.

I have chosen to describe this group as ‘enthusiasts’ as they were unfailingly positive and enthusiastic about the opportunities that transition would bring them.

With regard to the 'pre-transition' theme above all, Dan, Jane and Simon perceived the change as a welcome opportunity in terms of their career and development of their professional identities as teachers. Please refer to Appendix J for a summary of the key responses and evidence regarding the 'enthusiasts' stories in relation to the 'pre-transition' theme.

4.2.3 Pre-transition and the disillusioned teachers – Alice's, Amy's, Lorraine's, Louise's, Mary's and Martin's stories

In contrast to the responses of the 'pragmatists' and the 'enthusiasts', there were similarities between Alice's, Amy's, Lorraine's, Louise's, Mary's and Martin's responses. This group of teachers comprised one male and five female teachers, all of whom were over fifty (50 - 58), with a range of years of teaching experience (8 years to 36 years). Due to the move, four of these teachers had lost, and one had gained, promoted posts, while one stayed at the same level. The teachers were redeployed from two different high-performing middle schools (four from a Roman Catholic middle school). All of the teachers had been in their previous school for the majority of their teaching careers; four for their entire teaching careers. All of the teachers were at the later end of their careers and had built up long-standing professional identities in one educational establishment, or in another career (the teacher with 8 years of teaching experience was a late entrant to the profession), and had identities which could be best described as 'fixed', as detailed by Beijaard (1995) and Nias (1989) who argue that teacher identity comprises essentially of a stable 'substantive' self, grounded in values,

beliefs and practices. Due to the stage this group of teachers were at in their careers, as well as the 'fixed' nature of their professional identities, they were not flexible, adaptable, or open to change regarding their new working environment. In other words, they could not, or did not want to, change. I have chosen to define this group as 'disillusioned', so called due to their disillusionment with the entire transition process, and those organising it, from the beginning to the end of the process. With regard to the 'pre-transition' theme, Alice, Amy, Lorraine, Louise, Mary and Martin had taught in the same school for many years and felt they had 'lost out' status-wise, thus impacting negatively upon their professional identities, as a result of compulsory redeployment. Please refer to Appendix J for a summary of the key responses regarding the responses and evidence of the 'disillusioned' teachers in relation to the 'pre-transition' theme.

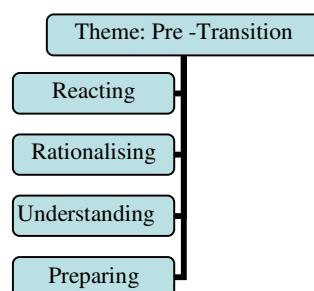
The full responses of the participants will now be analysed in relation to the first theme of 'pre-transition'.

4.3 The 'Pre-transition' theme

As a result of the education review in Middletown, teachers in the middle schools became aware that their schools would be closing in summer 2004 and that, unless eligible to retire, they would be redeployed to either a primary or secondary school in the town, albeit through an application process. Once the teachers became aware that they would be redeployed, they began to work through a series of processes.

I have analysed the processes that the teachers experienced at this stage, thematically, as 'pre-transition', as they took place prior to them starting at the host secondary school, thus 'pre-transition' refers to the period of time between the teachers in the study being made aware that their middle school would close, up to the actual closure, including the period of time spent applying for posts and getting ready to transfer to their new school. Within this theme, the data revealed four distinct sub-themes with regard to how the teachers responded at each stage prior to their transition to the host school. Therefore, the 'pre-transition' theme comprises four sub-themes, namely: *reacting*, *rationalising*, *understanding*, and *preparing*. Figure 4.1 below depicts the theme of 'pre-transition' with its sub-themes.

Figure 4.1 - Chart of 'pre-transition' theme with sub-themes



'Pre-transition' is the first of three themes, or stages, identified in the present study in which teachers are engaged before they are compulsorily redeployed from a middle school to the host secondary school.

The teacher who is in the 'pre-transition' stage is engaged sequentially in *reacting*, *rationalising*, *understanding*, and *preparing*. *Reacting* refers to the initial reactions of the teacher when they found out they were to be compulsorily redeployed. In other words, some teachers remained in a shocked, denial state, whereas others looked forward to the opportunities change would bring. The manner in which teachers 'reacted' to compulsory redeployment depends upon various internal factors (for example, the impact upon the self and teacher identity) and external factors (for example, the teachers' preparation for transition and their experiences in the host school). As stated previously, within each of the themes, the teachers responded to compulsory redeployment in ways which provided three identifiable teacher 'groups'. This explains, for example, why some teachers welcomed the change for the sake of their careers (Day et al 2007; Troman and Woods 2001; Helsby 1999), whilst others resisted the change and would not have moved at any cost, given the choice (Soudien 2001; Chisholm et al 1999; Troman 1996). Once teachers have moved on from *reacting*, the process of *rationalising* starts.

Rationalising is a process associated with the teachers comprehending the reality of the reasons behind their compulsory redeployment. In other words, this response is logical rather than emotional, as teachers consider the reasons for the school closures. Teachers engaged in *rationalising* will then engage in the process of *understanding*, in terms of what this move actually means for them. *Preparing* occurs when teachers have come to terms with the fact that they are moving on, and are in the process of making plans for that process and packing up.

Table 4.4 below summarizes the responses of the three groups of teachers, the ‘pragmatists’, the ‘enthusiasts’ and the ‘disillusioned’, in relation to the ‘pre-transition’ theme and SRQ1.

Table 4.4 – Summary of the participants’ responses in relation to ‘pre-transition’ theme

	Pre-transition theme
The ‘pragmatists’ – Frances’, James’, Kelly’s and Peter’s stories	Mixed reaction to school closure and compulsory redeployment relevant to impact upon the self and teacher identity, able to rationalise process, identified issues with preparation processes prior to school transition and lack of pre-training
The ‘enthusiasts’ – Dan’s, Jane’s and Simon’s stories	Positive outlook regarding further development of teacher identity, ready to ‘move on’ from middle school, standards seen as better in secondary schools, identified new opportunities and challenges, identified issues with inconsistent preparation processes, initiated contact with host school
The ‘disillusioned’ – Alice’s, Amy’s, Lorraine’s, Louise’s, Mary’s and Martin’s stories	Closure perceived as a mistake, loss of established teacher identity and negative impact upon the self with regard to experiencing bereavement issues, perceived issues with host school prior to transfer

The participants' responses to each of the sub-themes of 'pre-transition', that is, *reacting, rationalising, understanding* and *preparing*, will now be considered in turn.

4.3.1 Reacting

Reacting is the first of the processes experienced by the teachers in the present study, following the news that their schools would be closing. A comment made by Jane captures the emotion at the time that the announcements were made:

I think we all got together that evening to hear the news and the head had brought in champagne and strawberries not knowing what the news was going to be, and I remember sitting there, and as he read out the news quite a few members of staff started crying as the shock suddenly hit (Janel1).

Indeed, all thirteen participants in the present study described this initial shocked reaction – this is understandable if one considers the length of time some teachers had spent working in middle schools, and the strong emotional attachments – to the people and the place – that they had built up there. Moreover, as Jane remarked, “We’d got one member of staff who’d been there thirty five years. The majority of the members of staff there had only ever worked at that school” (Janel1). This is important if one considers teachers who had built up long-standing relationships and professional identities in one educational establishment and had identities which could be best described as ‘fixed’ (Beijaard 1995; Nias 1989). Thus there was an impact upon some of the teachers both personally –

which affected the self, and professionally - which stood to affect their identity as a teacher.

This point is reinforced by Dunham (1986) in citing a redeployed teacher from his study into stress in teaching, "I have not needed to move around much so this is more of a shake-up" (p.93). Dunham's 'shake up' argument (1986), for those teachers who have not moved between schools previously bears a striking similarity to the 'disillusioned' group of teachers in this study, that is, the experiences of Alice, Amy, Lorraine, Louise, Mary and Martin. Although Dunham's study is now twenty seven years old, it is more relevant to this study than more recent studies published on the theme of compulsory redeployment (e.g. Robinson 2002; Soudien 2001; Chisholm et al 1999) because it focuses on the human impact of such radical change in the UK; that is, there is due consideration of the impact upon the people in the process. Furthermore, if one considers arguments from researchers such as Beauchamp and Thomas (2009) and Beijgaard, Meijer and Verloop (2004), that the personal and professional identities of the teacher are closely related, as well as the fact that teacher identity is based upon the 'social processes' in schools (Wilson and Demetriou 2007; Wallace and Tickle 1983), and that there is an emotional overlap between teacher identity and the self (Timoštšuk and Ugaste 2012; Beauchamp and Thomas 2009), it stands to reason that teachers who have spent longer in one school have stronger emotional attachments to their workplace and colleagues and will feel this loss keenly upon redeployment.

Furthermore, if one accepts Nias' (1989) viewpoint that, in the second decade of teaching, 'being a teacher' eventually equates to 'being yourself' (p.181), for some of these teachers, redeployment represented a huge emotional challenge to the self, as well as a significant risk to their existing teacher identity due to its close relationship to the workplace (Puusa et al 2013; Manzo 2005; Zembylas 2003).

In terms of *reacting*, in line with the 'change cycle' (Kübler-Ross 1969) as discussed in Chapter Two of this thesis, the 'disillusioned' teachers, Alice, Amy, Lorraine, Louise, Mary and Martin, initially expressed anger and denial regarding the closure of the middle schools and their subsequent redeployment. This was summed up by Louise as follows: "I think I still feel quite angry about it" (Louise12). Moreover, Alice, Amy, Lorraine, Louise, Mary and Martin indicated that the closure of the middle schools was a mistake, and they denied that standards were better in a two-tier system. In particular, they failed to acknowledge underachievement in the middle schools in Middletown, as they came from well-performing schools in the town. For example, Mary disclosed, "I was really sad to see (school F) closing, because I felt it was a very successful school, and as a system I didn't feel that it needed to be changed" (Mary13). It is perhaps for these reasons that, similar to Kübler-Ross' findings (1969) regarding responses to traumatic events, and James and Connolly's research (2000), this group of participants even described a denial response to the situation; as Mary explains:

I actually found out very shortly after I took the job, which was quite interesting, but then it was all kind of swept under the carpet and, 'No, it's not going to happen anymore, it's not a problem'; so I think no-one really took it very seriously and just carried on, and then it must have been a good two and a half, three years before we shut, that it started to become a bit more realistic - it was actually going to happen (MaryI1).

Conversely, whilst all of the participants in the present study initially expressed shock and anxiety regarding the closure of the middle schools in Middletown, another group of teachers, 'the pragmatists' - Frances, James, Kelly and Peter - were realistic and pragmatic about the position they found themselves in – they may not have chosen the move but realised it was up to them to 'get on with it', and make the best of the situation. As James stated, "No, it's done, it's dusted, it's finished - we all move on" (JamesI2). In terms of *reacting* initially, as described by Troman and Woods (2001), James and Connolly (2000) and Vandeveld (1988), the response of this group of teachers was mixed and included denial and anger, as well as pragmatic and positive responses. As James acknowledged:

Sadness that the old school closed obviously, and then, what's the word - not exactly enthusiasm, but looking forward to the new changes, looking forward to things; then you have the despair that perhaps you've made the wrong decision (JamesI3).

Perhaps this can be best summed up by the fact that all of the teachers in this group had previous experience of developing different professional identities,

either outside of education, or as teachers, moving between schools. This professional profile fits with the arguments of Day et al (2006), Cooper and Olson (1996), Reynolds (1996) and MacLure (1993), who state that teacher identities are essentially unstable and are therefore subject to change in a different working environment.

By way of contrast to both the 'pragmatists' and the 'disillusioned' described above, as described by Soudien (2001), Troman (1996) and Dunham (1986), a third group of teachers, the 'enthusiasts' found positives in the same situation, with Simon describing transition as providing, "Daunting, exciting, new challenges" (SimonD2). Indeed, teachers finding positives in enforced change situations is not unique to this study; Day et al (2007), Troman and Woods (2001) and Helsby (1999) all comment on similar findings in their respective studies in relation to the learning opportunities and teacher 're-professionalization' (Day et al 2007, p.28) such a situation affords. Perhaps this can be explained by the fact that each teacher in this group had significant previous experience of developing different professional identities both outside of education, and within education as teachers moving schools, in two cases between sectors (primary to middle school). In other words, the 'enthusiasts' embody Day et al's (2006) 'ever changing' nature of teachers' professional identity. In terms of *reacting* initially, Dan, Jane and Simon felt that the decision to close the middle schools was a 'fait accompli', and in line with Chisholm et al's (1999) and Vandeveld's findings (1988), expressed mixed feelings regarding redeployment.

For example, they viewed redeployment as the end of an era, a shock, the closure of a good school, but they were positive in terms of opportunities transition afforded (Day et al 2007), as summed up by Jane, “I felt that it was an opportunity for me to move on anyway” (JaneI1). Moreover, the clear focus of Dan, Jane and Simon, early stage teachers (or early to secondary education teaching) and without strong emotional attachments to their middle schools, in line with Sikes’ (1985) arguments about the link between career aspirations and age, was firmly on their careers (Troman and Woods 2001). Indeed, Dan stated:

For me, and I know it wasn’t the same for everybody, it came at a time when it was going to be good for my career, it was going to be good for my own professional development, so I was happy to go with it (DanI3).

Finally, with regard to *reacting*, all of the teachers involved in this study indicated that the information sharing had taken place in different ways across the middle schools and did not feel that this was fair given the difficult circumstances in each middle school at the time. For example, two teachers (Dan and Simon) were working with a headteacher who was in charge of the review and they felt that the process was dealt with very formally, whereas the majority of the rest of the participants felt it was a fractured process; Dan stated:

I don’t think that was always the case across the whole county. We heard of some headteachers who weren’t honest at all and kept things from the staff, and later the staff were finding out from teachers who worked at different schools and I think that was all very, very, divisive (DanI1).

This was not helpful as it meant that different teachers received different information about the school closure and redeployment process and what would happen at different times. This issue gained in significance given that once the teachers had worked through the initial, more emotional responses, they were beginning to rationalise the process and question events. Therefore, this may have led some participants to believe that there were deliberate, political forces at play when perhaps, in fact, there were not – more a lack of organisation and a lack of understanding for the teachers and the difficulty of the situation that some of them were experiencing.

4.3.2 Rationalising

Rationalising is the process through which the teachers reacted logically once the emotional reaction had passed. It was at this stage that the teachers were questioning the process, asking why the middle schools were going to be closed and how and why they were going to be redeployed. Indeed, Jane's rhetorical question to me in the interview situation typifies the teachers' responses at this time: "How can they shut our school when we were one of the top middle schools in the county? We had a very good reputation" (Jane11). The 'disillusioned' teachers, Alice, Amy, Lorraine, Louise, Mary and Martin, believed that the school closures were largely political, and clearly did not accept Middletown County Council's arguments that it was standards driven (Middletown County Council 2001a); as Amy argued, "Money, total money thing, selling off land" (Amy11).

In terms of *rationalising*, the 'disillusioned' teachers chose not to believe Middletown County Council's arguments for the change (Middletown County Council 2001b) and felt that the middle school closures were for financial as well as political reasons, with Alice adding, "It was based on propaganda of the Ofsted report" (Alice11). Interestingly, the 'disillusioned' teachers all worked at middle schools which were judged to be 'good' by Ofsted and so therefore, arguably, could not see, perhaps, the failures of some of the other middle schools in Middletown. Certainly, it would be difficult to see why their own schools should close when they were well-performing and the teachers' emotions, and professional identities were tightly bound up in their place of work (Puusa et al 2013; Timoštšuk and Ugaste 2012; Flores and Day 2006; Sachs 2005). Alice, Amy, Lorraine, Louise, Mary and Martin did, however, acknowledge that they had to accept the decision and move on, although – in line with the findings of Vandavelde (1988) – they found this difficult in terms of motivation as it had not been their choice to change schools. Indeed, as with Soudien's findings (2001), there was a feeling of being forced into the situation; this was neatly summed up by Mary, "I feel that I was, we were, all pushed into this situation" (Mary13).

Conversely and more logically, Frances, James, Kelly and Peter, the 'pragmatists', spent some time *rationalising* the situation and accepted that, although they found it difficult, they had no choice but to move on. Indeed, as Kelly stated, "I think it's a case of you've got to accept it's happened, move on, enjoy where you are, but obviously with things going on in the back of your mind it is more difficult to do that"

(Kelly12). The four teachers also indicated that standards were not high in some of the middle schools in Middletown, indeed some argued that the two-tier system would be better for the students, as typified by Peter's response, "I felt as if there was a certain amount of complacency in middle schools, so I didn't have any anger or any misgivings about the move to a two-tier system" (Peter13). Therefore, Frances, James, Kelly and Peter accepted the arguments put forward by Middletown County Council (2001b), and believed that the schools were closed in order to raise standards across the town; as stated by Peter:

The proof of the pudding is in the results I think. I don't think we'll see an immediate improvement in standards, because I think that there has been too much upheaval in too short a time. In the long term, I think there will have to be an improvement because there's no way we can go back to the three tier obviously, but there will have to be an improvement in education in Middletown because the results at present across the town are too low (Peter13).

As a result of the fact that they had not worked for so long in their middle schools and were therefore not so attached either personally or professionally, as well as their belief that change to Middletown's education system was necessary, Frances, James, Kelly and Peter, were quite realistic about the benefits the change would bring. They also accepted the arguments that a change in educational structures would lead to higher standards educationally. Peter summed up the benefits as follows:

I think that, bearing in mind the needs of the National Curriculum and the needs of the youngsters in general, I think the two tier system fits that much better than the three tier system, and I think if we're looking purely at educational achievement and the best opportunities for the youngsters, then the two tier system is better (PeterI2).

Similarly, Dan, Jane and Simon ('enthusiasts') were also keen to identify positives regarding their experience. For example, they expressed the opinion that standards were good in secondary schools; as Simon reminisced, "I myself came from a secondary school-primary school background – that is, two-tier - and I felt that was beneficial to me" (SimonI1).

Following the process of *rationalising* and thinking through why the process was happening, the teachers involved in the present study turned their thoughts to, and began to understand, what the change would mean for them as individuals and how they should deal with the change; for example, in line with Troman's (1996) 'new professionals', accepting and dealing with change, Alice stated -

Well, because the change was going to happen, so there wasn't any point in not accepting it. It was only going to make it more difficult, so I just thought well you've got to go for it and make the best of it - even if it wasn't what I wanted (AliceI3).

4.3.3 Understanding

Understanding is the process by which teachers began to consider what the change meant and how it was going to affect them as individuals, as well as the impact it would have on the entire schooling system in Middletown. One view was that the local authority (LA) had made a mistake and would lose a valuable resource, in terms of the specialist teaching and specialist teaching areas offered in middle schools. As Martin explained, “I still feel that it’s a big mistake that the county have got rid of a very valuable resource that will take a long time to put back in terms of the changeover” (MartinI2). In line with Troman and Woods’ (2001) and Dunham’s findings (1986; 1976), Alice, Amy, Lorraine, Louise, Mary and Martin, the ‘disillusioned’ teachers, denied that school closure was necessary and felt that the decision to close the middle schools was taken too hastily. Martin explained as follows:

I felt at the time that that was a mistake. I felt that if they’d only given the middle schools a little bit longer, the standards would have gone up with encouragement, and indeed that has happened in a neighbouring county and continues to happen. I came straight across from that county, which was experiencing accelerated learning and all the other things that were going on; very exciting times, and then suddenly to come into this situation where we’re folding everything up. I felt again that we were losing an awful lot in terms of the middle school philosophy and ethos and so on, and even now I think it’s going to take us a long time to recoup the sort of things that we were good at (MartinI1).

As well as considering the impact of the change across the town educationally, it was also at this point that the participants began to consider the consequences of the change on them as individuals, rather than as a collective group of teachers. Similar to the findings of Day et al (2007), Robinson (2002), Soudien (2001), Troman and Woods (2001), Chisholm et al (1999) and Helsby (1999), regarding training and access to new roles, the 'enthusiasts', Dan, Jane and Simon, were very positive about the opportunities redeployment would bring, as Simon revealed:

I felt that it was an opportunity for me to move on anyway. I felt that the three years that I spent at (school D) prepared me for moving on to another school, and that was initially my plan when I first joined (school D), that I would spend a few years there developing my skills and then move on to a secondary school. So really the closure of (school D) didn't really affect me that much. I hadn't really spent too much time there and I wasn't really affected too much by the closure (Simon11).

Thus, in terms of *understanding*, Dan, Jane and Simon identified a positive change for themselves which would provide them, as with the findings of Day et al (2007), Troman and Woods (2001) and Helsby (1999), with exciting new opportunities and new challenges.

Furthermore, this backs up my earlier argument about the 'enthusiasts' being early year teachers (or early in terms of developing a teacher identity at the level of secondary education) who had experienced change previously, and were therefore open, in terms of their professional identity, to the idea of change, adaptation and developing their teacher identity in a new context – highlighted as possible by Day et al (2007), Robinson (2002), Wallace and Pocklington (2002) and Soudien (2001). Simon summed this viewpoint up as follows, "I'm very happy moving to a different school with all the new challenges, and that's what I needed - new challenges. I needed new things to move onto and a different environment" (Simon12).

Nevertheless, despite their *understanding* that the change to the structure of education in Middletown was necessary, in line with their 'essentially unstable' (Day et al 2006) professional identities as mid-career teachers, Frances, James, Kelly and Peter, the 'pragmatists', recognised that it would have been easier for them to stay at their closing school. Furthermore, in line with Wallace and Pocklington's (2002), James and Connolly's (2000) and Dunham's (1986; 1976) arguments, the teachers felt they were losing a close community as a result of the change process – indeed, Kelly added that she and some other teachers felt that they wouldn't have chosen to move on at the point that the middle schools closed, "I was very happy where I was and I didn't feel that I'd done my time there. It was a nice environment to work - very close, very tight, and I felt I'd got a bit more to do there yet" (Kelly13).

Furthermore, in line with the fact that they were later year teachers with 'fixed' identities (Beijaard 1995; Nias 1989), and associated unwillingness to accept change to their professional identities, the 'disillusioned' teachers, Alice, Amy, Lorraine, Louise, Mary and Martin, began to realise what they would be losing, and anticipated some of the difficulties ahead, as described by Amy below:

I was really upset about that. I was apprehensive about it because I was very happy there and I would have stayed there for the rest of my teaching life. I know I would. I think I would have been there till doomsday because there is a comfort level - parents know you, the children know you, everybody knows you, "Oh Mrs X, she's alright" (Amy11).

In terms of *understanding*, the 'disillusioned' teachers, Alice, Amy, Lorraine, Louise, Mary and Martin, all said that they would have stayed at their previous school given the choice. They said that they had been happy at their previous school, and as they had not wanted to leave; moreover they described redeployment as painful and upsetting. Indeed, as described by Wallace and Pocklington (2002), James and Connolly (2000), Nias (1993) and Dunham (1976), this same group of teachers described the impact of transition upon the self - feelings of loss, even bereavement, due to the 'relational' nature of the change regarding teacher identity (Beauchamp and Thomas 2009; McNally et al 2008; Eraut 2000) and the associated negative impact upon the self, as Martin explained:

I still feel quite nostalgic about the whole thing. I feel there's a good part of me still in that school that I've left behind, and it's actually coming to terms with that kind of thing. It's like a loss in a way when you've lost somebody close to you, and here I've lost something that's been very dear to my heart.

I feel a part of me is still there (Martin1).

Amy also confided, "I feel like I've had a loss. I feel like I've had a bereavement - that's all I can say" (Amy12).

This would therefore support the findings of Wallace and Pocklington (2002), James and Connolly (2000), Nias (1993) and Dunham (1986; 1976), in that some redeployed teachers do indeed suffer bereavement as a result of significant change – in this case compulsory redeployment, more so if one accepts Beauchamp and Thomas's explanation (2009) of the overlap between the personal and professional, in other words the close relationship between the teacher's emotional self and professional identity (see also Timoštšuk and Ugaste 2012; McNally et al 2008 and Beijgaard, Meijer and Verloop 2004). This is in contrast to Vandeveld's view (1988) that this emotional response cannot be likened to bereavement in the redeployment situation, as redeployment is an 'invalid' type of change, not accepted by some teachers. However, it seems that, whether the change is accepted as 'valid' or not, the end result is still the same for some teachers;

despite the fact that the 'disillusioned' teachers did not accept the reasons given for closing the middle schools and, given a choice, would not have chosen to leave, they still described feeling a sense of personal loss to the point of bereavement throughout their first year in the host school. I consider that this is easily explainable for teachers who have worked in one school for a significant period of time, due to the close links between context, emotion and teacher identity as identified by Puusa et al (2013), Timoštšuk and Ugaste (2012), Beauchamp and Thomas (2009) and Zembylas (2003).

Interestingly, in line with Day et al's (2007) discussion about 'professional life stages', the same group of teachers – Alice, Amy, Lorraine, Louise, Mary and Martin (the 'disillusioned' teachers) - also discussed the stage they were at in their careers, in that they were not quite of retirement age, and therefore perceived that they had little choice in the situation. As with Kabungaidze's (2013) and Day et al's (2007) findings, Martin confided:

My difficulty is that this change has come to me at the worst possible moment. Some of it is very subjective, in as much as I feel that, if you like, I'm on the wrong side of things age wise; that if this was happening to me ten years earlier, I would have perhaps felt more able to cope. Still a big part of me saying I don't want all this additional hassle at my time of life and I'm still having to wrestle with this problem. Am I going to survive the year? Am I going to say enough is enough at the end of the year or what? (Martin11).

Mary also explained that she felt she had followed the process in line with the local authority's instructions and had still lost out:

So I went off and got myself a job, and then some people handed in their resignations from their new job and took redundancy or early retirement instead, and I didn't. I was a good girl, I'd signed a contract, so, I said I'd keep it, and now the LEA don't want to know anything about it. They've said, "No, you can't take early retirement, no, you can't take redundancy", and originally they said that they would be very sympathetic to people who felt they'd made the wrong decision, and now they've changed their mind. So, I feel that the whole system has let me down. Of course, now there's nobody there to redress the situation, because they've all moved on to lovely jobs with nice awards. So they've ruined a vast number of people's careers and I've effectively committed professional suicide (Mary13).

However, the 'disillusioned' teachers, along with the other teachers in the present study, clearly did have a choice – to stay in Middletown and apply to be redeployed, or to look for a job elsewhere, for example, in neighbouring counties where the three-tier system was still maintained. Despite the fact that some of the teachers may have felt manipulated and controlled, the only ones who alluded to the option of moving out of education, was the one distinct group of 'disillusioned' teachers.

However, converse to the findings of McIntyre (2010), Cohen (2009), and Day and Gu (2009), the only arguments put forward by this same group of teachers were age related, and to do with wanting to seek early retirement or redundancy (Chisholm et al 1999; Troman 1996; Vandeveld 1988), as highlighted by the quotes above.

Finally, at this early stage of the process, prior to transition, all of the teachers in the present study were scathing in their comments regarding the leadership of the process by the local authority (Wallace and Pocklington 2002; Dunham 1986), which contrasts with the good practice regarding leadership recommended for such situations by Wallace and Pocklington (2002), and its impact across the town; James, for example, argued -

I think that the whole process.....that the review and the way it was done has been a total and utter balls-up from day one. It really bugs me and I feel that they've taken us to the 24th century by taking us back to the 18th century (James12).

However, the change had been decided by the local authority and was going to go ahead regardless of different teachers' opinions of the change and the impact this would have on them personally and professionally, and so the teachers had to start to prepare themselves for the process of transition.

4.3.4 Preparing

Preparing is the term that has been given to the process by which the teachers in the study started to organise themselves for the move ahead. As described by Wallace and Pocklington (2002), this process therefore includes the teachers finding and applying for jobs, packing up their belongings in the middle schools and getting ready to move them to the host secondary school, as well as emptying and closing up the middle schools which were due to be sold or demolished. In terms of packing up, the ‘disillusioned’ teachers – Alice, Amy, Lorraine, Louise, Mary and Martin - found this process very difficult; as one participant explained – “That was very, very, time consuming, it was very hard for some people to pack what was essentially their life” (Frances1). Furthermore, Dan, Jane and Simon argued, again, conversely to the recommendations of Robinson (2002), Soudien (2001) and Murphy et al (1991), that there was little support for the teachers in terms of the school closures. They also indicated that the school closures were handled inconsistently, and that the application and interview processes were disorganised. Moreover, ten teachers, a mixture of the three groups identified in this study (Dan, Alice, James, Martin, Mary, Frances, Louise, Jane, Amy and Lorraine), found the application and interview process to be difficult and disorganised - particularly the interview situation as some teachers had not looked, or applied, for other teaching posts, nor had they been interviewed – in some cases, for over ten years and therefore some support with completing applications, or interview practice, would have been useful for some teachers, particularly the ‘disillusioned’ teachers.

Dan ('enthusiast') described the apparent lack of interest from the secondary schools regarding the application and interview process as follows:

We've been thrown into this situation this completely artificial situation. We're applying for jobs that maybe we wouldn't even have considered, so under normal circumstances if you were applying for a job you'd wait and see whether you'd got that one or not. You got the feeling that they were thinking, 'Well, we don't want to be doing this, we're not interested in employing new staff, we'd much rather keep the school as it is, and you're here because you have to be here. You're here because you probably don't want to be here either', so they were just sort of going through the motions really (Dan11).

Dan also described the feedback from one interview experience as follows:

I didn't hear from them for a week, and then a week later I looked at my email, and it just said something like it had only just been sent, and I thought, 'That's really bad - really, really, sloppy' (Dan11).

James ('pragmatist') also described the interview process thus:

On a couple of them, yeah, it was very much, "Why do you want to come here?", "Well, I want a job - that's it", that's the sort of situation it was, and, "What are you going to offer to my school or our school?", and you actually started to feel quite sort of small in that environment. It made you feel partly on occasions bitter about this, because had the authority gone the other way round and just extended middle schools, it could have been them sitting in front of us being interviewed (James12).

Moreover, in line with Wallace and Pocklington's (2002) arguments, 'pre-transition' was a time of great uncertainty for teachers – there were issues with the interviews taking place so early, and indeed so late, in the process. In some cases, appointments were made two years before the teachers were actually redeployed to their new schools, while other teachers were placed at the last minute, and some teachers were simply not placed. As Jane ('enthusiast') remarked:

In my case it was very difficult knowing that I'd got a job nearly two years before I came to the school. It was a very long time and I know that affected lots of people, and then the ones that didn't get the jobs literally until the last minute were made then also to feel, 'Oh, what's wrong with us?' (Janel3).

However, according to local authority literature published at the time, the process of appointing staff went smoothly. Furthermore, the LA argued that, "Some colleagues still have to engage with the process for appointing staff to available posts for September 2004" (Middletown County Council 2003a, p.1), and the LA maintained that they engaged a matching service between available posts and available staff (Middletown County Council 2003a, p.1).

Finally, one key point, made by all of the participants in terms of them preparing for transition, was that, contrary to the recommendations of Robinson (2002), Soudien (2001), Vandeveld (1988) and Dunham (1976), little pre-training had been put in place for them prior to transition.

However, although there was no specific pre-training set up prior to the move, Dan, Jane and Simon (the 'enthusiasts') showed initiative in terms of contacting the host school themselves. For example, Dan divulged, "I was quite enthusiastic, so I phoned up, and I spoke to X (Head of Faculty) lots of times, and he was really helpful" (DanI1). In other words, in line with their enthusiastic approach to transition, Dan, Jane and Simon felt that the onus was on them to initiate contact with the host school and to make the effort to become part of a new school community. This was very different to the experience of the 'disillusioned' teachers - Alice, Amy, Lorraine, Louise, Mary and Martin - who detailed a perceived lack of pre-involvement from the host school whilst packing up and, highlighting their intransigent approach to transition, indicated that it had been up to the host school to make contact with them. As Lorraine argued, "It just didn't happen. It didn't happen. We were more or less there packing everything away, and I think that's when we needed it" (LorraineI3). Furthermore, in stark contrast to the recommendations of Wallace and Pocklington (2002) and Wallace (1996), regarding strategies to ensure the successful merger of school communities, Alice, Amy, Lorraine, Louise, Mary and Martin detailed numerous issues with the host school; for example, poor planning, a lack of organisation, and poor timetabling prior to transfer, summed up by Martin as follows: "Lack of organisation again; lack of planning" (MartinI3). Sadly, Alice, Amy, Lorraine, Louise, Mary and Martin felt more let down by the host school as they explained that they had actually chosen to work there for specific reasons, as explained by Martin:

“First of all I wanted a Catholic school to work in, and I felt that if I was going to be forced to move again I would work within the Catholic system” (Martin1). It seems, therefore, that those teachers who deliberately chose to work in a Catholic school, due to their understanding of what that might mean for them and their redeployment, found the opposite to their expectations, whilst those who had no pre-conceived ideas about the faith aspect of the host school chose to take control and make the most of the situation themselves.

4.4 Conclusion

The first of three themes identified in this study, that is, ‘pre-transition’, describes the period of time which leads up to the middle school teachers being redeployed to the host secondary school in Middletown, and is comprised of four sub-themes: *reacting*, *rationalising*, *understanding*, and *preparing* – all of which describe the sequential steps of the process experienced by the participants prior to transition. Moreover, with regard to the participants’ responses, there is evidence in the data of three groups of teachers who respond in similar ways to events; the ‘pragmatists’ who respond pragmatically, the ‘enthusiasts’ who are positive about the opportunities redeployment brings them, and the ‘disillusioned’ who feel let down by all involved in the process. In terms of the first sub-theme of *reacting*, all of the participants described an initial shocked or angry reaction (James and Connolly 2000; Dunham 1986; Kübler-Ross 1969), although this quickly changed for one group of three teachers – the ‘enthusiasts’.

Dan, Jane and Simon (the 'enthusiasts') were able to view the change as a positive opportunity for education in Middletown, and appreciated the access to new opportunities so that they could develop new skills themselves (Day et al 2007; Troman and Woods 2001; Soudien 2001; Chisholm et al 1999; Helsby 1999) – an opinion in stark opposition to the opinions of Alice, Amy, Lorraine, Louise, Mary and Martin (the 'disillusioned' teachers), who neither wanted nor believed that the change was necessary (Robinson 2002; Chisholm et al 1999; Dunham 1986; Doyle and Ponder 1976). This is compounded by the fact that they worked in well-performing middle schools, in the majority of cases, for ten years or more. They also stood to lose more than the other two groups of teachers with regard to having built up professional identities and reputations over years in their middle schools, as well as having positions of responsibility at stake – issues that will be discussed in the next chapter of this thesis.

Due to the fact that the 'disillusioned' group of teachers were at the later end of their career, as described by Sikes (1985), unlike the other two groups of teachers, there would be neither the time, nor perhaps the inclination to build up a reputation and professional career in a different school sector; this was in stark contrast to the views expressed by Dan, Jane and Simon (the 'enthusiasts') – all of whom were at an early stage of their career and were clearly ambitious with regard to wanting to move onwards and upwards in building up and developing their professional identities as teachers.

There are clear differences between the three groups of teachers with regard to *rationalising* what was happening and why; indeed, the 'disillusioned' teachers, Alice, Amy, Lorraine, Louise, Mary and Martin, having limited experience of the other less well-performing middle schools in Middletown, indicated that the reasons for the change were financial and purely political, whereas the 'enthusiasts', Dan, Jane and Simon, accepting the arguments in Middletown County Council's literature (2001b), felt that it was to do with poor standards in the middle schools, although they argued that their middle schools had performed well. On the other hand, the 'pragmatists', Frances, James, Kelly and Peter, expressed the view that the change was understandable – that a two-tier system of education would better suit the needs of the students in Middletown.

In terms of *understanding* what the process meant for them as individuals, again, there were strong differences of opinion amongst the three groups of teachers. The 'disillusioned' teachers, Alice, Amy, Lorraine, Louise, Mary and Martin, felt that it was a mistake to close the middle schools, and, in line with some of the literature discussed in Chapter Two of this thesis (Wallace and Pocklington 2002; James and Connolly 2000; Nias 1993; Dunham 1986;1976), they expressed feelings of both professional and personal loss to the point of bereavement due to the 'relational' nature of teacher identity (Beauchamp and Thomas 2009; McNally et al 2008; Eraut 2000; Beijaard 1995).

On the other hand, the 'enthusiasts', Dan, Jane and Simon, felt that transition would provide positive opportunities for them in terms of their career and their professional identities, and therefore were not sorry to leave their middle schools. The 'pragmatists', Frances, James, Kelly and Peter, although not necessarily happy about the change initially, were more realistic about proceedings – all of which confirm Day et al's (2007), Wallace and Pocklington's (2002), Soudien's (2001), Chisholm et al's (1999), Mac an Ghaill's (1992), Vandeveld's (1988) and Doyle and Ponder's (1976) findings, in that successful change, in this case, transition to a secondary school, depends on what 'is in it' for the individual, in other words, what the individual teacher may stand to gain or lose, in this case regarding the self and their professional identity, because of compulsory redeployment.

