

How could school leaders improve the flourishing of teaching staff?

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Abstract

Teaching is a key contributor to a flourishing society and improvements to the flourishing of teachers has several benefits for schools and education, as well as for teachers themselves. Furthermore, philosophers argue that flourishing is intrinsically good. However, not all teachers flourish, and the aim of this thesis is to explore how school leaders could improve the flourishing of teaching staff.

The project's research questions were:

1. What do teaching staff (including school leaders) understand by the term flourishing at work?
2. What do teaching staff believe school leaders could do to improve their flourishing?
3. What is the impact of the collaborative creation of interventions that aim to improve the flourishing of teaching staff?

These questions were answered using a mixed methods research design with participatory and collaborative elements to bridge the perceived divide between academic research and teacher innovation. The collection of data began with focus groups to design an online exploratory questionnaire; this was followed by the collection of both quantitative and qualitative data from teaching staff in all roles in 78 British schools (56 secondary and 22 primary). Teaching staff from three schools in a range of roles reviewed the online questionnaire data; they then collaboratively designed and trialled interventions, with the aim of improving teacher flourishing. The interventions were yoga, coaching, positive boards, a WhatsApp group, and random acts of kindness. The interventions were reviewed and modified by participants after four and eight months. The inclusion of participatory and collaborative elements in the mixed methods design is unusual.

The thesis contributes to the school leadership research through the proposal of a new perspective on, and associated model, of school leadership: 'leadership for teacher flourishing' (LFTF). The quantitative and qualitative findings suggested that key factors in enabling teachers to flourish, and therefore incorporated into the model 'LFTF', were positive relationships; opportunities for growth; positive impact on subjective wellbeing; and increasing teachers' sense of meaning at work. The ways leaders could impact these factors were reported as: being supportive and compassionate; being trustworthy; giving teachers autonomy; enabling teachers to grow; being appreciative and focusing on strengths; and enabling teachers to focus on meaningful work. It was also found that not only leaders could influence flourishing; teachers with no formal leadership role could also positively impact teacher flourishing. It is suggested that virtuous dispositions in leaders are required to ensure they are consistent in acting in ways that promote flourishing. The specific virtues a leader needs to influence positively the flourishing of teachers will vary depending on their relationships with those they lead and the context. The participatory and collaborative phase of the research showed that teachers wanted autonomy in deciding what would help them to flourish. Interventions that were implemented successfully included those that enabled the development of positive relationships; improved subjective wellbeing; facilitated growth; and did not take too much time, since teachers felt under significant time pressure. The conclusion sets out the implications of this research for policy on the training of school leaders, and on educational policy concerning the leadership of schools, to improve not only the flourishing of teachers, but also pupils and communities.

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Glossary

CIT = Comprehensive Inventory of Thriving

LFTF = Leadership for Teacher Flourishing

MLC1 = The first middle leader to respond about the impact of coaching

MLQ1 = The first listed responder to the online questionnaire who was in a middle leadership role

MLS1F3 = The third listed middle leader to respond in School 1's focus groups.

MLY1 = The first middle leader to respond about the impact of yoga.

NPQ = National Professional Qualification

SLQ1 = The first listed responder to the online questionnaire who was in a middle leadership role

SLT = Senior Leadership Team

SWB = Subjective wellbeing

TQ1 = The first listed responder to the online questionnaire who was in a teaching role but did not hold a formal leadership position.

TQ48 = the 48th listed responder to the online questionnaire who was in a teaching role but did not hold a formal leadership position

TS2F7 = The seventh listed respondent in School 2's focus groups.

TY1 = The first teacher to respond about the impact of yoga

TC1 = The first teacher to respond about the impact of coaching

1. Introduction

This chapter sets out the overall argument and contribution of the thesis. The thesis aimed to discover how school leaders could improve the flourishing both of teachers and leaders. It argues that school leaders have the opportunity to influence the flourishing of teachers, and that this is a worthy goal of school leadership. Whilst there has been a proliferation of research into school leadership and the development of school leaders over the past twenty years, there is a prominent gap in the literature concerning how leaders can improve the flourishing of teachers.

1.1 Background

1.1.1 Why does the flourishing of teachers matter?

Teaching is considered to be a key contributor to a flourishing society (Arthur, Kristjánsson, Cooke, Brown & Carr, 2015). Teachers will work with several hundred, if not thousands, of students over their careers, influencing the lives of those students and indirectly impacting the lives of those connected to their pupils. This project begins with the premise that, if school leaders can enhance teachers' flourishing, then this will also have a positive impact on the students they work with, as well as on the teachers themselves.

Over the past decade, the significance of flourishing has been increasingly acknowledged by researchers, health practitioners, and the general public (Su, Tay & Diener, 2014). In

cross-sectional, longitudinal and experimental studies, high levels of flourishing have been shown to be related to a variety of positive outcomes, such as: effective learning; productivity and creativity (Huppert, 2009); good relationships (Diener, Helliwell & Kahneman, 2010); pro-social behaviour (Lyubomirsky, Sheldon & Schkade, 2005); and good health and life expectancy (Chida & Steptoe, 2008). All of these are arguably worthy goals of school leadership. Furthermore, in a large-scale, longitudinal research study, Sammons, Day, Kington, Gu, Stobart et al. (2007) aimed to describe and explore variations in teachers' work lives and their impacts on pupils' educational outcomes. The study used mixed methods to generate case studies of 300 Year 2, 6 and 9 teachers and was carried out over three consecutive academic years. Data were collected using interviews, questionnaire surveys of teachers' and pupils' views and assessment data on pupils' attainments in English and mathematics. Sammons et al. (2007) concluded that teachers' wellbeing and positive professional identity are essential to their abilities to become and stay effective, and that teachers with strong commitment and resilience are likely to be more effective than others. Sammons et al. (2007), therefore contend that sustaining and enhancing commitment and resilience is a key quality and retention issue for schools; this is an issue that this project will consider through a focus on improving flourishing through leadership.

Briner and Dewberry (2007) provide a further example of research that shows a possible link between teacher flourishing and school performance. Their study of 24,100 teachers in 246 primary schools and 182 secondary schools in England considered three dimensions of positive and negative aspects of flourishing: feeling valued and cared for; feeling overloaded; and job stimulation and enjoyment (Briner & Dewberry, 2007). For each school, the average levels of these three aspects of flourishing were calculated using

two successive administrations of a survey. The effects of relevant variables were controlled (for example, percentage of students with Special Educational Needs or absent), and Briner and Dewberry (2007) found that there was a significant relation between the indices of teacher wellbeing and statutory assessments (SATs) in 2004 and 2005 in primary schools and Key Stage 4 results (percentage achieving level 2, or 5+ grades A to C) in secondary schools. They also found a significant relationship with the ‘value-added’ measure in primary and secondary schools (Briner & Dewberry, 2007), thus providing further evidence to suggest that a study examining the impact of leadership on teacher flourishing could also improve student outcomes. Student outcomes are a key measure used in the UK to measure school, leader, and teacher effectiveness.

Philosophers argue for the intrinsic value of human flourishing (Brighouse, 2006; Kristjánsson, 2014; Macintyre & Dunne, 2002; Wolbert et al., 2015). Teachers are not, however, all flourishing. School teaching is recognised globally as one of the most stressful jobs (Lhospital & Gregory 2009; Kyriacou 2000). Johnson, Cooper, Cartwright, Donald, Taylor et al. (2005) in a comparison of 26 diverse occupations within the UK, used a short stress evaluation tool called ASSET which has been described as measuring a number of work related stressors and stress outcomes (Faragher, Cooper & Cartwright, 2004) to assess teacher stress. They found that teachers score below average on physical health, psychological well-being and job satisfaction. Johnson et al. (2005) also found that teachers have an increased risk of burnout and a higher prevalence rate of psychosomatic complaints. In addition, the number of therapeutic treatments of stress-related disorders, such as depression in teachers is growing (Austin, Shah & Muncer, 2005). The COVID-19 pandemic has only exacerbated these concerns with over half of teachers participating

in a YouGov survey reporting that they were experiencing anxiety and nearly a third saying they felt hopeless (YouGov, 2020).

Researchers and educators have described the harmful impact of teacher stress in schools and the damage it creates in both the education system and society at large (Carlyle & Woods 2002). Furthermore, it is argued that teachers cannot transmit emotional and social competence and wellbeing effectively to their students if their own emotional and social needs are not met (Weare & Gray 2003). Bru, Stephens and Torsheim (2002) also found that pupils' perceptions of teachers' emotional support showed a strong negative association with self-reported misbehaviour; and that an increase in misbehaviour increased teacher stress (Bru et al., 2002). There are, therefore, many benefits of reducing teacher stress and enabling teachers to move towards flourishing, strengthening the case for school leaders to focus on this area. The research reported on in this thesis however, focused not only on the absence of physical and mental ill-health, but also on human flourishing.

1.1.2 The relevance of a focus on school leaders to teacher flourishing

Having established that a focus on flourishing for schools has the potential to make a valuable contribution to the literature, as well as to practice, it is now worth considering why this thesis focuses on school leadership as a way to improve teacher flourishing.

Whilst there is very limited research into the impact of school leaders on teacher flourishing, there is evidence to suggest that leaders can influence the flourishing of those

they lead. For example, Kuoppala, Lamminpaa, Liira, and Vainio (2008) conducted a systematic review and a meta-analysis of 109 articles and presented results from 27 papers from Europe, the USA, Australasia, Asia and Africa. They conclude that good leadership seems to improve flourishing at work. There are also several studies that consider leaders' influence on aspects of flourishing; these will be considered in more detail through chapter 2, the first part of the literature review. Kuoppala et al. (2008), however, call for more well-founded, rigorous prospective studies to strengthen and clarify the evidence concerning the relationship between leadership and employees' flourishing at work. This project hopes to contribute to reducing this gap in the literature.

The project draws from, and hopes to contribute to, the educational leadership literature and the general leadership literature; both of which implicitly consider flourishing, but rarely consider explicitly the role of leadership in flourishing. The thesis also draws upon work from positive psychology: the scientific study of ordinary human strengths and what goes well in life. Positive psychology research focuses on learning what the nature is of the effectively functioning individual or organization, which successfully adapts and learns (Peterson, 2006; Sheldon & King, 2001). From the positive psychology movement three other particularly relevant fields for this research have emerged: humanistic management; positive education and positive organizational scholarship (including positive leadership), which will be discussed further in the literature review in Chapter 2.

1.1.3 Defining key terms

Flourishing in this thesis is defined using a description agreed on by participants in the initial pilot focus group that resonates with, but simplifies many of the definitions of flourishing in the literature: '*being at your best*' (for example, VanderWeele, 2017; Fox, 2013; Butler & Kern, 2016). Flourishing is, however, recognized as a multi-dimensional construct and this thesis focused on exploring where and how leaders can improve the following dimensions of teacher flourishing in their work contexts (thus enabling them to be at their best in each area): relationships; subjective wellbeing (SWB); engagement; meaning; mastery; autonomy; and optimism. A school leader, within this project, was anyone working in a school with a named, formal leadership position and with responsibility for one or more members of staff. This definition included middle leaders (such as heads of department and heads of year); senior leaders (including deputy heads and assistant heads); head teachers; and executive head teachers. It was shown in this research project, however, that teaching staff, whatever their position or role could have an impact on others' flourishing; and that any member of staff could improve their own and others' flourishing if given the opportunity and support. Teaching staff were defined as any member of primary or secondary school staff with a teaching role. The thesis, however, focuses on secondary schools in the latter phases of the research.

1.1.4 Author's professional and personal background

My experiences both in education and before I joined the teaching profession motivated my choice of topic and influenced the framing of this thesis. I began my career with 7 years in the British Army where I witnessed the remarkable impact that both great and poor leadership could have on the lives of those being led, both in my role as a Troop Commander and later as an Army Education Officer. The impact of leadership on

flourishing was demonstrated even more starkly on operational tours: my time in Iraq showed me that, even in the most demanding environment, a great leader can still enable their teams to flourish. I was fortunate that in my time in the Army I had the opportunity to train hundreds of soldiers in leadership. What I consistently heard from soldiers was that they considered the best leaders to be those who cared deeply about the wellbeing of their subordinates and took both practical and deliberate steps to enhance the extent to which their teams were flourishing. I have, therefore, been influenced by this experience and I am not neutral in my approach to school leadership. I not only start from the position of believing that flourishing is particularly important, but I have also been influenced by the role of service in leadership and I am attracted to servant leadership theories, since the motto of the Royal Military Academy Sandhurst, where I spent a year training (at an arguably formative age) is 'serve to lead' and a service ethos is emphasized in the military.

My move into education brought with it not only the opportunity to teach young people, but also to experience being led by school leaders, to lead teachers and to train potential and serving school leaders. The school I currently work in, until recently, led a Multi-Academy Trust, and is the lead school in a Teaching School Partnership; I have also been lucky enough to co-found an international leadership programme (Global Social Leaders), which now has participants in 105 countries all committed to creating positive change in their communities through social action. Through these partnerships, I have been given the chance to train and advise hundreds of teachers and school leaders from diverse settings in leadership; this is something I continue to find fascinating, as well as a great joy and privilege. I regularly hear that the impact of a leader's decisions and actions on teachers' lives is significant. Delivering this training has, therefore, perhaps made me

more aware and focused on the direct impact of leaders on those they lead than on the influence of culture, contexts and other factors on teacher flourishing, thus affecting the approach taken in this thesis and the elevated role given to leader behaviours, decisions and actions as a cause of flourishing or illbeing in this research project. The opportunity to train people and my position as a deputy head in a secondary school with responsibility for staff performance and development have been particularly motivating for this research: I wish to teach people to lead, and to lead myself, in a way that empowers others to flourish. To do this, I need to know as much as possible about how to achieve leadership that enables human flourishing.

To further my own understanding and to increase others' knowledge of leadership and flourishing, a colleague and I wrote a book: *'Leader: Know, love and inspire your people'* (Granville-Chapman & Bidston, 2020). This book summarised and simplified popular leadership literature and research from a range of fields on the impact of leaders on people. It includes examples from business, the law, healthcare, the charity sector, sport, technology, and education. In a collaboration with the Oxford Character Project (OCP) and the Human Flourishing Program at Harvard University's Institute for Quantitative Social Science (HFP), the book was used as the basis for an online, freely accessible course, *'Leading and Flourishing in Difficult Times'* (Granville-Chapman, Lee, Brooks & Bidston, 2020). The feedback from this course and the collaboration with these partners has deepened my understanding of how complex this topic is, as well as furthering my conviction that this is a topic worthy of study. The process of writing the book and the course has also influenced my thinking on leadership and flourishing. We began from a point of wanting to collect stories of leaders who had enabled people to flourish and to find evidence supporting the argument that leaders need to know those they lead, so they

can love and then inspire them, so took a relatively narrow approach to reviewing the very broad leadership research field. This process may, therefore, also have biased my analysis of data towards supporting leadership actions and practices that could be interpreted as loving and being more negative towards more autocratic approaches that ensure accountability, even if these could lead to increased flourishing.

Having introduced the topic and the author's professional and personal background, this chapter will now summarise each of the chapters of the thesis.

1.2 Outline of the thesis

The literature review follows the introduction and is split into two chapters (Chapters 2 and 3). Chapter 2 is focused on what the leadership literature says about flourishing. It explores theories of leadership and the predicted and empirically demonstrated impact of each of these leadership theories on flourishing (Section 2.2). The review considers instructional, student-centred, teacher, distributed, transformational and moral leadership. This section of the review highlights a research gap: there is limited literature which explicitly considers the impact of school leaders on the flourishing of teachers. The review continues with an exploration of theories from the general leadership literature and an evaluation of the extent to which these models of leadership influence flourishing. A further research gap is highlighted: there is limited research within the field of leadership of the role of leaders in the flourishing of those they lead.

The next chapter (Chapter 3), which forms the second half of the literature review, focuses on what the flourishing literature says about leadership. It begins with a general introduction to flourishing (Section 3.1). To explore effectively how school leaders could improve the flourishing of teachers, it was necessary to find a working definition and conceptualisation of flourishing; this forms the focus for the second section of Chapter 3 (Section 3.2). The key finding from this section was that flourishing is considered by all authors reviewed to be a multidimensional concept, overlapping with notions of wellbeing and thriving, with one author's definition for flourishing sometimes very similar to another's for wellbeing. The conceptualisation that seemed to be most comprehensive in its inclusion of dimensions of flourishing found in the literature was Su, Tay and Diener's (2014) '*Core Dimensions of Psychological Wellbeing*'. Research into the potential impact of leaders on each of the dimensions of flourishing was reviewed in the next section (3.3). Finally, the review summarises where there are research gaps and justifies the choice of the three research questions (Section 3.4):

1. What do teaching staff (including school leaders) understand by the term flourishing at work?
2. What do teaching staff believe school leaders could do to improve their flourishing?
3. What is the impact of the collaborative creation of interventions that aim to improve the flourishing of teaching staff?

Chapter 4, '*Methods: a mixed approach with participatory and collaborative elements*', describes how the research questions were answered using a mixed methods research design with participatory and collaborative elements with the goal of bridging the perceived divide between academic research and teacher innovation. It describes the

rationale behind the methodology explaining why the project was influenced by pragmatism and was focused on creating a project that would have practical application in schools. The chapter explains the methods used to collect data, as well as the sequence of the collection of data through the six phases of the project and the ethical considerations.

Chapters 5-7 provide the findings for each of the three research questions and how they contribute to the overall research question. Chapter 5 includes the findings for RQ1: *What do teaching staff understand by the term flourishing at work?* The data from the focus groups and online questionnaire gave an insight into the ways teaching staff may understand flourishing in their work contexts. It seemed possible to conclude from these data that relationships are particularly important in teaching staff's understanding of flourishing. The other conclusion it was possible to draw is that each of the dimensions of Su et al.'s (2014) model of psychological wellbeing were relevant to teaching staff's understanding of flourishing and that these factors are difficult to isolate in terms of teaching staff's understanding of them; they are also frequently described as overlapping and being interdependent.

Chapter 6 explored the question: *'What do teaching staff believe leaders could do to improve their flourishing?'* What is shown in the thesis up to this point is that relationships are key to people's understanding of flourishing in both the literature and in the perception of participants in this project. Relationships were also shown to be connected to all the other factors involved in flourishing that had been explored. This chapter provided a more in depth understanding of what participants perceived

contributed to building and maintaining positive relationships. This chapter concludes that the dimensions of flourishing tend to be interdependent and participants had different perceptions on what would most affect the extent to which they were flourishing. The most frequently reported factors that participants felt leaders could influence to improve their flourishing were positive relationships, time, balance, growth, and subjective wellbeing (SWB).

Chapter 7 covers the findings for RQ3: *‘What are the impacts of the collaborative creation of interventions that aim to improve the flourishing of teaching staff?’* A series of focus groups was used to find out what teaching staff in three schools thought would be most helpful to enable them to flourish. Participants were then asked to implement their ideas and report back through focus groups and surveys on the impact of those ideas on the extent to which they were flourishing at work. It was not specified that these interventions should be led by people with a formal school leadership role and, in many cases, they were not, thus supporting one of the literature review’s findings that to have a leadership effect it is not necessary to have a formal, named leadership role.

A new perspective on leadership is proposed in this chapter: *‘having a positive impact on the flourishing of others’*. The interventions that schools pursued were yoga; coaching; failure stories; positive boards in departments; WhatsApp group; and pay it forward acts of kindness. Overall, the interventions which were carried out successfully developed and improved relations between staff; did not take significant amounts of time to implement; provided growth opportunities; and positively impacted subjective wellbeing (SWB). Thus, they echo the findings from RQ2, which suggest that these four elements were

factors teaching staff perceived school leaders could focus on to effectively improve the extent to which they flourish.

Chapter 8 is the discussion; this chapter proposes and explores a new model of school leadership: leadership for teacher flourishing (LFTF). The model included key factors identified by this research in improving teacher flourishing and the main ways leaders could influence these factors through their dispositions and actions. The key dimensions identified in enabling teachers to flourish that leaders could influence were positive relationships; opportunities for growth; SWB; and enabling teachers to focus on meaningful work. Leader actions that could impact these four factors included: being supportive and compassionate; being trustworthy; giving teachers autonomy; enabling teachers to grow; being appreciative; and enabling teachers to focus on meaningful work. The model proposed by this thesis was compared with other models of leadership, which were most similar to this new model. These were responsible leadership, servant leadership and positive leadership. This chapter also considers the impact of the collaborative creation of interventions and what influenced the success of the interventions in improving teacher flourishing. Finally, it is also proposed that having a positive impact on flourishing was not only possible for someone in a formal leadership role; it was shown that teaching staff at any level of an organization could influence the flourishing of others.