In terms of *preparing* for the transition, the teachers described the negativity of the process of applying for jobs, being interviewed and packing up to move to the host secondary school. The 'disillusioned' group of teachers, Alice, Amy, Lorraine, Louise, Mary and Martin, indicated that they felt that they were packing up their lives, as they had been in one school for the majority of their teaching career. In terms of the application and interview procedures, all of the participants described problems with the processes, which is in stark contrast to the good practice regarding the necessary support which needs to be put in place in a change situation, such as redeployment, outlined by researchers such as Priestly (2011), Day et al (2007), Hendy (2007) and Townsend and Bates (2007).

CHAPTER FIVE

Upon redeployment

5.0 Introduction

This chapter of the thesis will focus on the second of the main themes in this study – the transition theme, which describes the initial period of time during which the teachers started at, and were inducted into, their new school – the host secondary school in Middletown. This chapter and the theme of ‘transition’ specifically relate to research question 3 - How do the redeployed teachers interpret the induction process into a new school culture? How, if at all, do the cultures influence their professional lives?

This chapter will examine the data and draw on the key literature to do with SRQ3, discussed in Chapter Two of this thesis, including: the identification of new opportunities with regard to training and career progression (Day et al 2007; Troman and Woods 2001); training and support for teachers subject to change (Priestly 2011; Wallace and Pocklington 2002) – in this case, newly redeployed teachers (Robinson 2002; Soudien 2001); the relationship between context and teacher identity (Beauchamp and Thomas 2009; Chevrier et al 2007; Flores and Day 2006; Manzo 2005); the impact of cultural change as a result of a change of school context (Puusa et al 2013; Wilkins et al 2012; Day et al 2007; 2006; 2005); and, belonging to a group or a new school community (Gunter et al 2007; Wilson and Demetriou 2007).

5. 1 ‘Transition’ and the participants’ stories

Overall, the data indicate that there are some significant similarities, as well as significant differences, in terms of how the redeployed teachers experienced transition to the host school. For example, although all of the participants were critical of the role of the LA in the process, how each teacher ‘managed’ transition followed one of three approaches; for example, the ‘pragmatists’ (see Chapter Four for how these definitions emerged) response can be summed up as follows, ‘although experiencing difficulties it is up to me to manage this process’ (Frances, James, Kelly and Peter), compared to the ‘enthusiasts’, ‘I have experienced change before and will apply the same positive approach to manage this process’ (Dan, Jane and Simon), as opposed to the ‘disillusioned’, ‘I cannot cope with this process as I do not feel part of it and nobody is supporting me with it’ (Alice, Amy, Lorraine, Louise, Mary and Martin).

5.1.1 Transition and the pragmatists – Frances’, James’, Kelly’s and Peter’s stories

Thematically, in the present study, there were similarities between Frances’, James’, Kelly’s and Peter’s responses in the data. Overall with regard to ‘transition’, Frances, James, Kelly and Peter strategised and indicated that it was up to them to make the best of the situation. Although they encountered difficulties, they usually anticipated them, and they learnt to overcome them in time.

Despite the fact that it may have taken six months, they eventually integrated well, held balanced views, were positive in their approach to transition and were positive in terms of giving suggestions for how the process of transition could run more smoothly for the redeployed teachers. Please refer to Appendix J for a summary of the key responses and evidence with regard to Frances', James', Kelly's and Peter's stories in relation to the 'transition' theme.

5.1.2 Transition and the enthusiasts – Dan's, Jane's and Simon's stories

In the present study, thematically, and in contrast to the first theme, there were similarities between Dan's, Jane's and Simon's responses in the data. With regard to the 'transition' theme above all, Dan, Jane and Simon went out of their way to integrate into their new school community and make progress in their career, and they were critical of other redeployed teachers who failed to do so. During 'transition', they constantly looked for the positives in the situation and gained in confidence, all the time looking for opportunities to develop themselves and move forwards in their career. Please refer to Appendix J for a summary of the key responses and evidence regarding Dan's, Jane's and Simon's stories in relation to the 'transition' theme.

5.1.3 Transition and the disillusioned teachers – Alice’s, Amy’s, Lorraine’s, Louise’s, Mary’s and Martin’s stories

In the present study, thematically, and in contrast to the first and second themes, there were similarities between Alice’s, Amy’s, Lorraine’s, Louise’s, Mary’s and Martin’s responses in the data. With regard to the ‘transition’ theme, Alice, Amy, Lorraine, Louise, Mary and Martin experienced extreme difficulty in terms of being able to strategise and cope with the changes demanded of them. Indeed, many indicated that they were not coping. Please refer to Appendix J for a summary of the key responses regarding Alice’s, Amy’s, Lorraine’s, Louise’s, Mary’s and Martin’s responses and evidence in relation to the ‘transition’ theme.

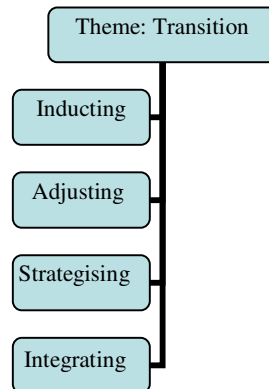
I will now analyse the full responses of the participants, with regard to the three teacher groups outlined above, in relation to the theme of ‘transition’ below.

5.2 The ‘Transition’ theme

I identified the second theme in this study as ‘transition’, as it refers to the initial period of entry and induction of the redeployed teachers into the host school.

‘Transition’ comprises four sub-themes, namely the four stages the participants experienced during this point of the process: *inducting*, *adjusting*, *strategising*, and *integrating*. Figure 5.1 depicts the theme of ‘transition’ with its sub-themes.

Figure 5.1 - Chart of 'transition' theme with sub-themes



Once interviewed and appointed, the teachers involved in this study were redeployed to their new school in September 2004. Upon redeployment, the teachers began to work through a series of processes, which I identified as 'transition', as they took place from the time of transfer onwards. Although 'transition' is a staged process, it is important to note that the teachers worked through each stage in their own time and in their own way. It was not a simple, straightforward process for some teachers, rather a process which became more difficult over time for some of the participants. Within 'transition' there are four distinct but interrelated processes: *inducting*, *adjusting*, *strategising*, and *integrating*.

I have chosen the term *inducting* to describe the process by which teachers indicate what support was put in place for their transition, who provided this support, what type of induction programme as well as training was needed,

and what was provided. *Adjusting* is also the term that I have given to the process which indicates how the teachers had to change initially in order to assume their new duties at the host school. This sub-theme also discusses how the teachers experienced the actual change process of ‘transition’ initially.

I have chosen the term *strategising* to describe the process by which teachers identified helpful processes, systems, or activities which enabled them to manage the transition experience. Finally, I have chosen the term *integrating* to describe the process by which teachers perceived how well they were fitting in to the school and the reasons for this. With regard to the ‘transition’ theme and SRQ3, table 5.1 provides an overview of the participants’ responses thematically.

Table 5.1 – Summary of the participants’ responses in relation to ‘transition’ theme

	Transition theme
The ‘pragmatists’ - Frances’, James’, Kelly’s and Peter’s stories	Participants were critical of the LA and perceived a lack of suitable induction and training, although they offered solutions to this. Participants experienced difficulties and identified barriers to integration, yet they showed initiative, strategised, were solution-focused and keen to seek advice. Participants identified potential problems in advance.

<p>The ‘enthusiasts’ - Dan’s, Jane’s and Simon’s stories</p>	<p>Participants indicated that induction programme was poor, perceived a lack of LA support, and expressed concern about lack of involvement in planning for KS3. Participants ‘managed’ transition, were reflective, and strategised strongly, due to previous experience of change. Participants felt they were not perceived as middle school teachers. They used their initiative, and integrated well. They identified issues with school systems and procedures and school leadership, and were critical of some of the other redeployed teachers for not integrating into the new school community.</p>
<p>The ‘disillusioned’ - Alice’s, Amy’s, Lorraine’s, Louise’s, Mary’s and Martin’s stories</p>	<p>Participants perceived a lack of support from the LA and diocese, and identified issues with induction. They expressed concern about their lack of involvement in planning for KS3, and held mixed views on training. Participants identified a need for emotional support, due to experiencing a ‘rollercoaster’ experience. They identified barriers to integration, issues with school routines, and perceived difficulty in adapting, strategising and integrating. They also experienced health issues linked to their experiences and were aware of ‘<i>balkanisation</i>’ and ‘<i>cultural fragmentation</i>’.</p>

The participants' responses to each of the sub-themes of 'transition', that is, *inducting*, *adjusting*, *strategising* and *integrating*, will now be considered in turn.

5.2.1 Inducting

The first sub-theme under the theme of 'transition' is *inducting*, as this is the first of the processes experienced by the teachers upon their redeployment to the host school. Furthermore, I chose *inducting* as the term to best describe the process by which teachers indicate what support and training was put in place for their transition. As I discussed in Chapter Two of this thesis, the process of induction and training is key in terms of supporting newly redeployed teachers to transfer their knowledge, skills, and experience into a new school whilst maintaining and developing their sense of self and professional teacher identity (see Day et al 2007; Robinson 2002; Wallace and Pocklington 2002; Soudien 2001). In line with the arguments of Day et al (2007) and Wallace and Pocklington (2002) that teachers need adequate support in a change situation, one of the participants, Lorraine ('disillusioned'), outlined the importance of this process as follows:

They need to appreciate and understand where people are coming from, and that is not just a case of people moving from one job to another, but for some people it's twenty or thirty years of very close network community based experiences, and it's just, you know, those people are going to need a lot of support and not just a week's worth of chatting and then, "Right, get on with it". It's not enough (Lorraine13).

In other words, as described by Day et al (2007; 2006), Robinson (2002), Wallace and Pocklington (2002) and Vandeveld (1988), in order to develop a new professional identity in a new school, it is important for redeployed teachers to access induction, support and training to enable this to happen. However, initially, in terms of *inducting*, and in opposition to Day et al's (2007), Robinson's (2002) and Vandeveld's (1988) recommendations, all of the redeployed teachers said that very little was offered externally, in terms of support, both prior to and during transition. The 'pragmatists' were particularly critical of the lack of LA support (see Wallace and Pocklington 2002 and Earley 1992), as Kelly proclaimed:

Moving from the middle school, there was nothing when we actually did the changeover - even though it was promised from the LEA that there was going to be so much - and there was nothing at all and nothing from outside agencies here either. I think the fact that there's been so little support as well is just outrageous really. They need to actually set up support groups before, during and after the event. They need to give advice interviews where people can go and sit down with someone responsible that knows what's going on and they can talk to them about it. They were promised to us, but they never happened (Kelly13).

Similarly, the 'disillusioned' teachers complained about the lack of LA assistance, and particularly, the lack of support from the Catholic Diocese of Middletown, as evidenced by the following:

One got kind of frustrated, but I think initially when we were told that we were going to close there was the anger.

I certainly felt the anger and annoyance that the, not the LEA not against the LEA, but against the diocese - that they hadn't actually explored fully all the options, and I still strongly feel to this day that they had not put all the options on the table (Martin11).

This argument against the diocese was put forward strongly by four of the 'disillusioned' teachers - Alice, Martin, Mary and Lorraine, all of whom had transferred from one Roman Catholic middle school in Middletown to the host school. This group of participants clearly felt that the diocese had an important role to play in terms of providing support for their transition from one RC school to another, yet it had not done so. Indeed, Lorraine argued as follows:

I think we felt as if we were just left floating, and I think perhaps there needs to be more input at that end, because I certainly did and I think other colleagues did. We felt as if nobody really cared about us, so I think there should have been input there. We felt totally let down by the diocese because they should have been there trying to help us and there was no support there. It's happening and that was it. You're there, you sort yourselves. I suppose they'll say there was the website where you could go for jobs and that, but it needed more than that. It needed more caring - we're human beings with feelings and emotions (Lorraine13).

I consider that it is understandable that some of the redeployed teachers felt that they had been abandoned by the LA (and for the 'disillusioned' teachers also the diocese) particularly given that there were concerns about the provision made for the redeployed teachers by the host school.

For example, on a practical level, in terms of an ‘appropriate’ induction programme (Day et al 2007; Wallace and Pocklington 2002; Robinson 2002), the redeployed teachers all reported the same initial concerns – that they were not made aware of the absolute basics in their new school. The following gives an indication of the range of these concerns:

For the first week we didn’t even have registers to mark because nobody told us where we had to get them from. Nobody said, “Look, you’ve got to do this”, and we were all new staff so we didn’t know. So eventually we sort of had to go round - “Where do we get the registers from?”, “What do we do?”, and we had to start asking questions about this that and the other, so that was very disappointing. It was the general running of the school procedures, you know, we found out about (incident reports) on the grapevine, we found out about the registers on the grapevine, we found out about the general running of the school on the grapevine. I understand it was a case of ‘you look after yourself, you fend for yourself’, but it was just the general principles of the running of the school which we had to go and ask about. We had to find out and hear it word of mouth, and with no head of year we didn’t have that link to get it at that particular time. I think looking back the biggest difficulty I had were the procedures of the school and the way that the school works.

There were so many of us who were involved, I don't know fifteen or twenty of us I suppose, that time could have been taken out within a training day early on, or something like that, to sit us all down and talk about it, so we could talk about the worries, talk about the school day, you know, 'we start at 8.55, but we have a briefing' - we weren't told about any briefings, I don't think (James13).

So, in terms of Vandeveld's warning (1988, p.7) about 'flashpoints' either side of transition, it does not seem sensible that opportunities were missed early on in the process, in terms of ensuring that the redeployed teachers felt that they belonged and knew what they were doing in the host school. The danger here, therefore, as described by James and Connolly (2000), is that the redeployed teachers would not be able to sort the children out until they had sorted themselves out first.

Furthermore, all of the participants were concerned about not being involved in the planning for Key Stage 3 provision in the host school, particularly as they had specialist knowledge and their professional identities were bound up in this area. Again, in opposition to the advice of Gunter et al (2007), Wallace and Pocklington (2002) and Troman and Woods (2001) to involve new staff and work collaboratively to build new cultures together, the following typifies the 'disillusioned' teachers' (Alice, Amy, Martin, Mary, Louise and Lorraine) response to this:

I think there was an awful lot of expertise not appreciated, not capitalised on, and there wasn't really.

I mean, I think there's a lot of, 'Well, you're coming into our school, and this is the way we do it – like or lump it basically', so I think there's an awful lot of good expertise out there that needs to be tapped into (Martin13).

Similarly, the 'enthusiasts' (Dan, Jane and Simon) expressed concerns that they had not been involved in the planning for Key Stage 3 – their area of expertise, which led Jane to comment:

I mean it should be a positive for the school, because people have come from so many different backgrounds, and different schools, and different ages. Really the school needs to take advantage of that in a positive way - not take people for granted; it should use those experiences to develop the school - especially as it's meant to be growing physically in terms of buildings, so it is an ideal opportunity for a new beginning (Jane11).

Indeed, the practice regarding transition in the host school in this study goes against the advice of Gunter et al (2007), Robinson (2002), Wallace and Pocklington (2002), Troman and Woods (2001) and Helsby (1999), all of whom stress the importance of skills sharing and collaboration in terms of building up a new school culture together, or supporting new teachers' integration into a new school community (see Patrick et al 2010; Dymoke and Harrison 2006).

Furthermore, as indicated by Murphy et al (1991), if school leaders show faith in the team and work with existing specialist knowledge – in this case engaging the professional identities of the redeployed staff – may make them feel empowered, valued, that they belong, and able to make a valid contribution to a new school community.

Instead, the fact that this did not happen meant that the redeployed teachers felt that their specialist knowledge was not needed and this potentially had a negative impact upon the professional identities of some of these teachers very soon after they had started working in the host school.

Undeniably, one of the most important parts of the induction process in a change, or redeployment, situation is providing adequate training, as discussed by Day et al (2007), Robinson (2002), Wallace and Pocklington (2002) and Soudien (2001), in order to support teachers to develop new professional identities. Indeed, two distinct groups of teachers, the 'enthusiasts' (Dan, Jane and Simon) and the 'pragmatists' (James, Peter, Frances and Kelly), indicated initially that they felt extremely positive in terms of the retraining that redeployment would provide. As Frances remarked, "I'm really looking upon it in a positive light - the chance literally to re-train as a technology teacher, so there are good things obviously to do with that" (Frances11). Certainly, the local authority's literature at the time points to the amount of courses on offer:

One way to support staff at times of major change is through focussed training. Last year (the local authority) provided more than 50 courses and this year with the inclusion of a wide range of courses to support Key Stage 3 and 4 there are in the region of 70 being offered...We have significantly increased the number and range of training opportunities provided for both support and teaching staff...

Throughout this year there are a number of other Continuing Professional Development related activities which will include mentoring support, school visits and conference events (Middletown County Council 2003b, p.3).

However, in stark contrast to the statements made by Middletown County Council, and flying in the face of the recommendations of Wallace and Pocklington (2002), Robinson (2002), Soudien (2001), Murphy et al (1991) and Vandeveld (1988), all of whom argue for the necessity of training before and after transition, by the end of the year, all of the redeployed teachers said that, in terms of formal training, in order to be able to deal with the change, very little was offered to them. Nine teachers – a mixture of ‘pragmatists’ and ‘disillusioned’ teachers (Alice, James, Martin, Mary, Frances, Louise, Kelly, Amy and Lorraine) thought that training either side of transition would have been beneficial: as Martin remarked -

As far as I was aware there was no in-service training for change at all. I would have welcomed some courses during the course of the year that actually allowed some of us, having gone through this transfer, to have met together, to have had a nice lunch, to be able to exchange ideas, so that you were supported in as much as you didn’t feel that you were the only one who had these feelings and so on, and that seems to me to be vital. Basically recognising that teachers put in this position are a bit like NQTs, and have an opportunity for these people to meet together to share ideas to look at strategies for coping.

There are no strategies for coping here at all and we all recognise that there's going to be difficulty - even with the best planning in the world there's going to be difficulty, but I think some opportunity for in-service training could have been built in (Martin13).

As Martin argues, newly redeployed teachers are similar to NQTs in terms of needing support to build up a new teacher identity in a new teaching environment, mainly due to the impact upon the self (Beauchamp and Thomas 2009; McNally et al 2008; Wilson and Demetriou 2007). In a similar vein to NQTs, two key areas of concern for the redeployed teachers in this study were teacher control and managing the curriculum (Wallace and Pocklington 2002), particularly in terms of being able to teach Key Stage 4 (KS4) and Key Stage 5 (KS5) classes, as they had no previous experience of doing this. Indeed, the 'pragmatists' made practical suggestions in terms of what would have been useful with regard to induction and training; in line with concerns raised by McNally et al (2008), Day et al (2007; 2006; 2005), Henderson and Perry (1981) and Dunham (1976) to do with managing student behaviour, Kelly confided the following:

Behaviour management - I'm sure purely because I don't know how to deal with it. I have never been in these situations before, so I'm sure before I manage to get it under my belt, there are going to be some issues arising (Kelly11).

Certainly, as noted by Wallace and Pocklington (2002) and Dunham (1986), the redeployed teachers were unanimously critical of the role the local authority did not play in terms of providing ongoing support for redeployed staff.

They felt, as recommended, or described, by Wallace and Pocklington (2002) and Earley (1992), that the LA had an ongoing responsibility throughout the process, in terms of training and support, to the teachers alongside the host school. As one of the 'pragmatists' points out:

It would be nice if anybody had contacted anybody after the end of August, basically even just once. Here it is, 'Wham, bam, thank you very much, deal with it'. That's what it feels like. Even if I'd heard that somebody else had been contacted, it would have been nice, but that's not happened that I'm aware of. That's not what's happened (Frances13).

Similarly, with regard to *inducting*, in line with the other participants in the study, and in contrast to the recommendations of Day et al (2007), Wallace and Pocklington (2002), Robinson (2002), Soudien (2001) and Vandeveld (1988), the 'enthusiasts' indicated that although the induction process was poor, they were realistic about training, some claiming they did not need it due to the support they received from their faculties. Indeed, upon transfer, the majority of the redeployed teachers (ten in total and a mixture of 'pragmatists', 'enthusiasts' and 'disillusioned' teachers: Dan, Alice, James, Peter, Martin, Frances, Louise, Jane, Kelly and Simon), similar to NQTs with regard to developing their professional identities as subject teachers in the host school, were extremely positive in terms of the support they felt they received from their new faculties (see McNally et al 2008; Illeris 2002; Beijaard 1995 and Ball and Goodson 1985), as one 'enthusiast' reveals:

I've had lots of support from both faculties that I teach in. They've got some good team leaders and they look after me and talk to me and support me with any problems that I have, and I know I can always go to them and turn to them with a problem (Simon13).

So, although the 'enthusiasts' indicated that although there had been no support from the LA (see Wallace and Pocklington 2002 and Earley 1992), they indicated that there may have been little for them to gain from the LA, as the most useful support came from members of their faculty in the host school. For example, Simon indicated, "I work closely with the other members of staff - they've been quite helpful, supported me, and I've not really needed any training - I wouldn't have gained any more than I've got from them anyway" (Simon13).

Along with a perceived lack of external training opportunities for the redeployed teachers, there was also a perceived lack of effective training in the host school, described as vital by Day et al (2007), Wallace and Pocklington (2002), Soudien (2001), Louis et al (1996) and Vandeveld (1988). Training days did take place at the host school prior to transition, but eight of the teachers, a mixture of 'enthusiasts', 'pragmatists' and 'disillusioned' teachers (Dan, James, Martin, Louise, Kelly, Amy, Simon and Lorraine) felt that the time allocated to training could have been spent more productively - one in particular summed it up as follows:

A welcome pack would have been fantastic, and a sit down with all the people who had just started again, and just a question like, “Look, what problems are you having? I’m not going to sit here as an experienced teacher and tell you what we are doing - you’ve now seen it. What problems have you got?”, and sort out the problems there and then, and that could have been done on one of the training days. I’ll be honest - we sit in these training days and we hear about assertive discipline, and things which we’ve all heard about forty three times before, and it might have been worth more with the new staff just going away for that hour and just bandying things around (James13).

This appears to back up Robinson’s findings (2002) which emphasises the necessity of engaging training for redeployed teachers, or they simply will become ‘fatigued’ and not see the value in it. Again, in contrast to this experience, literature published at the time by Middletown local authority pointed to different perceptions of the training days held at different schools in the town:

I have been to a training day at (another secondary school) and was made to feel very welcome. So many staff there! The message was, ‘There is going to be a lot of learning together’. Different systems will be put into place; that means (another secondary school), when completed, will be new to all staff not just the new arrivals - Head of PE (Middletown County Council 2003b, p.3).

This could, of course, be viewed purely as rhetoric, given the lack of evidence from other schools in the area.

However, if one chooses to accept the rhetoric, it appears that the fault in this instance lay with the host school in terms of failing to communicate with the redeployed teachers prior to transition about what activities would have been useful for them on the training days, both prior to, and upon redeployment. It is also important to recognise the need for training for existing staff in the host school, as well as newly redeployed staff, as echoed by one of the 'pragmatists' below:

I think that staff at the existing secondaries should be briefed and should be made fully aware of the kinds of trauma that middle school teachers had to experience on the way towards this transition, because I think there's been a misunderstanding on the part of both cohorts really, not cohorts, both sectors. You've got the middle school teachers who didn't fully appreciate the kind of pressures that the upper school teachers were under, and the upper school teachers who didn't realise fully, and I don't think in certain cases..... there hasn't been a meeting of minds (Peter13).

Again, this was not carried out at the host school, which served to alienate some of the participants at a very early stage of the transition process. This last point is particularly significant if one considers Wallace's question (1996, p.460) about whether old cultures ever die, and the steps necessary in order to ensure cultural allegiance between school staff from two culturally different sectors – middle and secondary - coming together.

Indeed, collaboration is considered key by Patrick et al (2010) and Dymoke and Harrison (2006) in order for new (in this case redeployed) teachers to become members of 'professional communities' (Louis et al 1996, p.758) which enables them to develop professional skills, and build up new identities, in pursuit of school improvement. Clearly, as stated above by one participant, had the host school been launched as a new school at the same time, and in the same way, with both existing and newly redeployed staff, there would have been a clearer understanding on both sides, and arguably a smoother transition process for the school as a whole (Wallace and Pocklington 2002; Soudien 2001; Louis et al 1996; Murphy et al 1991).

In addition to the training and induction support which could have been offered by the LA and the host school, two distinct groups of teachers, comprising ten individuals – a mixture of 'pragmatists' and 'disillusioned' teachers (Alice, James, Peter, Martin, Mary, Frances, Louise, Kelly, Amy and Lorraine), in line with Wallace and Pocklington's recommendations (2002), indicated that a more formal sort of emotional support was necessary. This is important if one considers the link between the personal (the self) and professional aspects of teacher identity as described in Chapter Two of this thesis (see Timoštšuk and Ugaste 2012; McNally et al 2008; 1997; Wilson and Demetriou 2007), particularly for teachers developing a new professional identity in a new environment. As one of the 'pragmatists' argues:

There was not actual support for any psychological problems that people were having. There was no 'If you are having problems' helpline or anything like that. I know that sounds silly, but there were a lot of people who had problems there, a lot of people who didn't know what was going to happen to them as well (Frances11).

Therefore, since some of the teachers, particularly those in the 'disillusioned' group, felt that they needed emotional support and this was not forthcoming, they created their own support network - supporting each other, and looking for support from ex-colleagues. This was aptly described by one of the 'disillusioned' teachers:

I think the support I got was from the people who moved with me. We often will talk about different things, perhaps the children, or whatever we're having problems with, and I think we do find the support among each other - we try to (Lorraine12).

Due to the amount of concern expressed by the participants about the inadequate level of effective support offered in the host school, one solution - advocated by one of the pragmatists below - would have been to deploy a senior manager (similarly, Eraut 2000, Helsby 1999 and Vandeveld 1988 all describe a mentoring process) to oversee the transition and support process for the newly redeployed teachers:

It might be that you say, right, to this senior manager, "You are in charge of all of those and I'm going to give you a lightweight timetable for this year –

less than you would normally do, simply so that you can have meetings with them, and you can do things with them, and you can go into their lessons - ask for problems”, and that person can be that group’s link (JamesI3).

Such an appointment could have prevented issues around a lack of appropriate induction, support and training for the redeployed teachers, as well as a lack of discussion with them, and it could have kept them involved and ‘onside’ throughout transition. Examples of the lack of discussion with the redeployed teachers which caused huge concern include timetables being fixed without agreement prior to transition; as indicated in the statement below:

I think being thrown into Year 10 and 11 RS without any consultation - that caused me great concern and I think it was from there it was down. It was more or less sink or swim and I felt as if I sank literally (LorraineI3).

Therefore, due to the perceived lack of effective communication, induction, support and consultation, the ‘disillusioned’ teachers in particular felt that they were not able to cope with the demands of teaching certain classes at a higher level than they had been used to, as captured in this statement:

Eventually I decided that I didn’t feel I could cope with moving my present classes through to Year 9s to the Year 10, because I hadn’t got the skills in teaching in English and English Literature and Language at that level, and I’d had no training, and I couldn’t see any coming because of the lack of planning, and to some extent the lack of support in school. In some ways that is the fault of the school, rather than the fault of the move - the transition from three-tier system to two-tier system (MaryI3).

Arguably, had clear lines of communication, and a formal induction programme, with an element of training, been set up prior to the transition, this would have been of real benefit to the teachers. For example, one of the 'pragmatists' points in particular to the value of lesson observation: "I would make sure that I was coming in and doing some observations and stuff before you'd finished last year, which again were things that were supposed to be implemented for us and never organised" (Kelly13). This 'flies in the face' of Day et al's (2007), Robinson's (2002), Wallace and Pocklington's (2002), Soudien's (2001) and Vandeveld's (1988) recommendations that support and training should be provided for new, in this case, redeployed teachers prior to, during, and post transition. Arguably it is in the best interests of the host school to ensure that this happens.

Interestingly, with regard to effective communication, one distinct group of three teachers, the 'enthusiasts', (Dan, Jane and Simon) did not expect the host school to be responsible for initiating contact with them to ensure they were ready, in terms of adequate preparation, at the point of transition. Indeed, they showed initiative and made contact with the host school themselves prior to transition, as indicated by the following:

He said, "Well, come in, if you want to come in for any meetings after school you can, and if you want to come to department meetings", so I did a few times. I came in and then we got together a few times and I sent him samples of schemes of work for Years 7 and 8.

There have been times I've thought, "Well, what are we doing now?", and just felt that we had been in at the deep end a bit, and we just have to find our way, and there's definitely been all that, and to me I feel I just got on with it and found my own way (Dan11).

Conversely, a separate group of six 'disillusioned' teachers (Alice, Martin, Mary, Louise, Amy and Lorraine) felt that the host school should have initiated contact. For example, Lorraine argues:

I used to think, alright perhaps I didn't go into the school much, but people could come out to me, and perhaps have done more. I know it sounds silly because we're all grown ups, but I think, given what we've been through, I think you needed that (Lorraine13).

This perceived lack of contact contributed to the fact that the 'disillusioned' teachers felt that they were not involved, valued, or part of the process of transition – it was a process 'done to them', as opposed to 'done with them'. This also indicates an important difference in attitude between two of the groups of teachers identified in this study, the 'enthusiasts' and the 'disillusioned' teachers – a difference which continued into the next stage of 'transition', namely *adjusting*.

5.2.2 Adjusting

I have named the second part of the transition process redeployed teachers experience in this study as *adjusting*. *Adjusting* describes, as part of the transition process, how the teachers changed their practice initially, in order to assume their new duties in the host school. In other words, different groups of teachers reacted in different ways in terms of initial responses to adjusting.

For example, in particular, and arguably because of their 'bumpy' start in the host school and perceived lack of support, the 'disillusioned' teachers (Alice, Martin, Mary, Louise, Amy and Lorraine) found it particularly difficult to adjust to the host secondary school after working in their middle schools for so long. Indeed, initially, this same group of teachers chose to ignore the change until the last minute, in an attempt to deny it was happening, which, also indicated by James and Connolly (2000), Dunham (1986), appears to fit with the second stage of the Kübler-Ross' (1969) change cycle, discussed in Chapter Two, namely 'denial' :

Well, to be honest I put the whole thing to the back of my mind, and to the back of my whole sort of experience, because I felt I wanted to put off 'the evil day', and basically I just wanted the experience, that middle school, to go on for as long as I could (Martin1).

The 'disillusioned' teachers did not want their middle schools to close and therefore put off having to deal with the reality of this for as long as they could (Dunham 1986). Indeed, as described by Dunham (1986), the 'disillusioned' teachers initially spoke frequently of their anger – the first stage of the Kübler-Ross' (1969) change cycle – to do with the closing of their schools and the transition process. Therefore, it seems that, in terms of *adjusting*, the 'disillusioned' teachers were so 'wrapped up' dealing with emotional issues related to the self, that they were perhaps ill-prepared both personally and professionally for transition to the host school. It is hardly surprising, therefore, that several of the 'disillusioned' teachers described the experience of transition and adaptation as a 'rollercoaster', with Alice stating:

“Well, it’s been a bit of an emotional roller coaster really. I’ve had quite a lot of highs and quite a lot of lows” (AliceI3). On the whole, seven of the redeployed teachers, a mixture of ‘pragmatists’ and ‘disillusioned’ teachers, (Alice, Martin, Frances, Mary, Kelly, Amy and Lorraine) likened the process of *adjusting* to their new school to a ‘rollercoaster’, “lots of highs, and lots more lows” (KellyI3), and gave a realistic picture of undergoing change: indeed, Kelly added, “There’s a lot of positives, but unfortunately it’s the negatives that weigh you down don’t they?” (KellyI1). Again, a separate group of three teachers, the ‘enthusiasts’ (Dan, Jane and Simon) was determined to think positively; as Simon stated - “Better than expected - in fact I’m enjoying my teaching at the moment, really enjoying it, and hope it continues like this” (SimonI1). Ten other teachers, ‘pragmatists’ and ‘disillusioned’ teachers (Alice, James, Peter, Martin, Mary, Frances, Louise, Kelly, Amy and Lorraine) had mixed responses, typified by the following comment from one of the ‘disillusioned’ teachers: “Some days it’s alright, and some days are horrendous” (LouiseI2).

It seems that the ‘disillusioned’ teachers felt that they were struggling to cope and struggling to adapt, as they had therefore never, or rarely, had to redevelop their professional identity previously. This issue confirms Day et al’s arguments (2007) about the impact of enforced change, and the support necessary for this type of teacher, in terms of age and life stage or career history. Indeed, one of the ‘disillusioned’ teachers summed this up as follows:

In fact, I was saying to somebody the other day, I forget who it was, and I said it was probably one of the biggest things I've had to cope with in my career – well, it is the biggest I'd say, definitely (Lorraine12).

Indeed, in line with the findings of Troman and Woods (2000) and Nias (1980), compulsory redeployment simply came at the wrong time for this group of teachers who were in the later stages of their teaching careers, and so their responses to a situation in which they perceived they were 'victims' (Soudien 2001, p.41), or were 'trapped' (Troman and Woods 2000, p.264) could be likened to Troman's (1996) 'old professionals', in terms of them sticking to their ways and not seeing the need to change, or even Ponder and Doyle's (1976) 'Stone Age obstructionist', as, in effect, they wanted nothing to do with the change. On the other hand, similar to Mac an Ghaill's (1992) 'Entrepreneur', or Troman's (1996) 'new professionals' the 'enthusiasts' (Dan, Jane and Simon) felt nervous but positive about the change, and they focused on the career benefits that *adjusting* would bring them; as Dan described:

Especially at the beginning of the year it was quite daunting, just as I think it would be in any new job or new environment, so that's one of the over-riding emotions really - a bit of anxiety, but I think in a positive way, because it was also about excitement really, you know, new challenges, different things, so I was anxious, but I was also looking forward to the changes that I knew I needed (Dan13).

The 'pragmatists', similar to Doyle and Ponder's (1976) 'rational adopter', who were arguably working step by step, trying to make the best of a difficult situation, also commented on their 'positive nervousness': "Nervous, but not in a bad way I don't think" (Frances11). Day et al (2007) also found some teachers were actually positive about the prospect of change which others regarded as adverse. Troman and Woods's research (2001) into restructuring, and Chisholm et al's (1999) and Vandeveld's (1988) studies into redeployment both found evidence of a dichotomy for teachers in a change situation; that is, some benefit and access new opportunities (the 'enthusiasts' in this study), while others - the 'disillusioned' teachers in this study - will feel 'deskilled, disempowered or stressed' (Troman and Woods 2001, p.4) (see also Day et al 2005; Wallace 1996; MacLure 1993).

At this point, it is important to note that there is a clear link between significant amounts of stress and ill-health (Kyriacou 2000). Certainly, in line with the concerns of Day et al (2005), Soudien (2001), James and Connolly (2000), Helsby (1999), Chisholm et al (1999), Vandeveld (1988) and Dunham (1976), in terms of teachers not coping with significant change, the 'disillusioned' teachers experienced difficulties including fatigue, health issues, and time off school. Indeed, some of the 'disillusioned' teachers took extended periods of sick leave (as discussed by Robinson 2002, Soudien 2001 and Vandeveld1988). The severity of this is described by Martin as follows:

Well, you know I've had several weeks off that's been attributed directly to the conditions and the difficulties I've had to encounter this year, and in fact the doctor has said to me, I mean, even when I went last time, she said that she would be willing to write a letter allowing me, or giving me reasons why I could actually finish the contract earlier - given permission from governors to go earlier - and that was possible (Martin13).

However, the 'enthusiasts' and to a large extent, the 'pragmatists', approached adjustment pragmatically, and although they also described it as a difficult, tiring and stressful experience, they had no time off sick. Indeed, one 'pragmatist' described this last matter as follows:

It's determination, because I don't want to take any time off. I mean, I've been quite ill when I've been in school, but actually it's one of those situations - it's more trouble to take the time off. When everybody's going up hill, you just think, 'Oh gosh, we're all in it together - let's just try and get on with it' (Frances12).

In a similar vein, and possibly as a result of the fact that the 'enthusiasts' felt integrated into the host school and had redeveloped their professional identities, they reported little in the way of illness. This led Dan to comment:

It's more hassle than it's worth to take the time off anyway. By the time you've thought about the cover lessons you've got to do, I find it's easier to get a few 'Anadin' down your neck and get in (Dan12).