Chapter 9 aimed to provide a conclusion to the overarching question and to explore implications for practice and policy at the national level. It was concluded that the development and maintenance of positive relationships were the foundation to leaders being able to improve the flourishing of teaching staff and therefore key to the proposed

new model, leadership for teacher flourishing (LFTF). Chapter 9 also provides a brief evaluation of the project, implications for policy, and directions for future research.

2. Literature review part 1: What does the leadership literature say about flourishing?

Introduction to part 1 and part 2 of the literature review

The literature review is split into two chapters, Chapter 2 and 3. Chapter 2 focuses on the leadership literature and Chapter 3 reviews the flourishing literature. The aim of Chapter 2 is to establish what the leadership literature, from within and beyond education, says about flourishing. It begins by exploring definitions of leadership and school leadership before exploring theories of school leadership and the predicted and researched impact of each of these leadership theories on flourishing. The review considers instructional, student-centred, teacher, distributed, transformational and moral leadership. This section of the review highlights a research gap: there is limited literature which explicitly considers the impact of school leaders on the flourishing of teachers. The review continues with an exploration of theories of leadership from the general leadership literature and an evaluation of what these models say about flourishing. It considers responsible leadership, humanistic management, servant leadership, positive leadership, authentic leadership, and followership.

To explore effectively how school leaders could improve the flourishing of teachers, it was necessary also to explore what the flourishing literature says about leadership. This is the focus of chapter 3. A working definition and conceptualisation of flourishing was also required, this was the focus of section 3.1. The key finding from this section was that flourishing is considered by all authors reviewed to be a multidimensional concept, overlapping with notions of wellbeing and thriving, with one author's definition for

flourishing often similar to another's for wellbeing. It was also found that there is little written in the flourishing literature that explores the role of leaders in flourishing. The review ends by summarising where there are research gaps in the literature and presenting the research questions.

2.1 What does the leadership literature say about flourishing: an introduction

There is scarce research into the influence of school leaders on the flourishing of teachers. Further, there is limited consideration of the influence of leaders on the flourishing of those they lead in the general leadership literature, with only a small number of studies focusing on the effect of leadership on flourishing. The review will start by giving the definition of a school leader used by this project; it will then review the most prevalent models of school leadership and the extent to which these theories provide information on how leaders applying these models could influence the flourishing of the teachers they lead.

2.2 Theories of school leadership and what they say about flourishing

The review will now consider instructional, student-centred, distributed, transformational and moral leadership to assess what these theories of school leadership say about the flourishing of teachers. The review considers these theories as they are frequently cited in the literature (Gumus, Bellibas, Esen, & Gumus, 2018) and have the potential to influence teacher flourishing. It will then move to consider theories that reside beyond the education literature and their potential implications for teacher flourishing.

Instructional leadership

In their review of instructional leadership, Leithwood, Jantzi and Steinbach (1999) say that in this theory the critical focus for attention by leaders is the '*behaviours of teachers as they engage in activities directly affecting the growth of students*' (p. 8). It was also noted that some versions of instructional leadership additionally focus on other organizational variables such as school culture because these are believed also to influence teacher behaviours. Therefore, propose Leithwood et al. (1999), it is possible to distinguish between 'narrow' and 'broad' views of instructional leadership. Broad forms encompass organizational and teacher culture issues; narrow forms, however, restrict themselves to leadership which focuses only on teacher behaviours which enhance pupils' learning. This differentiation of broad and narrow forms of instructional leadership also suggests that it is possible to differentiate between 'direct' and 'indirect' instructional leadership (Leithwood et al., 1999). Broad and narrow forms of instructional leadership are relevant to teacher flourishing, as organizational and cultural factors can influence flourishing, as well as the direct impact of a leader on a teacher. This project, however, focuses on the direct effect of school leaders on teacher flourishing, rather than also considering organizational and cultural influences in depth. Leithwood et al. (1999) also note that principals alone cannot fulfil all a school's need for instructional leadership, thus opening opportunities for those beyond the formal leadership structure to be included in this theory. This is also proposed to be the case in flourishing: it is not only those in formal leadership positions who are likely to have an impact on the flourishing of teachers.

Gumus, et al., (2018) propose that the most fully tested model of instructional leadership is the one developed by Hallinger and Murphy (1985) and consists of three broad categories of leadership practice (p. 8):

- Defining the school mission
- Managing the instructional programme
- Promoting the school climate

Defining the school mission could influence a teacher's sense of meaning and purpose, a flourishing construct and influential in school climates, which could, if managed in a positive style (Cameron, 2011) also improve teacher flourishing. Managing the instructional programme could improve a teacher's sense of mastery or enable growth and accomplishment.

Blase and Blase (1998) start from the idea that instructional leadership has long been viewed by practitioners as a blend of supervision, staff development and curriculum development. Blase and Blase emphasised that promoting teachers' professional development was the most influential instructional leadership practice at both elementary (primary) and high (secondary) school levels. Growth, mastery and accomplishment are identified in the next chapter as dimensions of flourishing, thus implying that staff development, a practice associated with instructional leadership could improve the flourishing of teachers. Overall, while aspects of instructional leadership may promote teacher flourishing, it is not stated as an explicit aim of this theory.

Student-centred leadership

Robinson (2011) is arguably the most prominent author writing on student-centred leadership. Robinson includes teachers, principals, and central office administrators when she refers to leaders; this concept is explored further later in the section on distributed leadership. In her book on student-centred leadership, Robinson (2011) includes five dimensions of leadership: establishing goals and expectations (aligned with improving student outcomes); resourcing strategically (to improve pupil outcomes); ensuring quality teaching; leading teacher learning and development (focused more on learning than compliance); ensuring an orderly and safe environment (focused on students feeling physically and psychologically safe). As for instructional leadership, the inclusion of teacher development has the potential to improve teacher flourishing, particularly as Robinson (2011) includes training that leads to teacher learning and not just compliance. Furthermore, the focus on student outcomes could be positive for teacher flourishing as it could raise teachers' sense of meaning and purpose. The focus, however, is very much on student outcomes, rather than teacher flourishing.

Teacher leadership

In their review of 20 years of teacher leadership research, York-Barr and Duke (2004) state that very few authors specify a definition for this theory. They explain that this could be because the term is so broad, encompassing a plethora of behaviours, activities, and roles. A trend appears to be that later research more commonly defines teacher leadership as a form of shared or distributed leadership where teachers across all levels hold central positions in both the ways schools function and in their core tasks of teaching and

learning; this differs from earlier research, particularly pre-1990, which has a greater focus on teachers with formal leadership roles.

Muijs and Harris's (2006) 'five dimensions of teacher leadership' exemplify the trend towards distributed and collaborative leadership. Their dimensions are: *'shared decision-making across the whole of the teacher body; collaboration with the aim of improving teaching and learning; active participation where teachers participate in the process of school improvement; professional learning; and activism where teachers engaged with issues on behalf of the school'* (p. 964). This is corroborated by Day (2000) who, in a three-year, large-scale, research project conducted in England, found that leadership distribution was widespread in flourishing schools and *'distributed sources of leadership co-existed alongside or in parallel with more focused or individually enacted sources of leadership'* (p. 193). Day, Sammons, and Leithwood (2011) also argue, however, that the extent to which responsibility and power had been distributed depended on the head's assessment of their school's context. Distributed leadership enables greater autonomy to be given to staff, one of the key factors identified later in this review as influencing flourishing and is discussed in more detail below.

Most post-1990 literature on teacher leadership propose that its main aim is to improve student outcomes; York-Barr and Duke's (2004) for example, say: *'Teacher leadership reflects teacher agency through establishing relationships, breaking down barriers, and marshalling resources throughout the organization in an effort to improve students' educational experiences and outcomes'* (p. 263). Mulford (2008) builds on this idea and contends that teachers take on school leadership roles in order to make a difference to young people's learning *and* lives – and, as shown in the introduction, teacher flourishing

has a significant impact on a range of student outcomes, including the extent to which they flourish (Hoy & Tarter, 2011). Significantly, Mulford (2008) says leadership is not an end in itself, rather it is a process that enables the learning, achievement and development of young people and children, echoing much of the literature on flourishing from as early as Aristotle, which sees flourishing as a life-long endeavour.

Shared, distributed or collective leadership

Research into shared, distributed, or collective leadership is increasing both within and beyond the education literature as hierarchical levels are removed and team-based structures replace these. Shared leadership is generally viewed as a process, rather than a person, engaging multiple members of the team. In the literature, the terms ‘shared leadership,’ ‘distributed leadership,’ and ‘collective leadership’ are used interchangeably so they will also be in this section of the review.

A frequently cited definition of shared leadership is Pearce & Conger’s (2003):

‘a dynamic, interactive influence process among individuals in groups for which the objective is to lead one another to the achievement of group or organizational goals or both. This influence process often involves peer, or lateral, influence and at other times involves upward or downward hierarchical influence’ (p. 1).

The term shared leadership overlaps with relational and complexity leadership, and differs from more traditional, hierarchical, or vertical models of leadership (Pearce & Sims, 2002). It creates patterns of reciprocal influence, which strengthen and foster further relationships between team members (Carson, Tesluk & Marrone, 2007); leadership effectiveness is therefore more a product of connections or relationships among the parts than the result of any one part of that system (such as the leader) (O'Connor & Quinn

2004). As noted earlier and throughout this thesis, the quality of relationships is an important determinant of flourishing.

Although shared leadership as a concept has been discussed since at least 1924 (for example by Follet, 1924) a relatively limited number of studies have aimed to measure shared leadership. Interestingly, however, in Avolio and Bass's (1995) investigation into transformational and transactional leadership, it was found that the team-level measures of transformational and transactional leadership positively predicted performance similar to the individual-level measures in previous research. One concern with research into shared leadership is that there are many different definitions found in its literature (Carson et al. 2007). Furthermore, there is limited research into boundary conditions, mediators, and moderators (Pearce & Conger, 2003). Carson et al. (2007) also call for more research into the type of team environment that enables shared leadership claiming that the three dimensions: shared purpose, social support, and voice are particularly important. Shared purpose is relevant to the dimension of flourishing, meaning and purpose; social support links to relationships; and voice relates to autonomy and freedom.

Bush and Glover (2012) argue that within schools, heroic models of leadership focused on the role of the headteacher have been replaced by a growing recognition of the value of distributed leadership. Furthermore, there is growing evidence that distributing leadership may have a positive impact on student and school outcomes. Leithwood, Harris and Hopkins' (2008) frequently cited research presents what they argue to be seven strong claims about successful school leadership. One of their claims is particularly relevant to distributed leadership: *'school leadership has a greater influence on schools and students*

when it is widely distributed' (Leithwood et al. 2008: 3). Leithwood et al.'s (2008) study concludes that leadership that comes from all sources (which they call total leadership), *'accounted for a quite significant 27 per cent of the variation in student achievement across schools'*, much higher than the reported effects from studies of headship, suggesting that there are potential benefits from distributing leadership widely and beyond headteachers and those in formal leadership positions. Harris and Muijis (2002) also argues for the benefits of distributed leadership and claims that successful schools have carried out reorganization to allow leadership to be more widely shared and spread. As noted earlier, distributing or sharing leadership could improve flourishing through improving relationships, influencing perceptions of how meaningful school roles are and increasing a sense of teacher autonomy.

Transformational leadership

Transformational leadership is another leadership theory that has been frequently applied in educational research over the last three decades (Gumus et al., 2018). Transformational leadership emerged from *'new genre leadership'*. From the 1920s, scholars have considered charismatic, inspirational and visionary leadership. Most of the literature on these newer theories has, however, been written within the past 30 years. Burns (1978) and Bass (1985) highlighted the need to change the focus of leadership research from principally considering transactional models (how leaders and followers exchanged with each other) to models that might supplement these, classifying them as charismatic, inspirational, transformational, and visionary. Bryman (1992) built upon Burns' (1978) and Bass's work (1985) introducing what they termed new-genre leadership theories, which they distinguished from traditional leadership theories, and commented that there

was considerable disillusionment with leadership theory and research in the early 1980's. Part of the disillusionment was attributed to the fact that most models of leadership and measures accounted for a relatively small percentage of variance in performance outcomes such as productivity and effectiveness. Out of this pessimism emerged several alternative approaches, which shared some common features, collectively referred to as 'new genre leadership' (Bryman 1992).

Whilst traditional leadership models explored leader behaviour in terms of setting direction and goals, leader-follower exchange relationships and providing support and reinforcement (instrumentalism), the new-genre models highlighted '*symbolic leader behavior; visionary, inspirational messages; emotional feelings; ideological and moral values; individualized attention; and intellectual stimulation*' (Avolio, Walumbwa, & Weber, 2009, p. 422). Of these new theories, charismatic and transformational leadership (terms that are often used inter-changeably) have been the most frequently researched theories over the past 20 years (Avolio & Gardner, 2005; Lowe & Gardner, 2000).

Transformational leadership is defined as leadership that motivates followers by raising their level of awareness about the importance and value of designated outcomes, and by transforming followers' personal values to support the collective vision for the organization (Bass 1985). Transformational leadership has been adapted to a school context by several authors including Leithwood and Jantzi (2009). By expressing the importance and values associated with desired outcomes and seeking to understand followers' values, transformational leaders align followers' personal values and interests with the collective interests of the organization (Bass 1985; Conger & Kanungo 1998). This is reflected in more virtuous organizational behaviour (Cameron, 2011) and reflects

improved flourishing through a sense of meaning at work and enhancing engagement or flow.

In contrast, transactional leadership, from traditional leadership theory, is described as a contractual or exchange process between leaders and followers: the leader offers rewards in exchange for follower performance against agreed expectations. Transactional leadership has been described as ‘contingent reinforcement’ (Bass 1985) and is founded primarily on ensuring people meet expected performance standards. Transactional leadership does not include the leader influencing followers’ personal values nor developing a collective vision that aims to exceed expected performance. Transactional leaders achieve influence by controlling followers’ behaviours, rewarding agreed on behaviours, and removing performance problems by using corrective transactions between leader and followers (Groves, 2014). Autocratic leadership is a leadership style conceptually similar to transactional leadership. Autocratic leaders were defined as leaders who do not focus on building relationships with followers but see their followers as instruments to achieve goals. Both transactional and autocratic leadership styles undermine the potential for flourishing particularly through undermining positive relationships, a dimension included in most theories of flourishing (for example, VanderWeele, 2017 and Seligman, 2011).

Transformational leaders, in contrast to transactional and autocratic leaders, achieve influence through developing and communicating a collective vision and inspiring their team members to look past self-interests for the benefit of the team and organization. Bass and Avolio’s (2000) model of transformational leadership includes five leadership

dimensions: idealized attributes, idealized behaviours, inspirational motivation, intellectual stimulation, and individualized consideration (Bass & Avolio, 2000).

Leaders who demonstrate idealized attributes and idealized behaviours (formerly classified as the ‘charisma’ dimension) carefully consider their followers’ needs above their own, communicate their most important values and beliefs, and highlight the importance of the moral and ethical consequences of key decisions, leading to trust and respect from their followers. Thus, the leaders both behave virtuously and encourage virtuous behaviour in others, arguably enhancing flourishing of both the leaders and followers (Cameron, 2011). Leaders provide inspirational motivation by giving meaning and challenge to their followers’ work and encourage followers to imagine positive future conditions for their team and organization. Both meaning and optimism are identified as being important factors in flourishing (Su et al., 2014). Intellectual stimulation includes behaviours that encourage innovation and creativity by taking new approaches, questioning assumptions and redefining problems (Bass & Avolio, 2000) encouraging mastery and autonomy (Seligman, 2011). Lastly, individualized consideration involves focusing on followers’ individual needs for growth and development through teaching, coaching, and creating learning opportunities, further encouraging mastery and autonomy (Avolio et al., 2009; Su et al., 2014). A growing body of research (see Avolio, Bass, Walumbwa, & Zhu, 2004, for a summary of this literature), including a series of meta-analytic studies (for example, Judge & Piccolo 2004), found that charismatic/transformational leadership was associated positively with effective leadership. They also found charismatic/transformational leadership was related to a number of significant outcomes across many different situations, types of organizations, cultures, levels of analyses including productivity and turnover; thus echoing work that

found that virtuous behaviour in organizations also improved performance and flourishing (Cameron, 2011).

A significant focus of leadership research over the past ten years has been on understanding the processes by which charismatic/transformational leaders influence positively their followers' attitudes, actions, and work outcomes. These processes include followers' development of commitment; satisfaction; identification; and perceived fairness (e.g., Liao & Chuang, 2007; Walumbwa et al., 2008). Commitment is relevant to engagement, which is included in many of the more prominent models of flourishing (Seligman, 2011). Satisfaction is related to life satisfaction which many conceptualisations of flourishing include (Su et al., 2014). Identification considers how connected people feel to their job, thus is relevant to meaning and purpose at work, as well as SWB (Huppert & So, 2011). Perceived fairness affects many dimensions of flourishing, including positive relationships and SWB (Cameron, 2011). Job characteristics such as variety, identity, significance, autonomy and feedback (e.g., Piccolo & Colquitt 2006); trust in the leader (e.g., Wang et al. 2005); and how followers come to feel about themselves and their group in terms of effectiveness, strength, and cohesion are all relevant to individual and collective perceptions of flourishing (e.g., Bass et al., 2003; Bono & Judge, 2003; Schaubroeck et al., 2007)

Within schools, Leithwood and Jantzi (2009) offer a framework for transformational leadership, which includes: setting direction, developing people, and redesigning the organization. Developing people is particularly relevant to flourishing, linking to growth, mastery and accomplishment; setting direction may enable more meaning and purpose to

be found in work by teachers. The redesign of the organization could potentially improve teacher flourishing depending upon how and why it is redesigned by the leaders. Another noteworthy aspect of this model for this project is that Leithwood and Jantzi (2009) do not prescribe that leadership is an individual role; instead it allows for leadership to be shared, thus overlapping with the philosophy of distributed leadership, which is discussed earlier in the review.

Moral and ethical leadership

Transformational and charismatic leaders do not always act in an ethical or moral way and the negative impact of such leadership has been recorded throughout history (Bush & Glover, 2014). Gumus, et al., (2018) therefore contend that it was inevitable that ethical leadership fostering moral values would emerge as an important facet of educational leadership research. Treviño, Hartman and Brown (2000) identified two key components of ethical leadership: moral person and moral manager. A moral person, they say, has several virtuous traits, such as honesty, integrity, and trustworthiness; in addition, they have several virtuous behaviours, including doing the right thing, showing concern for people, and being open; and their decisions have several qualities, such as maintaining values, objectiveness, concern for society, and ethical decision-making. A moral manager, Treviño et al. (2006) propose, is someone who emerges as a role model through visible action, rewards people, maintains discipline, and communicates about ethics and values. The impact of moral and ethical leadership on flourishing is discussed further in the next section on responsible leadership since the two constructs overlap considerably.

In summary, the school leadership literature presents a number of theories of leadership that have the potential to influence the flourishing of teachers indirectly; none of the theories presented include the flourishing of teachers as a stated aim. The theories also do not include the dimensions of flourishing that this project focuses on as defined outcomes of the leadership models. Furthermore, research into these models has focused more on their impact on performance than on their influence on human flourishing.

2.3 Theories of leadership from beyond the education literature

Having discussed briefly various theories of leadership from the education literature and considered what they say about flourishing, the review will now consider leadership theories from beyond education that are relevant to schools and to flourishing. This section of the review focuses on what responsible leadership, humanistic management, servant, positive, and authentic leadership and followership theories say about flourishing.

2.3.1 Theories of Responsible Leadership

A less well-researched and more recent leadership theory, similar to ethical and moral leadership, that has the potential to enhance flourishing within and beyond an organization is responsible leadership. The responsible leadership literature has developed as a model for understanding leadership as an influence process based on stakeholder values and ethical principles, focused on the relationships between leaders and followers as stakeholders both within and external to the organization, and centred on sustainable outcomes that benefit the organization, local communities, and the larger social and

natural environment’ (Maak & Pless, 2006a). Maak and Pless (2006a) go on to describe responsible leadership as *‘values-based through [an] ethical principles-driven relationship between leaders and stakeholders, who are connected through a shared sense of meaning and purpose through which they raise one another to higher levels of motivation and commitment for achieving sustainable values creation and social change’* (p. 438).