Undoubtedly, in terms of *adjusting*, the 'enthusiasts' perceived that they coped well with transition due to their positive attitudes.

In line with Dunham's findings (1986) of some teachers finding positives in a redeployment situation, Dan explained as follows:

It's hard work but I'm glad I had the chance to make it. Well I hope most people, and I think they do, think I've come here in quite a positive frame of mind. I've had that feedback from a couple of senior management. They've said, "Well, it's good that you've come here in a positive frame of mind", so I would hope that most people think that, but equally there's lots of things I need to learn from them. I was positive then and I'm positive now really (DanI2).

Similarly, the 'pragmatists' (James, Peter, Frances and Kelly) were also quite optimistic in terms of maintaining a balanced view regarding *adjusting* to their new school, typified by the following: "I'm quite positive about it. I think you have to be, because I think it takes a year to get into the swing of anything really, and there's always going to be ups and downs" (KellyI1).

However, for some of the redeployed teachers, the process of *adjusting* was difficult for several reasons. Firstly, in contrast to the 'enthusiasts' positive outlook described above, upon transition, instead of focusing on their new posts, the 'disillusioned' teachers were still criticising the poor planning which had taken place (Wallace and Pocklington 2002), as typified by the following:

I think there would have been better ways of ensuring progression rather than just saying; "Right, we're going to close the middle schools". There should have been a lot more planning.

They should have taken into account many other factors, and I really feel that the buildings and things should have been sorted out first, and they should have had a phased change over (Alice12).

Secondly, the 'disillusioned' teachers (Alice, Martin, Mary, Louise, Amy and Lorraine) felt disgusted by what happened to school property prior to transfer. One participant described the following:

We had them coming round with clipboards and saying, "We'll have this and we'll have that" and you'd say, "Hang on a minute, that's my personal property". It was disgusting - it was like a cattle market, going through our stuff (Louise12).

Thirdly, school equipment was not sorted out prior to transfer, as described by one 'disillusioned' teacher:

I was gobsmacked to find that suddenly we're told, when half the stuff had gone, that you were to go into the activities hall and pick out some bits of furniture for your classroom. Well, most of it had gone, and I came here and the first thing I had to do was to try and organise this tip the way I liked it, and that took quite a bit of time, and already I was back footed from even the word go, and I felt then that somehow this is going to be difficult. Lack of organisation again; lack of planning (Martin13).

This is corroborated by Wallace and Pocklington (2002) who, detailing the findings of their own research, state that: "All items from middle schools and the upper school site had been labelled but staff soon discovered that many had failed to turn up" (p.197).

Therefore, although this may well be a common logistical problem in terms of merging schools, it causes more difficulty for a group of teachers who are already struggling with the change process prior to transition.

Of the teachers who admitted to finding the initial stages of transition challenging, nine teachers – a mixture of ‘pragmatists’ and ‘disillusioned’ teachers (Alice, James, Martin, Mary, Frances, Louise, Kelly, Amy and Lorraine) described having mixed emotions in terms of *adjusting*, as described below:

Sadness that the old school closed, obviously, and then what’s the word, not enthusiasm, looking forward to the new changes, looking forward to things, then you have the despair that perhaps you’ve made the wrong decision (James13).

Four of the thirteen teachers, a mixture of ‘pragmatists’ and ‘disillusioned’ teachers (Mary, Louise, Kelly and Lorraine) also discussed the fact that *adjusting* was difficult because this change was not chosen by them, something described as necessary by Vandeveld (1988) if redeployed staff are to feel motivated; indeed one participant said -

It’s difficult for me to settle properly because I didn’t actually choose to make the move. That’s something that’s made it harder. It’s difficult to get your head round in a way, because you’re happy in one situation and you’re changing to go to a job. You don’t expect suddenly to be told, “Right you’ve got to go somewhere else”, you expect that’s going to happen because you choose to move.

I think if you do move of your own accord you will settle in quicker, because you're making more of an effort to get stuck in and be part of things (KellyI1).

This reaction becomes more extreme if one considers that the teachers who really didn't want to move had little option about what happened, as outlined by one of the 'disillusioned' teachers:

I couldn't do anything differently, I had to have a job. I had no choice. I couldn't leave the middle school and not get another job. I had to have a job, so I had no choice in it really (LouiseI3).

It is important to note that, apart from the 'enthusiasts', the majority of the redeployed teachers experienced difficulties *adapting*; for example, the 'disillusioned' teachers in particular (Alice, Martin, Mary, Louise, Amy and Lorraine), acknowledged that they were having real difficulty *adjusting*, as demonstrated by the following quote: "The experience of starting here was absolutely horrendous I can't even begin to describe how I felt. The whole thing was alien, it really was, and it was like a shock to the system" (MartinI1). Indeed, this particular teacher likened each day at school to surviving:

Some days are better than others, and oddly enough you go through almost, kind of, it is like a roller coaster because some days, things have actually gone quite reasonably well for the situation - I felt super elated, almost, I sort of say, "My God I've survived", and yet other days like today, I felt that I just want to go out and not come back again - just keep walking as it were (MartinI2).

In addition to the above, in line with the findings of Day et al (2006), Troman and Woods (2000) and Ball and Goodson (1985) who allude to a 'loss of status' (p.84), four of the 'disillusioned' teachers (Martin, Mary, Amy and Lorraine) found it difficult to adjust to the job itself, because they had lost previous positions of responsibility and were struggling to cope, or find their identity, in their new professional environment (Day et al 2005; Wallace 1996; MacLure 1993). Martin described his experience as follows:

Well, it's like chalk and cheese because I was head of department. I was more comfortable in the situation I found myself in. It was a situation I wanted to be in. Okay, there were difficulties as in any situation, but I felt I was on top of it. I could cope with it, but here I'm not - I'm not coping at all. I feel I'm not coping with it. I'm not coming to terms with the problems. They're just mounting and mounting as each day goes by. I feel it's becoming more and more difficult, and I don't know how long I can go on (Martin12).

This loss of status (see Day et al 2006 and Troman and Woods 2000) combined with a loss of professional confidence (Chisholm et al 1999; Helsby 1999), or low self-esteem (James and Connolly 2000; Chisholm et al 1999; Connor 1995), can lead to a teacher identity 'crisis' (see Day et al 2005; Woods and Jeffrey 2002; Troman and Woods 2000; Wallace 1996; MacLure 1993). This, in turn, causes more problems, in terms of *adjusting*, for the 'disillusioned' teachers, as, in line with Wallace and Pocklington (2002, p.149), the change produced 'winners and losers'.

So, despite the fact that the redeployees' previous knowledge, skills and experience (Priestly 2011) could have been put to good use in a developing organisation; they (the 'losers', in this case five of the six teachers who made up the 'disillusioned' group in the study; teachers Martin, Mary, Louise, Amy and Lorraine) could not identify a useful role for themselves within the new organisation and therefore were struggling profoundly to make the change from their previous identity as a teacher in a middle school to adapt to being a teacher in a secondary school, due to the links between context and teacher identity (Puusa 2013; Beauchamp and Thomas 2009; Chevrier et al 2007) and the emotion involved in constructing a new teacher identity (Timoššuk and Ugaste 2012; Day et al 2006). Martin outlined his experience thus:

Last week I hit another low, so I was going down. I felt that basically it was feeling everything kind of coming to the end of the first year, and trying to be a bit reflective and seeing where I'd got to, and I just couldn't see any future. I still can't see any useful role that I have here, that's the thing; it's carving out a particular niche for myself, and feeling that I'm actually being used in a useful capacity. I mean I've discussed it with a number of other people to try and put some rationality around it, but I suppose it's the fact that you come from another school, but you've been head of department then you come to almost the lowest common denominator. Virtually I'm now back to square one after X number of years teaching and nobody takes any notice of you. I would like to still see that I have a niche in the school, but at the moment, under the present system, I can't see any opportunity.

I've mentioned to X, I mean there was this earlier opportunity of doing some PHSE (Personal, Health, and Social Education) work but she wanted me to do it on the existing rate and I wasn't prepared to do that. I said I'd be happy to take on Key Stage 3 and do all the PHSE in terms of the planning and preparation (Martin13).

However, in stark contrast to this older established group of teachers who arguably had 'stable' or 'fixed' teacher identities (Beijaard 1995; Nias 1989), and therefore found it very difficult to adjust their professional identities to a new teaching environment, despite also having lost promoted posts, another group of three younger, less well-established teachers (Dan, Jane and Simon), did not see this as a set back, but looked to future plans, as typified by the following: "In my old school I was actually Head of Department in ICT, but here I have relinquished that responsibility - hopefully looking for some new responsibilities in the future" (Simon11). This supports Day et al's (2006) description of teacher identity as an 'ever changing entity' (see also Cooper and Olson 1996, Reynolds 1996), arguably even more so in the case of an early stage, developing, teacher, and it explains why the 'enthusiasts' are able to adjust to teaching in a new environment more quickly than more established teachers whose professional identity has been in place for a number of years and has never needed to change previously, or has merely become more fixed over time.

The experience of the ‘enthusiasts’ also supports the findings of Day et al (2007), Soudien (2001), Troman and Woods (2001), Helsby (1999), Troman (1996), Osborn (1995), Woods (1993) and Murphy et al (1991), all of whom point to access to promoted posts, new roles, new skills and an enhanced professionalism for teachers in a change situation.

Another major concern in terms of *adjusting*, referred to by all thirteen participants, ‘pragmatists’, ‘enthusiasts’ and ‘disillusioned’ teachers, was the working conditions in the host school – an issue also discussed by Wallace and Pocklington (2002).

The majority of redeployed staff (twelve of the thirteen; teachers Dan, Alice, James, Martin, Mary, Frances, Louise, Jane, Kelly, Amy, Simon and Lorraine) were based with Year 7 and 8 students in temporary mobile classrooms, situated on the tennis courts outside the main school building, because the building work in the school had not been completed prior to transition. This meant that the redeployed teachers experienced problems *adjusting* because they felt isolated from the main school, and did not have the accommodation or access to the resources they had had in their middle schools previously, as demonstrated by the following: “I think there are a lot of staff who probably have never been over to those mobiles - have no idea of the working conditions, which are appalling” (Alicel2). Due to this sense of ‘isolation’ (Wilkins et al 2012; Priestly 2011; McCormack and Gore 2008), some of the redeployed teachers felt ‘excluded’ and increasingly negative (McCormack and Gore 2008, p.6).

The 'disillusioned' teachers also described issues with practicalities such as school procedures and routines, as highlighted by Wallace and Pocklington (2002), as they simply did not find things out. Alice explained this difficulty as follows, "Routines have been fairly difficult to get used to because it's all been a case of having to find things out, rather than things being clear cut, and it's not what I'm used to" (Alicel2).

The host school also had a split lunch break to accommodate the larger numbers of students in the school, which meant that KS3 staff (the redeployed teachers) and students had their lunch an hour earlier than the rest of the school. The 'disillusioned' teachers indicated that this meant that it was difficult for them to integrate with the host school staff; indeed they felt they were not wanted, and not accepted by staff, as shown by the following: "Certain members of staff won't speak to you, and treat us like a piece of dirt. What's all that about? Is it because we're from middle schools, is it because we're women, what is it about?" (Amyl1). This same group of teachers also felt they were still perceived as 'middle school teachers' by the host school community; Alice explained this as follows, "I think a big problem is being out there in the mobiles (buildings) and being referred to by some people as 'middle school teachers' still, which we're not. I think there have been a few barriers to integration" (Alicel2). This confirms the point made by Wilkins et al (2012), that women in particular have, "the desire/need to belong" (p.72).

It also highlights concerns of Wallace and Pocklington (2002) and Wallace (1996) in terms of the importance of physical location when merging school communities. Furthermore, it supports the existence and creation of 'balkanisation' (Priestly 2011; Hargreaves 1992), where staff bond together within different subcultures and appear to be either 'indifferent' or 'antagonistic' towards each other's subcultures (Wallace and Pocklington 2002, p.54) (see also Puusa et al 2013).

Finally, with regard to *adjusting*, the majority of participants also highlighted the heavier workload in their new posts, as noted by Soudien (2001) and Helsby (1999). This caused problems for the redeployees in the initial phases of adjustment, particularly because it brought additional stresses to the home, as Alice ('disillusioned' teacher) remarked: "I think I've got very upset about the amount of time that I've had to spend working, and that has been to the detriment of my family life, and I have resented that" (Alice12).

One way forward, during this difficult time, identified by just over half of the participants (eight in total – a mixture of 'enthusiasts' and 'pragmatists'), was to strategise, in order to make the transition experience more manageable for themselves.

5.2.3 Strategising

I decided to name the process by which teachers identified helpful processes, systems, or activities, which enabled them to manage the transition situation, as *strategising*.

This is because it appears that, although the redeployed teachers responded in different ways in terms of strategising, in a similar vein to Troman and Woods (2001) and Schempp et al (1993), Dunham's findings (1986) indicate that some teachers, particularly the 'enthusiasts' (Dan, Jane and Simon), consciously strategised in order to be able to manage the process of transition in order to create or develop new professional identities. Jane summed this approach up, thus:

I think yeah, it is more managing really, because I'm not just letting it ride over me, and I'm not standing as a brick wall in front of it, so I am trying to put in place ways in which I can actually carry on and do the job that I feel I should be doing (Jane13).

The 'enthusiasts' attempted to control as much as they could of the redeployment process, even in terms of strategically choosing the host school, as Simon acknowledges – "I'd been here on teaching practice. I'd always kept quite close liaisons with some of the staff and I knew what to expect" (Simon12). Other teachers, quoted in LA literature at the time, also stated that this was the case: "I know some of the new staff, so that made the meeting easier. I am also aware that I will probably know one third of the pupils at the school" (Middletown County Council 2003b, p.2). The 'enthusiasts' also indicated that they were consistently positive and described having a positive mental attitude throughout the transition process (see Dunham 1986). Simon describes this attitude thus:

I am quite a positive person, and I know the whole change is going to be difficult for a lot of people, and I know people cope with change differently. As I am a positive person, I will try to accept change for the better and look for the positives in it. I know there are lots of negatives, but to be honest there were lots of negatives at my old school as well, so if I look at it in a positive way, I'm less likely to be put down by it and feel depressed all the time. I found it quite easy because I've been positive and I've accepted the change, and I still think some people are reluctant to accept that change (Simon13).

This positive view is echoed by other teachers redeployed to other schools in Middletown, cited in local authority literature published at the time:

I have always been a middle school teacher, so the older age group will be a good challenge for me, especially teaching to GCSE. The move will, I am sure, open opportunities for the future. I intend to make the most of the move (Head of PE, Middletown County Council 2003b, p.3).

This more positive group of teachers also criticised other teachers, particularly the 'disillusioned' teachers (Alice, Martin, Mary, Louise, Amy and Lorraine) who they felt were not making an effort in terms of adapting to their new working environment; as Simon said -

I still find it difficult to put up with unnecessary moaning from some of the staff. I perceive it as unnecessary anyway. Some of the teachers who have come from the other schools use trivial issues to support their bad feelings about being forced out, I think.

I feel sorry for them - I can appreciate that they had a bit of an upheaval, but I just think they should put it behind them and make a fresh start, and try and make the best of what they perceive as a bad situation (Simon12).

The 'pragmatists' (James, Peter, Frances and Kelly) also had a very realistic attitude in terms of fitting in and felt that, despite experiencing difficulties, it was up to them to fit into their new school community. This is typified by the following response:

You had no choice; I felt there was no choice. At the end of the day you moved jobs, and you've got to fit in to what's according, and so therefore you've got to make it work, and if you don't make it work, that's your problem, that's the way that I look at it. I didn't really have any expectations, because I'm one of these people who says life moves on, and you've got to adapt, so therefore I'll come here and do the best I can. If I don't fit in, I don't fit in, and I'll go somewhere else (James13).

Therefore, in terms of *strategising*, in line with the findings of Troman and Woods (2001), Schempp et al (1993) and those of Dunham (1986), the 'pragmatists' showed initiative, asked for help, got involved, reflected, adapted, and detailed various strategies to help themselves. Indeed, they talked of 'managing' the situation because they had experienced some change previously, as outlined by Frances:

I think I've managed the change more, but again that's partly to do with the fact I've had so much change in my career just recently.

I've been put back in a position to be able to view what I'm doing more objectively, and, you know, when things have not gone right, to be able to take a step back, look, and say, "No, we'll perhaps try it this way" (Frances13).

Indeed, five teachers, 'pragmatists' and 'enthusiasts' (Dan, Peter, Frances, Jane and Simon), who strategised strongly, said that the transition was manageable for them, due to the amount of change they had experienced previously in their lives – both personally and professionally. This acceptance of change is summed up by Jane ('enthusiast'):

I'm one of these people that 'wherever I lay my hat, that's my home', to use that saying. I don't feel tied in to places anyway. Having moved house fifteen times now in the last fourteen years, I'm used to moving, so change is not a problem. I think you need to keep experiencing change, but then maybe not quite so many times. So, in some ways I found staying six years in one school was actually a lot more difficult than moving on (Jane11).

Dan ('enthusiast') also indicated that transition was smoother for him because of the fact that he had experienced change professionally, and had in fact experienced more difficulty previously compared to the current change situation (see Day et al 2006):

I moved from primary to middle, now I'm at secondary, so I've done the whole lot. I've found it easier but I think that's just because I'm older and more experienced, but I remember moving from a primary to a middle school.

I found that very difficult and I think that's because the middle school that I worked at was run as a secondary. It was completely different from the primary school, so coming here hasn't been as much of an adjustment as that was (Dan12).

In stark contrast, the 'disillusioned' teachers (Alice, Martin, Mary, Louise, Amy and Lorraine) experienced serious difficulty with the transition, due to the fact that they had not experienced much change in their lives, as typified by the following:

When I first went into a job, I was in there for ten years, so I've always been a long timer, so I haven't moved around much, so yeah, it's been more difficult I think because of that (Lorraine12).

Furthermore, according to the following quotation, whatever change the 'disillusioned' teachers had experienced previously in their careers could not be related to this transition:

Nothing, I don't think, quite prepares you for the kind of change that we have seen here. It helps, but at the end of the day, it's about how you develop particular coping strategies for this unique situation, because even though it is secondary, you know, I think the situation might be similar for other schools. When we joined here, I felt it was an entirely new ball game. The numbers of kids, even though we'd had a staggered start, my reaction was, 'What on earth have I landed myself in?', and it was just a series of shuddering experiences after another.

I didn't feel that anything that we'd done previous to that could have actually made things any better, so all the in-service training and all the meetings that we'd had. Nothing could have prepared us for what we actually faced (Martin11).

The same opinion was voiced by five of the group of six 'disillusioned' teachers (Martin, Mary, Louise, Amy and Lorraine), therefore it seems that due to minimal exposure to change in their personal and professional lives, this group of teachers had little to draw on in terms of being able to identify strategies from previous experience of change to help them manage the process of transition. It does seem therefore, as Dunham (1976) found, that some teachers, in this study the 'disillusioned' teachers (Alice, Martin, Mary, Louise, Amy and Lorraine), express difficulty coping with redeployment and feel that they are perhaps unable to adapt, or redevelop their teacher identities, as typified by the following:

I mean I feel that the fact that I've had to re-adjust my whole way of working... I'm still not sort of fully grounded as it were. I feel that there are things that I want to do. I feel frustrated that I'm not able to do them. I feel it's been a learning curve, hasn't it? It's the fact that I've had to re-learn a situation in a new school, and it's just not - as far as I can see - it's not happening. I'm not re-integrated, I've not adapted, perhaps I'm just not able to - I just don't know (Martin12).

Again, this points to the fact that the 'disillusioned' teachers fundamentally would or could, not develop or look for ways to help them to change their working practices,

as they fundamentally did not accept the reasons for change, did not feel part of what was going on, and therefore did not 'buy in' to it (Robinson 2002).

The 'pragmatists' (James, Peter, Frances and Kelly) admitted to taking a little longer to adapt, as divulged by one participant – "It's taken me this long as well to start to understand that that I'm going to have to adapt" (Kelly12), whilst by way of contrast, the 'enthusiasts' (Dan, Jane and Simon) recognised that they would have to adapt to their new working environment quickly, as one said - "You've got to be adaptable and you've got to keep learning. If you stop learning, then you shouldn't actually be a teacher anymore" (Janel1). Local authority literature from the time also points to the key skill of adaptability in this situation:

I have to quickly learn different ways of working. Having worked in one school as long as I did, you develop particular ways of dealing with different situations. I am learning to adjust to the different ways of doing things - LSA (Middletown County Council 2003b, p.3).

It is clear from the data that the 'enthusiasts' used their initiative, got involved, and reflected on their practice, as advocated by Troman and Woods (2001) and Dunham (1986). Indeed, Dan described his strategic overview as follows:

So, that's for the good of the school and my career I guess, but there's a lot more to it than that really.

Personally, I want to try and build on my own organisation, and that's something that I have found difficult in the past, and I think being at the same school for quite a long time - I know I was getting stale. I was getting stale and I was getting into a bit of a rut and complacent as well (DanI1).

Therefore, as a result of their open-minded, positive, and strategic approach, as well as their previous experience of change, the 'enthusiasts' adapted to their new school quickly. Conversely, the 'disillusioned' teachers were able to reflect, but due to the fact that they had experienced little in the way of significant professional change previously, they perceived and experienced difficulties. It seems that their professional identities were built around the context of their previous schools (Puusa et al 2013; Flores and Day 2006; Manzo 2005) and due to the 'fixed' nature of these identities (Beijaard 1995; Nias 1989), it was very difficult for them to 'move on' professionally. Indeed, the 'disillusioned' teachers appeared helpless at times; for example, one participant indicated that they thought that members of the host school community should 'come to them'. As discussed previously, the 'disillusioned' teachers showed little initiative in terms of contacting the host school themselves prior to transition and this same attitude persisted throughout 'transition', as demonstrated by the following, "I used to think, alright, perhaps I didn't go into the school much, but people could come out to me, and perhaps have done more" (LorraineI3). So, although the 'disillusioned' teachers talked about trying to adapt to their new professional circumstances, they acknowledged that they could not strategise and therefore found adaptation difficult.

Indeed some gave up, and, in line with Schempp et al (1993), Vandeveld (1988) and Dunham (1976), some talked just of survival; for example, “I feel I’m almost clutching at straws in order to try and just survive literally” (Martin12).

By way of contrast, the ‘enthusiasts’ strategised strongly from the outset, as described by Troman and Woods (2001), Schempp et al (1993) and Dunham (1986). For example, they built up good relationships with staff and with (particularly difficult) students, as confirmed by Simon: “I’ve made lots of positive relationships and I think that will only benefit the pupils and myself because they’ll respond a lot better to instructions, so if I can make those relationships positive, I will try” (Simon12). As stated previously, one of the major concerns for the newly redeployed teachers was whether they would be able to manage the behaviour of the students. To this end, the ‘pragmatists’ and the ‘enthusiasts’ (Dan, James, Peter, Frances, Jane, Kelly and Simon) described deliberate strategies to be able to cope with difficult students: The ‘enthusiasts’ coped well, as indicated by the following -

I’ve worked hard to develop good working relationships, especially with the naughty children. I’ve been able to get quite a lot of work out of the older children. I think it has been really successful. It also limits discipline problems, and just makes lessons more enjoyable for them and me (Simon12).

However, the ‘disillusioned’ teachers (Alice, Martin, Mary, Louise, Amy and Lorraine) said that they experienced severe student behavioural problems –

a phenomenon identified by McNally et al (2008), Day et al (2007; 2006; 2005), James and Connolly (2000) and Dunham (1976) in their research - which detracted from their identifying solutions in order to be able to cope with challenging situations. Martin described a typical exchange:

Older kids, you come into a lesson, "Where are the books?", "Don't know".

"Where are the text books?", "Don't know". "What have you been doing last lesson?", "Don't know". It's that kind of wall. What chance have you got?

You've got no chance whatsoever (Martin12).

Therefore whilst the 'enthusiasts' view the behaviour of students as something they can strategically work with to make life easier for themselves, the 'disillusioned' teachers have a different attitude towards this which supports the findings of Dunham (1976), that redeployed teachers experience real difficulty in managing students' behaviour; an issue which impacts upon the teacher self and their professional confidence as they find themselves unable to manage situations which have never been an issue in the past and feel inadequate because of this (Dunham 1976). This erodes the professional identity of the teacher as being 'in command' of one's students is one of the most fundamental aspects of a teacher's job (McNally et al 2008; Day et al 2007; 2006; James and Connolly 2000).

Furthermore, some of the 'disillusioned' teachers said they couldn't cut off from school, as typified by the following, "It's like a black cloud descending - that's how I've felt, and it doesn't go away until Friday - the very last session on Friday"

(Martin12). Martin did describe his attempts to cut off from school, but found he just wasn't able to cut off fully:

I try and cycle, and I try and sort of do other things that are personally satisfying to me. I've tried to put all this to the back of my mind, but the worst things are now, I feel, definitely Sunday evenings - you come to Sunday evening, and it's like a curtain suddenly coming down on everything, and you think, "Oh God, it's starting again. It is starting again. It has begun". And it's like a black cloud descending - that's how I've felt, and it doesn't go away until Friday - the very last session on Friday, when that is over, and I'm putting stuff away and thinking, 'Oh God, I've still got next week to sort out again' (Martin12).

This bears out the findings of Priestly (2011), Wallace and Pocklington (2002), James and Connolly (2000), Chisholm et al (1999), Vandeveld (1988) and Dunham (1976), in terms of the fact that teachers who are unable to cope in a change situation react in a negative, closed minded and unadaptable manner. By way of contrast, the 'enthusiasts' said they were organised and able to cut off from school, as typified by the following, "I do cut off from work" (Dan12). Indeed, both the 'pragmatists' and the 'enthusiasts' (Dan, James, Peter, Frances, Jane, Kelly and Simon) identified 'cutting off' strategies which helped them to cope inside school, as one participant explained:

I'll leave sometimes not until six, but then when I leave, that's it, school's gone. I've done my work, I've done my hours. If I haven't done it in that time, then I'm not going to beat myself up about it, so I suppose that's why maybe I'm finding it a bit easier than other people (Janel1).

The 'pragmatists' and the 'enthusiasts' (Dan, James, Peter, Frances, Jane, Kelly and Simon) also described taking part in various activities outside of school to ensure they could unwind. Sport and alcohol figured largely, as well as individual hobbies. For example, Simon described the following:

Play on my computer. Watch TV. Obviously eat a lot of nice food. I like my cooking, and so that's really what I get up to at home and that just helps me cope with things. Teaching is quite a stressful job in any school and you just need to be able to unwind at the end of the day (Simon12).

The difference in attitude between two of these groups of teachers – the 'enthusiasts' and the 'disillusioned' teachers - is interesting, given that they transferred at the same time to the same host school. However, the difference may be explained by the fact that teacher identity is 'relational' (Beauchamp and Thomas 2009; McNally et al 2008; Eraut 2000), as well as by Nias' argument (1989) that teaching eventually equates to 'being yourself' (p.181). Therefore, at an earlier, more 'changeable' stage of their careers (Day et al 2006), it was easier for the 'enthusiasts' to step back from their work and cut off from it, whilst this was impossible for the 'disillusioned' teachers – due to the 'fixed' (Beijaard 1995; Nias 1989) stage they were at with regard to their teacher identities;

a large part of their personal self was invested in their professional identity and therefore equated to them 'being themselves' in their professional capacity and they were therefore unable to cut off from work, as they were unable to cut off from themselves.

Certainly, the divide between the different groups of teachers began to come out clearly from the data and widen in the sub-theme of *strategising*. The 'enthusiasts', for example, stated on several occasions that the 'disillusioned' teachers needed to stop moaning; Dan described this issue in the following terms:

I mean, everyone likes a good moan, and I've spent time out in the mobiles at the end of day with teachers going, 'Oh, moan, moan, moan'. I think teachers are good at moaning really, they're always moaning, but I can still moan, and then I can go home and switch off and relax, and if somebody said to me, "How are you enjoying your new school?", I would say, "I am - it's good, I'm enjoying it" (Dan12).

The 'pragmatists' were also open-minded by this point and admitted that they had prepared themselves mentally in advance to adapt, as Peter reflected:

I think I came into it with a sense of realism - knowing that there were going to be problems. Knowing that the kind of approaches which I was able to adopt at middle school were not the same approaches that I was going to be able to have here, but because I'd had that experience before, I was able to adopt it again fairly straight forwardly (Peter12).

Furthermore, in line with Dunham (1986), in terms of being realistic about the change process, both the 'pragmatists' and the 'enthusiasts' (Dan, James, Peter, Frances, Jane, Kelly and Simon), said they mentally pre-prepared themselves to be able to cope with the rigours of transition, as Peter outlined:

I came into it in the knowledge that I'd already made a number of moves into schools, and I knew it wasn't going to be easy. If anything I would say that on the whole it's been easier than I anticipated it was going to be. Possibly because I had deliberately, possibly subconsciously, made myself think it was going to be very much more difficult, so as some kind of defence mechanism (Peter13).

So, for some redeployed teachers (in this study, the 'enthusiasts' and the 'pragmatists'), in addition to having a positive mental attitude, pre-preparing themselves for difficulties, and realising it was up to themselves to fit in, they also identified key strategies to help them through the process of transition. For example, some of the 'pragmatists' and the 'enthusiasts' (Dan, James, Frances, Jane, Kelly and Simon), in keeping with the 'relational' aspect of creating teacher identity (Beauchamp and Thomas; McNally et al 2008; Eraut 2000), described working with people; firstly, in terms of asking other teachers for advice – Kelly stated:

I haven't found it easy, but I've tried my best to keep positive and do the best I can talking to people, and asking for help, and trying to get experience from other people that have obviously been here and know how things work, and the best ways to deal with situations and so on (Kelly12).

Kelly also described observing other teachers' lessons in order to pick up tips, particularly in terms of how to deal effectively with challenging groups:

I had a bit of a tough time with some Year 9 groups I was finding really difficult, so I went out of my way to go and observe other people's lessons and manage what was happening. I thought, 'I need to sort this out' (Kelly13).

Indeed, one of the key strategies described by all of the participants in the present study was to watch other members of staff and learn from their experience, as described by one teacher:

I think that I've spent a lot of time trying to watch other teachers that have done the secondary thing for a while, and see just in the corridor how they're speaking to students, and how they're dealing with little situations, because I was trying to wade in when I first started, when I was put in front of groups that I was just covering, and I didn't have a clue (Kelly12).

Furthermore, all of the participants also alluded to getting support from each other with regard to managing the experience (Soudien 2001; Eraut 2000; Louis et al 1996). The 'enthusiasts' also argued that being organised was key to managing the transition process:

I've coped with working at a new school or in a new environment because, as we've said I've had other jobs as well, so it's trying to stay one step ahead.

If I think, 'Well yes, I know what's happening, I'm organised as far as that goes', then I'll feel more confident, and then my teaching is better and I feel happier at the end of the day, and I go home without feeling stressed or worried about the next day as much (DanI2).

However, the 'disillusioned' teachers (Alice, Martin, Mary, Louise, Amy and Lorraine), admitted to finding it difficult to keep on top of things in terms of organisation; indeed Lorraine said:

The difficulty is always making sure everything is always there for your, perhaps next three or four lessons, and that's quite hard, always making sure. And I would say I'm quite an organised person, and yet the number of times you get into a room and think, 'Oh no, I wanted that', 'I've left that', and I find that a big difficulty really, and it has a knock on effect with the children (LorraineI2).

So, in summary, instead of *strategising*, the 'disillusioned' teachers described the transition process as something that happened to them, as opposed to them trying to manage it. In this case, they described coping with the situation, rather than consciously being able to manage it, as typified by Lorraine's explanation below:

I think I tried at the beginning to manage the things, but I think it got so hard it came to the stage that I'm coping, and that was it. I'd more or less think, 'Right, I can cope with this, and that's it, and not go any further' (LorraineI3).

Realistically, three teachers (James, Peter and Jane) discussed patience as a useful attribute to have in the redeployment situation, as typified by Peter's response below:

I think it's not so much a strategy, as employing patience - not expecting everything to fall into place immediately. This is not necessarily over this period, but in general you've got to let things lie and calm down a lot of the time, and then re-address whatever problem it might have been, whatever challenge it might have been, and look at things in the cold light of day (Peter12).

Indeed, the 'pragmatists' (James, Peter, Kelly and Simon) – who, as stated previously, bear similarities to Doyle and Ponder's (1976) 'rational adopter', talked about reflecting on their practice, as detailed in the following:

I spent an awful lot of time thinking about things afterwards, which can be good or bad. It does make me quite depressed if I feel that I haven't dealt with something in the right way, but it also helps me to figure out new ways of working if it happens again, and I think I'm beginning to relax a little bit (Kelly12).

Again, by way of contrast, the 'disillusioned' teachers (Alice, Martin, Mary, Louise, Amy and Lorraine) still seemed unable to adapt in terms of reflective practice, as outlined by Martin as follows:

I feel that okay, there's a mental strategy that you use, and you say, 'Well, look, this is the worst that it can get', or you say to yourself,

‘This isn’t you, you didn’t create this problem, this is not your problem, you’re having to cope with it but this isn’t down to you and this is not your problem, you can’t actually solve this problem’, and you go through a mental sort of check list of things and you say, ‘Well, at the end of the day you’re doing your best to cope’, and that, I suppose, to some extent, puts it into perspective and that is a strategy to cope (Martin12).

Finally, all of the participants said they felt that their engagement in the present study benefited them, in terms of being able to talk about the process. A participant summed this point up as follows:

What you’re doing as well, I know you’re doing this for your PhD, but you’re also doing something good for us, because it’s somebody to talk to, and I think that may be part of your motive. I thought that yesterday I need counselling (Amy12).

Overall, in terms of strategising, all of the above is supported by Kyriacou (2000, p.27), who refers to the majority of coping strategies outlined above, in his discussion about ‘common coping actions’: ‘direct-action or problem-solving strategies’ and ‘palliative or emotion-control strategies’. Kyriacou (2000, p.82) also discusses a study by Salo (1995), which listed teachers’ main coping strategies as:

- avoidance of thinking
- problem-solving
- social support
- thinking about work alone

- devoting oneself to free-time activities
- the use of food, alcohol or tobacco

Thus it appears that these findings are mirrored, particularly by the ‘pragmatists’ and the ‘enthusiasts’ in terms of teachers’ coping strategies, in the present study.

5.2.4 Integrating

Integrating is the final sub-theme of transition. I have chosen this term to define the process by which the redeployed teachers perceive how well they are fitting in to the school and the reasons for this. Once again, the three groups of teachers reacted in different ways in terms of their *integration* into the host school. For example, the ‘enthusiasts’ (Dan, Jane and Simon) felt that they had integrated well and quickly, although they detailed various issues with working conditions, poor organisation, and school systems. In particular, they were critical of the school leadership team, thereby supporting Day et al’s (2007), Wallace and Pocklington’s (2002), Soudien’s (2001), Troman and Woods’ (2001) and Louis et al’s (1996) arguments about areas of good practice, in terms of the need for school leaders to take charge in complex change situations. As Dan stated, “I think management is pretty poor here actually - I think from the top. There’s some management who you feel aren’t doing their bit really, aren’t being very constructive” (Dan12). However, despite difficulties with the leadership team, the ‘enthusiasts’ (Dan, Jane and Simon) described making a concerted effort to fit in to ease their integration into the school, as indicated below:

I'm making sure I talk to people if I go up to the staff room, and I do make sure I go up at lunchtime if I possibly can, rather than sitting away in the mobiles. I'll go up there and speak to people who are up there, and try and get to know another new person basically every day, and like going and meeting all the office staff and seeing who they are and what jobs they do, so I know who to go to when needed, but it's a case of the onus has got to be on yourself (Janel1).

The 'pragmatists' stated that they encountered difficulties *integrating*, for example, in line with Wallace and Pocklington's (2002) and Wallace's (1996) findings, they detailed realistic problems, such as the split lunch, the issue of being based in the mobiles, the size of school, and the issue of school systems. As James revealed:

We were made to feel quite small, and I think that it hasn't always been helped within (the host school) - they haven't come to us, and sort of really tried to pick our brains about the younger kids. They've said, "There you are out in 'Tenko' - there's you and your kids - you know how to deal with them, you deal with them". They haven't said, "Well, hang on, what do I do about this, and how do I cope with that, and all this sort of situation?". It's just so many little things haven't been brought from middle school to a secondary school, because we haven't been asked, and it's not easy to talk or put your views over (James12).

This confirms Wallace and Pocklington's findings (2002) with regard to segregation issues, and indicates the sense of 'physical isolation' (Wilkins et al 2012; Priestly 2011; McCormack and Gore 2008), referred to earlier in this chapter.

However, the 'pragmatists' do not confirm the findings of Day et al (2005), James and Connolly (2000), Kyriacou (2000) and Chisholm et al (1999), in terms of teachers not being able to cope professionally with change, and they made the transition, in terms of adjusting and *integrating* weeks or even months into the year of transition, because they felt that the onus was on them to integrate. In a similar vein to the 'enthusiasts', Kelly described how she did this as follows: "I've tried to get stuck in, obviously getting involved with the show. Being in my department anyway, has helped me to start developing a few more relationships that perhaps I wouldn't have done normally" (Kelly12). This positive approach enabled the 'enthusiasts' and the 'pragmatists' to re-develop their professional identities in terms of being accepted and fitting into the host school (McNally et al 2008; Eraut 2000; Beijaard 1995). On the other hand, the 'disillusioned' teachers (Alice, Martin, Mary, Louise, Amy and Lorraine) felt that they had not integrated, and were therefore not accepted, into the school community at all, as Amy states:

I've really tried, I really have tried. I've sat in that staffroom day after day, trying to talk to people, and the conversation shuts up like I'm a bad smell that's wafted in, so now I just sit on the other side of the room and I often quite like talking to the 'supplies' (Amy12).

Thus it would appear, in line with Sikes' argument (1992, p.46) that staff involved in school change form factions, including 'grumbling cliques' (See also Priestly 2011; Wallace and Pocklington 2002; Hargreaves 1992). However, this is only part of the story – the data from the present study suggest that staff also form 'positive cliques'.

As discussed previously, part of the reason that some of the redeployed teachers felt they experienced difficulty in integrating was to do with having separate accommodation and separate lunch breaks for KS3 and KS4. Therefore, with regard to *integrating*, in line with the negative aspects of Priestly's (2011) and Hargreaves' (1992) discussion of 'balkanisation' and Wallace and Pocklington's (2002) depiction of 'cultural fragmentation', the 'disillusioned' teachers said that they did not feel they had integrated into their new school community and it would appear that school structures did little to help this. The 'disillusioned' teachers also perceived two camps in the host school (existing staff in the host school and ex-middle school teachers). As Amy confided, "We've got two camps. As much as it's being said, "There isn't two camps", there are two camps" (Amy11). Furthermore, this same group of six 'disillusioned' teachers (Alice, Martin, Mary, Louise, Amy and Lorraine) felt strongly that it was up to the host school and staff to look after the newly redeployed staff, as one participant divulged:

I don't feel there's quite the unity that there could be. To start with everyone was very friendly, "Are you alright, are you coping?", but as term wore on they became engrossed in, you know, the existing teachers became so engrossed naturally with their curriculum needs and duties that they didn't have time to check that we were alright, and several of us weren't (Mary13).

However, it appears that the more positive redeployed teachers (Dan, James, Peter, Frances, Jane, Kelly and Simon), seven individuals in total, pointed to the fact that the onus was very much on each individual to fit in, in terms of integration,

and where this hadn't happened, it was the fault of the individual, or group, concerned – as Peter stated:

It does depend on the individual's approach to it and I think where middle school teachers have made every effort to really get involved in the life of (the host school), let's talk about our school basically, they have been accepted with open arms, and praised accordingly, and I think that has been an excellent thing. Where people have still borne this chip on their shoulder, then obviously people are going to make an effort for a while, but then if they see no reciprocity, then they're not going to continue. I think individual teachers need to recognise the responsibility that rests with them, because you can't have everybody working for you and running after you all the time. Eventually you have to take it upon yourself and really push (Peter13).

5.3 Conclusion

The second set of processes experienced by the teachers at the point of their redeployment to the host school in the present study forms the theme of 'transition'. This theme is comprised of four sub-themes: *inducting*, *adjusting*, *strategising*, and *integrating*. In terms of 'transition', and the sub-theme of *inducting*, all of the teachers in the present study discussed serious failures to do with both induction and training – issues referred to, and outlined as important in a change situation, by Day et al (2007; 2006), Wallace and Pocklington (2002), Robinson (2002), Soudien (2001), Chisholm et al (1999) and Vandeveld (1988).

In terms of *inducting*, in order to be supported in terms of developing new teacher identities in a new context, all of the participants indicated that the host school could have provided a better induction package, which included more practical information and opportunities to observe lessons, prior to transfer. They also indicated that training days could have been used more effectively in preparation for the transfer (see Wallace and Pocklington 2002). For example, specific training, such as behaviour management strategies (McNally et al 2008; Day et al 2007; James and Connolly 2000), would have been useful, and some of the time could have been used to consult with the former middle school teachers to resolve issues such as timetabling.

Furthermore, training should have been provided for existing teachers at the host secondary school, as the process of change involved the entire staff of the school, not just the redeployed teachers. The majority of the participants (ten in total; teachers Dan, Alice, James, Peter, Martin, Mary, Frances, Louise, Jane, Kelly and Simon) said they had received good ongoing support from their host faculties, however, all of the participants criticised the role of the LA in terms of not providing effective and ongoing induction, training and support. One discrete group of four 'disillusioned' teachers (Alice, Martin, Mary and Lorraine) also indicated that they felt extremely disappointed at the lack of support from the diocese, particularly as they were transferring from one RC school to another in the same town.

Due to the impact of the transition process upon the teacher self, the participants also indicated a need for emotional support (for the self), which would have been useful particularly with regard to constructing new teacher identities (see Timoštšuk and Ugaste 2012; Day et al 2006; Zembylas 2003), as well as more concrete professional training, in order to be able to cope with the rigours of transition. In terms of the necessity of ongoing CPD and support, all of these findings are similar to those reported by Day et al (2007), Robinson (2002), Wallace and Pocklington (2002) and Soudien (2001).

The second sub-theme within the process of 'transition' is *adjusting*. In line with Kübler-Ross's 'anger' and 'denial' phases regarding change (1969), the 'disillusioned' teachers (Alice, Martin, Mary, Louise, Amy and Lorraine) said that they attempted to ignore the change for as long as possible, in order not to have to face up to it. The same group of teachers also experienced difficulties in *adjusting*, often describing their experiences using 'survival' terminology. This was due to the fact that they had not chosen the change, and as many had lost posts of responsibility, they could see no useful role for themselves in the host school (Troman and Woods 2001), which clearly had a negative impact upon the professional confidence and identity of the teachers to the point of crisis (see Day et al 2005; Woods and Jeffrey 2002; Troman and Woods 2000; Wallace 1996; MacLure 1993).

In contrast, a further group of four teachers, the 'pragmatists', (James, Peter, Frances and Kelly) were quite realistic about the change and described experiencing a 'rollercoaster' of emotions, whereas a third group of three teachers, the 'enthusiasts', (Dan, Jane and Simon) were extremely positive, again in terms of the benefits that transition would bring and the impact that would have on their professional identity, even though they may have lost promoted posts. Arguably, the transition could have been smoother, as noted by Wallace and Pocklington (2002), as it was, it seems, hindered by poor planning and preparation. Furthermore, there is evidence of a strong link between age and life/career history and the impact of change – in this case, compulsory redeployment upon the professional identity of the teacher, described by Kabungaidze (2013) and Day et al (2007). In general, the earlier the stage of the teaching career that change happens, the more flexible teachers are regarding the development of their professional identity, thus in the present study, the 'enthusiasts' were more able to manage the transition; the later the stage of the teaching career, the more 'fixed' the teacher is regarding their professional identity, thus in this study the 'disillusioned' were less able to cope with the transition.

Once the participants had started to work through the process of *adjusting* to their new school, seven of them, the 'pragmatists' and the 'enthusiasts' (Dan, James, Peter, Frances, Jane, Kelly and Simon) indicated that the onus was on them to fit in, and as they were determined to do so, they had started to *strategise* strongly.

There was a clear divide in attitude and approach between the groups of teachers in terms of *strategising*, as teachers talked of ‘managing’ the situation if they were *strategising* (‘pragmatists’ and ‘enthusiasts’), and ‘coping’ if they were not (‘disillusioned’ teachers). This division also tallied with whether the teachers had experienced much change in their professional, and to some extent personal, lives which led to a more positive or negative attitude towards the change and the impact upon their professional identities, and they varied in terms of *strategising* (see Troman and Woods 2001; Schempp et al 1993; Dunham 1986); the ‘enthusiasts’ strategise strongly having learnt from previous experience, the ‘pragmatists’ learn to do so, whereas the ‘disillusioned’ express real difficulty in doing so, having experienced little professional change in their lives. Some of the strategies identified by the ‘enthusiasts’ and ‘pragmatists’ which aided them with their transition into the host school were: being positive and maintaining a positive attitude, being adaptable, being mentally pre-prepared for change, forging good relationships with difficult students, forging good relationships with staff, getting involved in the life of the school, and watching other teachers and asking for advice. In contrast, the six ‘disillusioned’ teachers (Alice, Martin, Mary, Louise, Amy and Lorraine) struggled profoundly with *strategising*, experienced a negative impact upon their professional identities, and expressed the view that they were perhaps unable to adapt and could not even cut off from work – ironically the ability to cut off from work was one of the strategies identified by those who were ‘managing’ the situation.

The teachers, particularly the ‘enthusiasts’ (Dan, Jane and Simon), who strategised strongly and indicated that they found change easier to manage because they had experienced it previously, also attacked the ‘disillusioned’ teachers for their intransigent attitude and approach towards transition.

The final stage of ‘transition’, *integrating*, also found evidence of a split in terms of a positive or negative attitude, or approach, amongst the teachers. The ‘disillusioned’ teachers (Alice, Martin, Mary, Louise, Amy and Lorraine) felt that they had not fully integrated into their new school community, and they expressed disappointment that teachers in the host school did not approach them to ensure they did so. This same group of teachers indicated that they felt isolated (Wilkins et al 2012; Priestly 2011; McCormack and Gore 2008) because they were based in mobiles in a separate area of the school and had a separate KS3 lunch break, which did not help the process of integration. As a result, they immediately did not feel part of the new school, and this led to issues of ‘balkanisation’ (Priestly 2011; Hargreaves 1992) and ‘cultural fragmentation’ (Wallace and Pocklington 2002), referred to by all teachers in the present study, but specifically to do with the perceived inability of the ‘disillusioned’ to integrate. However, the more pragmatic and enthusiastic teachers, the ‘enthusiasts’ and the ‘pragmatists’ (Dan, James, Peter, Frances, Jane, Kelly and Simon) argued that the onus was on the individual to integrate.

They felt that they were fully integrated, because they had made a deliberate, concerted effort to fit in, and because of this were developing new professional identities, which enabled them to be accepted into their new school community.

Following 'transition', the participants involved in the present study worked towards the third and final theme of 'post-transition', which will be discussed in Chapter Six of this thesis.

CHAPTER SIX

Post-redeployment

6.0 Introduction

This chapter of the thesis will focus on the 'post-transition' theme, which examines how well the teachers were settling into their new school and roles post-redeployment, and details their reflections with regard to the impact that redeployment has had upon their professional lives. Therefore, this chapter specifically relates to research question 2 - How do the redeployed teachers respond to the impact of compulsory redeployment upon the teacher self and teacher identities during the course of their first year in a secondary school?

I will examine the data and draw on the key literature to do with specific research question 2, discussed in Chapter Two of this thesis, including: the development of professional self over time (Day et al 2006; Kelchtermans 1993); the construction of a new teacher identity over time (Day et al 2006; Woods and Jeffrey 2002; Robinson 2002; Nias 1993); teacher avoidance of change (Doyle and Ponder 1976); neutral reactions to change (Vandevelde 1988; Morrish 1976); loss of teacher control (student behaviour) (McNally et al 2008; Day et al 2007; 2006; 2005; James and Connolly 2000); the creation of new negative subcultures and cultural fragmentation (Puusa et al 2013; Wallace and Pocklington 2002; Robinson 2002; Wallace 1999) and; balkanisation (Priestly 2011; Hargreaves 1992).

6. 1 'Post-transition' and the participants' stories

Overall, the data indicate that there are some significant similarities, as well as significant differences in terms of the redeployed teachers' experiences post-transition to the host school. For example, the 'pragmatists' (Frances, James, Kelly and Peter) experience culture shock (Wallace 1996; Wallace and Tickle 1983) which impacts upon their teaching and they identify issues with school leadership, but due to their self-reflective nature, they identify learning opportunities regarding their own professional lives, integrate well, and voice a progressively positive outlook regarding the impact of compulsory redeployment upon their professional lives. Meanwhile, the 'enthusiasts' (Dan, Jane and Simon) describe experiencing culture shock which impacts slightly upon their professional lives but they soon work past this, indicating that the experiences are good for their professional development and career. Post-transition, the 'enthusiasts' gain in confidence and status, looking for future promotion. By way of contrast, the 'disillusioned' teachers (Alice, Martin, Mary, Louise, Amy, and Lorraine) detail numerous negative impacts upon their professional lives post-transition, including a perceived loss of confidence and status and deskilling as teachers (Day et al 2006; Troman and Woods 2000; Chisholm et al 1999; Helsby 1999), and frustration with their lack of influence in their new school due to their loss of position and status. They also describe issues with workload, indicate that they are experiencing severe culture shock and a significant negative impact upon their professional identity, particularly because of the fact that they are struggling immensely with student behaviour management.

The 'disillusioned' teachers are also experiencing issues with the catholicity of the host school and the school leadership team (SLT). Due to the fact that they feel that redeployment happened at the wrong time for them regarding their age, they are looking to leave the school, or have resigned, by the third term of their transition year.

6.1.1 Post-transition and the pragmatists – Frances', James', Kelly's and Peter's stories

Thematically, in the present study, there are similarities between Frances', James', Kelly's and Peter's responses. 'Post-transition', the 'pragmatists' rationalized the process, anticipated difficulties they would encounter, and they learnt, in time, to overcome them. Furthermore, they identified key issues and the root causes of these in the school. They also gained in confidence post-transition, positive about their future in the school. Please refer to Appendix J for a summary of the key responses and evidence with regard to Frances', James', Kelly's and Peter's stories in relation to the 'post-transition' theme.

6.1.2 Post-transition and the enthusiasts – Dan's, Jane's and Simon's stories

In the present study, thematically, and in contrast to the first theme, there were similarities between Dan's, Jane's and Simon's responses.

With regard to the 'post-transition' theme above all, the 'enthusiasts' perceived the change as beneficial for their careers. Moreover, they said that they had gained both personally and professionally, in terms of confidence and knowledge, and that they were happy in the school, and were planning to stay there. Please refer to Appendix J for a summary of the key responses and evidence regarding Dan's, Jane's and Simon's stories in relation to the 'post-transition' theme.

6.1.3 Post-transition and the disillusioned teachers – Alice's, Amy's, Lorraine's, Louise's, Mary's and Martin's stories

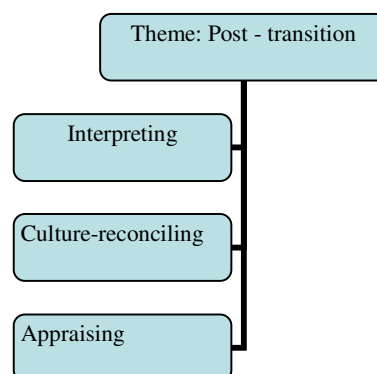
In the present study, thematically, and in contrast to the first and second themes, there were similarities between Alice's, Martin's, Mary's, Louise's, Amy's, and Lorraine's responses. With regard to the 'post-transition' theme, the 'disillusioned' teachers feel they have 'lost out' as a result of compulsory redeployment and have lost confidence and become devalued and deskilled as teachers. They experience difficulty in coping, particularly as they search in vain for a match between their values and those of the host school. Please refer to Appendix J for a summary of the key responses and evidence regarding Alice's, Martin's, Mary's, Louise's, Amy's, and Lorraine's responses in relation to the 'post-transition' theme.

I will now analyse the full responses of the participants, with regard to the three teacher groups outlined above, in relation to the theme of 'post-transition' below.

6.2 The 'Post-transition' theme

I identified the third theme in this study as 'post-transition', because it describes the different stages of the period, post-transfer, of the redeployed teachers settling into their new school. 'Post-transition' comprises three sub-themes, namely: *interpreting*, *culture-reconciling*, and *appraising*. Figure 6.1 depicts the theme of 'post-transition' with its sub-themes.

Figure 6.1 - Chart of 'post – transition' theme with sub-themes



The processes that teachers worked through at this stage are categorised as 'post-transition', as they took place following the initial transfer period. Within 'post-transition' there are three distinct but interrelated processes: *interpreting*, *culture-reconciling*, and *appraising*. I have chosen to name the process by which the teachers identified what had changed as a result of their redeployment experience as *Interpreting*.

Culture-reconciling is the second sub-theme within ‘post-transition’; once the teachers have worked through the process of interpreting their experiences, they then start the process of starting to understand the culture of the new school. This sub-theme analyses teachers’ perceptions of the culture of the host school, and the reasons for this. The final sub-theme within ‘post-transition’ is *appraising*. This sub-theme examines the teachers’ perceptions of the redeployment process by the end of their first year in the host school, and what their plans were for the future. With regard to the ‘post-transition’ theme and SRQ1, table 6.1 provides an overview of the participants’ responses thematically.

Table 6.1 – Summary of the participants’ responses in relation to ‘post-transition’ theme

	Post-transition theme
The ‘pragmatists’ - Frances’, James’, Kelly’s and Peter’s stories	Participants experienced culture shock which impacted upon their teaching. They were reflective, identified issues with school leadership, identified learning opportunities regarding their own professional lives, integrated well, voiced balanced opinions, and held a progressively positive outlook regarding the impact upon professional lives and identities

<p>The ‘enthusiasts’ - Dan’s, Jane’s and Simon’s stories</p>	<p>Participants experienced culture shock which impacted slightly upon their professional lives and identities, but soon worked past this. They indicated that the experiences were good for their professional development and career, and they gained in confidence and status, looking for future promotion, although they identified issues with school leadership</p>
<p>The ‘disillusioned’ - Alice’s, Amy’s, Lorraine’s, Louise’s, Mary’s and Martin’s stories</p>	<p>Participants detailed numerous negative impacts upon professional lives and identities, including: perceived loss of confidence and status and deskilling as teachers, frustration with lack of influence due to their loss of position, issues with workload, severe culture shock and student behaviour issues which had a severe impact upon them. They also had issues with the Catholic school and school leadership team, and felt that this change came at the wrong time in their lives and careers. Participants increased in confidence in terms of moving again – they were looking to leave the school or had resigned by term three of the school year</p>

The participants’ responses to each of the sub-themes of ‘transition’, that is, *interpreting, culture-reconciling, and appraising*, will now be considered in turn.

6.2.1 Interpreting

Interpreting is the sub-theme identified from the data, in terms of how the teachers in the present study understood the process of transition once they had completed the initial stages of redeployment. Similar to the negative experiences described in studies by Day et al (2005) and Wallace (1996), the 'disillusioned' teachers perceived that, by the end of their first year in the host school, they were in 'crisis' regarding their teacher identities – they had gone backwards as teachers, in terms of their confidence, authority, and their love for the profession; indeed, Martin claimed:

Well, it's certainly de-skilled me. I feel that I seem to have kind of pushed all the professional, or it seems to be me, that I'm dragging the bottom in terms of my professional expertise. Where do I go? What do I do? How do I cope with this class, or what do I do here? I feel it's all sort of, everything's gone out the window. I feel I'm almost clutching at straws in order to try and just survive literally. I used to think, 'I'll go through each day as it comes on a professional level', but now I'm just getting to the point where I'm just going from one lesson to the next thinking, 'God, well I just managed to survive and what next?' (Martin12).

This negative viewpoint is similar in attitude to Doyle and Ponder's (1976) 'Stone Age obstructionist', Mac an Ghaill's (1992) 'Old collectivists', or Troman's (1996) 'old professionals' – teachers who neither see the need for, nor are able to, change, and is also commented upon by Day et al (2007) as they compare their findings with those of Huberman (1993),

“Such a sense of bitter disengagement and disillusion was also found in our study, but not to the same extent” (Day et al 2007, p.97).

All of the participants involved in the present study acknowledged towards the end of the study that the transition had been very tiring. The following was typical of the responses in the present study:

I think it's worn me out. I haven't decided whether it was my age or whether it was the running around. You can't say, "I know what it is", it's just run, run, run. Yeah, I'm knackered. I'm absolutely knackered (James12).

However, the 'disillusioned' teachers (Alice, Martin, Mary, Louise, Amy and Lorraine) interpreted this tiredness in a more negative way, linking it to their negative attitude, as Amy stated: “This is not what I expected. I was positive and enthusiastic as were the others. Now I see us all looking tired and fed-up. Most are looking for other jobs” (AmyD2). This is in line with the findings of Chisholm et al (1999), Troman (1996) and Vandeveld (1988), who identify some teachers in a redeployment, or restructuring, situation who choose to leave the school by finding another job (not necessarily in education) or by retiring.

Furthermore, similar to the findings of Day et al (2005), Soudien (2001), James and Connolly (2000), Kyriacou (2000), the 'disillusioned' teachers perceived that the transition process had a negative impact on their health; as Alice explained,

“I feel quite stressed, not necessarily down to just the job, but the whole changeover and change of circumstance, change of friends, and the whole thing. I really find it quite stressful” (Alicel2). This resulted in more time off ill than was usual for some of the teachers involved in the present study, admitted by Amy as follows:

A lot of us have had time off intermittently, but a lot of people had six week blocks off because, you know, they’re doing their best to cope.

It’s not that we can’t cope with the teaching, and it’s not that they can’t cope with the kids; everyone has completely lost their status (Amy12).

It is a known fact that if stress, in this case due to change, is not dealt with, it can have devastating health consequences, as recognised by Hopson (1983), “The amount of change experienced by an individual shows a positive correlation with the amount of illness that an individual experiences. There is a higher risk of coronary disease for individuals who experience high levels of major change” (Hopson 1983, quoted in Brown and Ralph 1994, p.93). It is worth noting that, in the interview situation, four teachers described mental distress (insomnia, depression) to me, whilst two were on medication for heart or blood pressure conditions. Furthermore, several researchers link these high levels of stress building towards a ‘mounting crisis of identity’ (Wallace 1996, p.471) (see also Day et al 2005), or ‘fateful moment’ (Troman and Woods 2000, p.253; Woods and Jeffrey 2002), whereby the teachers start to doubt their own ability to do the job, which has a negative impact upon the teacher self and their teacher identity (also see MacLure’s discussion of ‘spoiled identities’ 1993).

Linked to this loss of confidence in their professional ability to do the job (Chisholm et al 1999; Helsby 1999) was the fact that all of the participants in the present study considered that their experience, indeed expertise in KS3, had not been utilised by the host school as it could have been. The following typifies particularly the 'disillusioned' teachers' perceptions:

I think there was an awful lot of expertise not appreciated, not capitalised on, and there wasn't really, I mean, I think there's a lot of, 'Well, you're coming into our school, and this is the way we do it - like or lump it basically', so I think there's an awful lot of good expertise out there that needs to be tapped in to (Alicel3).

Indeed, Wallace and Pocklington (2002), Troman and Woods (2001), Helsby (1999) and Day et al (1990) describe the positivity of teachers working together in a change situation, learning from each others' experience and knowledge. It is, perhaps, because of this perceived lack of understanding by the host school, with regard to the redeployed teacher' skills, that relations initially started to break down for some of the participants, a view captured by Amy thus:

Yesterday I received the final indignity to my situation. Having lost my room, my status, my autonomy, the respect I had earned as head of art over fourteen years.....now someone not long out of college is writing my lesson plans.

I was well respected in the town amongst other heads of art at middle, upper and county secondary schools and have worked with X on town-wide agreements etc. I know I have not been able to show what I can do here (AmyD1).

Given that emotions play a large part with regard to the impact upon the teacher self in a change, in this case redeployment, situation (Timoštšuk and Ugaste 2012; Day et al 2006; Zembylas 2003), particularly when staff have been in one school long term (McDowall 1999), such a lack of understanding about the skills of the redeployed teachers meant that the host school did not allow the redeployed teachers to start to build up a new professional identity in their new working environment. After all, if teacher identity is 'relational' (Beauchamp and Thomas 2009; McNally et al 2008; Eraut 2000; Beijaard 1995) - that is, teacher worth is reflected in developing relationships with staff and students, there was no initial worth to reflect back to the redeployed teachers, which, for some of the participants, led to an initial negative impact upon the teacher self and a loss of professional confidence (see Helsby 1999; Chisholm et al 1999) at a very early stage of transition.

Overall, nine teachers (Alice, James, Martin, Mary, Frances, Louise, Kelly, Amy and Lorraine) involved in the present study, a mixture of 'pragmatists' and 'disillusioned' teachers, indicated that they had 'lost out' as a result of their compulsory redeployment.

This included a loss of their teacher authority, respect, and status (see Day et al 2006, Troman and Woods 2000 and Ball and Goodson 1985 for a similar phenomenon). However, the different groups of teachers reacted in different ways to these perceived losses. For example, although the 'pragmatists' felt generally they had lost status, they felt it was 'up to them' to sort it out; some were simply unconcerned about it; as described by Peter, "I enjoy doing the job I'm doing, but status for me is kind of a nebulous thing. The labels of X and this kind of thing, I don't really set stall by. I don't think status is important" (Peter12). This somewhat contradicts Connor's (1995) view that loss of status along with the high threat of failure is uppermost in the minds of teachers in change situations. Indeed, the 'pragmatists' (James, Peter, Frances and Kelly) felt that it was up to them to regain any ground that they had lost due to redeployment; James stated:

I suppose to a degree, I've lost a bit of kudos, if that's the right word in the sense that when you have been at a school for a time, the things you've done over those years, "Don't upset him", or when I was head of PE, if you were in charge of the PE department the sort of kudos there, if you are head of Year 8, I found a huge difference when they did away with my Year 8 post and put Key Stage co-ordinators in. I was in whole school assemblies and because of that every student saw you, and they always look up for respect and as a normal teacher you have to work - well we all have to earn respect - but with kids and authority, they always look at authority and say,

“That person’s in authority (however good or bad they are) therefore I’ve got to behave around them”. So, on that side I’ve lost a little bit of that, but that’s respect I’ve got to earn again, isn’t it, at the end of the day? (James12).

On the other hand, as described by Soudien (2001), the ‘disillusioned’ teachers (Alice, Martin, Mary, Louise, Amy and Lorraine) felt that they had little control over what was happening, as Martin explains:

I’ve lost status, definitely, because I’m just a small cog here that operates - I mean that’s another part of the way that I feel at the moment. I feel that I’ve been devalued - degraded in terms of status and so on, and whatever contribution I might have wanted to make, or could have made, I feel I don’t want to make now. I feel basically, ‘Why am I bothering?’ (Martin12).

Martin’s comment certainly supports Troman and Woods’ (2000) warning of a ‘potential disengagement’ (Troman and Woods 2000, p.263) from their work for teachers in a restructuring situation. In contrast, the ‘enthusiasts’ (Dan, Jane and Simon), similar in outlook to Mac an Ghail’s ‘Entrepreneur’ (1992), or Troman’s ‘new professionals’ (1996), felt they experienced little change in their status; indeed Jane stated - “I don’t feel that I’ve either gained or lost status. I feel that the kids still perceive me in the same way as they did previously. I’m happy with that” (Jane12). Dan (‘enthusiast’) also perceived positive reactions from the students at the host school, as he explains:

They think I’m an established teacher at the school. It’s quite interesting that you get children who say, “Were you at this school before?”

Not quite sure what the answer is sometimes, and as you get to know them you can say, “Well, no, I wasn’t actually. I used to teach at middle school before” (DanI2).

In contrast, the teachers who encountered problems with managing student behaviour - one of the main concerns perceived by new teachers in terms of a change in school culture (see McNally et al 2008; Day et al 2007; 2006; 2005; James and Connolly 2000) - the ‘disillusioned’ teachers (Alice, Martin, Mary, Louise, Amy and Lorraine) interpreted this as partly due to the fact that they were perceived as middle school teachers, by both staff and students. As Amy said, “I think what they’re thinking is, they’ve judged it as ‘middle school teacher can’t cope’” (AmyI2). This appears to indicate that, due to their redeployment, some of the participants felt a sense of ‘stigma’ and ‘discrimination’, as described by Soudien (2001), Chisholm et al (1999), Troman and Woods (2000) and Dunham (1986). However, the ‘pragmatists’ (James, Peter, Frances and Kelly), similar to Doyle and Ponder’s (1976) ‘rational adopter’, who adopts a step-by-step approach to solving problems, or Mac an Ghail’s (1992) ‘Professionals’, who get on with what is demanded of them, had a more realistic attitude to the situation, identifying the issues logically rather than emotionally, and identifying ways to deal with the situation; indeed James commented:

Yes, the 10s and 11s saw us as ‘new boys on the block’. They knew where we’d come from, I don’t how they knew, I suppose when an old man walks in the door and it’s not a fresh face from college, it’s got to be from the middle schools hasn’t it?

I don't think the perceptions will ever change; I think that they are starting to look at you in a different way even though the perceptions are still there. They're starting to, I suppose, respond more by me using different strategies to try and get them sorted out (James12).

In fact, many of the above concerns related to issues with behaviour management – a large part of the culture the new teachers had to contend with in their new school, and an issue which will be discussed more fully later in this chapter.

With regard to the positive aspects of the 'post-transition' theme, such as an 'enhanced professionalism', as described by Day et al (2007), Helsby (1999), Troman (1996) and Woods (1993), the 'pragmatists' became more positive and confident during the year. There were several reasons for this, as Frances explained:

Because I've now got a permanent contract, and because I'm doing some re-training, and because I've got a settled group of people around me, I feel a lot more confident in myself. I feel a lot more self-assured than at the start of the year (Frances13).

Indeed, in terms of *interpreting* their experience, the 'pragmatic' teachers gave balanced, realistic views, and felt that change, in particular curriculum change, was good for them, as it allowed them to develop professionally, similar to Soudien's (2001) description of 'upskilling' (p39). These data back up the findings of Day et al (2007), Troman and Woods (2001) and Murphy et al (1991), in terms of teachers in a redeployment situation identifying new opportunities for themselves.

In other words, compulsory redeployment enabled the 'pragmatists' to change for the better as teachers in terms of developing a new professional identity, as described by Woods and Jeffrey (2002) and Nias (1993). Indeed, Kelly stated, "It's stretching me in terms of curriculum knowledge, and so on as well, because I'm picking up a lot more here; because I have to get on and learn new things, it is better for me" (Kelly12). Conversely, the 'disillusioned' teachers said they experienced difficulty teaching new curricular, as described by Louise:

I know I'm going to get trouble next year because I've got to do year eleven Business Studies and I've never taught year eleven. I don't know what I'm supposed to do. Apparently X is going to do a list of what he wants me to teach them and then I've got to obviously deliver it. I'm not looking forward to that at all (Louise12).

The 'enthusiasts', similar to Troman's (1996) 'new professionals' and Doyle and Ponder's (1976) 'Entrepreneur', indicated that the transition experience was good for their professional development (Robinson 2002), and, as described by Day et al (2007), Troman and Woods (2001) and Murphy et al (1991), that it had provided new opportunities which were good for their career, as explained by Dan:

That is one of the disadvantages of a career in a smaller school in a middle school - there aren't the options to branch out and develop within the school. But it's also, for me, moving from the middle school to the secondary, means that I'm not staying in the same place, and I was becoming stale - there's no doubt about it. I was getting stale at the last place, and there were probably things I could have done but I didn't have the incentive to do.

I didn't feel, perhaps confident enough, or I didn't feel willing to take on different things, because I was, perhaps in the same place for too long, and the whole factor of the school winding down, but now I feel a lot more positive really, and I think it's going to be good for my career (DanI2).

Overall, the 'enthusiasts' said they were enjoying their work, they were happy at the school, and they hadn't changed as teachers, although, in line with the positives outlined by Day et al (2007) and Dunham (1986) they had gained professionally in status and confidence. Indeed, Day et al (2007) describe one group in their own research who, like the 'enthusiasts', "demonstrate a high level of motivation and commitment, and a strong sense of 'active' engagement in the teaching profession. They remained highly committed to improving their knowledge within the classroom (p.97). This positive attitude contrasts with James and Connolly's findings (2000) (see also Chisholm et al 1999; Helsby 1999 and Connor 1995) in terms of low self esteem which transitioning teachers often feel. Indeed, Dan stated, "It's made me feel a lot more confident really, professionally. More confident and more willing to take on different challenges, and get involved in aspects of the work that I wouldn't have had the chance to before" (DanI2). The 'enthusiasts' also indicated that they had less work to do (due to demotion), but although they had lost promoted posts, in line with Day et al's findings (2007), in terms of their age and career stage, they were looking for future promotion; Simon confided, "In my old school I was actually Head of Department in ICT, but here I have relinquished that responsibility - hopefully I'll look for some new responsibilities in the future" (SimonI1).

In contrast to this, although some of the 'disillusioned' teachers had accepted 'demoted' posts, this caused difficulties in terms of status, as highlighted by Day (2006), Troman and Woods (2000) and Ball and Goodson (1985); Martin pointed out, "The difficulty for me was to adjust to being an ordinary class teacher again - that was the difficulty for me if anything" (Martin1). On the other hand, as highlighted by Soudien (2001), the 'disillusioned' teachers who had maintained a management role said they were experiencing difficulty with workload; Alice outlined the effect this had on her life:

The work has been constant really. Few times when I've actually been able to go home in an evening and think, "I haven't got to work tonight", or, "I could leave that until another day", and it's also impacted on weekends (Alice12).

Overall, in terms of *interpreting* their experience, the 'disillusioned' teachers indicated that they had lost confidence, become worse as teachers, and lost status; Alice summed this up by saying, "I think I've got worse" (Alice13). The 'disillusioned' teachers, in line with research findings as described by Day et al (2007), Robinson (2002), Wallace and Pocklington (2002), Troman and Woods (2000) and James and Connolly (2000), said that they felt negative, worthless, devalued, deskilled, and they also expressed frustration that they were unable to change things; indeed, Mary described her experience as follows:

By Christmas I was feeling very, very, frustrated that I was unable to move the X Department in particular forward.

I could see so many things that needed addressing, and I didn't have the clout. Every suggestion I made was either met with, "We haven't got time", "We haven't got the money", "We're not allowed to do that", "It's been tried before and it's failed", and there was a very negative approach to how things could move forward. There are still some dire things that need addressing (Maryl3).

So, because of the negative effects of compulsory redeployment upon the 'disillusioned' teachers, despite the arguments for change being to do with raising standards, they indicated that standards were now in fact lower; Louise claimed:

I just don't think that the children are getting what everybody said they were going to get because we were raising standards and that's not happening at all. That is the thing that makes me more angry than anything - the fact that we are supposed to be raising standards, and all the people that did it to us aren't there anymore, so you can't do anything about it, and it's definitely not raising standards (Louise12).

As discussed earlier in this chapter, one of the reasons that some of the redeployed teachers felt that they had lost status in their new roles was to do with managing the behaviour of the students – an issue related to the culture of the host school.

6.2.2 Culture-reconciling

By term three of their transition year, the teachers involved in the present study were looking critically at their first year in the host school and appraising their progress. In terms of culture-reconciling, and needing to get used to a new culture, given the close link between the place of work and the professional identity of the teacher (Puusa et al 2013; Beauchamp and Thomas 2009; Chevrier et al 2007; Manzo 2005), all of the participants had something to say with regard to the culture of the host school. First of all, most of the participants alluded to the fact that the host school was far bigger than their previous middle schools. James stated:

The biggest difference is the size of the school I think, and because of that the culture that is related around the size, but it then means that the communication within a school of this size is, I wouldn't use the word 'crap', but it's not as hard-lined and as definite as in a smaller staffed school. So it's the size, the rest of it I don't think is – kids are kids (James13).

In terms of school culture, the biggest issue identified by the majority of participants (ten in total - a mixture of all three groups of teachers; Dan, Alice, James, Martin, Mary, Frances, Louise, Kelly, Amy and Lorraine) was poor student behaviour, as noted by Day et al (2007; 2006) and Dunham (1976) in their studies. Indeed, one of the most important aspects of teacher identity is to maintain control in the classroom (James and Connolly 2000; Schempp et al 1993) and there is a fear of 'loss of control' (Nias 1993, p.146-7) in a new school context.