Recent theoretical (Maak & Pless, 2006a; Waldman & Galvin, 2008) and empirical research (Waldman et al., 2006; Pless, 2007) proposes that the steward, visionary, and change agent roles of responsible leadership are theoretically similar to the dimensions of transformational leadership. The ‘leader as steward’ role emphasizes the importance of leaders as guardians of *‘social, moral, and environmental values and resources’* (Maak & Pless 2006a: 108), which is consistent with transformational leadership’s idealized attributes and idealized behaviours and also indicates an emphasis on virtue cultivation. As noted earlier, leader virtues are argued to be important to follower flourishing (Cameron, 2011). Similar to transformational and ethical leadership, responsible leaders place followers’ needs before their own, and make values and ethical principles central to the leader–follower relationship and decision-making process, thus enhancing positive relationships (Cameron, 2011). The ‘leader as visionary’ role of responsible leadership, echoes the inspirational motivation dimension of transformational leadership, which emphasizes the development of a responsible vision based on the values of stakeholders that enables both economic success and societal well-being (Groves, 2014). Values have been shown as important in flourishing and this is expanded on later in the literature review. The enablement of success and societal flourishing could improve sense of

meaning and purpose, as well as accomplishment, experienced by teachers led by a responsible leader.

Lastly, the 'leader as change agent' role, which emphasises the responsible leader's duty to develop and enable responsible changes that enhance diverse stakeholder values and sustainable business outcomes, is conceptually analogous both to the inspirational motivation and intellectual stimulation dimensions of transformational leadership.

Waldman and Galvin (2008) propose that there is empirical support for the relationships between responsible leadership roles and outcomes, and the idealized influence/behaviours, inspiration motivation, and intellectual stimulation dimensions of transformational leadership (Waldman et al. 2006). Schools have a need to serve multiple stakeholders and to think broadly about the environmental context within which they are situated supporting the potential relevance of responsible leadership to schools and flourishing.

There are, however, differences between responsible and transformational/charismatic leadership. The main influence process in transformational leadership is focused on direct reports, reflected in both conceptual reviews (Conger 1999) and empirical research into outcomes (Judge and Piccolo 2004; Lowe et al. 1996). Responsible leadership, however, describes followers as constituencies that are found both within (direct reports, peers, and supervisors) and outside (community members, clients and customers, business partners, and environmental groups) the organization (Maak & Pless 2006a). Arguably, responsible leadership is more relevant to schools, therefore, because of the importance of involving stakeholders from outside the school, such as parents and other members of the local community.

A further difference is each theory's focus on change: transformational leadership is primarily concerned with enabling internal organizational changes, whereas responsible leadership aims to create social change by identifying socially responsible objectives that facilitate collective efforts with a variety of internal and external stakeholders (Groves, 2014). Social change could be considered to be a priority for schools and it has been shown that head teachers experienced flow, an indicator of flourishing (Csikszentmihalyi, 1992) when they felt they were contributing to a morally worthwhile cause that involved social change (MacNeill, 2013).

2.3.2 Humanistic management

Humanistic management is attracting increased attention from management researchers; the first Humanist Management Journal was released in 2016. Whilst the focus is on management in business, rather than leadership, the philosophy is still relevant to school leadership. Humanistic Management is oriented not only to obtaining results through people, but also, and primarily, toward people themselves, showing regard for their flourishing.

Humanistic Management (HM) rejects reductionist views of humans such as those of the *homo economicus* of neo-classical economic theory (people are considered to be a being with preferences and rationality to maximise the achievement of those preferences); or Taylor's *homo mechanicus* from scientific management (people are reduced to

executing the orders of managers). Within HM, people are both rational and emotional and, have talents and creativity, and therefore much potential. This start point has the potential to enhance flourishing as it provides a more holistic view of a person or teacher. Furthermore, this school of thought recognizes that people have varying motivations. Control techniques are still included in the HM literature, but fostering creativity, motivation and good feelings are also considered to be important and could be relevant to increasing the SWB of teachers.

Arnaud and Wasieleski (2014) propose that the foundation of HM is promoting self-determination at work. This, they argue, involves treating employees with respect and focusing on their wellbeing, satisfaction, and self-actualization at work. These are all relevant to flourishing highlighting the importance of flourishing to leaders hoping to adopt an HM philosophy. Other aspects of HM are focused on ethical business decisions ongoing dialogue with stakeholders. As noted, HM has not been applied directly to schools, but ethical decision making and communication with stakeholders is relevant to school contexts. The recognition and respect of human dignity is presented as a crucial point of HM by many authors (for example, Dierksmeier, 2011) and, drawing from the Classics, Melé (2003) defines HM as '*a management that emphasizes the human condition and is oriented to the development of human virtue, in all its forms, to its fullest extent*' (Melé, 2003: 79). The relevance of virtues to flourishing is explored in more detail in the next chapter. A critique of the movement is that scholars involved in HM use the term humanistic management in different ways, and, Melé (2016) argues, often without a thorough philosophical discussion of the term.

2.3.3 Servant leadership

A further, less well-researched theory of leadership which is worth considering due to its potentially positive impact on flourishing is servant leadership. There has been limited research into servant leadership in the education literature (Cerit, 2009; Tate, 2003).

Servant leadership is an ancient concept; the phrase ‘servant leadership’ was, however, coined by Greenleaf (1977) in an essay ‘The Servant as Leader’. The premise of servant leadership is that the leader seeks to serve, and that service is a natural component of the leader (Greenleaf, 1977; Farling, Stone, & Winston, 1999). This contrasts with the typical perspective, which is that the purpose of leadership is leading; servant leaders serve first in order to lead. Stone, Russell and Patterson (2004) propose that an important aspect of servant leadership the leader’s focus, which is on their followers. This differs from transformational leadership, which the focus of the leader is proposed to be on the organization and its objectives. This focus on the followers, rather than primarily on the organization has the potential for increasing the flourishing of those who are led as it prioritises their needs.

Patterson (2003) and Arjoon (2000) propose that servant leadership is a virtuous theory. According to Patterson (2003), servant leadership includes seven virtuous constructs, which build upon each other in succession (Patterson, 2003). These are (a) agapao love, (b) humility, (c) altruism, (d) vision, (e) trust, (f) empowerment, and (g) service. The role of virtues in flourishing is discussed further in Chapter 3. There have been questions, however, around whether servant leadership is a viable theory in its own right, or is a subset of another theory, for example, transformational leadership, or indeed, whether it is only a conceptual idea (Rainey & Watson, 1996; Pawar & Eastman, 1997). The limited

empirical research on servant leadership has shown that, in general, it is positively associated with follower satisfaction, their job satisfaction, intrinsic work satisfaction, caring for the safety of others, and organizational commitment. Washington, Sutton, and Field (2006) looked at followers' ratings of leaders' servant leadership and their ratings of leaders' values of empathy, integrity, and competence and found that these were positively related (p. 700). Empathy and integrity are important for positive relationships, a dimension of flourishing included by most authors (for example, Su et al., 2014).

One major precept of servant leadership suggested by Greenleaf (2002) was that followers of servant leaders would be expected to become '*healthier, wiser, freer, more autonomous and more likely to become servants themselves*' (Barbuto & Wheeler 2006: 321). This suggests that in the future a more follower-centric approach could be taken, which considers the flourishing of followers of servant leaders and how their flourishing affects the ability of the leader and followers to perform (Groves, 2014). The measurement of servant leadership is problematic, however. There are numerous measures of servant leadership with varying scales and items reflecting the inconsistencies in its definition. Russell & Stone (2002) propose that future research should consider how the personal values of servant leaders differ from those of other leadership styles, such as transformational. Within schools, there has been limited research into servant leadership, but one study found this style positively impacted flourishing. Cerit (2009) collected data from 563 teachers working in primary schools in Turkey. Servant leadership behaviours of principals were assessed using Laub's (1999) servant leadership scale and teacher job satisfaction was evaluated with a job satisfaction scale (Mohrman, Cooke, Mohrman, Duncan & Zaltman, 1977). Strong positive relationships were found between servant

leadership behaviours of school headteachers and teachers' job satisfaction; servant leadership was, therefore concluded to be a significant predictor of teacher job satisfaction (Cerit, 2009).

2.3.4 Positive leadership

Cameron (2003), credited by some as coining the term 'positive leadership', says that the concept has at least three implications. First is a focus on 'positively deviant practices', which are practices that are significantly more successful than the norm highlighting this field's foundations on evidence drawn from organizations that are considered to be achieving very highly in whichever field they are in. This, Cameron (2003) asserts is important, because positive leadership draws from a broad set of empirical research that supports its positive impact not only on people and their wellbeing, which Cameron contends is important in itself, but also on results drawn from a wide range of fields.

Secondly, positive leadership has an affirmative bias, or an emphasis on the positive, rather than negative, such as, strengths as opposed to weaknesses (Gallup, 2016), optimism rather than pessimism (Rasmussen, Scheier, & Greenhouse, 2009), supportive rather than critical communication (Cameron, 2012). This approach draws upon findings in positive psychology to support its emphasis on the positive and empirical evidence from positive organizational scholarship (Spreitzer and Cameron, 2011).

Finally, positive leadership prioritizes virtuousness and eudemonism, focusing on the best of the human condition and that which human beings consider intrinsically good (Cameron, Bright, & Caza, 2004). Both virtuousness and eudemonism are foci of the literature on positive organizational scholarship (POS) and positive psychology (Peterson & Seligman, 2004). POS is based on a eudemonic supposition that a predisposition exists in all human systems toward goodness for its intrinsic value (Aristotle, Lawson-Tancred, (trans.), 1998; Dutton & Sonenshein, 2007). Whilst scholars have contested whether universal human virtues are identifiable and what constitutes goodness, all societies and cultures have traits that they consider to be virtuous, or that represent the highest aspirations of human beings (Peterson & Seligman, 2004; Comte-Sponville, 2002). POS considers the development of and impacts associated with virtuousness and eudemonism (Cameron, 2003; Bright, Cameron, & Caza, 2006; Ilies, Nahrgang, & Morgeson, 2007). This is congruent with what Aristotle classified goods of first intent: *‘that which is good in itself and is to be chosen for its own sake’* (Aristotle, Lawson-Tancred, (trans.) 1998, p. 3). Since virtuousness is intrinsically valuable, its impact on other outcomes may not be required as justification for positive leadership. Research into virtuousness and its effect on performance is, however, growing (Bright, Cameron, & Caza, 2006; Cameron, 2003; Marotto, Roos, & Victor, 2007), and some convergence in POS around the term positive is occurring with positive referring frequently to virtuousness and eudemonism.

Avolio and Gardner (2005), say that a positive and authentic style of leadership can enable people

‘to find meaning and connection at work through greater self-awareness and self-regulation; by restoring and building optimism, confidence and hope; by promoting transparent relationships and decision making that builds trust and commitment among followers; and by fostering inclusive structures and positive ethical climate.’ (p. 331)

Such claims are supported by a number of other authors, such as: Cameron (2012); Jung and Avolio (2000); Gardner et al. (2005).

Kelloway, Weigand and McKee Das (2013) considered two studies examining the relationship between employee well-being and positive leadership behaviours. In the first study, data from employees in 454 nursing home provided evidence that a newly developed measure of positive leadership was distinct from transformational leadership; both context-specific and context-free well-being were also predicted by positive leadership behaviours after controlling for transformational and abusive leadership. In the second study, data from a daily diary study from 26 employees showed that positive leadership predicted positive, but not negative, employee affect and positive leadership interacted with transformational leadership to predict employees' positive affect. Limited research into the impact of positive leadership in schools has been conducted, but Cherkowski provides a conceptualization of positive teacher leadership as *an intentional reflective process of learning to grow wellbeing for self and others*' (2018: 63). Cherkowski suggests teachers wishing to lead ask the following questions to enact positive teacher leadership, thus not limiting leadership to a formal, named role:

1. Am I seen? Do I see others? (being known)
2. Am I contributing my strengths? Do I help others to contribute their strengths? (difference-making)
3. Am I learning and growing? Do I help others to learn and grow? (professional learning)
4. Am I seeking feedback? Do I give feedback? (appreciation and acknowledgment). (Cherkowski, 2018: 70).

2.3.5 Authentic leadership

Authentic leadership is a theory of leadership that is conceptually similar to positive, ethical and responsible leadership. Whilst the concept of authenticity is not new, there has been a growing interest in what represents authentic leadership within both the applied (George, 2012; George, Sims, McLean, & Mayer, 2011; May, Chan, Hodges, & Avolio, 2003) and academic management literatures (Avolio & Luthans, 2006; see also The Leadership Quarterly, 16(3), 2005). Authenticity has been defined within positive psychology as *‘owning one’s personal experiences, be they thoughts, emotions, needs, preferences, or beliefs, processes captured by the injunction to know oneself’* and behaving in harmony with the true self (Harter, 2002: 382). It is proposed that authentic leadership does not just involve being true to oneself, however (Ilies, Morgeson, & Nahrgang, 2005).

Walumbwa, Avolio, Gardner, Wernsing and Peterson (2008) propose that a theory of authentic leadership has grown from the juncture of the leadership, ethics, and positive organizational behaviour and scholarship literatures. They modified Luthans and Avolio’s (2003) original definition of authentic leadership to develop a refined conceptualisation that more fully reflects the underlying dimensions of Gardner, Avolio, Luthans, May, and Walumbwa (2005) and Ilies et al.’s (2005) definitions. Walumbwa et al. (2008) characterise authentic leadership as a

‘pattern of leader behaviour that draws upon and promotes both positive psychological capacities and a positive ethical climate, to foster greater self-awareness, an internalized moral perspective, balanced processing of information, and relational transparency on the part of leaders working with followers, fostering positive self-development’.

Positive psychological capacities are defined by George et al. (2011) as confidence, hope, optimism, and resilience. Walumbwa et al. (2008) say that positive psychological capacities and a positive ethical climate promote the development of authentic leadership,

and vice versa; but, they say, these are not inherent components of the model. Both positive psychological capacities and virtuous decision making are shown in this literature review to be positively influential in human flourishing. Walumbwa et al. (2008) identify as core components of authentic leadership, self-awareness and self-regulation processes reflected in an internalized moral perspective, balanced processing of information, and relational transparency. Similar to Gardner, Avolio, Luthans, May and Walumbwa's (2005) self-based model of authentic leadership and followership, Walumbwa et al. (2008) also see authentic leadership as representing an interactive and authentic relationship that grows between the leader and followers. As noted earlier, positive relationships are included in most prominent models of flourishing (Huppert & So, 2011). Finally, Walumbwa et al.'s (2008) conceptualisation explicitly recognizes the importance of leader and follower development to authentic leadership. Growth and development are also included, using various terms, such as mastery and accomplishment, in many popular theories of flourishing (Su et al., 2014).

2.3.6 Followership and leadership

A potentially important area for a consideration of leadership that improves flourishing that has limited research is the discussion of the role of followers and their effect on leadership. Follower attributes are generally considered as outcomes of the leadership process rather than as inputs in their own right (Groves, 2014), yet Shamir (2007) contended that leadership effectiveness is just as much attributable to good followers as good leaders. Meindl, Ehrlich and Dukerich, J.M. (1985) offered a social constructionist theory to explain the relationship between leadership and followership. They contended

that the way followers construct their understanding of the leader is through their interpretation of the leader's character, behaviours, and effectiveness has a significant impact on the leadership processes. Building upon this work, Howell and Shamir (2005) reported that followers' self-concept clarity and collective identity were important in influencing how followers form relationships with their leader (also see Dvir & Shamir 2003). Since 'positive relationships' is a dimension that is included in most conceptualisations of flourishing, the role of followers as well as leaders in the formation of positive relationships is relevant to this project.

Bligh, Kohles, Pearce, Justin and Stovall (2007) found that followers tended to hold leaders more responsible for a negative work environment than the leaders actually had control over. Furthermore, Weber, Camerer, Rottenstreich and Knez (2001) reported that group performance was overly attributed to the leader. Both Bligh et al. (2007) and Weber et al. (2001) found that attributions of failure to the leader may have had a more significant negative impact than attributions of success: the failing team consistently voted to replace their leaders even though the situation was the more important factor in the team's failure. This is relevant to this project, as whilst the focus of the research is on the influence of leaders on the flourishing of teachers, the role of teachers themselves in influencing the flourishing of both themselves and other teachers they are connected to is also considered; furthermore, this thesis proposes that it is not only teachers with formal leadership roles who can influence the flourishing of themselves and other teachers.

2.4 Summary: What does the leadership literature say about flourishing?

The theories reviewed in the school leadership literature did not include flourishing as an explicit aim. Within the general leadership literature only humanistic management and positive leadership stated flourishing as an explicit goal. Some aspects included in the general leadership models and theories reviewed had the potential to improve the flourishing of teaching staff if applied by school leaders, but within the school leadership literature the mechanisms for this influence were not explored explicitly. In the leadership literature, the impact of responsible, servant, authentic and positive leadership, as well as humanistic management on flourishing was more explicitly reported. This chapter revealed a research gap in both the school and general leadership literature concerning theories of leadership that directly address the flourishing of teaching staff.

3. Literature Review Part 2: What does the flourishing literature say about leadership?

This section of the literature review will consider how school leaders can facilitate the key components of flourishing in teachers, continuing to draw upon work from positive psychology, neuroscience and philosophy, whilst also exploring research in leadership, positive organizational scholarship, and positive education. Section 3.1 begins with a review of suitable conceptualisation of flourishing for this thesis, then considers how leaders could influence each factor included in the conceptualisation chosen for this research project.

This thesis proposes that flourishing is a worthy goal of school leaders, for a number of reasons, including the intrinsic value of human flourishing suggested by philosophers (Brighouse, 2006; Kristjánsson, 2014; Macintyre & Dunne, 2002; Wolbert et al., 2015). Furthermore, convincing evidence of the positive impact of flourishing on learning has been provided by psychologists and neuroscientists (Benninga, Berkowitz, Kuehn & Smith, 2006; Burns & Machin, 2012; Cohen, 2006; Hinton, 2008; Morris, 2009; Seligman et al., 2009; White, 2011). The constructive effect of flourishing on organizational performance, cited by academics researching positive school climates and by positive organizational scholars, is also well supported by data (Bono and Ilies, 2006; Buller, 2013; Cavazotte et al., 2012; Collins, 2001; Donovan, 2000; Goleman et al., 2004; Goleman, 2000; Harter et al., 2002; Lyubomirsky et al., 2005; Mills, 2009; Wright & Huang, 2012). The chapter will now review literature that informs a suitable definition and conceptualisation of flourishing for this project.

3.1 Towards a working definition and conceptualisation of flourishing

Having established that the flourishing of teaching staff is not only intrinsically worthwhile, but also has instrumental value in improving human performance and a range of student outcomes, it is now necessary to find a working definition and conceptualisation of flourishing. Whilst it must be noted that different authors use the terms in different ways, in this section, the terms flourishing and wellbeing will be used interchangeably, reflecting much of the literature.

This section starts by considering conceptualisations of flourishing, drawing predominantly from positive psychology, since this literature seems to be the most influential discipline in research into the impact of leadership on flourishing. Positive organizational scholarship and positive leadership, for example, both emphasize flourishing as a key outcome of successful leadership and both make significant reference to the work of positive psychology (Cameron, Dutton & Quinn, 2003). The influence of positive psychology is also growing within education, fuelled partially by the inception of the International Positive Education Network in 2013. This section of the review also touches on philosophy since leadership scholars and positive psychologists refer both to recent and the ancient philosophers (for example, Cameron & Caza, 2003; Seligman, 2011) and educational philosophers have referred to positive psychology (for example, Kristjánsson, 2013).

Whilst a range of definitions and measures of flourishing exist, originating from a variety of theoretical and empirical perspectives, there is not yet agreement on which should be used for research or policy (Huppert & So, 2013). Furthermore, Butler and Kern (2016)

suggest that there is no optimum model of wellbeing, but different conceptualisations can be useful in taking the ‘*abstract construct of wellbeing and providing concrete domains that can be measured, developed, and sustained*’ (Butler & Kern, 2016: 1). This review, therefore, aimed to find a conceptualisation of flourishing that would enable the measurement and development of teacher flourishing and potentially also help to assess the impact of school leaders on the flourishing of teacher staff.

Within positive psychology, domains of flourishing can be broadly separated into hedonic and eudemonic, with later work tending to favour multidimensional conceptualisations of the term, drawing from both domains. Eudemonic and hedonic conceptualisations of flourishing have a long history and can be traced back to Aristotle, who famously differentiated eudemonia (happiness that comes about from good works) and hedonism (the life concerned by the search for pleasure) in his book ‘*Nicomachean Ethics*’ (Aristotle, Ross & Brown (trans), 2009). The eudemonic tradition focuses on positive psychological functioning and human development (Ryff & Singer, 2006; Wolbert et al., 2015); and is defined by MacIntyre (2003) as ‘doing well, behaving well and faring well’ (p. 57). The hedonic tradition, however, emphasizes concepts such as happiness, positive affect, low negative affect, and satisfaction with life (Diener, 1984; Kahneman et al., 2003; Lyubomirsky & Lepper, 1999). The term is often used interchangeably with subjective wellbeing (SWB). Proponents of hedonic flourishing have included Bradburn (1969); Watson et al. (1988) and Diener et al. (1999). Huppert and So (2013) argue that these scholars’ perspectives were largely informed by the comprehensive factor analysis of items that measure affective components of wellbeing. Diener, however, who is considered by many to be the most prolific researcher of subjective wellbeing, has added to his measurement of well-being by introducing the construct of ‘flourishing’, whose

elements include: purpose in life, positive relationships, engagement, competence, self-esteem, optimism, and contribution towards the well-being of others, many of which would be considered to be eudemonic concepts (Diener et al. 2010b)

For this review, it was necessary not only to consider flourishing, but also the terms ‘wellbeing’, ‘thriving’ and, to a lesser extent, ‘happiness’ as these words are often used interchangeably with flourishing.

3.2 Flourishing: a multi-dimensional construct

Most researchers now consider flourishing, to be a multi-dimensional construct, incorporating both hedonic and eudemonic concepts. The review will now consider the most prominent multidimensional models of flourishing.

3.2.1 PERMA model

One example of a well-established model that incorporates the hedonic and eudemonic traditions is Seligman’s PERMA model of flourishing (2011), also known as wellbeing theory (again highlighting the overlap between the terms wellbeing and flourishing) which includes: positive emotion (P); engagement (E); (positive) relationships (R); meaning (M) and accomplishment (A). In an assessment of flourishing in schools Kern and her colleagues applied this model to the educational context measuring each aspect of the PERMA model (Kern, Waters, White & Adler, 2014); they concluded there was some support for using PERMA to measure wellbeing in schools. Furthermore, Coffey, Wray-Lake, Mashek, and Branand (2016), concluded that the two studies they had carried out on

PERMA provide cross-sectional and longitudinal evidence that PERMA is useful for predicting flourishing.

3.2.2 Huppert and So's (2013) ten features of wellbeing

Through an examination of internationally agreed criteria for depression and anxiety (DSM and ICD classifications), and by defining the opposite of each symptom, Huppert and So (2013) list ten features of wellbeing. These include both hedonic and eudemonic dimensions of wellbeing and include competence, emotional stability, engagement, meaning, optimism, positive emotion, positive relationships, resilience, self-esteem, and vitality. To develop this operational definition of flourishing Huppert and So (2013) used a psychometric analysis of indicators of these ten features, using data from a representative sample of 43,000 Europeans. Their research further supports the importance of considering flourishing as a multi-dimensional construct as when their definition was compared with a life satisfaction measure, they found valuable information would be lost if wellbeing was measured only through participants' satisfaction with life.

3.2.3 The Flourish Index

Two further, recent measure of flourishing come from Vanderweele (2017 and 2019), the Flourish Index (FI) and Secure Flourish Index (SFI). Weziak-Bialowolska, McNeely, and VanderWeele, (2017) assessed the psychometric properties for the two instruments on a community sample of 4,200 respondents, providing initial evidence on the validity, reliability, and applicability. Weziak-Bialowolska, McNeely and VanderWeele (2019) also assessed validation in workplace settings. They collected questionnaire responses

from 5,565 office and manufacturing employees of two US Fortune 500 manufacturing companies. Support for their internal consistency was found. Initial evidence of validity and reliability of both indices were also provided.

The model includes the following dimensions: (1) Happiness and Life Satisfaction; (2) Mental and Physical Health; (3) Meaning and Purpose; (4) Character and Virtue; (5) Close Social Relationships; (6) Financial and Material Stability. Whilst this is the only measure to be considered that includes virtue and character measures, which are shown in this review to be potentially important in promoting flourishing, the measure did not have detailed enough questions to provide a rich enough understanding of how leaders were influencing teacher flourishing and is more suited to large-scale measurements of the flourishing of a population.

3.2.4 Dimensions of Psychological Wellbeing

Having considered a range of potentially suitable conceptualisations of flourishing, this researcher considers the most appropriate conceptualisation for this project is Su, Tay and Diener's (2014) '*Dimensions of Psychological Wellbeing*'. This multidimensional model is particularly useful to this project because, in the development of this model, Su et al. (2014) considered ten of the most prominent theories and scales of wellbeing, flourishing and thriving, which, in turn, had been developed through extensive empirical and theoretical research. They included all the dimensions of flourishing in each of the theories and scales they had considered, making it the most comprehensive model found. Su et al. (2014) also created two measures to accompany their model: The Comprehensive and Brief Inventories of Thriving (the CIT and the BIT), both of which were particularly

useful to draw upon when designing methods, as elements of both could be applied in an examination of the flourishing of teaching staff and the impact of leaders. Furthermore, the reliability of these measures had been tested: CIT measure was evaluated in five samples of a total of 3,191 US participants with diverse demographics. The CIT '*had excellent psychometric properties and exhibited convergent validity with existing measures of psychological wellbeing and discriminant validity with measures of ill-being*' (Su et al, 2014: 251).

Su et al.'s (2014) core dimensions include both eudemonic and hedonic conceptualisations of flourishing and are:

- (1) subjective wellbeing (SWB) covering high life satisfaction and positive feelings;
- (2) positive, supportive and enriching relationships;
- (3) engagement and interest in daily activities;
- (4) meaning and purpose in life;
- (5) a sense of mastery and accomplishment;
- (6) feelings of autonomy and control;
- (7) optimism.

These dimensions are summarised in table 1 below (Su et al., 2014: 252). The table also shows how prominent positive psychology theories correlate with their seven dimensions of psychological wellbeing.

Table 1. Core Dimensions of Psychological Wellbeing and Corresponding Constructs from Prominent Positive Psychology Theories (Su et al., 2014)

	SWB	Relationship	Meaning	Engagement	Mastery	Optimism	Autonomy
<i>Prominent Positive Psychology Theories</i>							
Diener (1984)	SWB						
Ryan & Deci's (2000) Self-Determination Theory		Need for relatedness			Need for competency		Need for autonomy
Ryff's (1995) Theory of Psychological Wellbeing	Self-acceptance	Positive relations with other people	Purpose in life		Environmental mastery		Autonomy
Seligman's (2011) PERMA model	Positive emotions	Relationship	Meaning	Engagement	Accomplishment		
Scheier & Carver (1985)						Optimism	
<i>Existing Measures*</i>							
Flourishing Scale (Diener et al., 2009)		Relationship (3)	Meaning (1)	Engagement (1)	Self-esteem (1), Mastery (1)	Optimism (1)	
Satisfaction with Life Scale (Diener et al., 1985)	Satisfaction with life (5)						
Self-Mastery Scale (Pearlin & Schooler, 1978)					Self-efficacy (4)	Pessimism (1)	Control (2)
Life Orientation Test (Scheier et al., 1994)						Optimism (6)	
Core Self-Evaluations Scale (Judge et al., 2003)	Satisfaction with self (1) Depression (1)				Self-esteem (2), Self-efficacy (3), Locus of control (4)	Pessimism (1)	
<i>Current Measures*</i>							
Comprehensive Inventory of Thriving (CIT)	Life satisfaction (3), Positive emotions (3), Negative emotions (3)	Support (3), Community (3), Trust (3), Respect (3), Loneliness (3), Belonging (3)	Meaning (3)	Engagement (3)	Skill (3), Learning (3), Self-efficacy (3), Self-worth (3), Accomplishment (6)	Optimism (3)	Control (3)
Brief Inventory of Thriving (BIT)	Life satisfaction (1), Positive emotions (1)	Support (1), Belonging (1)	Meaning (1)	Engagement (1)	Self-worth (1), Self-efficacy (1), Accomplishment (1)	Optimism (1)	

The review will now consider each of Su et al.'s (2014) dimensions and examine the extent to which it is relevant to the flourishing of teachers and whether it could be influenced by school leaders. Whilst, for clarity, this review addresses each dimension separately, it is important not to consider any element of flourishing in isolation since enrichment of one dimension can, through a reciprocal and dynamic relationship, enhance other dimensions (Su et al., 2014).

3.3 How could school leaders influence different dimensions of flourishing?

3.3.1 Dimension 1: subjective wellbeing

Subjective wellbeing (SWB), as noted earlier, is often used interchangeably with the term hedonic wellbeing (see, for example, Eckersley, 2013; Gadermann, Schonert-Reichl, & Zumbo, 2010). This perspective argues that subjective, or hedonic, wellbeing comprises an emotional element (the presence of positive emotions and the absence of negative emotions) and an evaluative element (life satisfaction).

SWB can be thought of as an internal measure of the extent to which other aspects of psychological wellbeing or needs are being fulfilled. The experience of wellness can also enhance other aspects of psychological wellbeing (Diener, 1984, 2000; Diener & Chan, 2011). Furthermore, feelings of wellbeing or flourishing can affect behaviours directly through emotions, or indirectly through improving psychological capital from which to draw (De Neve, Diener, Tay, & Xuereb, 2013; Fredrickson, 2001). Numerous reviews also support the value of positive emotion across a variety of life outcomes (Howell, Kern, & Lyubomirsky, 2007; Huppert, 2009a; Lyubomirsky, Sheldon & Schkade, 2005).

It is argued that leaders, and indeed teachers, can have a significant direct impact on their teams' and pupils' SWB, not least through a process of emotional contagion.

Vijayalakshmi and Bhattacharyya (2012) analysed and critiqued empirical and theoretical studies of emotional contagion through a literature review conducted across several areas such as psychological processes, personality, organizational behaviour, marketing, and consumer behaviour. They conclude that the impact of emotional contagion, or the transfer of emotions from one person to another, has emerged as a significant area of research since, they contend, it has been '*securely established in literature that the spread of emotions, if not properly managed, influences work effectiveness*' (Vijayalakshmi & Bhattacharyya, 2012: 363).

In a series of studies, Bono and Ilies (2006) examined the role of positive emotions in the charismatic leadership process. The first and second studies found that leaders' positive emotional expressions were linked to ratings of charisma in a natural work setting. In the third study the positive emotional expressions of leaders were linked to mood states of simulated followers. These results, Bono and Ilies (2006) contend, suggest that mood contagion might be one of the psychological mechanisms through which leaders influence followers. The fourth study employed a trained actor and influenced leaders' positive emotional expressions to isolate the effects of positive emotions from the potential non-emotional features of leadership (such as vision or other inspirational processes). This study found a positive relationship between leader emotions and follower mood. Whilst it is difficult to measure mood objectively and accurately, Bono and Ilies (2006) argue that their results indicate that both leaders' positive emotional expressions and the mood of followers impacted ratings of leader effectiveness and attraction to the leader.

Positive leadership is an example of a leadership theory which directly focuses on SWB. As noted earlier, this theory addresses SWB through emphasizing the positive (Gallup, 2016), encouraging optimism (Rasmussen, Scheier, & Greenhouse, 2009), and recommending supportive communication (Hinton, 2008). Bass and Avolio's (2000) model of transformational leadership also includes a dimension particularly relevant to SWB: inspirational motivation (Bass & Avolio 2000).

This section has suggested that positive emotions are relevant to the flourishing of teaching staff and that leaders have a role in affecting the emotions of others through the process of emotional contagion; SWB is also directly addressed in two theories of leadership covered by this review: positive and transformational leadership. The review will now consider the next of Su et al.'s (2014) dimensions: positive, supporting and enriching relationships.

3.3.2 Dimension 2: positive, supportive and enriching relationships.

Social relationships are fundamental to a flourishing life (Berscheid & Reis, 1998). One review, covering 2002-2012 found over 18,000 articles published on social relationships and health (Tay, Tan, Diener, & Gonzalez, 2012), with positive relationships being linked to a lower risk of depression and psychopathology, better physical health, lower risk of mortality, healthier behaviours, and other positive outcomes (Tay et al., 2012; Taylor, 2011). Sub-domains of positive relationships, which could be influenced by leaders include: received support (objective perspective of resources), perceived support

(subjective perspective of resources), satisfaction with support, and giving support to others and, to a lesser extent, to leadership include social networks (number of ties and quality of those ties) (Taga, 2006). The relationship dimension also has a well-established place in most of the major existing wellbeing surveys used internationally (Butler and Kern, 2016).

Trust seems to be particularly important in cultivating positive relationships. Tschannen-Moran & Gareis, (2015) say that trust in leaders and amongst teaching staff has been found to be associated with the qualitative nature of professional relationships in schools and the impacts of those relationships on, for example, teachers' practices and student achievement. Relationships and behaviours characterized by benevolence, honesty, openness, competence, and reliability can cultivate trust between principals and teachers, and the presence of genuine trust can thereby mediate other correlates associated with student learning (Tschannen-Moran & Gareis, 2015).

Gold, Evans, Earley, Halpin and Collarbone (2003) say that one of the two models of leadership which have 'pre-eminent' status in the UK (meaning they feature prominently in contemporary teaching school management literature and in national school leadership training programmes) is transformational leadership. Gold et al. (2003) argue that transformational leadership focuses on people and the relationships between them. Transformational leadership is a theory of leadership that also supports other dimensions of flourishing as noted in Chapter 2.

Virtues have also been shown to be important in positive relationships and improving the influence of leaders on flourishing. Hackett and Wang (2012) reviewed 22 definitions of virtue from the ethics literature, and found that virtue has been defined as a ‘character trait, disposition, settled disposition of character, correctives to human nature, personal quality, pattern of behaviours, personal value, psychological process, qualitative characteristic, human condition, norm of conduct, or habit of action’ (p. 870). They say within these, 12 defined virtue as a character trait and/or disposition, consistent with the Aristotelian and Confucian account of virtues, thus they define leader virtue as a disposition or character trait of a leader. According to the Cambridge Dictionary of Philosophy (Audi, 1999), character is a complete set of ethical and intellectual dispositions of a person; disposition is a propensity of a person to act or respond in characteristic ways in particular situations. Virtues help develop a person’s ‘good character’ (Hartman, 1998). There are many types of character dispositions, and virtues collectively make up ‘good’ character (Hackett and Wang, 2012) If, as Petrick and Quinn (1997), propose, character provides the ‘*substantive moral foundation for a person’s actions*’ (p. 51), then it could be argued that leader virtue provides the moral foundation for action. A variety of virtues have been mentioned in relation to the moral component of various leadership theories, including moral and ethical, responsible, servant, transformational, and positive leadership, as well as humanistic management. Virtuousness, however, argue Cameron and Caza (2003) goes beyond concepts such as ethics or moral reasoning: ethics and moral reasoning focus on what is sufficient, necessary or instrumental; whereas, virtue focuses on the highest human potential. Peterson and Seligman (2004) aimed to present a measure of humanist ideals of virtue in an empirical, rigorously scientific manner and say that virtue embraces that which is good,

transcendent, and honourable, or that which is most human (Peterson and Seligman, 2004).

Values are also frequently discussed in the leadership literature as being important in positive relationships and leadership effectiveness (for example, Brown & Treviño, 2006; Bruno & Lay, 2008; De Luque, Washburn, Waldman, & House, 2008). Values and virtues are conceptually similar, but Ciulla (2004) argues that it is possible to hold values without practising them; virtues, to be regarded as such, however, must be practised, and manifested in behaviour.

Supporting the proposal that virtues are important in positive relationships and improving the influence of leaders on flourishing, research has begun to describe what Cameron and Caza, (2003) describe as extraordinary organizations that are outstanding performers in their field. They represent a positive exception to typical organizational behaviour (Dutton et al., 2002; Quinn, 2002). Especially on the human dimension, these organizations generate virtuousness in relationships and in leaders' treatment of people (Clifton & Harter, 2003; Cooperrider & Sekerka, 2003). Cameron and Caza (2003) also say virtuous organizations nurture *eudaimonia* in the Aristotelian sense. Leaders and employees possess attributes and demonstrate behaviours that extend beyond a consistent moral or ethical code.

Many scholars have presented evidence to support the idea that there is no necessary trade-off between virtue and performance. Virtuous organizational performance is strength-building, life-giving and virtuous attributes in organisation members and leaders such as compassion, forgiveness, courage, hope, humility, and integrity are also evident (Cameron & Caza, 2003). These phenomena represent ‘positive deviance’ from typical organizational behaviour (Peterson & Seligman, 2004; Sandage & Hill, 2001). The presence and manifestation of organizational virtuousness has been shown not only to influence positively relationships and to strengthen communities (Avolio & Gardner, 2005; Bezzina, 2012), but also to create physical and mental healing effects for individuals (Gilbert, 2013), organizational resilience (Dirks & Ferrin, 2002), positive affect (Fredrickson, 2001), and enhanced engagement (Bass & Steidlmeier, 1999; Dutton et al., 2006). Virtues, therefore, appear to be a significant factor in enabling both positive relationships and flourishing and there appears to be evidence that virtuous behaviour of leaders and teachers within schools is likely to have a positive impact on flourishing. Having considered the relevance of positive relationships for flourishing and briefly explored what this may mean for leaders, the review will now examine engagement and interest in daily activities.

3.3.3 Dimension 3: engagement and interest in daily activities

Research into engagement can be found across several disparate domains. In positive psychology, for example, measures have focused on flow, or a high level of psychological engagement that involves deep concentration, absorption, and focus (Csikszentmihalyi, 1992). Flow is when people become wholly absorbed in an activity to the exclusion of all else and, to Csikszentmihalyi (1992), they are therefore operating at their fullest

capacity, echoing Russell's (1930/1958) emphasis on active engagement. For Kristjánsson (2013), however, flow is only possible when person views the activity as intrinsically valuable and not as a means to some end (or instrumentally worthwhile). In an evaluation of flow in school leaders MacNeill (2013) found that in the sampled school leaders' responses, they ranked '*Doing moral good*' as their major generator of Flow. The school leaders also added the two factors of trust and belonging into the list of options, which were not variants of Csikszentmihalyi's dimensions. In this case the moral good motivation may not have been unexpected because all the school leaders in this sample had been influenced by service in tough schools. Nonetheless, this once again appears to support the relevance of virtue in flourishing (MacNeill, 2013)

Authentic leadership and teachers' work engagement have been found to be positively related (Bird, Chuang, Watson, & Murray, 2012; Wang & Bird, 2011). The relevance of a 'doing moral good' to school leaders' experience of flow (MacNeill, 2013) also suggests that leadership theories that address morality, such as moral, servant and responsible leadership may also be worth considering further as potentially influencing teacher engagement. These theories also emphasize meaning and purpose in work; the extent to which a person finds work meaningful is also relevant to engagement (Csikszentmihalyi, 1992) and this is the next dimension of flourishing that will be considered.

3.3.4 Dimension 4: meaning and purpose

Steger (2012) defined a sense of meaning as having direction in life, connecting to something greater than yourself, feeling that your life is valuable and worthwhile, and that there is a purpose to what you do. In their development and validation of the

‘Comprehensive Meaningful Work Scale’ (CMWS) Lips-Wiersma and Wright (2012) propose four dimensions of meaning at work: ‘unity with others, developing the inner self, serving others, and expressing full potential’ (p. 660). These dimensions are influenced by reality (the current situation) and inspiration (what is hoped for and ideals), as well as being about a balance between the requirement to meet the needs of the self and the needs of others; as well as a tension between the need for being (reflection) as well as the need for doing (action). Leaders have a role in enabling the needs of individuals to be met and empowering those they lead to meet the needs of others. Leaders may also have the power both to inspire and to alter the current situation (the reality) a teacher experiences at work, thus making it easier for the teacher to experience all four dimensions of meaning at work.

The ‘unity with others’ dimension refers to the meaningfulness of working with others. Included in this dimension is a perception of shared values and belonging; it does not, however, infer uniformity, rather it supports diversity. Thus, this dimension aligns with ‘positive relationships’. School leaders have a role in ensuring their team are known, understood, and accepted both by the leader themselves and by each of the team members in support of this dimension. As noted in Chapter 2, Walumbwa et al. (2008) see authentic leadership as representing an interactive and authentic relationship that grows between the leader and followers; these interactive and authentic relationships have the potential for people to experience ‘unity with others’ and could also influence the development of the inner self, particularly through a leaders’ authenticity inspiring others also to behave authentically.

Lips-Wiersma and Wright (2012) explain that ‘developing the inner self’ varies depending on the worldview of individuals. It can involve wanting to be a good person, or the best we can be, which is congruent with becoming more virtuous, or becoming one’s higher self. Being the ‘best we can be’ also links to participants’ preferred definition of flourishing. Leaders can assist in this, particularly through using a coaching leadership style to enable individual teachers to improve their awareness of how they could achieve the best they can be and empower them to take steps towards this (Berg, 2016; Blanchard, 2007). ‘Expressing full potential’ diverges from developing the inner self, say Lips-Wiersma and Wright (2012), in that it is active and outward focused, whereas the former is inward and reflective. This dimension refers to the meaningfulness derived from using one’s talents and creativity, as well as experiencing a sense of accomplishment. School leaders can provide teachers with the opportunity to use their talents and to be creative, as well supporting them to achieve their goals. Walumbwa et al.’s (2008) conceptualisation of authentic leadership explicitly recognizes the importance of leader and follower development to the theory, thus potentially supporting teachers to ‘develop their inner self’ and ‘express their full potential’.