This fear is particularly relevant with regard to how colleagues would perceive a new teacher having difficulty managing behaviour in their classroom, given the 'relational' nature of constructing teacher identity (Beauchamp and Thomas 2009; McNally et al 2008; Eraut 2000), if they are to be awarded 'full-member status' by the staff in their new school (Schempp et al 1993, p.448). As stated in Chapter Two of this thesis, in the same way that a student teacher develops much of their identity as a professional teacher in their first year of teaching, newly redeployed teachers form their new identities in their new contexts in their first year in a new school. However, for the redeployed teachers, student discipline was more difficult to cope with compared to their experiences in their previous middle schools. As argued previously, to be a middle school teacher is not the same as being a secondary school teacher. In fact, teachers may become deskilled in a different context, removed from intuitive practice, or their, 'tried and tested methods' (Kyriacou 2000, p.27), in some cases built up over years in their previous school, as these practices may not work in their new school. Given that the 'disillusioned' teachers (Alice, Martin, Mary, Louise, Amy and Lorraine) already felt that they were perceived as middle school teachers, in terms of the culture of the host school, this group of teachers found classroom management very difficult; Louise commented:

I had to cover a Year 10 lesson, some of the pupils come from the old middle school, so spent the time messing about because they realise I am a middle school teacher. Pupils then mess about throwing paper and never give their real names. I also covered a Year 11 lesson. I could not get any names.

Then spent the lesson having paper balls being thrown around the room.

Students – Year 10 and 11 – treat me like a middle school teacher, being rude, not doing as I ask and never doing any work (LouiseDI).

So, similar to Dunham's findings (1976), the 'disillusioned' teachers found the behaviour of the pupils difficult to cope with, and perceived that this got progressively worse throughout the year; partly because they didn't know how to deal with the issues, as noted by Henderson and Perry (1981), they weren't confident in their own abilities to deal with them, and they simply had not experienced this previously in their middle schools (McNally et al 2008). Martin commented accordingly:

We're just almost like cannon fodder to be put up as 'Aunt Sallies' to have a go at. All the difficult pupils seem to be concentrated in one group and it is a madhouse. Total madhouse. You're just managing to keep order but nothing else. I thought, 'I'm not going to let these so and sos beat me at this game'. You come into a lesson and quite honestly I'm quaking. I'm thinking, 'I've got to survive this, I've got to front this'. I've never been in that situation where it's kind of like stage fright, almost when you think, 'I don't want to be here' (MartinI2).

All of the participants acknowledged that the behavioural issues in the school stemmed from existing school systems which were not well-structured, clear, or were simply ineffective; to this effect, Martin commented:

All I can see is that there is a great deal of support from quite a number of members of staff, but in terms of the whole school situation, it's pretty dire behaviour and support, and perceived structures - it's just not happening.

Sometimes it's like a day out of hell - that's all I can describe it as. I just feel as if I'm hanging on (Martin13).

Clearly, the 'disillusioned' teachers could not rely on their past experience in the transition situation as they had never experienced anything like it, and due to the daily 'psychological battering' (Dunham 1976, p.24) they received in terms of struggling to manage student behaviour, feelings of 'inadequacy' (Dunham 1976, p.24) soon had a profound negative effect upon the teacher self (Day et al 2006). Indeed, the 'disillusioned' teachers experienced severe culture shock and detailed numerous examples and incidents of bad behaviour and intimidation; Alice summed this up by saying, "I've been very shocked by some of the behaviour of the students" (Alice12). This finding is in line with the views of Wallace and Pocklington (2002), Henderson and Perry (1981) and Dunham (1976) who argue that new teachers in a school often experience student behaviour problems. Wilkins et al (2012) also highlight the link between the development of teacher identity and relationships with students. However, some participants in this study had expected such, and by reflecting on their practice, had found such problems had got easier during the year. As Kelly ('pragmatist') confided: "I'll think about a situation and think well obviously that wasn't the right way to deal with it and then you go back to square one and try and find something else" (Kelly12).

The 'pragmatists' also identified a need for consistency in terms of managing behaviour across the school. So, instead of focusing on the personal impact of student indiscipline, the 'pragmatists' (James, Peter, Frances and Kelly) identified the root cause of the problem; as James stated – "(in my previous school)...everybody did the same and there was consistency; you know, we can talk about consistency in behaviour management, but we haven't got consistency within classrooms or general practice yet" (James12). The reason for this difference in attitude may be explained by the fact that some of the teachers, for example the 'disillusioned' teachers (Alice, Martin, Mary, Louise, Amy and Lorraine) who acknowledged they struggled with student behaviour, had never encountered such behaviour before as they had stayed within one school context for the majority of their teaching career in which they were comfortable and 'calm, coherent and competent' (Dunham 1976, p.24) (see also McNally et al 2008). Furthermore, they had therefore not anticipated how times have changed), as Lorraine confessed:

I mean, I suppose my problem was I taught secondary a long time ago, and I was thinking, 'Alright, it's going to be hard, but I'll cope', and I always said, "I won't have discipline problems", and I think I've found that quite a big culture shock; even going along the corridor - the language I hear!

(Lorraine13).

Moreover, these same teachers had not even anticipated they would experience discipline problems, as indicated below:

I felt as if I wasn't coping, and I think it knocked my confidence a lot.

Perhaps wrongly, I came in thinking, 'I've never had a discipline problem',

that I would be alright, and I think it really threw me - that all of a sudden I was having discipline problems. Yes, you have the odd problem here and there always, but I've never had a real problem, and it totally threw me and I was really struggling (Lorrainel2).

A further point made by the 'enthusiasts' (Dan, Jane and Simon) is the effect of the physical size of the students, as Dan explained - "In some ways, just looking at the children, and being confronted with children who are a lot bigger than you're used to. That alone - I think they can be quite intimidating at times" (Danl1). Similarly, the pragmatists (James, Peter, Frances and Kelly) were realistic about behavioural issues before they set foot in the host school; Kelly commented:

I knew there would be issues with behaviour. I knew it was going to be difficult for me to move from one key stage to another and even in terms of just year nine really. I think because of what they've gone through in the last couple of years in their middle schools - some places were very difficult, and couldn't keep hold of what was going on in the schools - and the kids obviously have come in with a different attitude to perhaps what they would have done normally. So, I had expected it to a certain level (Kellyl2).

Furthermore, because they had prepared themselves mentally, and they had experience of teaching in different schools in different sectors, the 'enthusiasts' (Dan, Jane and Simon) had a positive response to the behaviour of the students, as outlined by Simon - "If anything, I expected the children's behaviour to be a little bit worse. It's been a pleasant surprise" (Simonl3).

The host school is a Roman Catholic school, and this was an important factor for some of the participants to do with the behaviour of the students. The 'enthusiasts' (Dan, Jane and Simon) who were not Catholic, and had not come from Catholic feeder schools, found this element of school culture to be beneficial; as Dan related:

I think perhaps the whole Catholic ethos and the fact that a lot of them come from Catholic backgrounds, and their parents are church-going people, has more of an effect than I thought it would, because I can see a lot of children who do know where to draw the line (DanI2).

On the other hand, the 'disillusioned' teachers (Alice, Martin, Mary, Louise, Amy and Lorraine) said that they were shocked, particularly by the behaviour they encountered, because it was a Roman Catholic school, as Louise divulged:

Take the behaviour of the children. I'm really surprised at the behaviour of the children because, coming to a Catholic school I just assumed - because it wasn't like this when I came before, well I didn't think it was like this when I came and did my teacher training - and I just felt because they were Catholic children, not all of them, obviously the majority would be, that the behaviour would be completely different - but they don't seem to have compassion for anybody else in their classes as such. They don't have any morals. I think I've got more morals than the children, and I'm not Catholic, and I just feel that they're not really Catholic (LouiseI2).

Four of the 'disillusioned' teachers (Alice, Martin, Mary and Lorraine) had transferred from a Roman Catholic middle school and were particularly disappointed in the reality of the spiritual ethos of the school; Lorraine added, "I think in a way, I feel let down by coming to a faith school, and it's not as I would have hoped it would have been" (Lorraine13). The 'disillusioned' teachers also identified a weak commitment to faith in school; indeed, Martin questioned the Catholic nature of the school as follows:

What place is this? What kind of place is it where, I mean, I sit there in the mornings in the briefing time, and other colleagues are sort of smirking whenever the prayers are read. Why? Because they know that the person who is reading it is so totally insincere about what they're saying - about love of God, love of neighbour, and concern for others, and all the rest of it. There's not a bit of it there. What sort of an establishment are we? We're not a Christian school, and we're not excellent, so what are we? (Martin12).

These issues led to a mis-match in terms of the values and attitudes of some of the participants and those of the host school, as described by Puusa et al (2013), Day et al (2006), Robinson (2002) and Helsby (1999) in their studies. If redeployed teachers consider the change in culture to be at odds with their own personal values and professional practice, they will perceive that they cannot fit in because they cannot function professionally within it. In other words, they will be unable to identify with the host school as there is a mis-match between the school and their values and beliefs, as well as their professional identities as teachers.

A further issue identified by all participants in terms of the culture of the host school, was that of weak leadership, and an associated climate of fear: Mary claimed:

I have made several representations to try and get things changed in the X Department, and get things moved forward, and as I've said, they've been rejected. I've been told several times not to rock the boat, and all I'm concerned about are the needs of the children. I think I'm more cynical and more critical - less positive I suppose. I think I've mentioned this before, that when we arrived, we couldn't understand why so many staff in this school were stressed looking and quite brow beaten, and we said, "Well, we'll make a difference, we'll join in", but we got sucked in with it, because so many people are actually wanting to move things forward, and the SMT say, "No" (MaryI3).

Indeed, particular criticism, as noted by Dunham (1986) in his study, was reserved for the headteacher; Martin added, "The head even hasn't had the decency to come and poke his head round the corner and say, "How are things doing? How are you getting on? Anything we can help with?". Nothing" (MartinI2). Conversely, Day et al (2007), Wallace and Pocklington (2002), Soudien (2001), Louis et al (1996) and Wallace (1996) cite the necessity and benefits of strong leadership in a change situation, particularly by the headteacher.

In terms of summing up their year at the school, the 'disillusioned' teachers (Alice, Martin, Mary, Louise, Amy and Lorraine), argued that they could not perceive that the school they had joined was a new school, as Alice disclosed:

I don't really feel it is a new school, so I don't think I could say I feel part of a new school. I don't really think it has made itself a new school – I think we've just added on, and we're just very much moving in the mould of what went before (Alice13).

For this group of teachers, there was a perceived inability on the part of the host school to change; indeed, Amy pointed to the, "Inability of school to change anything - this is how we do it" (AmyD3). The 'pragmatists' put this inability to change down to ineffective school leadership (see Day et al 2007), as indicated by Frances, "I feel they've (that is, the senior leadership team of the school) hindered the process. I think at the very top, the fact that there's no support, that there's nobody who listens to you, has made me feel very upset and angry" (Frances12). This unfortunate situation contrasts with the good practice exhibited by school leadership detailed by Wallace and Pocklington (2002), Soudien (2001) and Louis et al (1996) in terms of school leaders showing commitment to professional development and indicating that the school is a learning community. The 'enthusiasts' echoed the same concern regarding the school leadership team (SLT), and expressed concern about the lack of staff voice and discussion; the following typified this concern:

I felt at my last school, my voice was heard more by the senior management team.

They would consult regularly to see what the problems were, and they would actually look for solutions from you, but I've found that that doesn't really happen so much here. Maybe it should (Simon12).

6.2.3 Appraising

By the end of their first year in the host school, the participants were in a position to reflect upon their experiences of the transition year. In contrast to the negative findings of James and Connolly (2000), Chisholm et al (1999) and Helsby (1999) that, "During these phases the individual's level of self-esteem follows a predictable pattern" (Vandeveldt 1988, p.8) due to the impact of significant change, which includes compulsory redeployment, upon the teacher self and teacher identity (Day et al 2007; 2006; 2005; Helsby 1999; Troman 1996; Wallace 1996), the participants in the present study reacted in one of three ways. Similar to the findings of Day et al (2007), Soudien (2001), Troman and Woods (2001), Helsby (1999), Troman (1996), Osborn (1995), Woods (1993) and Murphy et al (1991), all of whom identify positive aspects of change such as access to promoted posts, new roles, new skills and an enhanced professionalism for teachers, the 'enthusiasts' (Dan, Jane and Simon) viewed their year positively - Simon outlined the following:

I'm a lot happier. I'm enjoying teaching as much as I ever have done so far, even from my teaching practices and everything. I'm glad to have come here. I enjoy my teaching a lot here and although it has its moments, on the whole it's been a good move (Simon13).

Similar to Mac an Ghail's 'Entrepreneur' (1992), as indicated by Day et al (2007), Soudien (2001), Troman and Woods (2001) and Troman (1996), the focus of this group of teachers upon their career can be summed up by the following statement:

Even at middle school I was hoping to use middle school as something for me to progress my career. It was a nice little introduction into teaching. Learn a few teaching strategies, you know, get a few years under my belt, get into a position of responsibility, which is good, and then come to a secondary school, and as it happened, I knew about the system changeover anyway. It was a perfect opportunity for me to get a bit of experience, and then move up into a secondary school, and that's exactly what's happened, so for me it's been planned for about four years. I've always looked at positives and I thought it was a good change for me (Simon13).

In line with Wallace and Pocklington (2002) and Troman and Woods (2001), the 'enthusiasts' also stated that everybody needed to work together in order to move the host school forwards, and they indicated that they would be staying at the school. For example, Simon explained that he would have nothing to gain from leaving the school:

I just enjoy it here, there's a good bunch of staff. Although we've got some naughty pupils, we have also got the vast majority of pupils who are very caring and considerate nice people, and you can talk to them, and I've got to know quite a lot of them quite well. So, I would miss being away from here at the moment.

I enjoy the staff, and I enjoy working here, and although things could be a little bit improved over a range of issues, on the whole these would be problems that you would pick up somewhere else as well. I think if I was to move, I would be faced with the same problems, so I don't see any benefit from leaving (Simon13).

This same group of teachers were also critical of the intransigent attitude of the 'disillusioned' teachers (Alice, Martin, Mary, Louise, Amy and Lorraine), indicating issues of 'cultural fragmentation' (Wallace 1996) and 'balkanisation' (Priestly 2011; Hargreaves 1992) where the staff in a school can bond together negatively, forming a fractured, polarised and dysfunctional staff. Indeed, in restructuring situations, Wallace (1996) warns that elements of 'old practices' may remain, which can eventually lead to tensions between staff (p.460-1). In the later collaborative study, Wallace and Pocklington (2002, p.55) (also Troman and Woods 2001, p.14; Helsby 1999, p.87; Day et al 1990, p.114) argue that teachers can combine to gain power following transition. This can be a good thing and can work in the schools' favour (Wallace and Pocklington 2002, p.165). The key here is for school leaders to take charge in building the new culture together with their staff in a collaborative manner (Wallace and Pocklington 2002, p.187). Simon ('enthusiast') describes the complete opposite to this with regard to the 'disillusioned' teachers and complained strongly about this intransigent attitude, as follows:

They've felt that the changeover has been a burden to them and messed up their lives, and I think they need to become more positive and accept that the change has happened, and there is nothing to gain from whinging and moaning about it. To accept it, and to work in a positive way to put things right, rather than to keep whingeing about the situation they've been placed in (Simon13).

A more balanced viewpoint, expressed by the 'pragmatists' (James, Peter, Frances and Kelly), can be summed up accordingly, by the following statement of Peter:

I've had quite a few highs in the course of the year, where I felt as if I'd done quite a reasonable job in all sorts of different areas, and that gives me a real sense of satisfaction, and obviously you feel very happy when that situation arises. There have been some very significant lows though as well, where I felt as if I had got things badly wrong, and I've been told that I've got things wrong, and I've had to accept that there are certain things which I haven't taken enough care over, and so yeah, there have been fluctuations, but I would say in the main it's been a very positive experience, and I'm far happier than unhappy if you get my drift (Peter13).

In retrospect, this third group of 'pragmatic' teachers (James, Peter, Frances and Kelly) did not necessarily want to move initially, but came to terms with the benefits of redeployment during the course of their first year at the host school; as Kelly stated, "It was about the right time for me to move, so perhaps it was just the shove that I needed to make a change" (Kelly12).

In contrast, the initial viewpoint of the 'disillusioned' teachers (Alice, Martin, Mary, Louise, Amy and Lorraine) can be summed up as follows, "I think I would have quite happily plodded along in the middle school doing what I enjoyed. There wasn't really any reason to look elsewhere or do anything else" (Alice12). Because of this and other factors outlined above, this same group of teachers tended to perceive events throughout the transition year negatively and, in line with Doyle and Ponder's (1976) 'Stone Age obstructionist', Troman's (1996) 'old professionals', or Mac an Ghail's 'Old collectivists' (1992), said their negative opinion (see Soudien 2001 and Chisholm et al 1999) had not altered during the course of the year, as Martin explains:

I wasn't feeling all that positive in terms of starting the situation at (the host school). Nothing had led me to feel that this was an exciting new change unfortunately, and from that point of view, my expectations haven't been changed all that much for the better (Martin12).

Therefore, some members of this same group of teachers, in line with the findings of Puusa et al (2013), Day et al (2007; 2006; 2005), Robinson (2002) and Helsby (1999), decided that they could not accept a change in values, could not adjust to their new roles, and therefore could not stay in the host school. Thus, the 'disillusioned' teachers' "professional identities, in which their values were embedded, were undermined by the reforms" (Helsby 1999, p.602), and,

in line with Chisholm et al's (1999) and Vandeveld's (1988) possible responses to redeployment, the majority of the 'disillusioned' teachers indicated that they were either thinking about leaving, or they had already given notice and were feeling relief at leaving. For example, Lorraine stated, "I'm in a different situation now because of leaving. I'm in a different situation, so that's certainly changed a lot, so I think now it's relief if I'm honest, it's relief" (Lorraine13). Therefore, the attitude of the 'disillusioned' teachers (Alice, Martin, Mary, Louise, Amy and Lorraine) fits the findings of Robinson (2002), Soudien (2001), Chisholm et al (1999), Vandeveld (1988) and Dunham (1986), with regard to the negative aspects and impact of redeployment. Furthermore, for teachers in this same group, it does appear that in line with Day et al's (2007) arguments, there is some truth in the fact that participants' responses were dependant upon their 'life experiences', in terms of age, status, and length of time in their previous school. It also appears that there is a correlation between the more experienced teachers in this study and Kabungaidze et al's (2013) and Sikes' findings (1992), as there does appear to be a reduction in terms of commitment and motivation as the teachers grow older (p.40), Age was clearly one of the key issues identified by the 'disillusioned' teachers (Alice, Martin, Mary, Louise, Amy and Lorraine); as Martin said,

The other thing for me, it's not one which might affect others to some extent, I don't know, but I've tried to get out of this place. I've tried to apply for jobs. I've been shortlisted two or three times already, but again the message I'm getting quite clearly is, 'Well, you're 58, it's too old' (Martin13).

Alice confided:

I feel it's been a difficult change for me because I'm fifty. I think if I'd been younger, I'm not talking in terms of adaptability, but I just think it's quite difficult for me because I could have had a few years experience here, and then moved on somewhere else. What I don't want to feel is that I'm going to be here until I retire. The thought of that is horrendous to me, and I guess there is an element of this isn't really my choice (AliceI2).

Martin also confided:

I'm just not the same person. I don't feel that I am the same person. All I know is that I don't want to be here next year, and I don't know how I can extricate myself from this place in order to find somewhere else where I can be happy - where my skills are valued and utilised, and I'm able to give of my best, because the bottom line here is - I don't feel I'm able to give of my best here at all. This is not a school where I can feel that I can do the best that I'm capable of doing. That's sad. Even as I'm speaking to you now I've got a splitting headache - I'm just at the end of my tether with it. But what choices have I got? But where can I go? What can I do? I need to be able to try and carry on for a couple more years till I'm sixty. Two years off (MartinI2).

Four teachers in this group (Alice, Martin, Louise and Amy) decided to stay on at the host school at the end of their first year, one arguably for the wrong reasons, "I have decided to stay at the school mostly out of bloody-mindedness, as many would like me to go. I have no plans for the future - just to get through each day" (AmyD3).

Still, two of these teachers (Alice and Martin) decided to continue to consider their options, feeling that change was no longer as great a fear for them as it had been, as described by Alice below:

To move again would not be a major change for me, especially because I know I can go in and do other things now. I think when you start to do your CV when you have to move - I'm thinking about when we had to move - and it's a year since I've done a CV, and you actually put down on paper all the skills you have and all the things that you've done, then you think, 'Gosh, this is only little old me and look at all these things I can do' (Alice12).

On a personal level, again the teachers involved in the present study reacted in a variety of ways. The 'disillusioned' teachers (Alice, Martin, Mary, Louise, Amy and Lorraine), in line with Chisholm et al's (1999) and Helsby's (1999) findings felt they had lost confidence; as Alice stated - "I think I'm not as positive about myself as I was. I think my self esteem has taken quite a knock really" (Alice13). Therefore, it would appear that Lumby (1998) and Sikes (1992) are partially correct in that some teachers do indeed find wholesale change 'bleak' or 'unsuccessful'. However, this is not the whole story – some teachers report a positive experience and feel they've gained both personally and professionally as a result of change (see Day et al 2007; Soudien 2001; Troman and Woods 2001).

The 'enthusiasts' (Dan, Jane and Simon), for example, who had approached the situation positively, and remained focused on their career, felt they had gained in confidence and knowledge, as indicated by Day et al (2007), Soudien (2001), Troman and Woods (2001), Helsby (1999) and Troman (1996) - as reflected in the following: "It's made me feel a lot more confident really, professionally. More confident, and more willing to take on different challenges, and get involved in aspects of the work that I wouldn't have had the chance to before" (Dan12). Finally, the third group of four teachers (James, Peter, Frances and Kelly) who, despite difficulties, remained 'pragmatic' about the process (see Vandeveld 1988 and Morrish 1976), felt that they were starting to return to their old selves; the following captures this aspect -

I'm starting to change back – when I was at the last school, I was complimented in Ofsted, and people were coming in to watch me teach about my control of children. It was very sort of non confrontational. I seem to be returning a little bit more now to the sarcasm which you are supposed to take out of teaching - it's not supposed to exist, but I do find the older kids respond to a bit of sarcasm - first of all they understand it, and I'm starting to return again to the bawling out and eye to eye stuff (James13).

Overall, in terms of *appraising*, the 'pragmatists' were insightful, and acknowledged that although mistakes had been made, by the end of the school year, they had gained professionally and were positive about their future in the school. This was typified by the following:

I've gained probably more confidence in my ability to carry out the job, and confidence in that, whilst I know I'm not going to get everything right, what I'm striving for seems to be what the majority are striving for as well (Peter12).

The final point made by some of the participants was that being involved in the present study had been useful for the future and to them personally; as one participant revealed, "Brilliant - it's been a lifeline, that's all I can say. It's been somebody to talk to that is just willing to listen, and is impartial as well, so it's been great" (Amy13).

6.3 Conclusion

The third and final theme of 'post-transition' comprises three sub-themes: *interpreting*, *culture-reconciling*, and *appraising*. In terms of *interpreting*, the first of the processes in this theme, the 'disillusioned' teachers (Alice, Martin, Mary, Louise, Amy and Lorraine) argued strongly that in terms of their experience, they were not raising standards – the very reason cited for the school closures. The 'disillusioned' teachers felt let down and deskilled, as described by Day et al (2007), Robinson (2002), Wallace and Pocklington (2002), Troman and Woods (2000) and James and Connolly (2000), partly because they had lost status.

In contrast to the recommendations of Wallace and Pocklington (2002), Troman and Woods (2001), Helsby (1999), Wallace (1996) and Day et al (1990), who argue that 'new' teachers have a large part to play in emergent school culture, the 'disillusioned' teachers and the 'enthusiasts' also indicated that their expertise had been neither acknowledged nor used in the host school.

There were three different attitudes towards how the teachers felt they were perceived by the school community. The 'disillusioned' teachers (Alice, Martin, Mary, Louise, Amy and Lorraine) felt that they were perceived as middle school teachers, and that they had lost status (see Day et al 2006; Troman and Woods 2000 and Ball and Goodson 1985). The 'pragmatists' (James, Peter, Frances and Kelly) indicated that logically, they were seen as middle school teachers, and they had lost status, but it was up to them to regain it. On the other hand, the 'enthusiasts' (Dan, Jane and Simon) felt that they were not perceived as middle school teachers and had not perceived a loss of status.

In terms of *culture-reconciling*, the change in culture, specifically student behaviour, was a serious concern for some teachers – particularly the 'disillusioned' teachers, as described by McNally et al (2008), Day et al (2007; 2006; 2005) and James and Connolly (2000), although this did not apply to the 'enthusiasts', and became less of an issue for the 'pragmatists' during the course of the year. The 'disillusioned' teachers also questioned the Catholic nature and authenticity of the school.

In contrast, the 'pragmatists' (James, Peter, Frances and Kelly) indicated that realistically, the culture of the host school would be different to the culture of a middle school, because of the fact that the secondary school was far bigger, and they indicated that behaviour became easier for them to manage during the course of the year. Finally, the 'enthusiasts' (Dan, Jane and Simon) indicated that they had been pleasantly surprised by the behaviour of the students, and that they had benefited from the spiritual ethos of the school. However, all of the participants expressed serious concerns about the leadership of the school, particularly the headteacher, specifically in terms of managing behaviour, and seeking out, and supporting the redeployed staff. This issue conflicts with examples of good practice cited by Day et al (2007), Wallace and Pocklington (2002), Soudien (2001) and Louis et al (1996). The 'disillusioned' teachers (Alice, Martin, Mary, Louise, Amy and Lorraine) also expressed the view that the host school was not a new school, but the existing upper school with 'add-ons'; it was not a learning community (see Soudien 2001 and Wallace and Pocklington 2002) and was therefore not open to change.

With regard to *appraising*, in line with Soudien's (2001), Troman and Woods' (2000), Chisholm et al's (1999), Vandeveld's (1988) and Dunham's (1986) findings, the responses of the teachers varied. The 'disillusioned' teachers (Alice, Martin, Mary, Louise, Amy and Lorraine) said they were unhappy in the host school and had either resigned, or were looking to leave the school (see Chisholm et al 1999 and Vandeveld 1988).

This same group of teachers felt that, in line with the findings of Day et al (2007), Troman and Woods (2000), James and Connolly (2000), Chisholm et al (1999) and Helsby (1999), they had lost confidence in their abilities, which impacted upon the teacher self and had led to a loss of their professional identities during the course of the year – the enforced change had had a negative impact on their motivation and behaviour, although the majority indicated that they felt more confident about applying for other jobs in future. In contrast to the experiences of the ‘disillusioned’ teachers, in line with the findings of Day et al (2007), Wallace and Pocklington (2002), Robinson (2002), Soudien (2001), Troman and Woods (2001) and Helsby (1999), the ‘enthusiasts’ (Dan, Jane and Simon) said that they had gained professionally in terms of confidence, training and opportunities - they were happy in the school, and were planning to stay there. Indeed, they had plans in terms of furthering their careers there. This same group of teachers was again critical of what they perceived to be the intransigent attitude of the ‘disillusioned’ teachers, who in forming their own negative sub-group, were in danger of contributing to ‘cultural fragmentation’ (Wallace and Pocklington 2002), or ‘balkanisation’ (Priestly 2011; Hargreaves 1992) in the host school. The ‘pragmatists’ (James, Peter, Frances and Kelly) gave a more balanced picture of the year, indicating that they had experienced ‘ups and downs’ during the year, but they felt they were ‘finding their feet’ in terms of developing new professional identities, and settling into their new school.

This appears to support Day et al's (2007), Wallace and Pocklington's (2002), Soudien's (2001), Helsby's (1999), Chisholm et al's (1999), Troman's (1996), Woods' (1993) and Dunham's (1986) findings, that some teachers, in this case the 'enthusiasts' and the 'pragmatists', find change or redeployment welcome, due to the possibility of new opportunities which can lead to the creation of new professional identities (Day et al 2007; Troman and Woods 2001; Helsby 1999). On the other hand, due to the link between context and identity (Beauchamp and Thomas 2009; Chevrier et al 2007; Flores and Day 2006; Manzo 2005), there can be a cultural mis-match between 'new' teachers and their new school (Puusa et al 2013; Day et al 2007; 2006; 2005; Robinson 2002), which can mean that compulsory redeployment impacts negatively upon the teacher self and teacher identities.

CHAPTER SEVEN

Conclusions, Implications and Recommendations

7.0 Introduction

The present study has four aims:

1. To investigate the teachers' experiences of the change of schools.
2. To investigate the teachers' experiences of the induction process into a new school culture.
3. To investigate the impact of compulsory redeployment upon the teacher self and teacher identities.
4. To define how teachers' experiences of the impact of compulsory redeployment upon the teacher self and teacher identities can be understood and to make recommendations for future similar research.

This study was guided by a main research question, which was then broken down into three subsidiary research questions. The main research question was: How does compulsory redeployment impact on the teacher self and on teacher identities?

The three subsidiary research questions were:

1. How do the redeployed teachers make sense of the closure of their middle schools and their subsequent redeployment to a secondary school? (SRQ1)

2. How do the redeployed teachers respond to the impact of compulsory redeployment upon the teacher self and teacher identities during the course of their first year in a secondary school (SRQ2)?
3. How do the redeployed teachers interpret the induction process into a new school culture? How, if at all, do the cultures influence the teacher self and teacher identities? (SRQ3)

The significance of the present study is that firstly, it illuminates how a group of teachers experience compulsory redeployment to a school in another sector and how this impacts upon their professional lives, particularly with regard to the teacher self and their teacher identities. Secondly, it generates implications for school leaders and managers and policy makers elsewhere who may be faced with similar experiences of school system restructuring and resultant teacher redeployment. The study is timely and relevant, given the amount of change in education in the UK currently, leading to the development of academies, the threat of teacher redundancy due to current economic factors, the ongoing decline in the number of middle schools in the UK and the fact (as discussed in Chapter One of this thesis) that other local authorities in the UK are currently in the process of the restructuring their three-tier to two-tier structures of education.

This final chapter of the thesis is presented in four sections. Following the introduction, section 7.1 provides the summary and conclusions of the study and Section 7.2 examines the implications of the research findings.

Section 7.3 provides recommendations to all interested stakeholders based on the findings of the research, and draws out lessons for those involved in similar situations in future, as well as making recommendations for future research. Section 7.4 concludes the thesis, while Section 7.5 provides an epilogue to this study.

7.1 Summary and Conclusions of the study

In order to build on the findings of previous research, and in response to a specific situation in one Midlands town in the UK, this study set out to investigate how former middle school teachers experience compulsory redeployment to a secondary school resulting from local authority school reorganisation and how this impacts upon the teacher self and teacher identities.

In seeking an understanding of the phenomenon of compulsory teacher redeployment, I decided that a qualitative approach was most appropriate to meet the aims of the present study; that is, how compulsory redeployment impacts on the teacher self and teacher identities of thirteen teachers redeployed from six middle schools to one secondary host school. This approach enabled participants to 'open up' with me in the three calendared semi-structured interviews during the course of the academic year 2004-5. At the time, I was employed as Head of Modern Foreign Languages in the host school, and I was promoted during the course of the transition year to the post of Assistant Headteacher.

While I have tried to avoid personal bias as much as possible, for example by means of triangulation, by reporting on my research perspectives and by openly declaring my position in the thesis, I admit that, as an insider researcher, there are always dangers of misinterpreting meanings. However, due to my position of privileged access, I feel that my knowledge and understanding of the situation and of the participants has enriched the data. I consider that other researchers may not have been able to access such sensitive data with the participants, nor appreciate fully the complexity of the situation.

In addition to the three semi-structured interviews held at three strategic points during the course of the transition year, I asked the teacher participants to complete diaries, and I also researched documentary evidence including that produced by the local authority, the local press and local schools. In total, the data collection lasted for eleven months – from September 2004 to July 2005. The sample for the study was self-determined – all thirteen participants were redeployed from six middle schools in the town to one secondary host school, and they all agreed to participate in the study.

7.1.1 The findings of the study

The findings which emerged from the data represent how compulsory redeployment impacts upon the teacher self and teacher identities following the redeployed teachers' transition from their middle schools to one secondary host school.

I identified three themes from my data, namely; 'pre-transition', 'transition', and 'post-transition'. These three main themes are broken into sub-themes to represent the processes involved in each theme. For example, the theme of 'pre-transition' is comprised of four sub-themes; *reacting*, *rationalising*, *understanding*, and *preparing*. The second set of processes experienced by the teachers in the present study makes up the theme of 'transition'. This theme is comprised of four sub-themes; *inducting*, *adjusting*, *strategising*, and *integrating*. The third and final theme of 'post-transition' comprises three sub-themes; *interpreting*, *culture-reconciling*, and *appraising*.

I found that the teacher participants involved in the present study reacted in a variety of ways throughout these themes and sub-themes, although it was possible to identify three discrete groups of teachers from their patterned responses. After analysing the data from the thirteen teachers' responses, it became clear to me that each teacher fell into one of three distinct groups, that is; the 'pragmatists', the 'enthusiasts', and the 'disillusioned' teachers. I was therefore able to come up with three propositions associated with my study;

- Firstly, the teachers fell into one of three groups in terms of their experiences and view of compulsory redeployment;
- Secondly, compulsory redeployment has a significant impact, positive or negative, on the professional lives of teachers, specifically with regard to the teacher self and teacher identities, and;

- Thirdly, there is a correspondence between the extent to which the teachers' professional lives and identities are affected by their experiences and the degree to which they are redeployable.

Having analysed the data and identified the three main themes of this study, and the fact that the teachers' responses, within each of the themes and sub-themes, fall into one of three identifiable groups, it is useful, at this point, to give a "general descriptive overview of the story" (Strauss and Corbin 1990, p.119). In this study, the main story is about how teachers experience compulsory redeployment from a middle to a secondary school and the impact this has upon the teacher self and teacher identities. This study shows that compulsory redeployment has a significant impact on the teacher self and teacher identities of the teachers concerned, with respect to being able to identify three groups of teachers for whom compulsory redeployment is significant: the 'pragmatists', the 'enthusiasts' and the 'disillusioned' teachers. For the 'pragmatists', compulsory redeployment has both positive and negative impacts on the teacher self and their professional identities. For the 'enthusiasts', compulsory redeployment has a significantly positive impact upon the teacher self and their professional identities. For the 'disillusioned' teachers, compulsory redeployment has a significantly negative impact upon the teacher self and their professional identities, as well as their personal lives.

For example, the 'pragmatists', although initially reluctant to move, are able to rationalize the process and understand why they are reluctant to move on.

They 'drag their heels' in terms of preparation; however, they are pragmatic about the transition itself. They strategise and state that it is 'up to them' to make the best of the situation. Although they encounter difficulties with both the impact of compulsory redeployment upon the teacher self and their professional identities, they usually anticipate these difficulties and they learn, in time, to overcome them. They integrate well into their new school, hold balanced views, are more positive than negative overall, and gain in confidence professionally post-transition. For the 'enthusiasts', the change is viewed as a welcome opportunity, particularly in terms of career development. In terms of transition, the 'enthusiasts' experience a positive impact upon the teacher self and their professional identities. These teachers go out of their way to integrate and make progress, and criticize those who do not. During transition and post-transition, they constantly look for positives in the situation and gain in confidence, all the time looking for opportunities to develop themselves and move forwards with their careers. On the other hand, the 'disillusioned' teachers had taught in their previous school for a number of years, were happy there and would not have chosen to move, therefore they feel the negative impact of compulsory redeployment upon both the teacher self and their professional identities profoundly. These teachers feel they have 'lost out' as a result of compulsory redeployment. Many have lost promoted posts. During transition, they find it difficult to strategise and experience difficulty in coping, particularly as they search in vain for a match between their values and those of the host school. Consequently they are critical of the host school. Many feel bereaved as a result of compulsory redeployment.

Post-transition, they feel they have lost confidence, become deskilled and devalued, become worse as teachers, and have resigned or are seeking to leave the host school at the earliest opportunity.

Overall, I find that there are similarities between Frances', James', Kelly's and Peter's responses (the 'pragmatists'), and Mac an Ghail's 'Professionals' (1992), as well as Doyle and Ponder's (1976) 'Rational Adopter' (see Chapter Two), because of the participants' realistic, pragmatic view of the redeployment and transition process and their commitment to their profession and determination to succeed. By way of contrast, Dan's, Jane's and Simon's responses (the 'enthusiasts'), similar to Troman's (1996) 'new professionals' or Mac an Ghail's 'Entrepreneur' (1992), highlighted their positive outlook and unwavering focus on the benefits that the transition would bring to them, particularly in terms of new opportunities (Day et al 2007; Troman and Woods 2001). On the other hand, Alice's, Amy's, Lorraine's, Louise's, Mary's and Martin's responses (the 'disillusioned' teachers), similar to Troman's (1996) 'old professionals', Mac an Ghail's 'Old Collectivists' (1992), or Doyle and Ponder's (1976) 'Stone Age obstructionist', (see Chapter Two), highlighted their predominantly and progressively negative experiences, and the fact that they indicated that despite their best efforts, they were let down by the key 'players' in the redeployment process – specifically, the LA, the diocese, the host school and school leadership. Day et al (2007) summarize these different responses as follows, "Teachers respond to personal, professional and situated influences in different ways.