Lips-Wiersma and Wright (2012) say ‘serving others’ means contributing to the wellbeing of others and the world we live in. School leaders can provide opportunities to serve and contribute to the flourishing of individuals and the wider world, as well as encouraging and supporting teachers to do so. As noted in chapter 2, the premise of servant leadership is that the leader seeks to serve, and that service is a natural component of the leader (Greenleaf, 1977) emphasizing the potential for a servant leadership style to enable a leader to find meaning, as well as model service to teachers. Responsible leadership is also concerned with service and is centred on sustainable outcomes that benefit the

organization, local communities, and the larger social and natural environment (Maak & Pless, 2006a). This direct relevance of responsible leaders to enhancing teachers' perceptions of meaning at work is further emphasized in the following quote from Maak and Pless (2006a) who describe responsible leadership as:

‘values-based through [an] ethical principles-driven relationship between leaders and stakeholders, who are connected through a shared sense of meaning and purpose through which they raise one another to higher levels of motivation and commitment for achieving sustainable values creation and social change’ (p. 438).

Experiencing meaning has been linked to better physical health, reduced mortality risk, and higher life satisfaction (Boyle, Barnes, Buchman, & Bennett, 2009; Ryff, Singer, & Love, 2004; Steger, 2012). Several of the national surveys, including the experimental opinions survey developed by the UK Office for National Statistics (2015), have included single items assessing a sense of value or purpose. Mastery and accomplishment are relevant to Lips-Wiersma and Wright's dimensions (2012) ‘developing the inner self’ and ‘expressing full potential’ and are discussed in the next section.

3.3.5 Dimension 5: a sense of mastery and accomplishment

Self-Determination Theory proposes that competence is a core basic human need (Ryan & Deci, 2000). Objective accomplishment, or competence, is influenced by circumstances, opportunities, and personal ambitions. Subjectively, accomplishment involves a feeling of working toward and reaching goals, mastery, and efficacy to complete tasks (Butler and Kern, 2016). Several measures of flourishing include items related to competence, mastery, or efficacy; national surveys, however, tend to focus on objective indicators of achievement. The extent to which a leader can impact a person's objective and subjective

sense of accomplishment is a debated theme in the literature and will be important to consider in this project. Autonomy and a sense of control, something that leaders could influence, is thought to improve accomplishment, as well as a sense of mastery (Pink, 2009) and this is the next dimension of flourishing that will be considered.

3.3.6 Dimension 6: feelings of autonomy and control

A common theme that emerges when considering teacher motivation, job satisfaction, stress (burnout), professionalism, and empowerment is teacher autonomy (Brunetti, 2001; Kim & Loadman, 1994; Klecker & Loadman, 1996). A significant amount of the research that has examined these constructs and their relationships has revealed the importance of autonomy for teachers (Wilson, 1993). Pearson and Moomaw (2005) argue that autonomy is emerging as a central variable when examining educational reform initiatives; they continue that some researchers argue that granting autonomy and empowering teachers is an effective place to begin in solving the problems of today's schools (Short & Rinehart, 1992).

Empowerment by leaders of teachers is relevant to teachers experiencing autonomy and control. Drydyk (2008) says empowerment occurs when people are better able to shape their own lives, enhancing their ability to find purpose and meaning in their work through enabling teachers to 'express their full potential' (Lips-Wiersma & Wright, 2012).

Empowerment is an explicit feature of Van Dierendonck's (2012) model of servant leadership and is linked to enabling people to grow - also an explicit concept in servant leadership. Empowerment aims to nurture a proactive, self-confident attitude among followers and provides them with a sense of personal power (Van Dierendonck, 2011).

Empowering leadership behaviour includes encouraging self-directed decision making and information sharing; and coaching (Konczak, Stelly, & Trusty, 2000); these are all relevant to distributed leadership (Carson, Tesluk & Marrone, 2007). A key characteristic of transformational leadership is the leader developing a vision and inspiring those they lead to accept and execute that vision (for example, Podsakoff, MacKenzie, Moorman, & Fetter, 1990). Kim and Beehr (2020), say that while transformational leaders are also supportive and give autonomy to their team members, the rationale for providing this autonomy is for subordinates to execute the leader's vision effectively, thus limiting the degree of empowerment a teacher could experience.

In research considering the effects of teacher empowerment on motivation, job satisfaction and stress, Davis, and Wilson (2000) surveyed 660 elementary teachers and 44 principals. Their findings showed a significant positive correlation between Principals Empowering Behaviours (PEB) and teacher motivation. The greater the PEB score for a school, the higher teachers' overall motivation score ($r = .38$; $p < .01$). In particular, they found that the more principals participate in empowering behaviours, and the more likely they are to see that they have choices in selecting actions that will lead toward positive outcomes and the greater the impact teachers feel they are able to make by fulfilling work-related tasks ($r = .37$; $p < .01$), ($r = .36$; $p < .01$). Davis and Wilson (2000), however, did not find that PEB related to either teacher job satisfaction or job stress. From beyond the education literature, Seibert, Wang, and Courtright (2011), in their meta-analytic review of individual and team empowerment found individual empowerment was positively related to a wide range of outcomes, relevant to work-place flourishing and performance. These included, job satisfaction, commitment to organizations, and task and contextual performance; it was also found to be negatively associated with employee strain and

turnover intentions. They also found that team empowerment was positively related to team performance demonstrating the importance of a leader considering their influence on a team, as well as on individuals. This, therefore, suggests that empowering teaching staff to feel autonomous is a relevant factor to consider when looking at the influence of leaders on the flourishing of teaching staff. The final dimension of flourishing this review will consider is optimism.

3.3.7 Dimension 7: optimism

Most researchers, argue Chang, D'Zurilla and Maydeu-Olivares (1994), have adopted Scheier and Carver's (1985) view of optimism and pessimism as generalized positive and negative outcome expectancies; they also contend that researchers are split on whether these are or are not linked to self-efficacy expectancies (see also Bandura, 1986).

However, some investigators (such as Dember, Martin, Hummer, Howe, & Melton, 1989) define optimism more broadly as a positive and negative outlook on life, thus linking optimism directly to SWB. Whereas Scheier and Carver's (1985) concepts are future-oriented, the latter view encompasses present perceptions and appraisals as well as future expectations. This project is interested in future and present appraisals of work-life in its consideration of optimism and recognizes the overlap between optimism and SWB.

Scheier and colleagues (Rasmussen, Scheier & Greenhouse, 2009; Scheier & Carver, 1985, 1987, 1992) demonstrated that optimism is a key predictor for physical health and general wellbeing. Furthermore, considering self-regulation theory, which partially describes the series of events thought to occur when barriers to goals being obtained are presented (Carver & Scheier, 1985), suggests that people engage in efforts to achieve

goals when they feel optimistic. In contrast, a pessimistic viewpoint may result in reduced effort (Bandura, 1977). Furthermore, McColl-Kennedy and Anderson (2002) propose that there appears to be a direct relationship between the level of optimism and the amount of effort people expend at work.

McColl-Kennedy and Anderson (2002) also argue that leaders' emotions seem to play a significant role in terms of how enthusiastic and optimistic people feel about their work. Grossman (2000) says leaders who understand emotions seem to motivate those they lead to work more efficiently and effectively. Leaders can also influence optimism through their vision and a sense of purpose (Dubinsky, Yammarino, Jolson & Spangler, 1995). Transformational leadership theory emphasizes the importance of using emotions to persuade followers to engage in optimistic thinking through the development and communication of a positive vision (Bass & Avolio, 1994).

Another way leaders have been shown to influence optimism is through providing support; without support, followers are more likely to feel pessimism (Manion, 2000). Servant (Greenleaf, 1977) and positive leadership (Cameron, 2012) emphasize the importance of leaders supporting those they lead. Leader support argue McColl-Kennedy and Anderson (2002) could impact teachers' sense of helplessness (Seligman, 1998). Where teachers consider they do not have control over a desired outcome, they are less likely to put in the necessary effort to succeed in achieving that goal (Seligman, 1998). This negative effect on effort is amplified if someone has worked hard in an effort to succeed in the past, but has failed to achieve; or they do not have an optimistic outlook (McColl-Kennedy & Anderson, 2002). This can be partly explained referring to attribution theory, which refers to the dimensions, stability (stable/unstable), specificity

(global/specific) and focus (internal/external) (Weiner, 1986). People who assume that the cause of their failure is stable (will last a long time), is globally orientated (will affect many aspects of their life), internally focused (they are the cause) as explanations for failures are more likely to feel frustrated and will likely reduce the work they expend and their performance. Attribution theory has been applied to organizations (e.g. Struthers, Weiner & Allred, 1998); drawing upon this research McColl-Kennedy and Anderson (2002) suggest that a lack of leader support is likely to cause followers to perceive that their leader will remain here for some time (stability), the leader has the ability to impact broadly their work-life (global orientation) and to assume they have underperformed (internal focus). Thus, frustrating employees and limiting their effort.

Empowerment by leaders can also influence optimism in employees, enabling greater persistence and positivity, as well as less boredom (Campbell & Martinko, 1998) Seligman and Schulman (1986) found that pessimistic sales people were twice as likely as optimists to leave by the end of their first year of employment. Whilst optimism does seem important for teachers and for schools more broadly, and the role of the leader is also relevant, there is evidence that optimism can be learnt by individuals; and that the individual is crucial in the learning of optimism (Seligman, 1998).

3.4 Summary of the literature review

The first part of the literature review, Chapter 2 established what the leadership literature, from within and beyond education, says about flourishing. It began by exploring general theories of leadership and school leadership theories, as well as the predicted and

researched impact of each of these theories on flourishing. This section of the review highlighted a research gap: there is limited literature which explicitly considers the impact of leaders on flourishing and almost none on the influence of school leaders on the flourishing of teachers.

To explore effectively how school leaders could improve the flourishing of teachers, it was necessary to find a working definition and conceptualisation of flourishing; this formed the focus for the first half of Chapter 3. The key finding from this section was that flourishing is considered by all authors reviewed to be a multidimensional concept, overlapping with notions of wellbeing and thriving. This review then used Su et al.'s (2014) Dimensions of Psychological Wellbeing as a framework to consider the ways that leaders may be able to influence different aspects of the flourishing of their school's teaching staff. It was found that for each dimension there was evidence that leaders could potentially have an impact, but that because flourishing is a complex and dynamic concept, this would not be easy to measure or fully understand.

3.5 Research gaps and research questions

Despite the recent proliferation of literature on flourishing in education, a significant research gap appears to remain concerning the role of leadership in flourishing both within schools and in other domains. It is proposed that whilst there is business literature that considers the impacts of leaders on flourishing (for example, Cameron, 2012 and Cameron, Dutton & Quinn, 2003) there is comparatively little educational research on this

topic with (arguably) three of the most prominent theories of educational leadership: instructional, transformational and distributed leadership (Hoy & Miskel, 2013), plus student-centred, teacher and moral leadership only addressing teacher flourishing implicitly, rather than explicitly.

The project will aim to address this gap by bringing together new empirical research with existing work from positive psychology; positive organizational scholarship; neuroscience; educational philosophy; leadership; and research into positive school climates. Three research questions, therefore, arise:

The research questions

RQ1. What do teaching staff (including school leaders) understand by the term flourishing at work?

It was important to gain a better understanding of what flourishing means to teaching staff in their jobs before attempting to comprehend more effectively what teaching staff believe leaders could do to enhance their flourishing. This is an under-researched area as few scholars have considered what flourishing means to teaching staff in their roles so there aren't any established models specifically for schools, although Seligman's PERMA model (Seligman, 2012) has been tested (Kern, Waters, Adler & White, 2014).

Participants' understandings of flourishing at work are also likely to vary for several reasons, such as context, background, and culture, so it was valuable to see what the different understanding were.

RQ2. What do teaching staff believe leaders could do to improve their flourishing?

Leadership practices and behaviours that promote flourishing have been explored in the literature in the relatively new field of ‘positive organizational scholarship’ (Cameron, Dutton, & Quinn, 2003) and ‘new genre leadership’ research (Avolio, Walumbwa & Weber, 2009), but had not been applied directly to school leadership. There was also a lack of research into the flourishing of teachers, with significantly more research focusing on teacher ill-being (Calabrese, Hester, Friesen & Burkhalter, 2010 and Hoy & Tarter, 2011).

It was helpful to know about both school leader flourishing and teacher flourishing because the flourishing of school leaders is likely to influence the flourishing of the teachers they lead and, indeed, the flourishing of teachers is likely to affect the flourishing of leaders (Cameron, Mora, Leutscher, & Calarco, 2011). There are also different levels of leadership in a school, so many school leaders are led by other school leaders who may or may not be senior to them (for example a member of a senior leadership team may be led by the head of department for the subject they teach). It was also valuable to explore what teachers and leaders perceive school leaders have influence over as they know their own contexts and will have ideas on what is or is not possible for a leader to improve.

RQ 3. What are the impacts of the collaborative creation of interventions that aim to improve the flourishing of teaching staff?

This question aimed to find out what improvements in flourishing could look like in practice in a school setting, rather than just in theory. A participatory and collaborative approach was therefore chosen. This allowed teaching staff and school leaders to consider the data collected in RQ1 and RQ2 and then choose what they wanted to try in their own settings. This presented the opportunity to explore leadership processes and the challenges that arose when leaders and teachers collaboratively aimed to improve the flourishing of teaching staff in their own contexts.

4. Methods: a mixed approach with participatory and collaborative elements

4.1 Introduction to the methods section

This project aimed to discover how school leaders could improve the flourishing of teachers. To answer this overarching question, it was necessary to collect quantitative and qualitative data, as well as to include a participatory and collaborative element, with the aim of answering the following three research questions:

RQ1. What do teaching staff (including school leaders) understand by the term flourishing at work?

RQ2. What do teaching staff believe school leaders could do to improve their flourishing?

RQ3. What are the impacts of the collaborative creation of interventions that aim to improve the flourishing of teaching staff?

These questions were answered using a mixed methods research design with participatory and collaborative elements with the goal of bridging the perceived divide between academic research and teacher innovation. To answer RQ1, quantitative data were gathered to identify trends in the extent to which various dimensions of flourishing were relevant to teaching staff's understandings of flourishing. Qualitative data were also collected as flourishing is such a complex concept and varies so much between individuals; a richer understanding of the data was required than could be provided by quantitative data alone. RQ2 required quantitative and qualitative data for similar reasons: quantitative data were collected as it was helpful for school leaders and policy makers to

see the trends in people's answers to questions asking what they believed leaders could do to impact their flourishing; as above, though, as factors that influence people's flourishing vary so much between individuals, more in depth data, qualitative data were also required. RQ3 looked at how leaders could, in practice, influence the flourishing of teaching staff. This question aimed to find out what improvements in flourishing could look like in practice in a school setting, rather than just in theory. A participatory and collaborative approach was therefore chosen; this allowed teaching staff and school leaders to consider the data collected in RQ1 and RQ2 and then choose what they wanted to try in their own settings.

The methods chapter follows this structure: it begins with an overview of the methods used to collect data, as well as the sequence of the collection of data through the six phases of the project. It then describes the rationale behind the methodology, explaining why the project was influenced by pragmatism and a focus on creating a project that would have practical application in schools. This chapter then goes on to explain why mixed methods were chosen and provides more detail on how the methods were mixed. A more in-depth description of the methods of data collection used follows along with the sampling strategy and ethical considerations.

These questions were answered using mixed methods research with a collaborative and participatory element in six phases with an emphasis on creating a project which would have practical application in schools both during the research and afterwards:

1. Phase one was a series of two exploratory focus groups that were used to design an online questionnaire.
2. Phase two was the delivery of the questionnaire. In the questionnaire, quantitative and qualitative data were collected from teaching staff in all roles in 48 state funded secondary schools; 17 state funded primary schools; 8 fee-paying secondary schools; and 5 fee-paying primary schools in the UK. Data were also collected from 6 schools outside the UK, but these were discounted because the sample size was too small.
3. Phase three was a pilot focus group discussion to design the focus groups for phases four to six.
4. In phase four, teaching staff from four schools in a representative range of roles reviewed the data from the first three phases and then designed and trialled interventions, which they perceived would improve the flourishing of teaching staff in their schools.
5. In phases 5 and 6, focus groups were used to enable teaching staff to reflect upon the impact of the interventions they had trialled, approximately halfway through the intervention (phase 5) and at the end of the intervention (phase 6).

The table (table 2) below gives an overview of how and when methods were mixed.

Table 2: an overview of how and when methods were mixed

Phase	Data collected	Date
Phase 1	Exploratory focus group 1 to design questionnaire	10.3.17
	Exploratory focus group 2 to design questionnaire	22.3.17

	Pilot of the online questionnaire	22.3.17 and 25.3.17
Phase 2	Exploratory online questionnaire to collect quantitative and qualitative data (RQ1 and 2).	1.6.17-1.5.18
Phase 3	Pilot focus group 3 to design focus group questions and mode of delivery (RQ1, 2 and 3)	22.5.18
	Pilot focus group 4 to refine further the design of focus group questions and mode of delivery (RQ1, 2 and 3)	5.7.18
Phase 4	Focus group session 1 (with 4 x schools) to explore how flourishing is understood by school leaders and teachers (RQ1). Participants were presented with a report of the results of the online questionnaire.	11, 13, 14.9.18
	Focus group session 2 to design collaboratively interventions in the three case study schools with the aim of improving teachers' flourishing in these schools (RQ2 and 3)	21, 24, 26.9.18
Phase 5	Trial interventions in the three schools (RQ3)	Sep – May 18
	Focus group session 3 in three (one had left the project) schools to reflect on progress of interventions and any modifications the participants wanted to make (RQ3)	07.01.19; 11.01.19; 30.1.19
	Survey and interviews about impact of interventions in school 1 as a focus group was not possible for the yoga intervention (RQ3)	01.02.19
Phase 6	Focus group session 4 (with 3 x schools) to reflect on impact of interventions that had taken place over the year (RQ3)	05.06.19; 06.06.19; 20.06.19

The table below (table 3) shows how each data set was used to answer the research questions.

Table 3: Data collected for each research question

Research question	Data collected	Date
1. What do teaching staff (including school leaders) understand by the term flourishing at work?	1. Exploratory focus group sessions 1 and 2	28.04.17, 04.05.17
	2. Focus group session 1 with schools 1-3 exploring what participants understood by the term flourishing in their work	11, 13, 14.9.18
	3. Online questionnaire: Likert-type ratings questions asking importance of seven dimensions of flourishing	01.06.17-01.05.18
2. What do teaching staff believe leaders could do to improve their flourishing?	1. Online questionnaire: open questions	01.06.17-01.05.18
3. What are the impacts of the collaborative creation of interventions that aim to improve the flourishing of teaching staff?	1. Focus groups 2 in schools 1-3 exploring opportunities for interventions to improve the flourishing of teaching staff. 2. Focus group 3 in schools 1-3 discussing the impact of interventions and deciding on any improvements they wanted to implement 3. Focus group 4 in schools 1-3 discussing the impact of interventions	FG2: 21, 24, 26.9.18 FG3: 07.01.19; 11.01.19; 30.01.19 FG4: 05.06.19; 06.06.19; 20.06.19
	4. Online survey in school 1 plus individual interviews for yoga intervention	01.02.19

4.2 Rationale for the methodology

This section explains why pragmatism was an important influence in the project's design. It also justifies why methods were mixed and why participatory and collaborative methods, as well as case study research was included.

4.2.1 Justification of pragmatism

Pragmatism, specifically the work of Tashakkori and Teddlie (2003) and Dewey (1938), was an influence in the project's design. Pragmatism arguably supports the use of mixed methods in research, which *'focuses on 'what works' as the truth regarding the research questions under investigation'* (Tashakkori & Teddlie 2003, p. 713). Whilst there is a broad range of interpretations of pragmatism, this project is particularly influenced by Tashakkori and Teddlie (2003); their approach is relevant because the project sought to employ the most effective methods for investigating the three research questions without being limited to a particular approach. Dewey (1938) was also an influence. Legg and Hookway (2020) argue that many of Dewey's ideas come from his vision of democracy as not merely a system of voting but the idea that each societal institution might be designed to foster maximum flourishing in every citizen; this project aimed to find out how schools (as a societal institution) can foster maximum flourishing in teachers through leadership practices and behaviours which, in turn, will hopefully also improve pupil flourishing.

Dewey's idea of a 'problem-centred pedagogy': a pragmatist epistemology understood as the theory of inquiry for its structure, was also drawn upon. As a teacher of teachers, I began by facilitating contact with a phenomenon which is genuinely puzzling to the participants: how to improve their own and others' flourishing through leadership. I then guided them through a cycle of inquiry which aimed to resolve the problematic situation

(lack of flourishing) to (as far as possible give the constraints of this project) the satisfaction of all involved in the project. This cycle of inquiry included as stages (Hickman & Alexander, 1998):

1. Articulating the problem and questions which might need to be answered in collaboration with participants through focus groups to design the schedule of the online questionnaire.
2. Gathering data through the online questionnaire.
3. Building upon all our knowledge of what flourishing meant for teaching staff in their roles with participants in the next series of focus groups
4. Then, in the following set of focus groups, suggesting interventions which might potentially resolve the problem.
5. Asking participants to try these interventions in their schools and to come back for further discussions halfway through the intervention in focus groups and interviews to see whether they had a positive impact or not.
6. To come together once more at the end of the intervention to discuss the impact the interventions had and what they would like to do in the future to improve the flourishing of teaching staff.

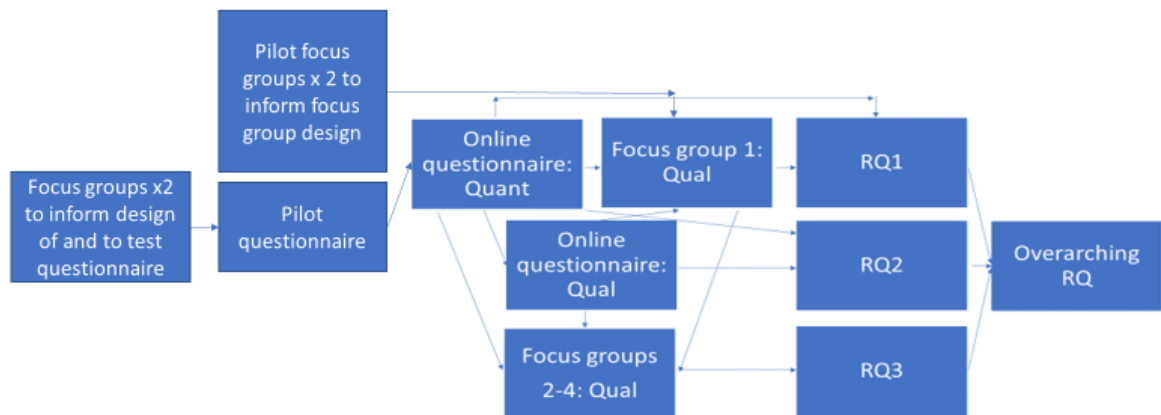
The project benefited from being able to focus on finding practical solutions to the problem of teaching staff flourishing thus also going some way towards justifying the use of collaborative and participatory element to the research. For this project, it did not seem appropriate to be constrained by fixed theories, ideas or rules; rather it seemed more effective to allow the research questions to drive the research agenda and to apply the most effective methods to collecting data to answer these questions. This also meant that methods were mixed.

By mixing methods, it was possible to gain a better understanding of the impact of leaders on flourishing; provide a more complete picture; and enhance the descriptions of this area, giving richer data to use in looking for interventions that may help leaders to have a more positive impact on the flourishing of their staff (Johnson, Onwuegbuzie, & Turner, 2007). Quantitative survey data provided trends that school leaders and policy makers who were not involved in the project could refer to; these data were also useful for participants to review when designing and considering interventions they wanted to try. Qualitative data helped to deepen an understanding of what flourishing meant for individuals and what specifically leaders could do for different teachers to improve their flourishing, which was not possible just through looking at trends. It was also, however, helpful to know what processes leaders could use in their practices and individual contexts to improve the flourishing of teachers and what challenges may be faced when applying the theory generated by the quantitative and qualitative survey data and focus group responses to three school contexts. Participative and collaborative research in three case studies were also, therefore, used in the latter stages of the research: flourishing varies between individuals and is affected by organizations and environments so it made sense to include participants in decisions relating to their own flourishing (this choice is discussed further later in this chapter). Teddlie and Tashakkori's (2006) '*bottom-up*' approach was used, where the research questions drove the mixed methods approach, as the project was looking to find how school leaders could improve the flourishing of teachers.

4.2.2 How the methods were mixed

The figure below (figure 1) shows how the methods were mixed. There is an explanation of the diagram underneath it.

Figure 1: Diagram to show how the methods were mixed



The diagram shows the following:

1. The two focus groups (far left box) informed the design of the online questionnaire and modified the items included in the questionnaire.
2. The two pilot focus groups (highest box on the left) informed the design of focus groups 1-4, which were used to collect qualitative data on what flourishing meant to teachers and school leaders and to design interventions to improve their flourishing.
3. The quantitative online questionnaire data (third box from the left) influenced the focus groups 1-4 as a report generated from the online questionnaire was given to the focus group participants in each school. These data also influenced the qualitative questionnaire data as participants answered the ratings questions before the open questions.

4. The focus group 1 data (top row, fourth from left) were used to answer RQ1 and influenced focus groups 2-4 as the same participants attended.
5. The quantitative online questionnaire data were used to answer RQ1 and were used to inform the discussions in focus groups 1-3 as the participants had seen the report of these data.
6. The focus group 1 data were used to answer RQ2 and influenced focus groups 1-4 as participants had seen the report of these data.
7. The data from focus groups 2-4 (bottom box, fourth from left) were used to answer RQ3.
8. Each individual RQ contributed to answering the overall research question: *how could school leaders improve the flourishing of teaching staff?*

4.2.3 Justification of participatory and collaborative research

As mentioned earlier, participatory and collaborative research were used as part of the mixed methods design for several reasons. Firstly, this enabled a partial bridging of the gap between researchers and teachers in the design of the research. Secondly, this improved the opportunity for the research to be respectful to participants through enabling them to voice their thoughts on the quantitative and qualitative data that had been collected, as well as providing further information on what enabled them to flourish; it also empowered them to design interventions that would improve their own and others' flourishing. Whilst the participatory and collaborative research used in this project did not follow an action research protocol, the justification used by Ivankova and Wingo (2018) for including action research in mixed methods design is also relevant for this research's

participatory and collaborative aspects. They say that by uniting qualitative, quantitative and action research, it is possible to generate rigorous and transferable results by synergistically amalgamating participant engagement with quantitative and qualitative data to inform intervention planning, implementation, and evaluation. This was a goal of this research: using qualitative and quantitative data to inform the planning, design, and evaluation of interventions to improve teacher flourishing. Furthermore, Ivankava, Herbey and Roussel (2018) assert that by engaging participants with research it enhances the translation of findings into practice and also creates more significant outcomes for those affected by an issue, in this case the extent to which participants and their colleagues are flourishing at work.

Participatory and collaborative research essentially entails sharing in, taking part in, or working together in a research endeavour (Swart & Oswald, 2012). This is particularly relevant because enabling school teaching staff to share in, take part in and work together to find strategies that could improve their own and their colleague's flourishing should hopefully have improved the impact of the project as they gained a greater understanding of what could work through participating and any strategies are more likely to be successful because they have been co-created by those who will enact them (Gaventa & Cornwall, 2006).

Proponents argue that participatory research strengthens relations between the community and academia, which is important in education where enabling teachers to work with researchers is potentially an enriching educational experience for both parties (Cargo & Mercer, 2008). It also ensures the relevancy of research questions (Israel, Parker, Rowe,

Salvatore, Minkler, et al., 2005): in this case, consulting teachers resulted in several refinements to the research questions and to the research design. Participatory research has the potential to increase the capacity of data collection, analysis, and interpretation: by involving teaching staff it was possible to improve the quality of the data collection, analysis and interpretation by including more voices in each process. Furthermore, involving teachers in the research seemed to increase their enthusiasm for and engagement in the project, possibly improving the number of teachers who were recruited; the sustainability of the project; and potential future extension (O'Fallon & Dearry, 2002). Minkler and Wallerstein (2008) also say that participatory research can enhance professional practice; in this case, it was hoped that participants' practices were improving both in terms of enhancing their own flourishing and that of others.

Participatory research is also justifiable for this project since flourishing is relational, context specific and varies between individuals, so involving those whose flourishing could be impacted by the research seemed to make sense. It was, however, necessary to be sensitive to the personalised, socialised, and politicised nature of research in schools (Horner, 2004) and this is discussed further later in this chapter.

Reviews of participatory research have sought to develop an understanding of it and generate practical recommendations (for example, Trickett & Espino, 2004). Some, however, argue that the assessment of the outcomes of participatory research remains weak (Wallerstein, Oetzel, Duran, Tafoya, et al., 2008). Macaulay, Jagosh, Seller, Henderson, Cargo et al. (2011) posit that this is partly because the methods used to assess the outcomes have not fully embraced the complexity of the projects being studied, or

fully addressed the mechanisms of change; furthermore, they contend that participatory research is an approach that can be applied to an array of interventions covering a multitude of research paradigms.

In summary, participatory and collaborative research were used as follows:

1. To inform the design of the online questionnaire.
2. To inform the design of the focus group discussions.
3. To design interventions to improve the flourishing of teaching staff in participants' schools.
4. To deliver and refine interventions to improve flourishing.
5. To explore the impact of the interventions.

4.2.4 Case study research

Case study research was also used to collect data in phases three to six. Yin (2018) argues that compared to other methods, the strength of the case study method is its ability to explore, in-depth, a 'case' (in this case a group of teaching staff) within its 'real-life' context (their flourishing within their school roles). This meant it was also a relevant addition to the mixed methods approach and was appropriate for facilitating participatory and collaborative elements in the research. Cases allowed me to make direct observations and collect data in natural settings (the schools), compared to relying on 'derived' data (responses to the online questionnaire) alone (Stake, 1997).

The next section will explain in more detail the methods used to address each of the three research questions.

4.3 Methods used for phases one and two: the online questionnaire

This section will explain how the online questionnaire was designed, deployed, and analysed through phases one and two. The quantitative and qualitative data collected from the online questionnaire were used to answer research questions 1 and 2:

1. *What do teaching staff (including school leaders) understand by the term flourishing at work?*
2. *What do teaching staff believe leaders could do to improve their flourishing?*

Further data for these questions were collected throughout phases three to six in the focus group discussions.

The questionnaire aimed to:

1. Provide evidence of whether Su et al.'s (2014) dimensions of wellbeing were relevant to teachers' understandings and experiences of flourishing
2. Identify the factors teachers and school leaders perceive impact the extent to which they are flourishing.
3. Encourage school leaders and teachers to learn more about potential contributory factors to flourishing and to reflect upon their own practices, perhaps also considering the impact they were having on others.
4. Provide data for focus group participants to review when designing interventions

Questionnaire design:

To improve the effectiveness of the questionnaire in discovering factors influencing flourishing that leaders could impact, I discussed the design of the questionnaire in two one-hour exploratory focus groups of ten teaching staff per group (Cohen, Manion & Morrison, 2011). The pilot participants were from within my school's Teaching School Partnership and included senior leaders, middle leaders, and teachers with no formal leadership role. The first and second pilot questionnaires can be found at Appendix A.

The first pilot questionnaire asked about participants' understanding of the term flourishing to find out what they understood by the term and what flourishing was like for them in their roles as educators. It then asked participants to describe one or more times when a school leader influenced positively the extent to which they were flourishing at work; followed by asking for more information on what school leaders could do to influence their flourishing. The last question solely asked the participants to rate (1-5) how influential school leaders were on the following seven factors, which were Su et al.'s (2014) dimensions of wellbeing:

- (1) Positive mood or frame of mind
- (2) Positive relationships
- (3) Feeling engaged in your work
- (4) Meaning and purpose in your role
- (5) A sense of mastery and accomplishment
- (6) Feelings of autonomy and control

(7) Optimism

The first pilot group fed back that they were not sure what flourishing meant and that they would like more information on what it meant to be flourishing at work. This was reflected in the answers given to the questions on the leaders' various impacts on the group member's flourishing: it did not elicit responses that were as detailed as I was hoping for. The group and I therefore concluded that it would be useful to include a concise and simple definition of flourishing at the beginning of the questionnaire, which we decided should be: '*being at your best*'. The group added that it was important that the questionnaire did not take too long or require too much effort as they all felt that teachers were extremely busy and short of time. Including this concise, simple definition, they believed, would help to make the questionnaire easier and quicker to answer.

To address the second issue of not getting detailed enough responses, an adapted version of Su et al.'s (2014) Comprehensive Inventory of Thriving (CIT) was used at the start of the second pilot of the questionnaire with a further 10 teachers and school leaders. The CIT was designed to measure a broad range of psychological well-being constructs and represent a holistic view of positive functioning; and to predict important health outcomes and be useful for researchers (Su et al., 2014). As the project was interested in the impact of school leaders on flourishing, the items needed to be adapted, so that instead of just asking about participants' perceptions of their level of flourishing for each statement in the inventory, it was asking about the impact of leaders on the teaching staff in each of Su et al.'s (2014) seven core theoretical dimensions of thriving. Su et al.'s (2014) CIT was chosen because it includes all the key factors involved in flourishing covered by the

literature; the CIT had also been validated. A similar Likert-style rating scale as the CIT was used with '1' being strongly disagree to '5' being strongly agree. In the first dimension, relationships, for example, participants were asked to say how far they agreed with the following two statements (where 1 = strongly disagree and 5 = strongly agree).

'Item 1. I can depend on my school leaders to help me (1-5)

Item 2: My school leaders give me support and encouragement (1-5)'

These questions were designed to show participants and readers where research suggests leaders could potentially influence aspects of teachers' flourishing using a heuristic device that was easy to understand (Kahneman, 2003). It was hoped that by giving participants this information, they would be better able to give more detailed answers to the open questions, which were aiming to find out how participants perceived leaders could influence their flourishing.

Participants were also asked to rate how important they thought each dimension was to their flourishing, which was a departure from the CIT, which does not include statements about how important each factor is, for example:

Relationships with my school leaders are an important influence on the extent to which I am flourishing in my role (5 = very strongly agree)

This aimed to provide information on people's perceptions about how important a leader's influence in each dimension was to their flourishing. These data could possibly be used by current and aspiring school leaders and policy makers; it was also used by those taking part in phase 3, in their consideration of what leaders could focus on to improve the flourishing of teachers. The questionnaire's items also aimed to educate participants who

would neither be taking part in phase two nor joining a focus group about factors that affect flourishing and where leaders could potentially influence these. Participants had to read, think about, and make a judgment on each statement, which Maddi (2013) argues enhances learning.

In the pilot of this questionnaire (found at Appendix A: Pilot questionnaire 2) all items on the CIT were included, as well as three open questions. Open questions were used to generate deeper data (Cresswell, 2003), particularly since it is difficult to quantify flourishing fully as it is such a complex and personal phenomenon (Seligman, 2011). The open questions were:

Describe one or more times when a school leader influenced positively the extent to which you were flourishing as a teacher or school leader

Describe one or more times when a school leader negatively influenced the extent to which you were flourishing in your role as a teacher or leader

What could your school leaders do to improve the extent to which you are flourishing in your role as a teacher or leader?

It took participants, on average 14 minutes to complete the questionnaire and the group agreed that it should be shorter. The group also said that the adapted CIT statements were useful, but there were too many of them and they felt they had ‘run out of steam’ by the time they reached the open questions. The answers to the open questions were more detailed than they had been for the previous pilot group, which was a positive change. The

group also said that the open questions were more engaging to answer and suggested that more general questions about factors affecting teacher and school leaders' flourishing should be included:

What enables you to flourish and what barriers are there to flourishing, in your role as a teacher or leader, which you believe school leaders could influence?

One of the middle leaders in the group also suggested asking:

What support do you think school leaders need to be able to influence your flourishing positively?

This reflected a concern by middle leaders in both groups of the challenges and pressures they face in their role, which affect their ability to look after their teams.

From reviewing the adapted CIT statements with the second pilot group, looking at their responses and using the literature, 42 of the items from the 53 item CIT scale were used. The excluded items, and where items had been combined, as recommended by the focus group, are shown in the final online questionnaire, which is at Appendix B. All of Su et al.'s (2014) Seven Dimensions of Psychological Wellbeing were covered, but only the questions that the group felt were most applicable to assessing how leaders could influence flourishing were kept in the questionnaire, since we had all agreed to keep the questionnaire under 10 minutes; we had also agreed that ensuring there were enough open questions was important in eliciting data that would help teachers and school leaders.

Having collected the responses to the online questionnaire, a test was applied to assess the internal consistency, or reliability, of the scale that had been designed in consultation with participants. It was helpful to know whether the statements that had been used were a consistent measure of each of Su et al.'s (2014) seven dimensions of psychological wellbeing, which they had used in their CIT. To do this, the test Cronbach's Alpha was used, which is calculated by correlating the score for each scale item with the total score for each observation (individual survey respondents), and then comparing that to the variance for all individual item scores. Cronbach wanted to create a measure of reliability which could be obtained from a single administration due to practical difficulties and the problems of test-retest measures of reliability, but there has been much critique of Cronbach's Alpha as a test of internal consistency or reliability (for example, Sijstima, 2009). However, the reasons for using Cronbach's Alpha were that, firstly, Su et al. (2014) had used this test in their assessment of the consistency of the CIT. Secondly, in this research, it was difficult to test the reliability of an instrument such as an attitude scale by simply undertaking repeated readings because participants' attitudes were likely to change due through participating in this research and through experiences they may have had between test-retest procedures (Taber, 2017). Taber explains that by answering a set of questions it is possible that very activity may set in chain thinking processes that lead to new insights and, therefore, different answers to the questions. Further, to improve the efficacy of Cronbach's Alpha, Gardner (1995) advises that alpha scores are assigned on the specific individual scales (relationships, mastery, optimism etc.); this advice was taken and calculations were made for individual scales rather than calculating an overall measure.

It is important also to note at this point, that Cronbach's Alpha test alone could not tell how effective this scale is at measuring the impact of leaders on various aspects of flourishing; nor to make assertions about the influence of leaders on individuals' flourishing. It was also necessary to assess the scale's face validity by using mine and others' theoretical and substantive knowledge and asking whether there were good reasons to think that each item on this scale was or was not an accurate gauge of the intended underlying concept.

Table 4 to show Cronbach's Alpha for impact of leaders on flourishing scale

Dimension	Cronbach's Alpha	No. of items
Relationships	0.957	13
Mastery	0.950	9
SWB	0.930	3
Engagement	0.887	4
Optimism	0.859	5
Autonomy	0.859	3
Meaning	0.850	3

As can be seen from the table, all the factors have relatively high internal consistency, varying between 0.957 and 0.850. There is disagreement about what level of alpha is 'acceptable'. UCLA's Institute for Digital Research and Education (2018) suggest that a reliability coefficient of .70 or higher is considered 'acceptable' in most social science research situations, although this has been contested (for example by Taber, 2017).

Open questions on the online questionnaire

Five open questions were used, which aimed to help answer research question 2:

1. *What enables you to flourish in your role as a teacher or a leader that school leaders could influence?*
2. *Describe one or more times when a school leader influenced positively the extent to which you were flourishing as a teacher or school leader.*
3. *Describe one or more times when a school leader negatively influenced the extent to which you were flourishing in your role as a teacher or leader*
4. *What could your school leaders do to improve the extent to which you are flourishing in your role as a teacher or leader?*
5. *What support do you think school leaders need to be able to influence your flourishing positively?*

In a further trial and discussion of the questionnaire with the 20 volunteers, the new version seemed to elicit richer and more relevant data for answering the research questions. The final questionnaire used can be found at Appendix B. Analysis of the results from this questionnaire highlighted to need to collect richer data on teaching staff's understanding of flourishing. Gathering data on teaching staff's understandings of flourishing was therefore an important part of the focus groups.

4.3.1 Sampling strategy used for the online questionnaire

Once the results from the pilot questionnaire and interviews had been analysed and necessary amendments made, an online questionnaire was sent to 60 UK schools using www.surveymonkey.net. For the data analysis, however, the data were transferred to excel, SPSS and NVivo. Secondary comprehensives, academies, free schools, primary and independent schools were invited to participate through an email, and teachers and school leaders in all roles were asked to respond. A range of types of schools were

included to see whether the same types of leadership behaviours and practices would influence flourishing in a variety of contexts, as had been shown to be the case in the positive organizational scholarship literature (Cameron et al., 2003).