Some are more resilient and remain more effective despite experiencing a range of difficulties” (p.194). This is certainly true with regard to the responses of the ‘enthusiasts’ and to a lesser extent, the ‘pragmatists’ in this study.

The fact that compulsory redeployment has a significant impact upon the three different groups of teachers identified in this study means, therefore, that the extent to which teachers are redeployable depends upon the degree to which, and how, the experience impacts upon their teacher self and their professional identities. As I have already stated, redeployment has a significant impact, positive and/or negative, on the professional lives of the teachers, but it is the impact of this experience which determines the ease with which teachers are able to be redeployed. Therefore, in this study, due to the fact that compulsory redeployment had both positive and negative impacts on the professional lives and identities of the ‘pragmatists’, they were redeployable, although they needed time and support to develop new identities due to the influence of a new context upon their professional practice (Beauchamp and Thomas 2009; Chevrier 2007; Flores and Day 2006; Manzo 2005). As identified by Day et al (2007), Troman and Woods (2001), Helsby (1999) and Murphy et al (1991), due to the fact that change, in this case compulsory redeployment, provided new opportunities for the ‘enthusiasts’, it had a significantly positive impact on their teacher selves and teacher identities, and so they were easily redeployable. Finally, due to the fact that compulsory redeployment had a significantly negative impact on both the professional and personal lives and identities of the ‘disillusioned’ teachers (Day et al 2006; 2005;

Soudien 2001; Troman and Woods 2000; James and Connolly 2000; Chisholm et al 1999), redeployment was complex and highly problematic for these teachers. In short, the findings bear out Wallace and Pocklington's statement (2002) that the enforced redeployment situation would lead to "winners and losers" (p.149). In particular, the theme of bereavement and loss, as described by Wallace and Pocklington (2002), James and Connolly (2000), Nias (1993) and Dunham (1986; 1976), is particularly apparent in the responses of the 'disillusioned' teachers.

7.1.2 The Specific Research Questions

This thesis concludes by explicitly addressing each of the three specific research questions (SRQs). In response to SRQ1; How do the redeployed teachers make sense of the closure of their middle schools and their subsequent redeployment to a secondary school? (SRQ1), I conclude that the redeployed teachers differed in the sense they made of the closure of their middle schools, and their subsequent redeployment; indeed, some teachers were realistic (the 'pragmatists'), some were positive (the 'enthusiasts'), and some were wholly negative (the 'disillusioned' teachers).

The group of teachers who acted realistically – the 'pragmatists', were rational and philosophical about the position they found themselves in – they may not have chosen the move but realized it was 'up to them' to get on with it, and make the best of the situation.

With regard to the application, interview, and packing processes, the 'pragmatists' expressed a variety of negative responses including anger (Dunham 1986; Kübler-Ross 1969). However, this was based upon a realistic appraisal of their situation and the fact that they did not feel they had been accorded the professional status or treatment which they deserved (Day et al 2006; Troman and Woods 2000). Therefore, all of this had a negative impact on their professional lives, motivation and identities prior to, and at the early stages of, redeployment (Vandeveldt 1988).

For the group of teachers who acted positively – the 'enthusiasts', it is possible to argue that they soon turned a difficult situation into a positive opportunity, particularly in terms of their career development – they identified a positive change for themselves which would provide them professionally with exciting new learning opportunities and new challenges, which is line with the findings of Day et al (2007), Troman and Woods (2001), Helsby (1999) and Murphy et al (1991).

For the group of teachers who reacted in a wholly negative manner – the 'disillusioned' teachers, school closure and their subsequent redeployment was a difficult and painful process. The 'disillusioned' teachers expressed anger and denial (James and Connolly 2000; Dunham 1986; Kübler-Ross 1969), indicated that the school closures were a mistake, and denied that standards were better in a two-tier system – indeed, they would have stayed at their previous school given the choice.

They described redeployment as a painful process and detailed a significantly negative impact upon the teacher self by indicating issues of bereavement and loss, as described by Wallace and Pocklington (2002), James and Connolly (2000), Nias (1993) and Dunham (1986;1976). The 'disillusioned' teachers detailed numerous issues with the host school - poor planning, a lack of organisation, and poor timetabling prior to transfer (Wallace and Pocklington 2002). They were also negative to pre-involvement whilst packing up, and indicated that it had been the responsibility of the host school to make contact with them. Because of the fact that the 'disillusioned' teachers had spent the majority of their teaching career in the school from which they had been redeployed, they had strong emotional attachments to their former schools and previous colleagues (Wallace and Pocklington 2002; Dunham 1986; 1976) and indicated that they were experiencing difficulties regarding their values and those of the host school (Puusa et al 2013; Day et al 2006; Helsby 1999) which meant that they could not fit in. They also felt let down by all of the agencies involved in the process of redeployment.

To sum up the responses to SRQ1, if the prevailing perception of redeployed teachers is one of failure in some way on the part of those redeployed (Soudien 2001; Troman and Woods 2000; Chisholm et al 1999), employers need to ensure that staff are 'on side' from the very beginning. This can be done by ensuring that interviews are carried out sensitively, contact is made frequently prior to transfer, and an effective programme of induction and support is set up prior to transfer,

which includes information about procedures, as well as observations and colleague shadowing (Robinson 2002; Wallace and Pocklington 2002; Soudien 2001; Vandeveld 1988).

The host school should ensure that consultation takes place with redeployees prior to transition with regard to timetabling. It is also imperative that redeployees are invited to lead training sessions for existing staff, so that they understand that they have a valid contribution to make to their new school community. This would increase the likelihood of redeployees having confidence in their own abilities, as described by Wallace and Pocklington (2002) and Wallace (1996), and 'buying in' to the process (Gunter et al 2007; Robinson 2002). Collaboration among the different groups of teaching staff to support the entry of new staff, as described by Patrick et al (2010), Dymoke and Harrison (2006), Troman and Woods (2001) and Helsby (1999), is of the utmost importance in the redeployment situation.

In terms of responding to SRQ2, How do the redeployed teachers respond to the impact of compulsory redeployment upon the teacher self and teacher identities during the course of their first year in a secondary school (SRQ2)?, the present study concludes that the redeployed teachers interpreted the change experience and made sense of the impact it had on their professional lives and identities in three different ways; again, the 'pragmatists' were realistic and accepting, the 'enthusiasts' were positive and saw opportunities, and the 'disillusioned' teachers were wholly negative.

Although the first group of teachers, the 'pragmatists', encountered difficulties, they made the transition, in terms of adjusting and integrating weeks or even months into the school year, because they felt the onus was on them to integrate. This same group of teachers, similar to Mac an Ghaill's 'Professionals' (1992), or Doyle and Ponder's 'rational adopters' (1976), showed initiative, asked for help, got involved, reflected, adapted, and detailed various strategies to help themselves manage the transition. They were open-minded and they prepared themselves in advance for difficulties. Although professionally, some of these teachers initially indicated that they had lost status and their identity as teachers (Day et al 2006; James and Connolly 2000; Troman and Woods 2000), they felt it was up to them to 'sort it out'. Indeed, despite early difficulties, the professional lives of the 'pragmatists' benefited positively from the fact that they integrated well, strategised, showed initiative, asked for and accepted help, and they were self-reflective and adaptable, and so, despite the impact of compulsory redeployment upon the teacher self and their teacher identities, they were, in time, able to establish new teacher identities (McNally et al 2008; Day et al 2006; Woods and Jeffrey 2002) in a change situation (see Day et al 2007; 2006; 2005; Helsby 1999) – something that some of the redeployees found challenging due to the links between context and teacher identity (Puusa et al 2013; Beauchamp and Thomas 2009; Flores and Day 2006; Manzo 2005) and emotion and the construction of a new teacher identity (Timoštšuk and Ugaste 2012; Day et al 2006; Zembylas 2003).

The second group of teachers, the 'enthusiasts', similar to Troman's 'new professionals' (1996) or Mac an Ghail's 'entrepreneur' (1992), indicated that they coped well with transition due to their positive attitudes. Furthermore, the 'enthusiasts' indicated that transition was smoother for them because of the fact that they had experienced change previously. Because they were used to change in their professional (and personal) lives, they knew how to handle it and strategised strongly from the outset – they used their initiative, got involved, and reflected on their practice, and as a result of their open-minded, positive approach, they adapted quickly, developed new professional identities and benefited positively from the change (see Day et al 2007; Soudien 2001; Troman and Woods 2001; Helsby 1999).

Finally, in the case of the present study, because the transition process was not handled as effectively as it could have been by the LA and the host school, the third group of participants, the 'disillusioned' teachers, similar to Troman's (1996) 'old professionals', Mac an Ghail's (1992) 'Old collectivists', or Doyle and Ponder's (1976) 'Stone Age obstructionist', resisted the change and expressed it in the only way they could – by resisting the path of change in their new school. Unfortunately, all of this impacted negatively upon the teacher self due to the link between the self and professional identity (Beauchamp and Thomas 2009; Beijgaard, Meijer and Verloop 2004; MacLure 1993).

Moreover, the same group of teachers in the present study struggled to identify strategies to be able to cope with the transition; the more traumatic they perceived the change to be, the less able they were to cope with it, and as no visible means of support was put in place, this became gradually worse during the course of the transition year. By the end of the transition year, the 'disillusioned' teachers indicated that they had 'disidentified' (Puusa et al 2013) with the host school, lost confidence, become deskilled, and lost status (see Day et al 2007; 2006; 2005; James and Connolly 2000; Troman and Woods 2000). Moreover, they felt negative, worthless, devalued, and that they were 'in crisis' with regard to their teacher identities (see Day et al 2005; Woods and Jeffrey 2002; Troman and Woods 2000), as they could find little with which to relate their previous existence as teachers to their new context (Puusa et al 2013; Day et al 2006; 2005; Helsby 1999; Nias 1993). They also argued that educational standards were now lower than they had been prior to transition, thus they found no way to justify or accept professionally the main reason – to improve educational standards - given for the change by the local authority.

To sum up the responses to SRQ2, it is important for school leaders to consider that teachers' responses to the impact of redeployment regarding their professional identities, both positive and negative, can depend very much on the individual and their circumstances as well as their personal profile; for example, their 'professional life stage' (see Kabungaidze et al 2013 and Day et al 2007), career history, or career aspirations.

Certainly the present study finds evidence of varying degrees of motivation at various ages and at different stages of teachers' careers; some of the younger teachers – the 'enthusiasts', find redeployment a welcome change due to the possibility of new opportunities, while others – the 'disillusioned' teachers, who are at a later stage in their careers, seek to avoid change at all costs, whilst a third group – the 'pragmatists', react more 'neutrally', or in this case, more realistically (see Vandeveld 1988), waiting to see what change transition will bring to their professional lives and identities.

In terms of responding to SRQ3, How do the redeployed teachers interpret the induction process into a new school culture? How, if at all, do the cultures influence the teacher self and teacher identities? (SRQ3), the 'pragmatists' experienced negatives in terms of poor student behaviour (McNally et al 2008; Day et al 2007; 2006; 2005; James and Connolly 2000) and weak school leadership in the host school, which contributed initially to the negative impact the school culture had on their professional lives and identities (Puusa et al 2013; Day et al 2007; 2006; 2005; Robinson 2002). On the other hand, the 'enthusiasts' perceived a positive impact on their professional lives and identities in terms of the host school's culture and values (Wilkins et al 2012; Van den Berg 2002; Robinson 2002; Soudien 2001) and, although they had some adverse experiences in the school, they did not suffer the same negative impact as either the 'pragmatists' or the 'disillusioned' teachers.

Finally, the 'disillusioned' teachers detailed an extremely negative experience of the host school's culture, largely due to the fact that they felt let down, unsupported, and could not match their values and attitudes to those of the host school (see Puusa et al 2013; Day et al 2007; 2006; 2005 and Helsby 1999) - which impacted negatively on their professional identities and personal lives.

Although the first group of teachers, the 'pragmatists', experienced the negative impact of poor student behaviour and weak school leadership in the host school, they were realistic about what could be done to better the situation – indeed there are many examples in the data of 'pragmatists' offering suggestions on how to improve these and other issues in the host school. The second group of teachers, the 'enthusiasts' integrated quickly and well, although they detailed various issues with working conditions, poor organisation, weak school systems, and the host school leadership team. This group of teachers indicated that student behaviour was better than they had expected, whereas the 'disillusioned' teachers, perhaps 'fixed' in terms of their professional identities (Beijaard 1995; Nias 1989), experienced 'disidentification' with their new school (Puusa et al 2013), severe culture shock (Wallace 1996; Wallace and Tickle 1983) and detailed numerous perceived examples and incidents of poor behaviour (see McNally et al 2008; Day et al 2007; 2006; 2005; James and Connolly 2000), including intimidation. Indeed, it is possible to conclude that with the 'disillusioned' teachers, a change in school culture goes hand-in-hand with self-doubt (see Soudien 2001 and Kyriacou 2000).

Overall, in terms of the culture of the host school, all of the teachers in the present study experienced some adversity. This included: poor working conditions, poor school organisation, weak school systems and procedures, and a weak school leadership team.

However, to sum up the responses to SRQ3, had the leaders of the host school shown faith in the redeployees and worked with existing specialist knowledge (as described by Gunter et al 2007, Wallace and Pocklington 2002, Robinson 2002 and Soudien 2001), redeployed staff may have felt valued and able to make a valid contribution to a new school community and emergent culture. In short, discussions about physical location, facilitating the sharing of teachers' knowledge and skills, enabling team-building and the creation of a collective sense of identity, are absolutely essential. If redeployees are not confident in their abilities, or do not feel that they have something to offer the host school, there can be dire consequences for the school, such as 'cultural fragmentation' (Wallace and Pocklington 2002) or 'balkanisation' (see Priestly 2011 and Hargreaves 1992) – both of which were evident in the present study. As stated previously, policy makers and school leaders cannot simply close schools and expect redeployed teachers to assimilate cultures. In short, it is possible to make a difficult situation more manageable, although successful transition has to be managed and cannot be left to chance. The present study also indicates that all of the participants experienced a poor induction process and were equally critical of the host school and the LA for a perceived lack of support in this regard.

For example, the 'pragmatists' focused on the lack of input they had had into the planning of the induction and training processes, whilst the 'enthusiasts' and the 'disillusioned' teachers focused on the fact that they had not been invited to lead any training events in their area of specialism. In addition to this, the 'disillusioned' teachers complained strongly about the lack of emotional support for redeployees. In the present study, the 'pragmatists' made realistic and practical suggestions in terms of what would have been useful with regard to induction and training - they also expressed realistic concerns about the lack of pre-training and the negative impact that had upon redeployment in terms of them not being fully prepared prior to transition. Initially, this perceived lack of induction and training impacted negatively on the professional lives and identities of the 'pragmatists', particularly in terms of behaviour management. The 'enthusiasts' and the 'disillusioned' teachers also indicated that induction to the host school was poor, and they expressed concerns that they had not been involved in the planning for Key Stage three (KS3) – their area of specialism.

In the case of the 'disillusioned' teachers, the fact that their considerable experience was not put to good use by the host school increased the negative impact of segregation and indeed led to 'balkanisation' (Priestly 2011; Hargreaves, 1992). The 'disillusioned' teachers also complained strongly about the lack of local authority and emotional support; indeed, it was due to this professed lack of support that the 'disillusioned' teachers perceived that they couldn't cope, and indicated that they were struggling to survive.

Sadly, as the research shows, there were actions that could have been taken – a difficult situation could have been made more manageable. Indeed, one teacher, redeployed to another school in the town, confided:

There is a fear of the unknown factor to be considered. However, as long as work is done on morale building, specific training programmes and school ethos building, we can go a long way to alleviate this problem.

As professionals we will do our best to make it work - Head of PE (Middletownshire County Council 2003b, p.2).

However, to sum up the responses to SRQ3, had the host school, in partnership with the local authority, offered a comprehensive induction package, tailored to need, throughout the transition process, it could have encouraged new ways of working early on in the transition process. An induction package should have been put in place for each newly redeployed teacher which covered the periods before, during, and after transition. Furthermore, a necessary part of the support package for newly redeployed teachers needed to be prior to the commencement of teaching, and to have come from the local authority itself. Finally, it is of the utmost importance for newly redeployed teachers to have access to training before, during, and after the process of transition, in order to support the development of new teacher identities in a new context (see Puusa et al 2013; Beauchamp and Thomas 2009; McNally et al 2008; Day et al 2006). Table 7.1 gives an overview with regard to the participants' responses to the three specific research questions thematically.

Table 7.1 – Summary of participants’ responses with regard to the three specific research questions

	The ‘pragmatists’	The ‘enthusiasts’	The ‘disillusioned’ teachers
SRQ1 How do the redeployed teachers make sense of the closure of their middle schools and their subsequent redeployment to a secondary school?	<ul style="list-style-type: none"> - Positive/negative outlook - School closure not their choice but likely to perceive they have to ‘get on with it’ - Likely to be experienced staff who have held previous positions of responsibility - Likely to have moved around in teaching career and had various professional experiences outside teaching 	<ul style="list-style-type: none"> - Positive outlook - Likely to accept reasons for school closure - Likely to have moved several times in career already - Likely to perceive opportunities for career development 	<ul style="list-style-type: none"> - Progressively negative outlook - Likely to view school closure as unnecessary - Likely to have taught in one school for majority of teaching career - Likely to perceive ‘loss’ or ‘bereavement’ as a result of compulsory redeployment
SRQ2 How do the redeployed teachers respond to the impact of compulsory redeployment upon the teacher self and teacher identities during the course of their first year in a secondary school?	<ul style="list-style-type: none"> - Likely to experience difficulties, but remain realistic about resolving issues - Likely to identify ways of improving the situation 	<ul style="list-style-type: none"> - Likely to identify various strategies to manage the first year - Likely to criticise teachers who do not/cannot strategise 	<ul style="list-style-type: none"> - Likely to experience difficulty strategising - Likely to experience difficulty adapting - Likely to speak of ‘coping with’, as opposed to ‘managing’ the change

<p>SRQ3 How do the redeployed teachers interpret the induction process into a new school culture? How, if at all, do the cultures influence the teacher self and teacher identities?</p>	<ul style="list-style-type: none"> - Likely to seek ways of integrating with staff - Likely to have anticipated problems managing student behaviour, etc. and readily seek advice - Likely to perceive loss in status although they acknowledge the onus is on them to rectify this - Likely to identify realistic problems with induction and training - Likely to offer solutions to resolve these problems 	<ul style="list-style-type: none"> - Likely to form positive relationships with staff - Likely to form positive relationships with 'challenging' students - Likely to focus on curriculum in terms of driving career forward - Unlikely to perceive loss in status - Likely to acknowledge LA support is there if they need it although they would need to find it - Likely to bond with 'home' faculty in terms of support 	<ul style="list-style-type: none"> - Likely to perceive difficulties mixing with other staff from host school - Likely to perceive difficulties with managing student behaviour - Likely to have accepted a 'demoted' post - Likely to perceive loss in status - Likely to feel let down by, and deny LA and diocesan support - Likely to perceive issues with host school induction process - Likely to form own support group with fellow redeployees
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7.1.3 The research findings and transferability

My intention regarding the present study was to gain greater understanding of the phenomenon under investigation; namely how former middle school teachers experience compulsory redeployment to a secondary school resulting from local authority school reorganisation, and how this impacts upon the teacher self and teacher identities. Given the limitations of the study, namely:

the small sample size, the fact that only one host school was involved, and the fact that the study was of relatively short duration, it could be argued that the results and findings can only be applied directly to the group studied. However, as stated in Chapter Three of this thesis, in line with Lincoln and Guba's (1985) 'four components of trustworthiness', I consider that the findings of the present study are 'credible', due to prolonged engagement in the field, the use of triangulation, discussion with my 'peer debriefer' and 'member checking'. The study is also 'transferable' as I aimed for 'thick description', in order to enable other researchers and users of the thesis to have the opportunity to transfer the findings and conclusions of this study to their situations, or indeed to replicate the present study. Finally, in terms of 'dependability and confirmability', a clear audit trail is detailed in Appendix I of this thesis. Therefore, I am confident in the authenticity, credibility and trustworthiness of the participants' accounts and therefore the transferability of the study's findings.

7.2 Implications of the research findings

In this study, the 'enthusiasts' indicated that compulsory redeployment impacted positively upon the teacher self and their teacher identities, whereas the 'disillusioned' teachers indicated that they had experienced a negative impact upon the teacher self and their professional identities.

The 'pragmatists' experienced both positive and negative impacts upon the teacher self and their professional identities, although this became more positive during the course of their transition year. It is for this reason that it is possible in the present study to identify the 'enthusiasts' as the most redeployable group of teachers due to their positive attitude and constant focus on the benefits that compulsory redeployment would bring to their careers. The 'pragmatists' are also redeployable although they require more time and support than the 'enthusiasts'. However, their strength is their realism and pragmatism – it may take them longer, but they will 'get there in the end'. Arguably, the 'disillusioned' teachers are the most difficult group to redeploy. This is due to the strong emotional attachments they maintain for their previous schools, the fact that they feel let down by all agencies involved in the redeployment process, the fact that they experience real difficulty in strategising, adjusting and integrating into their new school and that they are unable develop new professional identities in a new context. Despite a clear package of support, which would need to include counselling, and adequate training, this group of teachers may never fully become part of, or indeed stay in, their new school.

However, in order to shed light on the process of compulsory redeployment, in terms of teachers' experiences, and in the hope of improving the process for teachers in future similar situations, I consider that my findings have various implications; particularly for all of those whose work engages them in issues relating to school closure and the redeployment of teachers –

specifically local authority (LA) personnel or Managing Bodies of academised or federated schools, staff in host or receiving schools, and for redeployed teachers themselves.

7.2.1 Implications relating to the Local Authority or Managing Bodies of schools

Due to the fact that the host school in the present study was a VA school, the implications for the LA are valid for the purpose of this study as they were relevant to the host and closing schools at that time. Furthermore, I consider that these implications are relevant for any school which is facing change and remains in the charge of the LA. I also consider that the findings of my study regarding the LA relate to the Managing Body or ‘trustees’ of any school – whether that is currently the head of a group of academised or federated schools, or the diocese – whichever body is ultimately responsible for the school. My study’s findings indicate that the local authority (LA), or the Managing Body of a school, has a large ongoing role to play before, during, and after the process of compulsory redeployment. Indeed, the LA or Managing Body is at the very start of the redeployment process and is instrumental in terms of influencing teachers’ first perceptions of the process, as, “the managers have the means to affect the process of change and the interpretations of it. Thus, the management has special tasks concerning the success of the change process” (Puusa et al 2013, p.176). Whilst written over twenty five years ago, Vandeveld’s (1988) argument regarding the practice of the LA is still valid with regard to this study;

Practices...adopted by LEAs to determine who should be redeployed convey the message that redeployment is a disagreeable experience and that the redeployee has a diminished status. The appeals mechanisms and the involvement of teacher associations, whilst quite proper in themselves, reinforce this message; the use or implied use of coercion drives it home (p.45).

The present study finds evidence to support this argument – indeed the ‘disillusioned’ group of teachers maintained a negative view of redeployment throughout the whole process, and this was not helped by the fact that they felt that transition was ‘rushed through’ (Vandeveldt 1988).

Certainly in terms of the present study, it is imperative that the LA allows enough time to see the process through – before, during and after transition. Indeed, aside from very little continuing professional development (CPD), the participants reported no contact with the LA during the transition year whatsoever. This practice conflicts with the recommendations made by Wallace and Pocklington (2002), Earley (1992) and Vandeveldt (1988), all of whom argue the importance of LA involvement throughout the redeployment process. Furthermore, as Robinson (2002) states, “Teacher reform efforts should be geared towards, for example, improving leadership and management of the school, enhancing teacher morale and motivation and establishing efficient structures and procedures for running the school” (p.297).

If not the body responsible for the school, who else would be in a position to lead change of such magnitude, whilst keeping staff 'on board' throughout the process of change? Overall, it appears that little has changed in the last twenty years with respect to the management of change involving teachers, in this case, compulsory redeployment, although numerous researchers have written about the support needed for teachers in a change situation (see Day 2007; Hendy 2007; Townsend and Bates 2007). In the words of Troman and Woods (2000):

Teaching, for many, is no longer a job for life. The notion of a career being hierarchical (in terms of moving vertically upwards) and continuous to the age of sixty or sixty five years of age is breaking down. Many careers are now fragmented by the forced interruptions of redundancy, early retirement or breakdown retirement. Increasingly, careers are becoming discontinuous, or are experienced as being on a plateau, or involve vertical movement downwards through strategies of downshifting. In conditions of turbulence and anxiety, teachers face these insecurities largely unprepared and alone (p.269).

This is why, in the case of compulsory redeployment, the LA or Managing Body of a school needs to focus its work on supporting the change with regard to its workforce, not, "structures such as plans, budgets..." (Gunter et al 2007, p.34). In fact, "What matters is how claims are made for what the change can do for schools in comparison with how and what those involved experience as the actual change, as they witness and feel it (Gunter et al 2007, p.34).

In other words, it is the people caught up in the process of change who need support – not the processes or procedures themselves.

In terms of specific support offered by the LA, one of the major issues in the present study was to ensure suitable retraining before, during and after transition in order to support redeployed teachers to develop new professional identities in a new context – indeed one area flagged as a concern by both ‘pragmatists’ and the ‘disillusioned’ teachers, in line with McNally’s (2008) and Day et al’s findings (2007; 2006; 2005), was that of student behaviour management (see also Connolly 2000). Inevitably, for teachers who are faced with teaching older students and new curricular for the first time, specific training and guidance will be required. Indeed, several participants in the present study highlighted the need for more academic support from the LA during the process of transition. If such support is not forthcoming, how can redeployed teachers build up new professional identities to the level expected of them (e.g. teaching GCSE courses) when they have never done this before?

Arguably, an important aspect of LA, or Managing Body, support in the change or redeployment situation, as referred to by Day et al (2007), Robinson (2002), Soudien (2001), Wallace and Pocklington (2002) and Nias (1993), is that of ongoing support for the teacher with regard to the potential impact of change (in this case, compulsory redeployment) upon the self.

I consider it only reasonable that LA advisors, or Managing Bodies, provide support for leaders of the host school, and that they visit host schools in order to offer practical advice, as well as counselling, to redeployed teachers during the transition process, as, in short, “Teachers appear to construe the purpose and meaning of their work in terms of its impact upon the self” (Nias 1993, p.140). Therefore this ‘impact’ needs to be managed in order to secure success for the teachers themselves, so that they function effectively to secure the best outcomes for the students in their charge. Unfortunately, this level of LA support was not evident in the present study. Were this rectified, this support would go some way to redress the balance and instil faith in the LA as a body who cares for and supports their teachers. Indeed, one participant in the present study pointed to the negative impact such a perceived lack of care can cause:

I think they really need to take into account the resentment - the depth of resentment - that can occur in a situation like this. I think underlying it all should be recognition of just how deep the feeling of resentment could be on the part of a fairly large percentage of middle school teachers (Peter13).

This need for emotional support is borne out by one of the participants in the present study who confided the following to me, in terms of the benefits of participating in the present study:

Just being open about what’s been happening and take heed of how I felt, because that’s also part of the process as well - that you’ve just got somebody that will just listen, even though it’s for something else.

It has shown us a link with somebody in the school, and I suppose really now that you've got the new job as well, you know what is going on. You know more than any other member of staff in the school what is happening with at least a quarter/third of the staff (Amy13).

7.2.2 Implications relating to the closing school

The present study identifies several key items of importance for leaders of closing schools. This includes the closing school's role in being honest and realistic about events taking place, encouraging teachers to apply for posts, and supporting teachers throughout that process. The closing school could also enable access to local authority support, as well as provide training sessions to prepare redeployees prior to transition to their new school. Importantly, it is good practice to ensure that redeployees focus on moving to the host school, as well as packing up at the closing school, so that any issues of denial (James and Connolly 2000), as described by the 'disillusioned' teachers in the present study are kept to a minimum. It is also vital that closing schools allow redeployees release time prior to transition, so that they can visit the host school as often as is practicable, in order to observe lessons, shadow existing staff, access teaching and curricular materials and become familiar with the procedures and processes of the host school prior to transfer (see Day et al 2007; Wallace and Pocklington 2002; Robinson 2002; Soudien 2001; Vandeveld 1988).

This will enable staff to start identifying with their new school context (Puusa et al 2013; Flores and Day 2006; Manzo 2005) and new colleagues (Beauchamp and Thomas 2009; McNally et al 2008), in order to start developing new teacher identities (McNally et al 2008; Day et al 2006) at an early stage of the process.

7.2.3 Implications relating to the host school

With regard to the findings of the present study, the host, or receiving, school has a vital role to play, from school leaders to mainstream teachers, in terms of welcoming, inducting, training and supporting redeployees. It is also of the utmost importance that leaders of host schools ensure that if the situation requires, all members of staff in the host school receive training in the redeployment situation. Indeed, in terms of the present study, the host school – a former upper school - became an 11-18 school instead of a 13-18 provision, yet the transition process barely affected existing staff. Existing teachers and leaders needed to be trained in order to be able to cope with younger students, as well as to be able to manage the redeployment situation, in order to be part of the transition process and support their new colleagues with this. Ironically, this is where the redeployees could have been (but were not) used to provide training for the host secondary school staff. As it was, ten of the redeployees involved in this study felt they were ‘add-ons’ to the host school - thereby not helping in terms of Priestly’s (2011) and Hargreaves’ (1992) warnings of ‘balkanisation’ and Wallace and Pocklington’s (2002) warnings of ‘cultural fragmentation’. Certainly, if handled well by the host school, everybody stands to gain in terms of learning from each other’s experience –

existing staff as well as redeployees. Furthermore, the host school would benefit from 'moulding' the redeployee into the type of teacher required by that school. As Vandeveldde (1988) argues:

Motivation theory and work motivation studies suggest a number of good practices in relation to the management of the transition of the redeployee. Those who are to work closely with the redeployee should be prepared for the experience in order that the school might benefit from the propensity of the redeployee in the early months of his new placement to set his standards according to those displayed by his closest colleagues (pp.51-2).

This point is reinforced by Gunter et al (2007), Robinson (2002) and Wallace and Pocklington (2002) who stress the importance of using everybody's skills and building a culture together (see also Troman and Woods 2001; Helsby 1999; Wallace 1996). Again, unfortunately, this was not the case in the host school in this study. Vandeveldde (1988) also contends that, "Research suggests that there is a close relationship between climate and performance" (pp.42-3), a point borne out in the present study in terms of the 'disillusioned' teachers experiencing difficulty with regard to adapting due to their perception of the host school's culture. In particular, they experienced serious difficulty with the culture of the host school in terms of poor student behaviour and felt inexperienced, ill-prepared and ill-equipped to be able to manage it.

Furthermore, with regard to culture, all of the participants in the present study pointed to a 'closed' culture in the host school – they simply did not feel that they could voice their opinions openly. Indeed, it was partially for this reason that some of the participants in the present study – namely two of the 'disillusioned' teachers - decided to leave at the end of the transition year. Indeed, James confided:

The ladies that are leaving from Year 7 - I know they are leaving mainly because of the grievances, you know, little things that haven't worked out. If there was a forum to air those grievances, or if they felt there was a forum to air those grievances, perhaps they would still be with us next year (James13).

The present study identified three groups of redeployed teachers in the host school; however, according to their experiences, it appears that all of the redeployees were treated in the same, somewhat thoughtless manner, by the host school (indeed, where transition was successful, it appears to have been more a case of luck than judgement). Major mistakes appear to have been made right at the beginning of the transition process, validating Vandeveld's (1988) arguments:

There is no evidence that any systemic effort is made to assess the likely consequences of the organisational climate of the receiving school on the performance of the individual redeployee. The norm is to apply mechanistic principles related to such factors as matching of experience, curriculum fit and geography (p.44).

For successful transition of staff, it is imperative that the host school identifies the skill sets and strengths, as well as areas for development, of their newly redeployed teachers. Unfortunately, little time was taken in the host school in the present study to identify the 'best fit', in terms of classes, age ranges, and curricular, for each transferring teacher, which would have helped in terms of the teachers' maintaining an element of their previous professional identities, in order to build on this in a new professional context (see Day et al 2006; Robinson 2002; Wallace and Pocklington 2002; Troman and Woods 2001).

As the present study indicates, one group of teachers – the 'enthusiasts' - were able to cope with transition because of their positive and adaptable attitude, their previous experience of change, their ability to 'rise to the challenge', and their unwavering focus on the gains they could make in the change situation (Day et al 2007; Troman and Woods 2001; Helsby 1999; Troman 1996). Other teachers – for example, the 'pragmatists' - took longer to adapt. However, had redeployees been in a position to play to their strengths, perhaps this period of acclimatization could have been shorter for some teachers. Indeed, one participant warned:

Just to be sensitive to the needs of new teachers to a school - that they may have unexpected needs, and just be patient because perhaps if you're a little bit older, you find it a little bit more hard to change. Just be patient because it might take a little bit more time for those people to change (Frances13).

Because of the failure of the host school to adopt any of the above measures, the third group of teachers – the ‘disillusioned’ teachers - simply could not function professionally in an environment in which they felt that they had no voice, their skills were not used and they did not fit. They simply could not survive in a culture which, as described by Puusa et al (2013), Day et al (2007; 2006; 2005) and Helsby (1999), they perceived to be at odds with their values and professional identities as teachers.

7.2.4 Implications relating to the redeployed teacher

The present study identified three groups of redeployed teachers, namely; the ‘pragmatists’, the ‘enthusiasts’, and the ‘disillusioned’ teachers, all of whom approached and experienced transition in different ways. Although redeployment in this case was enforced, those teachers – the ‘enthusiasts’, who chose to see the situation as a challenge and viewed change positively, (due to having experienced change in their lives), found the experience relatively straightforward. The ability to strategise, as described by Troman and Woods (2001), Schempp et al (1993) and Dunham (1986), is key, as borne out by the behaviour and success of the ‘enthusiasts’ in the present study. Therefore, it is in the best interests of teachers to experience change in their career and maintain a positive professional attitude to change, focusing on the positive learning opportunities it brings, perhaps in order to aid career advancement. For teachers who find change more difficult - in the present study those are the ‘pragmatists’, it is doubly important to learn to be able to strategise, so that the process of transition becomes smoother.

Teachers can strategise by learning from colleagues, seeking and accepting help and support when it is offered, and by maintaining a realistic attitude about events – understanding that it will take time to adapt and develop new professional identities in a new context. For teachers who find redeployment difficult and painful to the point of bereavement (see Wallace and Pocklington 2002; James and Connolly 2000; Nias 1993; Dunham 1986; 1976) – those being the ‘disillusioned’ teachers in the present study, it is imperative that they form a support network, consisting of new, as well as old, colleagues, and give the new school a chance. It is also of the utmost importance for this group of teachers to access counselling in order to be able to cope with the changes demanded of them. This did not happen in the present study, although as one ‘pragmatist’ remarks:

I think sometimes there may have been too huge an attempt to cope with the perceived problems that middle school teachers were going to have. In other words, I think it might have been in some ways overdone which allowed people to start blaming other things. Do you see what I mean? So psychologically, I think I’m not saying all middle school teachers, but some I think, have kind of taken the ‘woe is me’ approach and not got on with it - partially possibly because there’s been too much support and too much, dare I say, mollycoddling (Peter13).

It is vital for all redeployed teachers, prior to redeployment, to engage with and visit the host school, observe lessons, shadow teachers they will be working with, and access induction, training and mentoring programmes.

Upon redeployment, redeployees need to continue to access this support, as well as make every effort to associate and integrate into the new school community.

7.3 Recommendations

This study has established a series of recommendations relating to those who work in or with a redeployment situation – specifically: the local authority (or the Managing Body responsible for the host school and/or closing school), the closing school, the host or receiving school, and the redeployed teacher.

7.3.1 Recommendations relating to the Local Authority or Managing Bodies of schools

In line with the implications of the findings of this study relating to the LA (or the Managing Body responsible for the host or closing school), I recommend the following:

- Prior to planning the transition process, the LA, or Managing Body of an academised or federated school, should identify and apply the findings of researchers in the effective management of teacher redeployment, so that best practice is put into place.
- Following this information gathering exercise, LAs or Managing Bodies of schools should ensure that clear redeployment policies are in place, so that the redeployment exercise is fair and transparent to everybody involved in the process.
- Prior to school closure, the LA or Managing Body needs to ensure that information sharing is carried out uniformly across the closing schools,

and that staff best placed to advise are prepared to meet with redeployees – advisors should be open and honest about reasons for school closures and what will happen next.