Purposive sampling was initially used to ensure a mixture of types of schools were included; this type of sampling was also used to maximize the number of responses to enhance the initial exploration of this topic, since a similar study has not been conducted elsewhere and there were limited access opportunities. The project latterly used ‘Snowball’ or ‘Chain’ sampling (Noy, 2008) because when more teachers found out about this research, a number offered to distribute the survey to others. A social media platform (Twitter) was also used to increase the number of responses (as recommended as a possible tool by McCormick, Lee, Cesare, Shojaie & Spiro, 2017). The disadvantage of these sampling methods was that teachers who were interested in this topic were more likely to respond, so perhaps either had higher or lower than average levels of flourishing; and the sample of schools did not accurately represent the diversity of the schools or teachers in the UK.

Respondents to the online survey came from 48 state-funded secondary schools; 17 state funded primary schools; 8 fee-paying secondary schools; and 5 fee-paying primary schools in the UK. Data were also collected from 6 schools outside the UK, but these were discounted because the sample size was too small. A total of 78 UK schools, therefore participated. The respondents included, 98 teachers with no named leadership responsibilities; 6 head teachers; 70 middle leaders (heads of department, subject leaders, heads of year or housemasters/mistresses/parents) and 20 were on their school’s senior

leadership team. A total of 194 teaching staff, therefore participated. The completion rate was 93.8% where the questionnaire was started.

4.3.2 Analysis of online questionnaire data

The first stage of the analysis of data considered the ordinal data collected in the online questionnaire. The data came from participants' Likert-style ratings given to a series of statements related to Su et al.'s (2014) seven core theoretical dimensions of thriving. The analysis of these data was exploratory and descriptive. The primary aim of the analysis of these data was to identify trends that could be easily understood and potentially applied by school leaders and teachers in their contexts. This was done through calculating and comparing percentages across the items and 5 ratings options. Participants were also asked how important they perceived each dimension was to their flourishing, for example they were asked to say how far they agreed with the following statement for the relationships (where 5 = strongly agree):

Relationships with my school leaders are an important influence on the extent to which I am flourishing in my role (5 = very strongly agree)

The ratings given indicating the perceived importance of each area to participants were compared with the data highlighting the extent to which leaders are influencing specific aspects of flourishing; this analysis could give school leaders further information to draw upon when considering which strategies they could use to improve staff flourishing. Percentages were calculated for each rating in the seven dimensions to aid comparison and application. The presentation of the analysis to participants needed to be easy to understand and all teachers involved in the focus groups were comfortable reading bar

charts and interpreting percentages. This was important as the next phase of the research was participatory, and participants used the data to construct their own meanings and strategies they could use in their own schools to improve flourishing. To identify the variation or dispersion of these data, the standard deviation was also calculated.

Analysis of qualitative questionnaire data.

The open questions on the questionnaire provided further data for research questions 2 and 3. The first stage in analysing these data was to read all of the responses from the open answers to the questionnaires to get a sense of the data: the focus was on uncovering information and improving understanding of firstly the factors that leaders can influence, which affect the flourishing of school leaders and teachers; and secondly, what school leaders and teachers believed leaders could do to improve their flourishing. Su et al.'s (2014) CIT dimensions were used as the start point for coding; responses were coded into categories based on these factors. Once this was complete, referring to the data, the categories were modified and combined to most effectively reflect the answers that had been given, particularly since the focus of this project was the impact of leaders on flourishing, which was not what the CIT was designed for. For example, the CIT dimensions: mastery/continued learning, mastery/self-efficacy and mastery/accomplishment were combined into the category 'growth', which was a term better understood by participants than mastery. The categories, therefore, were focused on factors that leaders could influence that would enhance the flourishing of teachers and school leaders. The coded data were later referred to by participants who developed strategies that were used to improve the flourishing of teaching staff in their schools so it

also needed to be understood easily and rapidly by teachers. A further reason for modifying the categories that had been inspired by Su et al.'s (2014) CIT was because the project sought to find categories that would be most easily understood by leaders and those interested in improving flourishing. It was helpful to ask two volunteers from each focus group to check the codes that had been assigned for a sample of 20% of the data to try to reduce the impact of my biases on the choice of codes. It was also useful to do this to ensure that the codes chosen would make sense to a school leader or anyone in a school interested in improving flourishing.

This initial analysis of the questionnaire data also helped to create more effective questions in the focus groups, as it highlighted areas that were likely to be hard for participants in phase 3 either to understand, or to apply to their settings. It was also hoped that this would provide analysis useful to leaders looking to improve flourishing in their schools in the future.

4.4 Methods used for phases three to six: focus groups and interventions

Focus groups were used to gather data in phases three to six, drawing upon collaborative case study research. Four schools were chosen as the cases for these two questions; one school dropped out due to time pressure, leaving three. Selecting the cases is arguably the most important step in doing case study research (Stake, 1994, p. 243). Stake (1994) recommends a formal case study screening procedure with the following criteria:

1. *The willingness of key persons in the case to participate in your study:* It was important to get a range of roles and 'key persons' represented in each school chosen. The cases took opinions from staff in a range of roles without being too large to manage, so consisted of the headteacher plus one member of the senior leadership team, or two senior leaders; three middle leaders; and five teachers (without specific and named leadership roles). For a school to be selected, it was important that this spread of teaching staff was represented.

2. *The likely richness of the available data.* The richness of the data was affected by how much time I was able to spend in the school with the participants and their willingness to contribute generously with their time, opinions, and creativity. Senior leaders in the schools that were researched assisted with choosing groups of teaching staff that could work positively and constructively with each other; when I met them to talk about what I hoped to do, I explained that this would be helpful. In the school I work in, I asked for volunteers and knew the people who volunteered so knew they would be able to work effectively together and, therefore, generate richer data.

3. *Preliminary evidence that the case has had the experience or situation that you are seeking to study.* I was confident that the flourishing of all teaching staff in UK schools would have been affected to some degree. I looked specifically, however, for groups of teachers who were enthusiastic about collaborating to create a plan that they could implement in their school.

The cases chosen were theoretically diverse to a limited degree (Yin, 2004): two were state secondary schools and one was an independent secondary school. The focus of this research is on the human relational elements of flourishing, which are affected by the behaviours and practices of individual leaders, more than on the school's context and environment. The choice of cases was, therefore, was more affected by Stake's (1994) criteria above, than on aiming for a theoretically diverse selection.

Overview of the focus groups in phases three to six

Phase three began with two pilot focus group discussions that were used to help design the focus group schedule and delivery. This was followed by a series of four focus group sessions. In the first session, participants were asked to describe their understanding of the term flourishing. The second focus group asked teaching staff to consider the questionnaire data, then to suggest and decide on two strategies that their school could adopt to improve the flourishing of teaching staff (Morgan, 1993). The third focus group was used to allow the groups to reflect on how the intervention was progressing and whether they wanted to make any changes to the intervention. The final session was an opportunity for participants to reflect upon how effective their strategies had been in improving flourishing in their schools. Further data were collected through an additional online survey for school 1 and from interviews about the yoga intervention. More detail on the methods used in each of the individual schools is provided in the next section.

Krueger and Casey (2000) say that the purpose of focus groups is to create a comfortable atmosphere where people can share their ideas, experiences, and attitudes. I aimed to ensure that the groups I led enabled participants to feel comfortable enough to participate

fully and develop plans to improve flourishing amongst their staff. I did this by focusing on asking open, non-judgmental questions and by using encouraging body language and tone. Focus groups were chosen as they can also lead to richer data than relying solely on interviews; this is because a comment may encourage a train of thought in another person and people may develop new ideas and ways of connecting their personal experiences to specific situations (Panyan, Hillman, & Liggett, 1997; Morgan & Krueger, 1993). This was the case and participants built upon each other's ideas. It has also been suggested that research subjects are empowered when they join a focus group and I aimed to empower teaching staff to share their ideas by facilitating their creation of an intervention to improve flourishing through leadership in their schools (Panyan, Hillman, & Liggett, 1997).

Pilot focus groups

Two pilot focus groups were conducted to try out the questions that were planned for the later focus groups and to learn more about teachers' experiences of leadership and flourishing. The first pilot was with 8 teachers from a secondary academy. It was a semi-structured focus group and the first two questions aimed to gather data for research question 1: what do teaching staff understand by the term flourishing in the context of their jobs. The later questions used mirrored the questions in the online survey; the same questions were used as these had elicited interesting descriptions, which illuminated various ways in which leaders could influence teaching staff flourishing. The questions were:

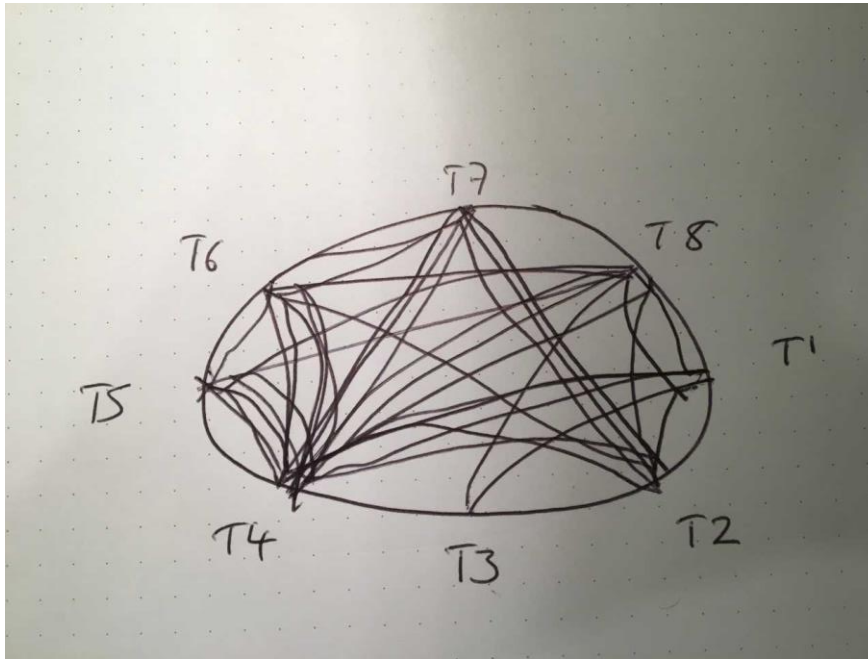
1. *What does flourishing at work mean for you?*

2. *What enables you to flourish in your role as a teacher or a leader that school leaders could influence?*
3. *Describe one or more times when a school leader influenced positively the extent to which you were flourishing as a teacher or school leader.*
4. *Describe one or more times when a school leader negatively influenced the extent to which you were flourishing in your role as a teacher or leader*
5. *What could your school leaders do to improve the extent to which you are flourishing in your role as a teacher or leader?*
6. *What support do you think school leaders need to be able to influence your flourishing positively?*

Teachers were asked to answer the questions first, then to discuss their experiences of answering the questions as a group. The teachers all contributed positively to the discussion and gave detailed answers to each of the questions. The discussion was recorded then transcribed. A technique employed in a Harkness philosophy of teaching was also used to assess whether everyone was contributing equally (Williams, 2014). The diagram below (figure 2) records the flow of the conversation, with lines representing where the conversation travels between participants in school 1.

Figure 2: Harkness style diagram of the flow of conversation in pilot focus group 1

(Key: T1 = teacher 1)



As can be seen teacher 4 (T4) contributed the most (seven times) and teacher 3 the least (once). This is a useful technique for showing immediately whether a conversation is balanced amongst participants, whilst still being able to listen fully to the conversation. It demonstrated that I needed to be more assertive in ensuring everyone was fully heard. To achieve this in the second pilot focus group and the following series of four focus groups, inspiration was taken from Kline's (2009) work on a '*Thinking Environment*', her philosophy of communication. This philosophy is a practical series of values-based applications, which are useful in many settings, including education, coaching and organizations (Cutts, 2010).

Kline says that a '*Thinking Environment*' occurs when Ten Components, or principles, are maintained by a facilitator (2009). The components are attention, appreciation, ease, encouragement, diversity, information, feelings, equality, place, and incisive questions.

For the focus groups, the components most relevant were met through the following of Kline's (2009) recommendations, shown in table 5:

Table 5: 'Components of a Thinking Environment' employed in the second pilot focus group

Relevant recommendation and how it was applied to the focus group
1. <i>Begin with a positive reality.</i> The first round started with a positive reflection on people's work by asking '<i>what successes have you had this term so far?</i>' This was followed by a second round, starting with the first question aiming to collect data (<i>What does flourishing mean for you in the context of your job?</i>)
2. <i>Give everyone a turn:</i> Giving everyone a turn, argues Kline (2009) increases the intelligence of groups. Everyone was given a turn to speak, several times, knowing they were not going to be interrupted. There were several 'rounds' during the focus group, as explained below. Kline (2009) also contends that by starting this way the chances are quieter people will speak again are higher in the open discussion. I found that this was the case and the distribution of contributions was more even than the first pilot group. As a group, we also ensured that other participants paid attention to improve the speaker's thinking. This, Kline (2009) says, will help increase the number and quality of ideas generated throughout the meeting and allow for more commitment to actions that follow. This was particularly relevant for focus groups 3 when the intervention was being trialed, but it was also beneficial at the start of focus group 2 as it recognized the work the group had already accomplished in coming up with ideas for an intervention.
3. <i>Let them finish</i> Interrupting can limit ideas and lead to decisions made on undeveloped fragments of ideas says Kline (2009). Everyone agreed not to interrupt others, and this worked nearly all of the time. Kline (2009) believes that if people know they will have a turn and be allowed to finish their thought, they tend to think more quickly and say less. In contrast, she says that if they anticipate interruption, they grasp for edges of ideas, they rush, and they elaborate.
4. <i>Divide into thinking pairs</i> For the third focus group sessions, it was useful to divide the group into pairs and give each person five minutes to think uninterrupted for themselves with a partner's full attention. This '<i>Thinking Partnership</i>', says Kline (2009) can help reignite thinking and reenergize the group
5. <i>Give permission to tell truth</i>

It was important to create the conditions for everyone to share the truth of the situation, as they saw it (Kline, 2009). Because I have a leadership role at my school, I asked a colleague who does not have a management role to lead the focus groups. In other schools, we discussed at the start how the group would be made safe for everyone to contribute honestly. This went some way to ensuring that people were able to tell the truth, but participants were still likely to be influenced by the senior leaders in the room. Despite this, it was beneficial to have senior leaders present to ensure senior leader engagement with the interventions.

6. Allow people's feelings

A discussion concerning flourishing is likely to raise strong feelings in the group as it is an emotive issue (Brown, 2018). Kline (2009) says it is important to acknowledge any strong feelings; not doing so, she says, can limit thinking and innovative ideas. Space was created for feelings in a round by ensuring that everyone was listened to fully and not interrupted by the group, even when they enthusiastically agreed.

7. End with a positive turn

Kline (2009) suggests ending by reflecting positively on the meeting itself. The final questions asked were: 'what went well in the meeting?' and 'what did you learn?'. These proved to be interesting and useful questions, which led to more information being shared about the participants' understandings of flourishing.

Focus group questions

In the discussions about the questions, the teachers all said that they understood the questions they had been asked but suggested that the first question was re-worded to make it even clearer that they were being asked about their personal experiences of flourishing at work. The first question, therefore, changed as follows:

1. *What does flourishing at work mean? To: What does flourishing at work mean for you?*

The group also recommended that fewer questions were asked than had been planned because each session needed to be kept under an hour so that it did not run on too long after school had finished (or beyond lunch in the case of one focus group); this was

requested by participants as they were very busy with their teaching jobs and did not feel they could afford to give more time per session. Following a consultation with the first pilot group and from listening to their answers to the other questions, the following questions were excluded:

4. *Describe one or more times when a school leader influenced positively the extent to which you were flourishing as a teacher or school leader*
5. *Describe one or more times when a school leader influenced negatively the extent to which you were flourishing in your role as a teacher or leader*

Pilot focus group session 2

The second pilot focus group consisted of five teachers, two middle leaders and one senior leader from another state secondary academy. In this pilot focus group, the ‘Thinking Environment’ philosophy was employed, and this worked better. Each person, I felt, was better able to be heard and understood, thus giving more representative data.

The focus groups aimed to collect opinions from staff in a range of roles without being too large to manage, so consisted of, where possible, one member of the senior leadership team, or two senior leaders; three or four middle leaders; and three, four or five teachers (without specific and named leadership roles). The table below (table 6) shows the composition of each group.

Table 6: the composition of each focus group.

School 1	School 2	School 3
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SL x 1	SL x 1	SL x 0
ML x 3	ML x 4	ML x 4
Teachers without formal, named leadership role x 5	Teachers without formal, named leadership role x 3	Teachers without formal, named leadership role x 4

Participants were volunteers and were recruited either directly by me where I knew large numbers of staff, or by a member of staff from that school who offered to do this. They had all completed the online questionnaire before joining the focus groups.

Focus group session 1

The first session asked participants to explain how they understood the data and what they had learnt from the data. The participants were also given the key findings, which remained anonymised. The benefit of anonymization was the protection of survey participants' identities (four of whom emailed me or asked me in person to ensure that their identity was protected), but the disadvantage was that the focus group did not know what specifically had been said about their school. Because flourishing varies so much between individuals (Seligman, 2011), it is hard to make concrete generalisations across a school, the decision was taken to prioritise anonymity. A coaching style of questioning was used, so that discussions were facilitated discussion by asking questions to elicit as much information as possible from participants, rather than telling them what to think (Passmore, 2010). Only open questions were used, particularly 'what' and 'how' questions. 'Why' was avoided as it can sound confrontational and judgmental, which would have reduced the openness of participants (Su, 2014). Once the thinking rounds had been completed, comments were responded to with further questions. Su (2014)

recommends thinking of these questions as creating a bridge between what someone has said and what else you want to learn. She continues, that this is an intuitive process at the heart of a coaching style of questioning that cannot be scripted: it is authentic curiosity in the participants and their experiences that triggers the next question (Su, 2014).

Participants were asked to bring ideas to session two, which could be implemented by the group or by the school's leadership team to improve their flourishing. Participants were asked to carry out this reflection before the discussion to enable less confident members time to prepare and to elicit a richer more efficient and more focused discussion. In focus group two, participants were then asked to select one or more strategies and to come up with an implementation plan. I led sessions two and three in a similar way to session one, drawing upon both coaching (Berg, 2016) and Thinking Circles (Kline, 2009).

With the implementation plan decided, the group then put in place their strategy for enabling either the school leaders, or the group members themselves to improve the impact they are having on the flourishing of teaching staff in their school. This part of the project drew upon emergent design (Cavallo, 2000), so I visited the groups at times that we all perceived were useful for finding out their perceptions on the effectiveness of their strategy and whether they wanted to make any changes or needed any support from me. The dates chosen are shown in the table showing how and when methods were mixed (table 2).

The final focus group meeting asked what the participants' perceptions were of the impact of their intervention on flourishing; lessons learnt in this process that could be shared with

other schools; whether their understanding of flourishing and the potential for leaders to influence flourishing had changed; and what they would recommend to other school leaders looking to improve their staff's flourishing. Due to the limited scope of this project and the complexities involved in measuring changes in flourishing and determining the causes of such changes, it is recommended that a further research project is undertaken to assess in detail the impact of a similar design and deployment of interventions by teaching staff in their school settings.

The next section provides further detail on how the interventions were developed and implemented by participants in each of the three schools.

4.4.1 Methods used for the collaborative design and deployment of interventions.

School 1

This section explains how the interventions were designed and deployed in school 1, an independent school in the South of England. I am a member of the senior group at this school, responsible for performance and development.

Focus group 2, school 1

Focus group 2 at school 1 was conducted during a lunch break. The participants had been asked to be ready to discuss possible interventions that either they could put into place, or I could take back to the senior group to ask whether their suggestions could be

implemented. The Kline (2009) 'Thinking Partnership' framework (as described above) was used to ensure everyone had the opportunity to present their ideas. I perceived that it was a positive discussion, but I was aware that I may have had an impact on this as the group may not have wanted to discuss what they were dissatisfied with as I am responsible for staff performance. The group were the same group of volunteers for who had joined focus group 1 who had said that they were interested in the project. Following a brief discussion of what the group felt would be most helpful to focus on, all of the suggestions made were agreed upon and they included: setting up a yoga programme for staff; adding to the coaching programme with a focus on staff-to-staff coaching and further coach training; and to see whether a fail better programme for pastoral leaders could also improve teaching staff flourishing. It is possible that because this focus group was done over a lunchtime, there was less discussion than the focus groups conducted after school as there was a definite end point to the discussion, as most members had to return to teach a lesson afterwards. This group listened well to each other and followed the Kline (2009) framework without deviation from this pattern of interaction. This was the only case where participants followed the Kline (2009) protocol fully and it is possible that is because I had suggested it and am a senior leader at the school.