- The LA or Managing Body should advise redeployees about their choice of sector in seeking a new teaching post – primary or secondary, and arrange visits, so that the right choices are made in terms of applying for jobs, in terms of finding a ‘best fit’ with regard to existing professional skills and identities, experience, values and expectations. This could be particularly beneficial in the context of an academised or federated school, where teachers may visit partner schools to seek a suitable post and stay within the same ‘family’ of schools, where their skills and experience are recognised and valued. In addition to this, the LA or Managing Body should advise staff about the application process and arrange application support sessions and mock interviews – some teachers have not applied for posts, or attended interviews, for a substantial period of time.

- In order to ensure the application process is open, fair and standardised, it is reasonable to ask representatives of the LA or Managing Body to be present to shortlist applications and conduct interviews with the host schools so that every redeployee receives the same treatment.

- It is imperative that the LA or Managing Body works to ensure the wellbeing of the redeployees before, during and after transition. With this in mind, it is the role of the LA or Managing Body to ensure that enough time is given to practicalities, such as packing up in the closing school and to unpacking and setting up in the host school.

- It is the responsibility of the LA or Managing Body to ensure that, as far as possible, building work in new schools is completed before staff transition.
- The LA or Managing Body should ensure that support is available to cater for the needs of the redeployees – the LA or Managing Body should not underestimate the emotional impact of redeployment upon the teacher self, must employ counsellors to offer bereavement support where necessary, and ensure that the support is ongoing. Indeed, it would be good practice for LAs or Managing Bodies to set up support groups for redeployees and for these to meet regularly and be attended by the LA or Managing Body, so that issues are fed back and managers are seen to be responding to concerns as they arise.
- It is the responsibility of the LA or Managing Body to ensure that appropriate training is available for host schools and redeployees throughout the process of transition. The LA or Managing Body must ensure adequate and ongoing CPD – by means of identifying training needs with the redeployees in order for them to start to develop new teacher identities in a new context. Moreover, school leadership teams must be fully briefed and trained to be able to manage the redeployment situation – certainly, they should be trained specifically in the management of change. The support offered to host schools by the LA or Managing Body should be planned and ongoing, and contact must be made early with host schools to identify and help to meet the needs of redeployed staff.
- The LA or Managing Body should monitor the closing and host schools regularly to ensure that specified agreed tasks, such as training sessions, support/advisory sessions and counselling, are carried out.

This indicates to host schools and redeployees that the LA or Managing Body takes its 'duty of care' role seriously and is there to offer support and guidance when required, as an intrinsic part of the process.

7.3.2 Recommendations relating to the closing school

In line with the implications of the findings of this study relating to the closing school, I recommend the following:

- It is of the utmost importance that leaders of closing schools share school closure and redeployment information promptly and honestly.
- Leaders of closing schools should prepare for emotional reactions regarding the impact of compulsory redeployment upon the teacher self and make provision for counselling and support measures, where necessary.
- Leaders of closing schools also have an important role to play in terms of encouraging staff to apply for posts and providing appropriate support, guidance and direction with this.
- It is good practice to put in place training for key concerns – for example, behaviour management, to support the development of new teacher identities at an early stage of the process.
- On a practical level, leaders of closing schools need to grant release time to redeployees prior to transition – they should encourage redeployees to visit the host school to observe lessons, shadow colleagues, gather teaching and curricular materials, attend meetings, and access training,

in order for redeployees to start developing new professional identities and to make the process of transition smoother for those concerned.

7.3.3 Recommendations relating to the host school

I consider that leaders of the host school have the most important role to play in terms of managing the process of redeployment. This is because they hold the power, on a daily basis, in terms of ensuring successful or unsuccessful transition as regards the redeployees. In line with the implications of the findings of this study relating to the host school, I recommend the following:

- The host school should ensure that school leaders interview sensitively (these teachers did not choose to be redeployed) but carefully, and choose candidates who have the professional identity profiles to be able to cope with the rigours of the secondary school environment.
- Upon appointment, leaders of the host school should ensure that contact is made early and frequently with redeployees so that they feel welcomed and understand that their contribution will be valued in the host school.
- It is vital that the host school consults with redeployees prior to transfer, in order to work with individuals' strengths, and to avoid (or ensure training in) areas requiring development. Leaders of the host school should beware timetabling some staff above KS3 and allow redeployees time to work through with students to KS4 and KS5. The key is to negotiate and avoid imposition.
- It is important to avoid split class teaching wherever possible;

split class teaching can allow students to 'play' redeployed teachers 'off' against existing teachers. It is good practice for leaders of the host school to allocate redeployees to 'new' Year 7 tutor groups, so that they are attached to students who are new to the school too.

- Redeployees should be roomed considerately – leaders must ensure that redeployees are accommodated within their host faculties, not isolated, or located together in a separate area of the school. This aids integration into the new school.
- It is important for the host school to take steps to ensure that redeployees are not segregated in terms of breaks – split lunch breaks may be a practical solution to aid timetabling, but it leads to divisions if redeployed staff cannot or do not associate during their non-contact time.
- A practical measure to help redeployees to settle into the host school more quickly is to reduce the cover load for redeployed teachers – this would allow more time for lesson preparation, teacher shadowing or mentoring sessions. To place less confident redeployees in challenging class environments may provoke early identity crises.
- In terms of preparation for the new school year, it is fundamental that leaders of the host school create a practical induction package. This must start well before transfer, based on the identified needs of the redeployees. School leaders should go through procedures, the staffing structure, useful contacts, and discuss common concerns of redeployees. They should also arrange lesson observations and teacher shadowing, as well as arrange sessions for any specific areas of concern identified by redeployees,

so that redeployees can start to develop new teacher identities for a new context.

Leaders of the host school should also ensure redeployees have a welcome pack and follow up any 'no-shows', so that everyone is involved in the process – whether this is welcomed or not.

- Leaders of the host school must ensure that host school faculties are briefed, involved and in contact with redeployees prior to transfer. They should ensure that timetables, schemes of work and teaching resources are handed to redeployees prior to transfer, allowing enough time to discuss any concerns prior to the summer break.

- Leaders of the host school should ensure that transported teaching resources are placed in redeployed teachers' rooms and that the redeployees have adequate time to unpack and set up prior to the arrival of the students.

- In terms of training, it is of the utmost importance that the host school uses the redeployees' expertise; they should be invited to run training sessions with existing school staff on their areas of specialism, which allows everybody to have confidence in the abilities and professional identities of the redeployees.

- In order to make maximum use of the time available for staff training, leaders of the host school should ask the redeployees for suggestions of useful training sessions and create useful specific training days geared to their needs prior and post transfer.

- Existing teachers should as host teachers, receive preparatory training, particularly middle leaders, as well as redeployees,

so that existing staff understand the implications of change for the whole school and do not perceive redeployees as 'add-ons'.

- With regard to offering support for redeployed teachers, there are a number of measures that leaders of the host school can introduce. Each redeployee should be allocated a mentor who meets regularly with them and ensures appropriate ongoing CPD, specific to need. Furthermore, a school 'buddy' should be allocated, so that redeployees have an opportunity to talk through any issues informally. It is also vital that positive, encouraging feedback is given regularly to redeployees, and that they are not introduced to classes as middle school teachers, or as having never taught a subject, or to a certain level, before – this undermines confidence. Leaders of the host school must beware of overloading redeployees – staff should be monitored for extreme tiredness and support measures put in place, or schools should be ready to cover for illness (sometimes prolonged).
- A key issue for redeployed teachers is that of managing student behaviour; thus the host school needs to ensure clear systems and strategies for dealing with behaviour, and they should provide additional support and training for those redeployees who struggle with it from the start.
- With regard to support of a more social/emotional nature, leaders of the host school should arrange social activities for new staff to associate with existing staff. For redeployed teachers who are struggling emotionally, the host school must refer redeployees to counselling if necessary and ensure the support is ongoing.
- Leaders of the host school should be aware of teacher types, as identified in the present study, and be prepared for a range of redeployed teacher responses;

they should not underestimate how much some teachers will relish the challenge, or how much some teachers will struggle with redeployment – personally and professionally. Indeed, it would be good practice for leaders of the host school to set up support groups for redeployees, perhaps linking with a partner school in the case of academised or federated schools, so that teachers may share and learn from each others' experiences. School leaders should ensure that concerns are fed back to the host school so that issues can be resolved, wherever possible.

- The headteacher of the host school should ensure that a member of the Senior Leadership Team (SLT) is allocated to transition – their role is to maintain the link with redeployees, closing schools and the LA or Managing Body responsible for the closing school – this should be their primary focus prior to, and for, the transition year. The SLT also needs to ensure that they are visible and supportive throughout the transition process, perhaps dropping into lessons, or speaking informally with staff so that they play an active role in enabling the redeployees to start to develop professionally within, and integrate into their new school community, as quickly as possible.

- It is good practice for leaders of the host school to find developmental roles for the redeployees in order to protect or develop new professional identities – some are losing promotional posts and they are being paid protected salaries – leaders should find ways of allowing redeployees to make a valid contribution in terms of taking the school forwards with existing staff.

7.3.4 Recommendations relating to the redeployed teacher

In line with the implications of the findings of this study relating to the redeployed teacher, I recommend the following:

- In terms of securing a new post, the present study indicates that redeployees found the transition process easier if appointed to a school of which they had prior knowledge, or where they knew existing staff or students. Therefore, it is essential to consider carefully the choice of schools to which redeployed teachers are allocated, or apply.
- In all areas of change, it is essential for redeployed teachers to try to be positive, to try to maintain a positive attitude and to view the change as an opportunity. Indeed, transition is smoother if redeployees try to look for positives in each situation and accept change positively. It is also important to bear in mind that the culture will be different in the host school, and if transferring from middle to secondary education, the school will be bigger, the staff will be bigger and the students will be bigger. It is vital that the re-deployed teachers give the new school a chance.
- With regard to practicalities, there are a number of steps which redeployees can take to help themselves. It is of the utmost importance that redeployees engage with induction, CPD and support packages in order to build new professional identities in a new context - the process of change will go ahead regardless of individuals' viewpoints.
- It is important that redeployees make an effort to socialise and integrate into their new school community;

redeployees do not have to wait for the host school to establish or maintain contact – everybody is busy and it is vital that the host school perceives redeployees to be willing.

- The present study indicates that redeployees who strategise and make a conscious effort to manage the situation are more successful in terms of transition. Therefore, it is important for redeployees to be adaptable, be mentally pre-prepared for change (and subsequent situations), to forge good relationships with staff and (particularly) challenging students, and to watch other teachers - to seek and follow their advice when necessary.

- It is essential that redeployees follow school policies and procedures to the letter - especially behaviour systems.

- It is useful for redeployees to build up support systems, and ensure regular contact with a mentor and/or 'buddy', and new colleagues, as well as former colleagues, so that they access different viewpoints and practical, as well as emotional, support and advice. Indeed, it is important that redeployees build a positive picture of the host school even if they have reservations.

- On a personal level, it is necessary to ensure there is a 'cut off' from work – redeployees need to be prepared for, and guard against, tiredness which can lead to illness; indeed this can occur through additional workload – after all, being a redeployee can be like being an NQT again.

- Where redeployed teachers find the transition process difficult, to the point of bereavement, it is essential that they access ongoing bereavement counselling if necessary.

- It is advisable for redeployed teachers to have a back-up plan and to be ready to find another job if it all goes wrong – after all, not all schools are the same.

7.3.5 Recommendations relating to future research

I consider that the findings of the present study may have implications for the further development of theory in the field of education relating to compulsorily redeployed teachers. This fits Strauss and Corbin's (1990) argument that the researcher hopes, "that their theories will ultimately be related to others within their respective disciplines in a cumulative fashion, and that the theory's implications will have useful application" (p.24). Further research could apply and test the findings espoused here, in a larger scale study to examine how teachers experience compulsory redeployment and how it impacts upon their professional identities. For example, the three teacher groups could be tested in other contexts of redeployment and against larger samples.

Furthermore, whereas this study identified a group of teachers who did not benefit from effective induction, training or support, a related area for theory development could be an examination of teachers who have had such experience or training.

A quasi-experimental and action research project could be trialled using many of the suggestions of this study with redeployed teachers in a future system restructuring.

The findings could also be of significance with regard to other aspects of theoretical literature. There could be implications, for example, the literature on 'change theory' in general, particularly with regard to how teachers experience reform.

The findings of the present study and its associated themes, processes and concepts, may therefore inform the literature on 'educational change' and be relevant to other situations in which teachers undergo change and school leaders manage redeployment.

7.4 Conclusion

The compulsory redeployment of teachers has received little attention from researchers; indeed the most pertinent study in terms of the handling of redeployment and the motivation of redeployed teachers, Vandeveld (1988), is now twenty five years old. Troman's (1996), Mac an Ghail's (1992) and Doyle and Ponder's (1976) 'types', (though not specifically to do with redeployment) differ from those identified in this study, and Wallace and Pockington's research (2002) is not as focused as the present study in terms of detailing the experiences of compulsorily redeployed teachers.

The closest studies to the present one relate to South Africa (Robinson 2002; Soudien 2001; Chisholm et al 1999), but they focus on the reasons for the change,

and the restructuring exercise and reactions to it, rather than the impact of compulsory redeployment upon the teacher self and teacher identities. However, the main conclusions and recommendations which have arisen from the above studies, and others which can be related to this context, focus on the necessity of adequate preparation and support for redeployed teachers. After all, as Woods (1983) points out, “career structures cannot be re-formulated in one’s head overnight” (p.160).

In particular, researchers have highlighted the impact upon the teacher self – the emotional impact of change such as redeployment (Wallace and Pocklington 2002; James and Connolly 2000; Dunham 1986;1976), due to the link between emotion and the workplace (Puusa et al 2013; Zembylas 2003) and emotion and identity (Timoštšuk and Ugaste 2012; Beauchamp and Thomas 2009), and some researchers (Day et al 2007; Wallace and Pocklington 2002; Robinson 2002; Vandeveld 1988) have recommended tailored induction programmes, as well as ongoing training, and support packages for teachers undergoing significant change - in this case compulsory redeployment – a necessary part of enabling redeployed teachers to develop new professional identities in a new school context.

Although the necessary funding needs to be allocated for this purpose, it could avoid much greater financial loss for schools and local authorities, or Managing Bodies of schools, in the future (for example, long term absence, as discussed by Day et al 2005).

I consider that the findings which emerge from this study build on the findings of these researchers as it makes a contribution in terms of informing the literature on change management and reform, as well as bridging the gap in existing knowledge, specifically in terms of offering insight into the broad area of teachers' lives and careers, the teacher self and teacher identities and specifically compulsory redeployment. The study is significant as it brings together the themes of the teacher self and teacher identity with school closure and compulsory redeployment, and induction into a new school culture as a means of detailing the experiences of a group of teachers in one LA in the UK who have been compulsorily redeployed, with regard to the impact it has upon the teacher self and their professional identities as teachers and the extent to which they adapt to their new school. To the best of my knowledge, there is no existing theory or model which does this. The findings of the study suggest implications for improving the management of the whole process - relating to the LA, or Managing Body responsible for the school, the closing school, the host school and the redeployed teacher, as well as the further development and testing of the study's findings for future researchers.

Despite the limitations of the study (outlined previously), I consider that my findings and their implications address the aims of the present study and the three specific research questions, in terms of identifying how compulsory redeployment impacts upon the teacher self and on teacher identities.

Although the focus of the present study is on the experiences of compulsorily redeployed teachers, the findings may well be of relevance to literature on change theory in general, specifically change and reform instituted top-down and mediated by teachers' sense making of the situation and context into which they are placed. My conclusions are offered as a response to the study's three Specific Research Questions;

1. How do the redeployed teachers make sense of the closure of their middle schools and their subsequent redeployment to a secondary school? (SRQ1)
2. How do the redeployed teachers respond to the impact of compulsory redeployment upon the teacher self and teacher identities during the course of their first year in a secondary school (SRQ2)?
3. How do the redeployed teachers interpret the induction process into a new school culture? How, if at all, do the cultures influence the teacher self and teacher identities? (SRQ3)

To conclude, one can argue that the handling of the change process is the key to managing the whole process of redeployment – a complex issue which involves a lot more than simply transferring teachers from one school to another, if the process is to be successful. Indeed, twenty five years ago, Vandeveld (1988) summed up the different components of redeployment as follows,

“The concepts of intrinsic and extrinsic motivation, organisational commitment, job enrichment, management by objectives and organisational climate also have significant implications for the management of teacher redeployment” (p.54).

As stated previously, this study is timely and relevant given the amount of change in education in the UK currently, the current threat of teacher redeployment due to economic factors, the ongoing decline in the number of middle schools in the UK, and the ongoing transition work by other local authorities in the UK with regard to changing their three-tier structure to a two-tier structure of education. It is also timely because, as stated previously, most relevant existing research in this field is limited (Robinson 2002; Soudien 2001; Chisholm et al 1999), lacking in specificity (Wallace and Pocklington 2002), or is over twenty five years old (Vandeveldt 1988; Dunham 1986; 1976). Indeed, unfortunately, it appears that little has changed, in terms of managing teacher redeployment, since Vandeveldt’s research findings were published in 1988.

As Wilkins et al (2012) report, “the work of teachers in England continues to be at the centre of seemingly perpetual reform, as the rhetoric of ‘accountability’ and ‘attainment’ intensifies in political and public discourse” (p.73). Indeed, as a result of the Education Reform Act (DFE 1988), and, given the advent of academies, free schools, federations, the Education Act (DFE 2011) and with further reform to teacher standards (September 2012), local authorities, Managing Bodies and schools have experienced wave after wave of reform,

the effects of which seem to have accorded a low priority placed on issues such as teacher redeployment – an issue which is still ‘live’. For example, Kabungaidze et al (2013) describe the Minister of Education in South Africa passionately urging, “students to become teachers, assuring them not to fear retrenchments and further instability” (p.53). Indeed, Kabungaidze et al (2013), point to the ongoing impact of the failed redeployment exercise in South Africa which, “has resulted in offers of severance packages, rumours of retrenchments, redeployment of ‘excess’ teachers in schools and widespread resignations from the profession” (p.54).

Certainly, in other working environments, for example the business world, substantial training budgets would be allocated to support teaching staff to be able to cope with substantial changes to their working practices. Unfortunately, schools and local authorities, or Managing Bodies of schools, are presently not set up to deal with this level or type of change – there is simply not the funding (Pyke 2002), flexibility, or time, to dedicate to enable staff to cope with school system change required as indicated in this study. As a result, schools’ most precious resource – teaching staff – may feel undervalued, and some may choose, as a result of experiencing a difficult process without the support necessary, to leave the teaching profession. Although this study is a ‘snapshot’ in time, my aim was to document the experiences of the participants in their first year in a new school following compulsory redeployment, with regard to the impact the change has on the teacher self and teacher identities.

I also aimed to shed light on the phenomenon of redeployment, and make recommendations for future similar events elsewhere, so that the path of enforced change may be smoother for other sets of teachers experiencing similar events. In the words of Puusa et al (2013), “According to the data, organizational change, manifestation of identity and commitment are strongly connected to one another” (p.174). Furthermore, “Work carried out in this tradition has shown the centrality of the teachers’ selves in this process and how their values and commitments shape their careers” (Troman and Woods 2000, p.254). And, finally:

The restructuring of schools, the composition of national and provincial curricula, the development of benchmark assessments – all these things are of little value if they do not take the teacher into account...It is what teachers think, what teachers believe and what teachers do at the level of the classroom that ultimately shapes the kind of learning that young people get (Hargreaves 1994, p.vii).

In a results-driven age (Wilkins et al 2012), teachers are central to the success of the current government agenda of raising standards; indeed this was the reason given for the redeployment exercise carried out in Middletown in 2004.

However, for a lot of teachers, teaching is more than a job, and faced with a situation such as compulsory redeployment, teachers should be treated as humans, with emotions, rather than resources to be redeployed, and due care shown for their welfare and professional identities, in the event of school closure.

Epilogue

It is now nine years since the thirteen former middle school teachers were redeployed to the host school as a result of compulsory redeployment in Middletown. It may be of interest to the reader that in that time, all of the 'disillusioned' teachers (six teachers) have left the school, having sought new posts (some outside of teaching), or having retired. In contrast, all of the 'pragmatists' (four teachers) remained in the school for some years after securing promoted posts; indeed, one became Headteacher of the school, one became Head of Faculty, and two became Second in their respective faculties. Two of these teachers have since left; one retired and the other moved on to teach in a different context. All of the 'enthusiasts' (three teachers) remain in the host school to date. All of them have secured promoted posts - one to Second in Faculty, one to a position of pastoral middle leadership and one to a position of senior leadership.

Appendix A - Interview Questions for first round of data collection – Autumn term 2004

1. Tell me about yourself (profile)
2. Tell me about your teaching career to date
3. How do you feel about the closure of X middle school? Why?
4. How do you feel about starting at X secondary school? Why? How do you see this year working out? Why did you choose X?
5. What positives do you anticipate? Why?
6. Do you anticipate any problems? Why?

**Appendix B - Interview Questions for second round of data collection –
Spring term 2005**

1. How do you feel about the closure of X middle school now? Why?
2. How do you feel about working at X secondary school now? Why? How do you see this year working out now?
 - a. How well do you feel you have integrated to date? Do you feel that it is a new school?
 - b. How do you feel that staff and students perceive you? Has this changed since you started at the school?
3. What positives have you encountered so far, and what do you anticipate? Why? Is this what you had expected?
 - a. What do you feel you have gained?
 - b. What source(s) do the positives come from?
4. Have you encountered any difficulties so far? Do you anticipate any problems? Why? Is this what you had expected?
 - a. Have you experienced a clash of cultures?
 - b. Do you feel that you have 'lost' anything?
 - c. Have you experienced difficulties with curriculum/classes/discipline?
 - d. What source(s) do the difficulties come from?
5. How have you coped with the change?
 - a. How have you settled into your new role compared to your previous role(s)?

- b. Do you feel that your previous experience(s) have made it easier or more difficult for you to cope with the change? Have you had to cope with anything similar to this in the past? If so, have you coped in the same way as previously?
 - c. How would you describe the impact the change has had on your professional life? Do you feel that you have gained or lost status in any way?
 - d. What events have triggered a reaction in you? How have you dealt with these reactions? Do you continue to deal with issues as you always have done?
 - e. What strategies have you used over this period? Have they been successful? Have you changed your approach in any way?
 - f. Have you changed your approach/adjusted your behaviour in any way? Has this had an effect?
 - g. How do you feel about the role of management in the change?
 - h. How have your perceptions changed during the course of the year?
Do you feel the same way now as you did in September?
6. How has the change impacted on you personally?
- a. Have you experienced an emotional impact? How has this changed during the course of the year?
 - b. Have you done anything in your free time, which you feel has helped you to cope better with the change?
 - c. Do you feel the change has had any impact on your health?

- d. Has the change had any effect on your personal/family life? Has your family noticed any change in you?

Appendix C - Interview Questions for third round of data collection – Summer term 2005

- 2) Have you experienced any of the following this year? Denial, anger, immobilisation, loss of confidence, anxiety, inability to cope, stigma, discrimination, sense of loss, depression, bargaining, acceptance, hope.
When/how often?
- 3) If you resisted/accepted the change initially, what were your reasons for doing so?
- 4) Did you particularly enjoy anything this year? Why?
- 5) Did anything in particular upset you/cause you difficulties this year? Why?
- 6) Is this what you had expected? Why/why not?
- 7) How have you found the change in culture? Has anything made the cultural adjustment easier/more difficult? Why?
- 8) Do you feel part of the new school? Do you feel that you have a 'voice'?
- 9) Overall, would you say that you have coped with, or managed, the change?
How/Why?
- 10) Has anything changed since I last spoke to you?
- 11) Why have you decided to stay on at the school? Have you been for any interviews? What were they for? /Why have you decided to leave the school? What are your plans for the future?
- 12) Knowing what you know now, is there anything you would do differently?
Why?
- 13) Tell me about any periods of illness/time off you have had this year.

14) Describe the impact this process has had on;

- i. You – have you changed as a person/teacher?
- ii. Your relationships with colleagues/students/family

15) In the event of this process happening again, what recommendations would you have for;

- i. The LA/Middletown Review Team?
- ii. The school?
- iii. Individual teachers?

16) Is there anything else you would like to say, which you haven't already mentioned to me at some stage?

17) Have you found that taking part in this study has been helpful in any way?

Appendix D – Excerpts from interview transcripts of teacher ‘Simon’

Excerpt from interview 1 (Simon1), date of recording 5/10/04

Excerpt	Coding
<p>“Have you got or have you had any positions of responsibility?”</p> <p>“In my old school I was actually Head of Department in X but here I have relinquished that responsibility. Hopefully looking for some new responsibilities in the future”.</p>	<p>Lost status (SRQ2)</p>
<p>“How do you feel about the closure of (school D)”?</p> <p>“I felt that it was an opportunity for me to move on anyway. I felt that the three years that I spent at (school D) prepared me for moving on to another school and that was initially my plan when I first joined (school D) - that I would spend a few years there developing my skills and then move on to a secondary school. So, really the closure of (school D) didn’t really affect me that much - I hadn’t really spent too much time there and I wasn’t really affected too much by the closure, although I was sad to see some of my old colleagues go to different schools”.</p>	<p>Career opportunity (SRQ1)</p> <p>Closure positive (SRQ1)</p>
<p>“And how do you feel it was handled - the closure itself?”</p> <p>“Very formally - my headmaster was actually in charge of the review, one of the people in charge so I found that the feedback that we got in staff meetings and staff training days was dealt with very formally. Very ‘black and white’ - these are the rules, you can do this, you can do that, but you can’t do this, and to me it was a little bit false. We thought we were hearing the exact line that the people were trying to get across, but in reality other schools were doing different things”.</p>	<p>Inconsistent handling of closure (SRQ1)</p>

<p>“Why do you feel the middle schools were closed? Do you have any opinions about that?”</p> <p>“I myself came from a secondary school primary school background, two-tier, and I felt that was beneficial to me. In terms of middle schools they do have benefits; for example I think the Year 8s at my old school were a lot more mature than they are here because, of course, they were top of the school, top of the ‘pecking order’, but here they seem a little bit less mature - not so keen to grow up so quickly, and I don’t know whether that is a good or bad thing but obviously it’s a difference between the two schools”.</p>	<p>Closure positive (SRQ1)</p>
<p>“How do you feel about how your transferring to this school was handled?”</p> <p>“There’s obviously been a few mistakes. I feel that the school has really tried its best to try and make me feel welcome and I definitely feel welcome by all members of staff - even the Senior Management Team, right down to the caretakers and the auxiliary staff. There’s been lots of introductory courses and lots of help to try and make me feel at home and make me understand all the rules. I don’t know whether there has been too much or too little - I think that it’s been quite a bit but then as I’ve taught here before on teaching practice, I probably picked up some of the tricks before, so it’s like hearing it twice but that’s not necessarily a bad thing for other staff”.</p>	<p>Perception of staff attitude - positive (SRQ2)</p> <p>Good induction (SRQ3)</p>
<p>“Why did you come here? Why did you apply to this school?”</p> <p>“When I had the opportunity to come to this school I jumped at the opportunity because I’d been here and I’d taught with the X staff and the X staff, and I knew many of the teachers here already, and I’d been backwards and forwards, and when I came to look at other schools I went round and when I came to this school all the members of staff triggered off memories and it was lovely really, and they all remembered my name and spoke fondly of me”.</p>	<p>Strategy - previous knowledge of school (SRQ2)</p>

<p>“Since you have been here what has gone well for you?”</p> <p>“I really like the subjects that I’m teaching - I’m very pleased to be just teaching X and just X. I do have a second subject of X but in the past it has become marginalised and even though I taught it here on teaching practice and I did make the management aware of it when I first came here, I’m glad to be teaching X not just X. The children are much better than I expected them to be. Having taught at a range of other schools in Middletownshire, I was very pleased to see that the children’s behaviour was a lot better than I expected right through to Year 11s”.</p>	<p>Teaching specialism (SRQ2)</p> <p>Good student behaviour (SRQ3)</p>
<p>“So would you say it has gone better overall than you had expected?”</p> <p>“Yes, I would - better than expected in fact. I’m enjoying my teaching at the moment - really enjoying it - and hope it continues like this”.</p>	<p>Enjoying teaching (SRQ2)</p>

Excerpt from interview 2 (Simon12), date of recording 28/1/05

Excerpt	Coding
<p>“So, how do you feel about things now? How do you feel about the closure of your middle school now?”</p> <p>“Pretty good. I feel the same as before - I’m not really too bothered because I spent three years of my teaching at my middle school. I knew that I would be leaving to go to secondary school anyway, so it didn’t really affect me”.</p>	<p>Closure positive (SRQ1)</p>
<p>“How do you feel about (the host school) now?”</p> <p>“I still see (the host school) as an upper school who have really just accepted Years 7 and 8 as a bit of an ‘add-on’. It’s starting to get better as the original teachers from both sides start to get used to the children from all ages”.</p>	<p>Not new school (SRQ3)</p>

<p>“How well do you feel you’ve integrated now?”</p> <p>“I’m hoping the staff and pupils perceive me in a positive way. I’ve worked hard to develop good working relationships, especially with the naughty children. On the whole it’s worked well especially with the older ones and for the staff, but I think that I’m approachable and cheerful - sometimes maybe a little bit too cheerful which probably annoys some staff”.</p>	<p>Positive relationships – students (SRQ2)</p> <p>Positive relationships – staff (SRQ2)</p>
<p>“How have things changed since you started at the school? Do you feel that perceptions have changed or have you changed in your attitude?”</p> <p>“I haven’t changed any. I’m just enjoying it more really”.</p> <p>“More settled?”</p> <p>“Yeah, I am really. A bit more established I think”.</p>	<p>No change as teacher (SRQ2)</p> <p>Positive integration (SRQ2)</p>
<p>“So, what positives have you encountered so far? What do you think you have gained?”</p> <p>“There are lots of lovely children at the school - the vast majority of them really. There are lovely people. I’m really enjoying teaching these pupils. I have also gained because of the subjects that I’m teaching. I ‘m becoming more specialist in my favourite subjects as opposed to teaching all sorts. At my last school I was teaching RE and Music and Geography and although I don’t mind teaching those things, I’m not really a specialist, and I just enjoy teaching X and X really”.</p>	<p>Positive relationships – students (SRQ2)</p> <p>Teaching specialism (SRQ2)</p>
<p>“Have you encountered any difficulties so far?”</p> <p>“Still find it difficult to put up with unnecessary moaning from some of the staff. I perceive it as unnecessary anyway. Some of the teachers who have come from the other schools use trivial issues to support their bad feelings about being forced out, I think. I feel sorry for them. I can appreciate that they had a bit of an upheaval, but I just think they should put it behind them and make a fresh start, and try and make the best of what they perceive as a bad situation”.</p>	<p>Critical of intransigent attitude (SRQ2)</p>

<p>“Do you feel that you’ve lost anything in the process?”</p> <p>“I don’t think I’ve lost anything coming here, but I can only really think of positives. Although some days I feel a little bit run down and tired, I think that comes with any teaching job anywhere really, but I can only really think of positives here. I’ve enjoyed the move really”.</p>	<p>Lost nothing (SRQ2)</p>
<p>“How do you feel you’ve coped with the change? How have you managed it?”</p> <p>“I think I’ve settled in well. I like all the staff I work with and enjoy taking my classes on the whole. In the middle school and my previous teaching practices have also prepared me well for joining here. Obviously doing my teaching practice here was fundamental because I know half the staff and even some of the children. It’s been quite useful”.</p>	<p>Positive integration (SRQ2)</p> <p>Strategy – previous knowledge of school (SRQ2)</p>
<p>“If you think back, what events have triggered some sort of reaction in you? Has anything made you really mad, happy? Has anything been sort of extreme or not?”</p> <p>“Not really. I’m quite a calm person anyway and I would want to deal with any problems in a sensible way. I know that if I get wound up it’s just getting at me at the end of the day so I try to deal with problems calmly”.</p>	<p>Strategy – calm (SRQ2)</p>
<p>“Can you name any strategies, I mean that would be one really I suppose - remaining calm. Can you think of any other strategies that you’ve used?”</p> <p>“Yeah, developing good relationships with the pupils. I’ve been able to get quite a lot of work out of the older children. I think it has been really successful. It also limits discipline problems and just makes lessons more enjoyable for them and me”.</p>	<p>Strategy – positive relationships with students (SRQ2)</p>

<p>“How do you feel about the role of management in the change? This could be middle management, it could be senior management”.</p> <p>“I like middle management. I would say it’s the same as my last school really because I got on well with my middle management at both schools, but I felt at my last school my voice was heard more by senior management team. They would consult regularly to see what the problems were and they would actually look for solutions from you, but I’ve found that that doesn’t really happen so much here. Maybe it should”.</p>	SLT - negative (SRQ3)
<p>“So, how have your perceptions changed during the course of the year? Do you feel the same now as you did in September?”</p> <p>“Yeah, I do really. I don’t think a lot’s changed. I’m glad to have come here. I enjoy my teaching a lot here and, although it has its moments, on the whole it’s been a good move”.</p>	Enjoying teaching (SRQ2) Positive transition (SRQ2)
<p>“So, no big surprises or anything?”</p> <p>“Not really. As well as working here on teaching practice, I went to a lot of other secondary schools, so I’m aware of the issues and the problems they generally have, and I’ve not been surprised by any of the things that have happened”.</p>	Strategy – previous knowledge of school (SRQ2)
<p>“Finally how has the change impacted on you personally?”</p> <p>“I’ve got less work to do. I’m more relaxed. I get on better with my colleagues now than in my last school, although I didn’t not get along with them, I just feel that I’ve found some really good colleagues here, and I’m getting paid a little bit more of course as my yearly increment goes up. The only drawback to (the host school) I think is that I’ve got to drive a bit further. I had a good think about it and couldn’t really think of many problems, but I do have to drive a bit further in the mornings, but it’s not really a problem. At home I’m a bit more relaxed”.</p>	Lighter workload (SRQ2) Positive relationships – staff (SRQ2) Issue – distance (SRQ2) Impact - relaxed (SRQ2)

<p>“My partner teaches in a secondary school and they’re in special measures, so her workload has increased considerably, and she teaches the same subject as me. She teaches X also and she has to do quite a lot of work in the evenings whereas I’m coming home with not too much work having done it in my free periods at school. I’m lucky to get quite a lot of my free periods. I’ve only done a few covers, so I’m happy with doing my work at school whereas she has to bring hers home and can’t do it in school, then she loses her free time and it makes her angry, and I think she just looks at me and thinks that I’m getting a bit of any easy life”.</p>	Lighter (SRQ2)	workload
<p>“Do you think you feel more relaxed generally because of your working environment?”</p> <p>“Definitely - I’m a lot happier. I’m enjoying teaching as much as I ever have done so far - even from my teaching practices and everything”.</p>	Positive (SRQ2) Enjoying (SRQ2)	transition teaching
<p>“Do you feel the change has had any impact on your health at all?”</p> <p>“No. Only by being more relaxed. I was quite fit and healthy in my last school anyway, but yeah, I’ve had a little bit more time to chill out and relax and stuff really”.</p>	Impact (SRQ2)	– relaxed
<p>“What do you do in your free time that you feel helps you to cope with the change? Or is there anything you do in your free time that helps you to cope?”</p> <p>“I’m obviously quite sporty. I do a bit of cycling and stuff when the weather’s nice. Hill walking is nice. I go out in the holidays and do a bit of walking. Play on my computer. Watch TV. Obviously eat a lot of nice food - I like my cooking and so that’s really what I get up to at home and that just helps me cope with things. Teaching is quite a stressful job in any school and you just need to be able to unwind at the end of the day. I’m able to do that”.</p>	Strategy (SRQ2)	- cut off

<p>“Have you, or would you say, you’ve experienced an emotional impact because of the change?”</p> <p>“Yes, I would actually because I’m dealing now with a Catholic school. I think I’ve become a little bit more religious. I think I’ve become a little bit more spiritual and more caring and I do look at the greater scheme of things. Yesterday I was quite, I would say emotional, more spiritual, when I was doing a PHSE about the Auschwitz concentration camp. I was leading the PHSE in more of a ceremonial way - we had a candle to light and things like that. I would never have done that in my old school, but I came up with the idea of doing it in my PHSE and I think it worked really well and I was happy to have done it, so I think it is making me more spiritual really”.</p>	<p>More spiritual (SRQ3)</p>
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Excerpt from interview 3 (Simon13), date of recording 15/7/05

Excerpt	Coding
<p>“Can you sort of cast your mind back, think back to a year ago, and try to talk me through your emotional responses throughout the course of this year”.</p> <p>“I was quite anxious to come to (the host school) so when I had my interviews and things I was obviously quite nervous, because I really wanted to come here, and whilst when we got here it was quite hard, it was good. I was pleased to come here and although on the whole has been very good, I’ve enjoyed it being here, I’ve found it quite frustrating at times, but on the whole the emotional aspect of it has been quite good - I’m pleased with it”.</p>	<p>Strategy – previous knowledge of school (SRQ2)</p> <p>Positive transition (SRQ2)</p>
<p>“Initially you accepted the change anyway didn’t you? You had been positive all the way along, so what were your reasons for accepting it?”</p> <p>“I am quite a positive person and I know the whole change is going to be difficult for a lot of people and I know people cope with change differently. As I am a positive person, I will try to accept change for the better and look for the positives in it”.</p>	<p>Strategy – positive attitude (SRQ2)</p>

<p>"I know there are lots of negatives, but to be honest there were lots of negatives at my old school as well. So if I look at it in a positive way, I'm less likely to be put down by it and feel depressed all the time".</p>	<p>Strategy – positive attitude (SRQ2)</p>
<p>"Did you particularly enjoy anything this year?"</p> <p>"Yeah, my form have been an inspiration to me - the best form I've ever had. They are lovely although they're tinkers at times. I'm always moaning at them, always whinging, but on the whole they are a lovely form and I really care for them in a way. It's nice - they're a good bunch and the staff as well. Good bunch of staff - got on well with them, I've liked them".</p>	<p>Positive relationships – students (SRQ2)</p> <p>Positive relationships – staff (SRQ2)</p>
<p>"In terms of positives and negatives, is this what you had expected?"</p> <p>"Definitely. I'd been here on teaching practice. I'd always kept quite close liaisons with some of the staff and I knew what to expect. To be honest, I was a secondary teacher anyway at a middle school beforehand, so I'm trained secondary. I'm teaching my specialist subjects - it's exactly how I expected it to be. If anything, I expected the children's behaviour to be a little bit worse. A pleasant surprise".</p>	<p>Strategy – previous knowledge of school (SRQ2)</p> <p>Teaching specialism (SRQ2)</p> <p>Good student behaviour (SRQ3)</p>
<p>"How have you found the change in culture from middle to secondary?"</p> <p>"Here because of the offices and because it's difficult to get from one place to the other, you're all split. It's different to middle school, because I don't feel like I'm talking to everybody who I normally would be at the middle school, and I sometimes have to compensate for that when I do see them. So I try to chat to as many people as I can and stay friendly with everyone".</p>	<p>Issue – split (SRQ3)</p>

<p>“Do you feel part of the new school?”</p> <p>“Sometimes, but sometimes not. At middle school, the senior management were more accepting of our ideas. We’d sit down with everybody - talk about the problems in school, and as a group of teachers and senior management, and everybody would listen to those ideas even if they came from a teaching assistant, and all our ideas were valued. And they would listen to those ideas, take on board the best ones, choose to put those into practice. If they failed they would be able to come back and sort it out with you and no-one was at fault really. Here, I don’t think we have same voice as a staff. I think sometimes decisions are made without really consulting everybody, and if there is a lot of people that think that’s a bad idea, sometimes it just pushes ahead anyway and I find that a little bit frustrating at times, because I feel like my voice isn’t being heard or the staff’s voice isn’t being heard, but that’s all I think about that really. Sometimes yes but sometimes no”.</p>	<p>SLT - negative (SRQ3)</p>
<p>“Overall would you say that you’ve coped with or managed this change?”</p> <p>“As I said at the beginning, I think I have been quite optimistic throughout - positive - and I think I have coped with the change quite well. I’ve always looked for the benefits if it will help me”.</p>	<p>Strategy – positive attitude (SRQ2)</p>
<p>“Do you think it’s more that you’ve actually managed it - you’ve sort had certain strategies or that type of thing?”</p> <p>“Even at middle school, I was hoping to use middle school as something for me to progress my career - it was a nice little introduction into teaching. Learn a few teaching strategies, you know, get a few years under my belt, get into a position of responsibility which is good and then come to a secondary school. And, as it happened, I knew about the system changeover anyway and it was a perfect opportunity for me to get a bit of experience and then move up into a secondary school, and that’s exactly what’s happened. So, for me, it’s been planned for about four years”.</p>	<p>Career progression (SRQ1)</p>

<p>"I've always looked at positives and I thought it was a good change for me".</p>	<p>Strategy - positive attitude (SRQ2)</p>
<p>"Has anybody actually contacted you at any stage to find out how things are going or anything?"</p> <p>"Informally yeah. I've talked with the senior management on an informal level and I think they are well aware that I'm coping quite - well I don't seem to have any problems".</p> <p>"What about higher in terms of (the review team) - has anything come from them - the review body?"</p> <p>"No, not that I am aware of".</p>	<p>SLT - positive (SRQ3)</p> <p>No LA contact (SRQ3)</p>
<p>"You've obviously decided to stay on at the school - what are your reasons for staying on?"</p> <p>"I just enjoy it here - a good bunch of staff, although we've got some naughty pupils, we have also got the vast majority of pupils who are very caring and considerate nice people, and you can talk to them and I've got to know quite a lot of them quite well, so I would miss being away from here at the moment. I enjoy the staff and I enjoy working here and, although things could be a little bit improved over a range of issues, on the whole, these would be problems that you would pick up somewhere else as well. I think if I was to move, I would be faced with the same problems, so I don't see any benefit from leaving".</p>	<p>Positive relationships – staff (SRQ2) Positive relationships – students (SRQ2)</p> <p>Issues elsewhere (SRQ2)</p>
<p>"Knowing what you know now is there anything that you would do differently?"</p> <p>"Not really, because during my time here I've just been myself. I've always acted with my best interests in heart really. As I told you, my plans were basically to see out middle school and then join a secondary, and I think that has gone well and whilst I've been here I've just been myself - I've been positive and I've been enthusiastic, and I think that's helped me with those things. So, I think I couldn't do anything differently because I have just been myself".</p>	<p>Career progression (SRQ1)</p> <p>Strategy - positive attitude (SRQ2)</p>

<p>“Describe the impact that this process has had on you firstly as a person - has it changed you?”</p> <p>“It’s made me more spiritual moving to a Catholic school. I didn’t really know what to make of that before - I had my ideas about going to mass and things like that, but I’ve really taken on board some of the ethos of the school and it’s improved myself as a person. Also, I’m happier I’ve got less work to do most of the time on average, because I was a head of department at my last school so I had loads more meetings to go to and in a way I’ve compensated for that with clubs. But on the whole, I’ve got less paperwork to do. Just generally more happy”.</p>	<p>More spiritual (SRQ3)</p> <p>Lighter workload (SRQ2)</p>
<p>“In the event of this process happening again, what recommendations would you have for firstly the LEA or the review team?”</p> <p>“I would want clearer policies. I found that one school might be getting some information in a different way than us. Now the person who was in charge of my school was X and he was part of the review, so what he said to us was basically very clear, very by the book, and we found that from talking to other staff they received different instructions - kind of blurred - and for them they were able to take advantage of that I suppose in some situations, whereas we weren’t able to because of such clear guidance. I suppose he was doing it correctly and I can’t begrudge people for that”.</p>	<p>Recommendation – policies (SRQ1)</p> <p>Inconsistent handling (SRQ1)</p>
<p>“What about other schools - any school that finds itself in the position that this one did in September or last July what could they do?”</p> <p>“At first we found - and I’m saying we - it was the general consensus that we didn’t know very much information about how things worked at the school up until before we started. It would have been really helpful to know all about registers and all about the running of the school before we actually started, but we found them out through induction processes during the time at school”.</p>	<p>Recommendation – procedures (SRQ1)</p> <p>Induction (SRQ3)</p>

<p>“Some things you can actually get by without, you know like sex education and things like that, you can get by and learn about it while you are at school, but there are other things that we needed to know beforehand really and I know it is difficult to say in hindsight but I suppose we could have had more information about the general running of the school before we actually started; like knowing which classroom we were in”.</p>	<p>Induction (SRQ3)</p>
<p>“And individual teachers who find themselves in the situation that you were in?”</p> <p>“I found it quite easy because I’ve been positive and I’ve accepted the change, and I still think some people are reluctant to accept that change. They’ve felt that the changeover has been a burden to them and messed up their lives, and I think they need to become more positive and accept that the change has happened and there is nothing to gain from whinging and moaning about it. To accept it and to work in a positive way to put things right, rather than to keep whinging about the situation they’ve been placed in. I still think that’s happening now”.</p>	<p>Strategy – positive attitude (SRQ2) Critical of intransigent attitude (SRQ2)</p>
<p>“Have you found that taking part in this study has been helpful in any way?”</p> <p>“Yes, it’s made me more reflective. Probably these are issues that I wouldn’t really have thought about and spent time thinking of answers for, but these questions have allowed me to think about this changing year and look at in a good light, and I think it makes be happy to realise that I’m going home at the end of day, and I can honestly say I’m happy here”.</p>	<p>Strategy – reflection (SRQ2)</p> <p>Positive transition (SRQ2)</p>

Appendix E - Excerpts from diaries of teacher 'Amy'

Excerpt from diary 1 (AmyD1), date of entry: 26/11/04

Excerpt	Coding
"We hate it, but just try to carry on each day supporting each other. Last week three teachers had horrendous lessons that I know of, and went home in tears".	Poor behaviour (SRQ3)
"We don't want to say anything because the staff that are already here walk around with a smile on their face saying how wonderful all the kids are. When I have said anything I've been told that 'they're really good for them' and 'how talented they are'!"	Perception of staff attitude - negative (SRQ2)
"Absolute rubbish, we've heard some of these so-called great lessons. We feel that the standard of discipline is absolutely terrible. We have had to lower our standards so much".	Poor behaviour (SRQ3)
"We feel resented by staff and pupils who were already here even though the staff pretend to be fine".	Perception of staff attitude – negative (SRQ2) Perception of student attitude – negative (SRQ2)
"I have been introduced to a Year 10 class as never having taught GCSE drama – a great start with some difficult kids who turned around and said "You've never taught before".	Perceived as middle school teacher (SRQ2)
"We are given Year 10 and 11 to cover frequently. Why did I get all of Year 9 and some Year 10 when I am a specialist in Years 7 and 8? I only teach three out of seven Year 7 classes – does that make sense?"	Issue – subject specialism (SRQ2)

“The worst thing is we get one lesson out of three Year 10 lessons where we are treated like some stupid supply – we are given the boring stuff to do, and are resented by pupils who want their ‘real’ teacher”.	Perceived as supply teacher (SRQ2) Perception of student attitude – negative (SRQ2)
“I have been told that the middle schools failed – that’s why they were closed down – Year 9 used to come back to us in all subjects every year and tell us they were bored and doing really easy lessons”.	Closure negative – standards (SRQ1)

Excerpt from diary 3 (AmyD3), date of entry: 23/6/05

Excerpt	Coding
“If there obviously still is an upper school and a middle school here, then perhaps the upper school should cover for their colleagues instead of using the middle school people in the same way as a casual supply”.	Perceived as supply teacher (SRQ2)
“You will lose us all – not because we can’t cope with the kids we have already taught, but because we are not wanted”.	Appraisal (SRQ3)
“Eventually, the upper school staff will build up an empire of NQTs that they can lord it over and we will go. Sadly NQTs usually only last in the job for a couple of years, so who suffers? The pupils as usual. This is not my personal opinion – this is how we all feel”.	Perception of staff attitude - negative (SRQ2)
“Why do teacher at this school score off everyone? Kids lie! But they always believe the pupils because it reinforces their view that we are incompetent and useless”.	Perception of staff attitude – negative (SRQ2) Appraisal (SRQ3)

<p>"I can't wait for the day when they can't blame the middle schools for their poor results. It will all be down to them. Maybe then they'll blame the lower schools – that will be a new experience for them".</p>	<p>Standards (SRQ1)</p>
<p>"I now see no hope of middle and upper schools uniting here – you will just have to wait for us all to give up and leave – like X and Y. I suppose they think that they can't cope. Well that's at least three gone, others wanting to go, others waiting to retire. Upper school - Game set and match. Middle school – Love".</p>	<p>Negative integration (SRQ2)</p> <p>Appraisal (SRQ3)</p> <p>Split factions (SRQ3)</p>
<p>"I will accept defeat gracefully and rethink my position here. I accept I am a fill-in".</p>	<p>Appraisal (SRQ3)</p>
<p>"As I was told by a senior science teacher yesterday, that in his opinion I shouldn't have been employed, as there was no job for me here. Why me? Why not Z who was employed with me on the same advert? Oops – she's younger. Not an old trout like me. Well it's nice to know that the science department has chewed over my appointment and decided that X didn't need me".</p>	<p>Perception of staff attitude – negative (SRQ2)</p> <p>Appointment (SRQ1)</p>
<p>"I really did think I was going to come here and shine – slowly at first, so as not to upset anyone, but hey, what's the point? I was damned before I even started".</p>	<p>Attitude on being redeployed (SRQ1)</p>

Appendix F - Open Coding - Themes and Sub-Themes

Teachers' Experiences of School Closure and Subsequent Redeployment

Perceptions on School Closures

- Perceived school closure positively
- Closure mistake
- Standards

Perceived Handling of School Closures

- Good handling by middle school
- Poor handling by middle schools

Perspectives on Application Process

- Reasons for choosing host school

Perspectives on redeployment

Positive Perceptions of Redeployment

- Accept it, move on
- Happier here
- Positive family reaction
- Less work to do
- Gained confidence
- No change as a teacher
- New experiences, new situations
- Curriculum
- Lessons
- Positive impact on health
- Better start than expected
- Lost nothing

Negative Perceptions of Redeployment

- Didn't choose move
- Management role
- Workload issues
- Loss of confidence
- Negative at end of term/year
- Negative impact on family life
- Physical effect – energy
- Negative impact on health
- Time off

Perceptions of loss

- Sad at leaving
- Happy where they were
- Human cost
- Negative emotions
- Anxiety/nervous at first

Perceptions of Bereavement

- Bereavement - anger at first, passed
- Bereavement – denial
- Bereavement – frustration
- Bereavement – resentment

Teachers' experiences of impact of compulsory redeployment on their professional lives

Strategies on managing transition following redeployment

- Thinking positively
- Positive person
- Coped with/managed change
- Realistic attitude
- Expected behaviour issues
- Positive relationships – students
- Politics
- Positive relationships – staff
- Working with staff
- Not listening to negativity
- Negative unnecessary moaning
- Routines
- Organisation
- Personal organisation
- Following school procedures
- Thinking/reflection
- Keep your head down
- Be adaptable
- Be open-minded
- One day at a time
- Be patient
- Rise to the challenge
- Calm approach
- Previous moves

- Timely opportunity
- Progression
- Management responsibility
- Freetime activities
 - Cut off

Integration

- Settling in
- Getting involved
- Integrated well
- To an extent
- Difficulties with talking/mixing with other staff

Perceived issues with host school

- Systems
- SLT – no staff voice
- Expertise (KS3) not called on
- Loss of ownership
- Poor working conditions
- Working conditions – mobiles
- Teachers' Perceptions of a Change in Organisational School Culture

Experiences of the culture in the host school

- Host school hasn't changed
- Difference in size of schools
- Issues at host school
- Importance of faith school
- Becoming more spiritual

Strategies to manage a change in culture

- Previous experience in the school
- Know students from previously
- Teaching specialism now
- Not teaching specialism, however

Perceptions of a change in organisational school culture

- Lost status
- Gained status
- Neither lost nor gained

- Perceived as middle school teacher

Perceptions of culture

- Culture shock
- Good behaviour
- Behaviour
- Intimidating
- Authority

Future Plans

- Reasons for staying on
- Move again
- Issue with age

Teachers' experiences of the induction process following redeployment

Perceptions on planning by host school

- Poor planning
- Experiences of external support
- No external support
- LA support
- No support – school/LA

Experiences of in-school support

- Host school
- Good internal support

Experiences of training

- Adequate training
- Need for more training

Induction strategies following redeployment

- Discuss solutions together
- Watchful learning
- Need for emotional support
- Own support network
- Family support
- Positive participation in study

Appendix G – Summary of profile of participants

Participant	Gender	Age	Middle school	Years of teaching experience	More than 5 years in previous school
Dan	M	36	D	11	
Alice	F	50	F	27	√
James	M	48	C	20	
Peter	M	50	F	26	
Martin	M	58	F	36	√
Mary	F	56	F	30	√
Frances	F	38	F	15	
Louise	F	54	E	8	√
Jane	F	35	B	13	
Kelly	F	30	A	6	
Amy	F	52	E	15	√
Simon	M	27	D	4	
Lorraine	F	50	F	25	√

Appendix H - Information Sheet for Participants and Research Consent Form

Information Sheet for Participants

1) What is the purpose of this study?

The aim of this study is to investigate the human impact of change. I have approached all 13 ex-middle school teachers who are starting at (the host school) this September. I plan to interview you at different stages during the course of your first year at (the host school). I would like to investigate your thoughts on the process of change at the beginning of the year, in the middle of the school year, and at the end of the year.

2) Who is conducting the study?

Me! I am a lone researcher, working part-time towards a PhD at the University of Leicester. I am carrying out this study for myself. I was a student at (school F), so I am naturally interested in the process of changing from a three-tier to a two-tier system. I am also interested in the amount of literature there is about structural change, compared to that on the human impact of change.

3) What will be involved if I take part in the study?

The study will be carried out by means of a process of interviews. There will be one 'introductory' interview right at the beginning of the year, and one per term thereafter (three in total). The interviews will be informal and will last for approximately one hour. They will be tape-recorded (this is vital as I need interview transcripts in order to analyse the data), but you will have the right to see and edit the notes from your interviews. I will ask open-ended questions, and you will be free to raise issues of your own. You can also refuse to respond to any questions you do not wish to answer.

4) When and where will the study take place?

The interviews will be carried out after school, at a time which is convenient to you. They can be carried out on, or off, the school premises.

5) What information will be collected?

The only information I will collect will be that which you supply me with in diary form or in the interview situation. Any other conversations I have with you will not form part of the study!

6) Do I have to take part?

No!

7) Can I withdraw at any time?

Yes. You can withdraw at any time without fear of recrimination!

8) Will all information be kept confidential?

Yes. You will not be identified at any time (you will have a pseudonym). The only people who will have access to my work, apart from me, are my supervisors. I will not disclose any information to anybody else – this includes fellow participants.

A final note!

I realise how busy you all are, but I would like to reassure you that, if you are interested in taking part, I will seek to make this as hassle-free as I can for you. I would be very grateful for your participation, as this study cannot go ahead without you, your stories, your viewpoints, and your opinions.

(Information sheet questions taken from D Burton (Ed.) (2000) Research Training for Social Scientists, London, SAGE, p.85)

Research Consent Form

Title of Project: How do teachers who have been redeployed from middle to secondary school manage the process through the first year of transition?

1) Have you read the information sheet? **Yes/No**

2) Have you had the opportunity to ask questions and discuss the study? **Yes/No**

3) Have you received satisfactory answers to your questions? **Yes/No**

4) Have you received enough information about the study? **Yes/No**

5) Do you understand that you are free to withdraw from the study:
- at any time
- without having to give a reason for withdrawing? **Yes/No**

6) Do you agree to take part in this study? **Yes/No**

Signed _____ **Date** _____

Name (in block letters) _____

(Consent form adapted from D Burton (Ed.) (2000) Research Training for Social Scientists, London, SAGE, p.84).

Appendix I - Summary of records for 'audit trail'

Details	Description
Code name for participants	Teachers A – M
Interviews – first round of data collection	Interview transcripts AI1 – MI1
Diaries – first round of data collection	Diaries AD1 – MD1
Interviews – second round of data collection	Interview transcripts AI2 – MI2
Diaries – second round of data collection	Diaries AD2 – MD2
Interviews – third round of data collection	Interview transcripts AI3 – MI3
Diaries – third round of data collection	Diaries AD3 – MD3
Documentary data	Data collated from LA documents, local schools and press
Branches 1	Open Coding - raw data from transcripts and diaries
Branches 2	Open Coding - raw data classified by theme
Branches 3	Open Coding - list of themes extracted from raw data
Branches 4	Open Coding - themes classified according to SRQs
Branches 5	Axial Coding - first round of analysis of themes and sub-themes
Branches 6	Axial Coding - second round of analysis of themes and sub-themes
Branches 7	Axial Coding - third round of analysis of themes and sub-themes
Branches 8	Selective Coding - participants tracked alphabetically through themes and sub-themes
Branches 9	Selective Coding - participants listed under teacher 'groups'
Branches 10	Selective Coding - summary of perceptions and experiences of teacher 'groups' through themes and sub-themes
Branches 11	Selective Coding - final summary of themes and sub-themes according to teacher 'group' including profile data
Theoretical Memos: Pre-transition	Theoretical Memos summarising data analysed under Code Notes: Reacting, Rationalising, Understanding and Preparing

Code Note: Reacting	Summary of data analysed from interviews1/2/3, diaries 1/2/3 and documents
Code Note: Rationalising	Summary of data analysed from interviews1/2/3, diaries 1/2/3 and documents
Code Note: Understanding	Summary of data analysed from interviews1/2/3, diaries 1/2/3 and documents
Code Note: Preparing	Summary of data analysed from interviews1/2/3, diaries 1/2/3 and documents
Theoretical Memos: Transition	Theoretical Memos summarising data analysed under Code Notes: Inducting, Adjusting, Strategising and Integrating
Code Note: Inducting	Summary of data analysed from interviews1/2/3, diaries 1/2/3 and documents
Code Note: Adjusting	Summary of data analysed from interviews1/2/3, diaries 1/2/3 and documents
Code Note: Strategising	Summary of data analysed from interviews1/2/3, diaries 1/2/3 and documents
Code Note: Integrating	Summary of data analysed from interviews1/2/3, diaries 1/2/3 and documents
Theoretical Memos: Post-transition	Theoretical Memos summarising data analysed under Code Notes: Interpreting, Culture-reconciling and Appraising
Code Note: Interpreting	Summary of data analysed from interviews1/2/3, diaries 1/2/3 and documents
Code Note: Culture-reconciling	Summary of data analysed from interviews1/2/3, diaries 1/2/3 and documents
Code Note: Appraising	Summary of data analysed from interviews1/2/3, diaries 1/2/3 and documents

Appendix J – Summary of participants' responses to the themes of 'Pre-transition', 'Transition', and 'Post-transition'

Summary of the pragmatists' responses to the 'pre-transition' theme

	The pragmatists
Theme: 'Pre-transition'	Mixed emotional reaction regarding impact upon teacher identity (JamesI3), though able to rationalise process (JamesI2, JamesI3), participants identified issues with preparation processes and lack of pre-training (JamesI2)
Sub-theme: Reacting	Participants expressed denial and anger initially, as well as quietly positive responses (JamesI3)
Sub-theme: Rationalising	Participants indicated that there was no choice but to move on (JamesI2, KellyI2), and were realistic about issues of underachievement in some of the middle schools (PeterI2, PeterI3)
Sub-theme: Understanding	Participants outlined issues of personal loss (KellyI3), and loss of professional identity (JamesI2, KellyI2), and would not necessarily have chosen to leave the middle school of their own volition at that point (KellyI3)
Sub-theme: Preparing	Participants outlined issues with planning process (JamesI2), interviews and lack of pre-training (JamesI2), with regard to developing skills needed in the host school prior to transition (JamesI2)

Summary of the enthusiasts' responses to 'pre-transition' theme

	The enthusiasts
Theme: 'Pre-transition'	Participants expressed a positive outlook, and were ready to move on (JanelI1, SimonI1, DanI3), as standards were seen as better in secondary schools (SimonI1). Participants identified new opportunities and challenges regarding their professional identity (SimonI1, SimonD2, DanI3), but identified issues with inconsistent preparation processes (DanI1, JanelI3). They initiated contact with the host school prior to transition (DanI1, JanelI1, SimonI1)
Sub-theme: Reacting	Participants indicated that the decision to close middle schools was a 'fait accompli' (JanelI1), and they were shocked at the end of an era (JanelI1), although positive in terms of opportunities afforded (JanelI1, SimonI1, SimonD2, DanI3)
Sub-theme: Rationalising	Standards were perceived as good in secondary schools (SimonI1)

Sub-theme: Understanding	Participants indicated that transition was a positive change for themselves, as it offered new opportunities and new challenges regarding developing their professional identities (Simon11, Simon12)
Sub-theme: Preparing	Participants indicated that little support was provided for teachers prior to transition with regard to preparing to develop their professional identities in their new roles (), and that the application and interview processes were disorganised (Dan11, Janel3). Participants showed initiative in terms of contacting host school prior to transfer (Dan11, Janel1, Simon11)

Summary of the ‘disillusioned’ teachers’ responses to ‘pre-transition’ theme

	The disillusioned
Theme: ‘Pre-transition’	Participants perceived the closure of the middle schools as a mistake (Martin11, Martin12) and experienced issues of loss of professional identity and bereavement (Lorraine11, Martin11, Martin12). They were also critical of the lack of contact from the host school prior to transfer (Lorraine13)
Sub-theme: Reacting	Participants expressed anger (Louise12), denial (Mary11), and sadness (Mary13)
Sub-theme: Rationalising	Participants failed to acknowledge underachievement in Middletown middle schools, and denied that standards were better in secondary schools (Martin11). Participants indicated that school closures were for financial and political reasons (Alicel1, Amy11), and that they were ‘forced’ to move (Mary13)
Sub-theme: Understanding	Participants would have stayed at their middle school and would not have chosen to leave (Amy11, Alicel3). Strong evidence of loss regarding the self such as bereavement issues (Martin11, Amy12), and professionally with regard to their identities as teachers (Martin11, Martin12, Mary13). Issue with late point in career at which this change happened (Martin11, Mary13)
Sub-theme: Preparing	Participants specifically chose to work in the host secondary school (Alicel1, Amy11, Lorraine11, Louise11, Mary11, Martin11), although they expressed numerous concerns about the host school regarding planning and preparing for the process prior to transition (Martin13)

Summary of the 'pragmatists' responses to the 'transition' theme

	The pragmatists
Theme: 'Transition'	Participants encountered difficulties, although they usually anticipated them, and they learnt to overcome them in time (Kellyl2, Peterl3). Despite the fact that it took six months, they eventually integrated well (Kellyl2), held balanced views (Kellyl1, Jamesl3), and were positive regarding their transition into the host school (Francesl1, Kellyl1, Kellyl2)
Sub-theme: Inducting	Participants were critical of the induction process in the host school (Jamesl3), but made practical suggestions in terms of what would have been useful with regard to induction and training (Kellyl1, Jamesl3)
Sub-theme: Adjusting	Participants approached adjustment pragmatically and described it as a difficult, tiring and stressful experience (Francesl2), although they had no time off sick (Francesl2)
Sub-theme: Strategising	Participants showed initiative (Kellyl2, Kellyl3, Francesl3), asked for help (Kellyl2, Kellyl3), got involved (Kellyl2), reflected (Francesl3), adapted (Francesl3), and detailed various strategies to help themselves (Kellyl1, Francesl3). They were open-minded and prepared themselves mentally in advance for difficulties (Peterl2, Peterl3). Participants talked of 'managing' the situation because they had experienced some change previously (Kellyl1, Jamesl3)
Sub-theme: Integrating	Participants took time to integrate well, although they felt it was up to them alone to integrate (Kellyl2, Jamesl3, Peterl3). They detailed realistic problems in the host school, such as the split lunch break (Jamesl2), the mobiles (Jamesl2), and problems with school systems (Jamesl3)

Summary of the 'enthusiasts' responses to the 'transition' theme

	The enthusiasts
Theme: 'Transition'	Participants go out of their way to integrate and progress (Janel1), and criticize those who fail to do so (Danl2, Simonl2). During 'transition', they constantly look for positives in the situation and gain in confidence, all the time looking for opportunities to develop themselves and move forwards in their career (Danl1).

Theme: 'Transition'	Participants identified poor induction programme and perceived lack of LA support (SimonI3). However, they 'managed' transition and strategised strongly, drawing on their previous experience of change (JanelI1, DanI2)
Sub-theme: Inducting	Participants indicated that induction was poor, but that they were realistic about training, some claiming that they did not need it (SimonI3). Participants indicated that although there had been no support from the LA, support was good from their 'home' faculties (SimonI3). Participants expressed concern at not being involved in the planning in the host school for Key Stage 3 (JanelI3)
Sub-theme: Adjusting	Participants adapted quickly and coped well with transition due to their positive attitudes (DanI1, DanI2, SimonI2). Transition was smoother for them because of the fact that they'd experienced change previously (JanelI1, DanI2)
Sub-theme: Strategising	Participants strategised strongly from the outset, used their initiative (DanI1), got involved (JanelI1), and reflected on their practice (DanI1). They were organised and able to cut off from school (JanelI1, DanI2, SimonI3) and they built up good relationships with staff (SimonI2) and with (particularly difficult) students (SimonI2). They were critical of some of the other redeployed teachers (the 'disillusioned') for not trying to 'fit in' (DanI2, SimonI2)
Sub-theme: Integrating	Participants integrated quickly and well, although they detailed various issues with working conditions (JanelI1), poor organisation and school systems (DanI2, SimonI3). They were critical of the school leadership team (DanI2), but felt integrated into the host school and that they were not perceived as middle school teachers (DanI2). Participants had no time off ill (DanI2)

Summary of the 'disillusioned' teachers' responses to the 'transition' theme

	The disillusioned
Theme: 'Transition'	Participants experienced difficulty with strategising and coping with the changes demanded of them (LorrainI3). Participants complained about the lack of LA and diocesan support (MartinI1, MartinI3, LorrainI3), and identified numerous issues with the host school and induction process (LorrainI3, MaryI3, MartinI3). Participants were unable to strategise and experienced real difficulty integrating into their new school community (AmyI1, AmyI2, MaryI3)

Sub-theme: Inducting	Participants experienced little in the way of useful induction (Maryl3, Martinl3), and although they indicated good faculty support, they were concerned about not being involved in the planning for KS3 (Martinl3). They detailed mixed views about training, some indicating that there was no training (Maryl3, Martinl3), and others saying that they didn't need training (Alicel3). Participants indicated that they needed emotional support and since this was not forthcoming, they supported each other, and looked for support from ex-colleagues (Lorraine12)
Sub-theme: Adjusting	Participants described the experience as a 'rollercoaster' (Alicel3). They indicated that they were struggling to cope and struggling to adapt, particularly as most had not moved jobs previously (Lorraine13). Participants felt that they were perceived as 'middle school teachers' by the school community (Alicel2) and detailed barriers to adjusting (Amyl1, Alicel2, Maryl3)
Sub-theme: Strategising	Participants were able to reflect, but perceived and experienced difficulties including fatigue (Martinl3), health issues (Martinl3), and time off school (Martinl3). Participants showed little initiative in terms of contacting the host school themselves (Lorraine13). They talked about trying to adapt, but acknowledged that they could not strategise and found adaptation difficult (Lorraine12, Martinl2, Maryl3). Some 'gave up' and some talked just of survival (Martinl2). Participants indicated that they couldn't cut off from school (Martinl2)
Sub-theme: Integrating	Participants said that they did not feel they had integrated (Amyl2, Martinl2). They perceived two camps in the host school (existing staff in the host school and ex-middle school teachers) (Amyl1, Maryl3). They described issues with practicalities such as working conditions (Alicel2), and issues with school routines (Alicel2). Participants indicated that the split lunch break meant that it was difficult for them to integrate (Alicel2, Maryl3); indeed they felt they were not wanted, and not accepted by staff (Amyl1)

Summary of the 'pragmatists' responses to the 'post-transition' theme

	The pragmatists
Theme: 'Post-transition'	Participants anticipate difficulties they may encounter (Kellyl2), and they learn, in time, to overcome them. They gain in confidence post-transition (Peterl2), positive about their future in the school (Francesl3).
Sub-theme: Interpreting	Participants felt they had lost status (Jamesl2), but it was 'up to them' to sort it out (Jamesl2); some were simply unconcerned about it (Peterl2). Participants held balanced, realistic views (Kellyl2, Peterl3), and felt that the change, in particular curriculum change, was good for them professionally (Kellyl2).
Sub-theme: Culture-reconciling	Participants were realistic and anticipated they would have difficulties with student behaviour management (Kellyl2). Participants identified that poor student behaviour issues in the school stemmed from existing school systems which were not well-structured, clear, or were simply ineffective (Jamesl2), and there was a need for consistency (Jamesl2). Participants identified weak leadership in the school (Francesl2).
Sub-theme: Appraising	Participants have come to terms with the benefits of redeployment despite difficulties, and remain 'pragmatic' about the process (Kellyl2, Jamesl3), positive about their future in the school (Francesl3).

Summary of the 'enthusiasts' responses to the 'post-transition' theme

	The enthusiasts
Theme: 'Post-transition'	Participants constantly look for positives in the situation and gain in confidence (Danl2), all the time looking for opportunities to develop themselves and move forwards with their careers (Danl2, Simonl1, Simonl3).
Sub-theme: Interpreting	Participants indicated that they were not perceived as middle school teachers (Danl2), perceived positive reactions from the students (Danl2, Simonl3), and had not perceived a loss of teacher status (Janel2).

Sub-theme: Interpreting	Participants indicated that they were enjoying their work (Danl2, Simonl3), were happy at the school (Danl2, Janel2, Simonl3), and they hadn't changed as teachers (Janel2), although they had gained in status and confidence (Danl2).
Sub-theme: Culture-reconciling	Participants indicated that they had been pleasantly surprised by the behaviour of the students (Simonl3), and that they had benefited from the spiritual ethos of the school (Danl2). Participants identified weak leadership in the school and a lack of involving staff in discussions and decisions (Simonl2).
Sub-theme: Appraising	Participants indicated that they were happier and enjoying teaching (Danl2, Janel2, Simonl3). They felt they had gained both personally and professionally, in terms of confidence and knowledge (Danl2). They indicated that they would be staying at the school; indeed, they had plans in terms of furthering their careers there (Danl2, Simonl1, Simonl3). Participants were critical of the intransigent attitude of the 'disillusioned' teachers (Simonl3).

Summary of the 'disillusioned' teachers' responses to the 'post-transition' theme

	The disillusioned
Theme: 'Post-transition'	Participants feel they have 'lost out' as a result of compulsory redeployment (Alicel2, AmyD1, Amyl2, Alicel3, Lorrainel2, Louisel2, Martinl2, Maryl3, Martinl3). Many have lost promoted posts and they experience difficulty in coping, particularly as they search in vain for a match between their values and those of the host school (Martinl2, Lorrainel3).
Sub-theme: Interpreting	Participants indicate that they feel de-skilled, tired, stressed, negative, worthless, devalued, and that they have lost their confidence (Alicel2, Alicel3, Lorrainel2, Louisel2, Maryl3). Participants experience illness (Alicel2, Amyl2). They feel that their experience is not used (Alicel2, AmyD1), and that they have lost their teacher authority, respect, and status (Amyl2, AmyD1, Martinl2). They feel they have little control over the situation (Martinl2).

Sub-theme: Interpreting	Participants indicate that they are perceived as middle school teachers (AmyI2, LouiseD1). Participants indicate an increased workload (Alicel2), whilst standards are low (Louisel2). Participants are critical of the host school (MaryI3).
Sub-theme: Culture-reconciling	Participants experience severe difficulty managing student behaviour (AmyI2, LouiseD1, MartinI2, MartinI3, Alicel2, Lorrainel2, Lorrainel3) and are not confident in their own abilities to deal with it (MartinI2). Participants describe experiencing severe culture shock and detail numerous examples and incidents of bad behaviour and intimidation (AmyI2, LouiseD1, MartinI2, MartinI3, Alicel2, Lorrainel2, Lorrainel3). Participants experience difficulty with the catholicity of the host school, and therefore a mis-match in terms of their values and attitudes (MartinI2, Lorrainel3). Participants indicate that the host school is not a new school due to weak leadership (MaryI3, Alicel3, AmyD3).
Sub-theme: Appraising	Participants indicate that they have lost confidence (MartinI2, Lorrainel2, Alicel3), have low self-esteem (Alicel3), and that they have become worse as teachers (MartinI2, Alicel3). Participants indicate that this has happened at the wrong point in their career due to their age (Alicel2, MartinI2, MartinI3), and have resigned or are seeking to leave the school at the earliest opportunity (Alicel2, MartinI2, Lorrainel3, MartinI3).

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