Table 7: A summary of the interventions chosen by School 1

Action	Comments
Staff yoga sessions	2 x one-hour yoga sessions per week were run by one of the dance teachers who is a qualified yoga instructor and volunteered for this role. One was at lunch time and one was after school. The session after school was also attended by pupils.
Staff coaching programme	The group felt that they would all benefit from having one or two 'buddies' to coach and support them; and for them to reciprocate this support. It was

	decided to reignite an initiative that had not been implemented the year before where people were asked to get into pairs or groups of three and to meet regularly to offer each other coaching and support. Coach training courses also were offered to support this initiative at foundational (12 hours) and advanced level (a further 12 hours)
Fail better programme	A suggestion was to have a review in pastoral middle leader meetings of where things had not gone well, so that those who had made the mistake or not felt they had performed optimally could be supported and others could feel more confident to say if they had made an error

The method used in January by School 1 participants to review the interventions chosen by the group will now be explained.

Review 1 for intervention 1 for School 1: yoga

To find out the impact of the yoga sessions, two participants were interviewed (both were teachers without formal leadership roles – TY1 and TY2) and a survey was sent out to the others, using the answers from the two interviews to help design relevant questions. A survey was used for the other participants as it was harder to find a mutually convenient time to interview them; they had also said they would be happy to complete the survey and to be asked follow up questions if further information was required on anything they mentioned. Five responses to the survey were received (three middle leaders (MLY1-3, and two teachers – TY3 and 4). Non-teaching members of staff also participated and were enthusiastic about the sessions. Because this research is only looking at teaching staff, their responses were not included. Towards the end of the school year, on 21 June, a focus group for the participants in the yoga intervention was conducted.

Review 1 of Intervention 2 for school 1: Compass coaching and support programme

Coaching is already in place in this school, but there was a call in the focus group for it to be used more between staff as the focus has tended to be on coaching pupils as part of the tutorial programme. There are numerous definitions on coaching, but the one that appears to be particularly relevant to this project, as shown in the literature review comes from Whitmore (2009):

‘Coaching is unlocking a person’s potential to maximise their own performance. It is helping them to learn rather than teaching them... we are more like an acorn which contains within it all the potential to be a magnificent oak tree. We need nourishment, encouragement, and the light to reach toward, but the oak-treeness is already within (p.10-11).

Theeboom, Beersma and van Vianen, (2013) say that the overall goal of coaching in a work context is to optimize a person’s work-related functioning or flourishing, so it is interesting that perhaps participants were aligned with this goal of coaching and hoped to benefit from this stated aim.

The inspiration for the training conducted at this school came initially from Coach Trainers International (CTI) and Graydin and a partnership was formed with Graydin to co-create a schools coaching programme with the school four years ago. This project’s intervention aimed to reinvigorate coaching in the school by focusing on providing more training opportunities for all staff and through encouraging staff to coach each other in pairs or trios.

To understand better how teaching staff had been affected by the enhanced coaching programme in this school, a focus group was conducted consisting of 5 teachers, two middle leaders and one senior leader, all of whom had been trained in coaching and had been coaching other staff members and being coached themselves. Participants were asked: ‘What has been the impact of coaching on you?’ as the first question.

Intervention 3, school 1: fail better programme

The pastoral leaders were enthusiastic about the fail better idea when a member of the focus group, who was also a pastoral leader, presented it to them in one of their weekly meetings, but between September and the end of January only one pastoral leader had provided an example. This had been well received and it was reported that it had impacted the confidence of others to share their experiences of when things had gone wrong. They did not have any further feedback on the intervention and explained that it was difficult to fit the case studies into their meetings as they had so many other pressing issues to work through. The pastoral leaders said they were still enthusiastic about the concept and hoped to be able to try to fit more in during the summer term when they thought they would be less busy as exam sets had left. Unfortunately, the summer term was not less busy and so the programme did not happen, and no time was dedicated formally to this idea. Three middle leaders reported having spoken to each other at least three times per term about what they considered to be failures and they had found that this had been a helpful support to them and reduced their stress levels and built positive relationships with colleagues.

School 2

This section explains how the interventions were developed and implemented in school 2.
A state secondary academy based in the South of England.

Focus groups, School 2

The first and second focus groups for School 2 were conducted after school and the participants seemed happy to be there. All the participants from the first focus group, where the group had discussed what flourishing meant to them had also come to the second focus group. They were all volunteers who had been recruited by a senior leader in the school who had come on a leadership course I had run and who was now in charge of professional learning. The participants were ready to talk about possible interventions they could either lead themselves or could ask the senior leader to take back to senior leadership team (SLT) meetings to see if the SLT could put them into place. The participants were all engaged in the discussion and seemed enthusiastic about the process. The participants started by following the Kline (2009) protocol for two rounds, but then the conversation began to flow freely in an open discussion with two participants (T2 FG1S2 and ML1FG1S2) particularly passionate and frequent contributors. The group did not wish to return to the formal structure of the Kline (2009) framework, perhaps due to the energy that was created through the discussion of this topic by these participants. In this group, consensus was achieved less rapidly than in School 1; this could have been because the time pressure of a lunch break ending was not present. Indeed, all members of the focus group stayed beyond the allocated time, with four of the group staying for over an hour longer than the initially suggested time. This reflected the passion in the conversation arising from T2FG1S2 and ML2FG1S2 and the engagement in the topic of all members of the group. From this, it could be concluded that in this school, the

flourishing of teachers is a topic that these teachers are interested in improving in a collaborative manner. This assertion is supported by the enthusiasm of participants in the next two focus group discussions. All members of the initial group participated in each of the discussions and every discussion ran over the initially allocated time.

The table below (Table 8) summarises the interventions chosen in the second focus group.

Table 8: Summary of the interventions chosen by school 2

<u>Action</u>	<u>Comments</u>
Ask SLT about the email policy.	The group suggested using a delay function so only urgent emails are sent after a certain time in the evening. The group thought the policy with parents was clear, but could be made more explicit for staff and students
Set up a cover club so that teachers who are willing to cover each other can volunteer their services and can ask this group for cover	The SLT member followed up on the cover club proposal, but it has not yet been taken forward.
Being allowed to leave school if you do not have a class	The group suggested this could be explored as a possibility for the summer term. Practical consideration included fire alarms and registering pupils. The current system means that tutors register their tutor groups. It was suggested that teachers register the class they have just been with. This suggestion was not taken forward by the SLT.
Unnecessary work: the group was positive that the changes that had been brought in to e.g. tracking/reports meant that this did not seem to be an issue.	No further action was required

'Perks' because teachers are not well remunerated and cannot get bonuses	The group shared that there were discounts available plus free trials for local gyms; T2 also shared the website: <i>Teacher Perks</i> ¹ .
Gratitude and random acts of kindness	The group thought that this could be something followed up and taken further, for example with the congratulatory cards used for students or a ' <i>Secret Santa</i> ' equivalent (T3) of acts of secret kindness. A gratitude wall was also suggested. Concerns were raised about anonymity, and people did not want anything to be ' <i>shouted about</i> ' (ML1) Celebration of results and other achievements were also be considered, for example, with the Christmas event being planned at the time of the group, but this was not taken further.
Check the timings of parents' evenings and open evenings/days:	It was suggested that staff are asked what time would work best and check data on parental attendance. Also consider providing food for these evenings. A change has not been made to parents' evenings and open days.

School 3

This section explores how the interventions were developed and implemented in school 3, a secondary state academy in the South West of England.

Focus groups: school 3

The first focus group was held after school and the group were all volunteers who the assistant head in charge of professional development had organised. The discussion was attended by middle leaders and teachers without a formal leadership role; the senior leader who had organised the group was unable to attend. The discussion was, as for School 1 and 2, positive and energetic: all participants seemed to be engaged and interested in the

¹ <https://www.teacherperks.co.uk/>

opportunity to improve their own and other teachers' flourishing. As for School 2, each of the focus group discussions began with the Kline (2009) framework, but then progressed to a more open discussion due to the group members' enthusiasm and energy for putting their ideas forward.

As mentioned earlier, the senior leader who had organised the group could not attend the first session but was supportive of the research and had a strong interest in flourishing having previously been responsible for wellbeing. The members of the group decided not to tell him about their two chosen interventions that arose from the second focus group: the WhatsApp group and plans to carry out random acts of kindness. This was because they wanted to lead both themselves and for no one outside the group to know who was responsible for the gifts that began to appear in pigeonholes, as they thought an element of secrecy would be exciting. This perhaps also linked to the sense of agency the group experienced through enhancing the flourishing of others and they reported enjoying this aspect of their involvement. The group preferred that the senior leader, whilst they said they had excellent relations with him and appreciated his work and support of them, did not join them for focus groups 3 and 4, perhaps further emphasising the enjoyment they had experienced from feeling autonomy over their chosen intervention.

The table below, table 9 summarises the group's choice of intervention and the key below is used for quotes from the focus group and from the WhatsApp group.

Table 9: summary of interventions chosen by school 3.

<u>Action</u>	<u>Comments</u>
Set up a WhatsApp group	Lots of activity supporting each other, sharing funny Meme's (animated pictures) and reporting on the other part of the plan to improve flourishing
Pay it forward acts of kindness	Each member of the group committed to buying a gift worth approximately £1 and putting it secretly into another member of staff's pigeon hole with a note: <i>'Here's a gift from me to you; whose Monday can you brighten too?'</i> The note aimed to encourage people to pay the favour forward. Group ensured people from a range of departments and roles were given a gift.

Having described how the interventions were developed and deployed, the thesis will move on to providing more detail on how the data from the focus groups were analysed.

4.4.2 Analysis of focus group data

The focus group data were organised using the research questions to categorise them, but acknowledging that some data answered more than one question. This aimed to bring together all the relevant data for each of the research questions thus preserving the coherence of the material and '*closing the loop*' on the research questions (Cohen, 2011: 468). Within each research question, there was progressive focusing starting with the use of a wide-angle lens to collect data on flourishing and leadership, and then, through a process of sorting, reviewing and reflecting on these data, the significant features of leadership that positively influence flourishing began to emerge (Parlett and Hamilton, 1976). These factors were then used to drive the agenda for consequent focusing, which was on strategies that leaders can employ to improve flourishing. Whilst this approach enhanced the clarity of the findings and improved the focus on the research question, there

are a couple of disadvantages to this method. Firstly, Cohen, Manion & Morrison (2017) say the ‘*integrity and wholeness of each individual can be lost, such that comparisons across the whole picture from each individual is almost impossible*’ (468). This is particularly relevant as flourishing varies so much across individuals. The data can also become decontextualized. This could be in terms of their place in the emerging sequence of the interview or questionnaire, as some data may need an understanding of the comments that had preceded it. It could also be decontextualized in terms of how the factors or issues relate to each other, thus an understanding of the interconnectedness of data could be lost (Cohen, Manion & Morrison, 2017). To counter this, I ensured that I re-read each individual questionnaire and full transcripts many times throughout the process of analysis, looking specifically for inter-connections.

Taylor and Bogdan, (1998) explain that researchers draw on their first-hand experience with informants and settings to interpret their data. In this case, I drew upon my experience of the school in which I work and its teachers and school leaders, as well as my experience of leading in a range of settings and teaching leadership. I used this experience to improve my understanding of what respondents were referring to or meant.

4.4.3 Methods used to analyse the focus group 1 data

The focus group 1 responses, which answered the question ‘*what does flourishing meant to you in the context of your work?*’ were firstly coded in NVivo for school role (T = teacher; ML = middle leader; SL = senior leader) and the number of the participant for later cross referencing. The data were then coded drawing upon the framework from Su et al.’s (2014) ‘*comprehensive inventory of thriving (CIT)*’ to code the parts of responses that

referred to one or more of the seven dimensions, and/or their sub-categories. Deductive coding was used as the influence of leadership on the flourishing of teaching staff had not been researched before, so it made sense to use a model that had been validated as an instrument for assessing flourishing. The benefits of using Su et al.'s (2014) CIT were that it includes all the key factors involved in flourishing covered by the literature and it had also been validated.

Each part of every response was coded into one category, but in many cases the responses included references to more than one dimension or sub-category, so the response was split; each part of a response was generally just used in one code (occasionally twice), but the full responses referred to up to six different codes. ML2's response to their understanding of flourishing, for example, was coded as follows:

(ML2) *Have a comfortable work environment: SWB/life satisfaction/needs met the right amount of work to do: SWB/life satisfaction/balance/time with flexibility to manage yourself without your day being too rigid: autonomy. The ability to talk honestly to someone about your work if required: relationships/trust. Being fully trained for the job you are doing: mastery/self efficacy and supported if you have questions: relationships/support.*

It was hard to categorise all responses accurately when the participant used different words to those given by Su et al. (2014). One such example was within relationships: (ML2) *The ability to talk honestly to someone about your work if required.* The factors included in Su et al.'s (2014) CIT factor *relationships* include: support; community; trust; respect; loneliness (R); and belonging. It was considered that this response fitted into

trust, but also support. It was decided that it fitted into both since the participant was speaking about talking honestly to someone, implying there would need to be trust; but the availability of someone to talk to also implied support. This statement was, therefore, put into both codes: relationships/trust and relationships/support.

At times I felt that I was not rigidly applying Su et al.'s (2014) categories to fit the data when I looked at the questions that had been asked in the CIT for each factor. In this example, Su et al. (2014) asked their participants to rate the following statements for support:

- 1. There are people I can depend on to help me*
- 2. There are people who give me support and encouragement*
- 3. There are people who appreciate me as a person*

Plus, these statements for trust:

- 1. I can trust people in my society*
- 2. People in my neighbourhood can be trusted*
- 3. Most people I meet are honest*

As can be seen, the participant's response does not fit perfectly with any of these statements.

The words used in the overall code and sub-category were therefore considered, more than the specific statements Su et al. (2014) had provided for their participants to rate. These codes and sub-categories were looked at through the lens of my reading on leadership, education, positive psychology and philosophy, so I did not restrict myself only to the statements Su et al. (2014) had used; this was particularly important as flourishing in a school context was been examined and the project focused on the impact of leadership on flourishing, which hadn't been Su et al.'s (2014) intent in their design of the CIT. It was,

therefore, concluded that the detail of each category was less important than the benefit of using the codes and sub-categories as possible heuristic devices for leaders to use to understand better their impact on their people's flourishing.

Once the initial coding with Su et al.'s (2014) framework was complete, any responses that either did not fit into Su et al.'s (2014) seven dimensions were considered; or that contained reference to one of their dimensions, but also referred to something else. Any such responses were then put into emergent categories, which were driven primarily by the words used by participants, but also informed by what I had read in the literature, and had heard in lectures and on courses about flourishing and leadership. This was done so as not be wholly constrained by the CIT, but I did feel using it as the start point was worthwhile as it had been validated. The initial framework used for research question 1 (adapted from Su et al.'s 2014 '*Comprehensive Inventory of Thriving*') is shown in the table below (Table 10):

Table 10: The initial coding framework used for research question 1

Node	Sub-category	Concepts answers could have related to
I Relationships	Ia Support	1. There are people I can depend on to help me 2. There are people who give me support and encouragement 3. There are people who appreciate me as a person <i>Suggested additions from focus group:</i> 4. People understand my needs 5. People are compassionate 6. People provide me with stability
	Ib Community	1. I pitch in to help when my local community needs something done 2. I invite my neighbors to my home 3. I look for ways to help my neighbors when they are in need
	Ic Trust	1. I can trust people in my society 2. People in my neighborhood can be trusted 3. Most people I meet are honest
	Id Respect	1. People respect me 2. People are polite to me 3. I am treated with the same amount of respect as others
	Ie Loneliness	1. I feel lonely R 2. I often feel left out R 3. There is no one I feel close to R (reverse)
	If Belonging	1. I feel a sense of belonging in my community 2. I feel a sense of belonging in my state or province 3. I feel a sense of belonging in my country
II. Engagement	Ila Engagement	1. I get fully absorbed in activities I do 2. In most activities I do, I feel energised 3. I get excited when I work on something
III. Mastery	IIIa Skills	1. I use my skills a lot in my everyday life 2. I frequently use my talents 3. I get to do what I am good at every day
	IIIb Continued Learning	1. I learned something new yesterday 2. Learning new things is important to me 3. I always learn something everyday
	IIIc Accomplishment	1. I am achieving most of my goals (*) 2. I am fulfilling my ambitions 3. I am on track to reach my dreams
	IIId Self-Efficacy	1. I can succeed if I put my mind to it (*) 2. I am confident that I can deal with unexpected events 3. I believe that I am capable in most things
	IIIe Self-Worth	1. What I do in life is valuable and worthwhile (*) 2. The things I do contribute to society 3. The work I do is important for other people
IV. Autonomy (Lack of)	IVa Control	1. Other people decide most of my life decisions (R) 2. The life choices I make are not really mine (R) 3. Other people decide what I can and cannot do (R)
V. Meaning	Va Meaning and Purpose	1. My life has a clear sense of purpose (*) 2. I have found a satisfactory meaning in life 3. I know what gives meaning to my life
VI. Optimism	VIa Optimism	1. I am optimistic about my future (*) 2. I have a positive outlook on life 3. I expect more good things in my life than bad
VII. Subjective Well-Being	VIIa Life satisfaction	1. In most ways my life is close to my ideal 2. I am satisfied with my life 3. My life is going well (*)
	VIIb Positive feelings	1. I feel positive most of the time 2. I feel happy most of the time 3. I feel good most of the time (*)
	VIIc Negative feelings	1. I feel negative most of the time (R) 2. I experience unhappy feelings most of the time (R) 3. I feel bad most of the time (R)

Two other teachers were then asked to check the codes of 25% of the data. These teachers are also involved in, and interested in leadership and flourishing. I chose them as I perceived that they would have enough knowledge to understand Su et al.'s (2014) CIT and the codes chosen without needing extensive training (which they would struggle to find the time to participate in), and by asking others to check the data it would reduce the impact of my biases on the research. They gave the same codes to most of the responses as me, but where we had disagreed, we discussed the disagreement and worked out a code, which we considered was most representative of what the respondent was saying. One example of a disagreement was T11: *Resilience comes into it too - important to feel you are not being judged if you make a mistake because there is a culture of learning and accepting.* We disagreed over whether the 'culture of learning and accepting' fitted into relationships/community as well as relationships/support. We decided that it did fit into both so was coded as both.

4.4.4 Methods used to analyse the data collected to assess the impacts of the collaborative creation of interventions

Focus groups 2-4 were designed to answer research question 3: *What are the impacts of the collaborative creation of interventions that aim to improve the flourishing of teaching staff?*

Data from the literature review, questionnaires and first focus groups were used to create a report, which was given to participants in focus group 2 in phase four who were responsible for suggesting strategies school leaders could adopt with the intention of improving the flourishing of the teaching staff. Focus groups were transcribed, then a process of analysis similar to the one used for the qualitative questionnaire data was

employed. The data were anonymised and read; this was then followed by coding. The categories that were used for the questionnaire data were used to inform the coding of the focus group data; then the categories were modified to use terms that most fitted the data collected.

4.5 Ethical considerations

This research not only adhered to Ethical Guidelines for Educational Research (BERA, 2011, 2018) and ensured ethical approval was obtained from the University of Oxford's Central University Research Ethics Committee (CUREC) to CUREC 1, but also aimed to promote the flourishing of participating teachers and school leaders.

BERA's Ethical Guidelines for educational research (2011) state: '*all educational research should be conducted within an ethic of respect for: the person, knowledge, democratic values, the quality of educational research, academic freedom*'. To be respectful to participants all data collected from the online questionnaire was anonymized (each participant was given a code, which is outlined in the glossary); kept securely on my computer (which is password protected); and only seen by my supervisors and me. The written consent of participants and their head teachers was gained prior to them taking part in any research processes. Teachers who had volunteered for the focus groups were also given an in-person explanation of what their participation would entail, as well as being given the chance to ask questions. Volunteers were also told that anything they said would be anonymised; it was also requested that no one from the group repeated anything said in the group outside the discussions before the group members were asked to give

their written consent to participate. Participants were also told that they could withdraw from the research at any point.

The project aimed to give a voice to teachers and to improve the leadership practices and behaviours they experience so that their flourishing at work improved; being mindful of how my own and others' positions may influence people in discussions was, therefore, particularly relevant. To reduce inequality in the influence of various participants based on their seniority in the school or their assertiveness, the questions were kept open and, as far as possible, Kline's (2009) '*Ten Components of a Thinking Environment*' were adhered to, as described in section 4.4.1.

Participants' wellbeing was considered, and a goal was to balance the benefits of participating with the potential increase in time pressure on a teacher's day of contributing. Time was made available throughout the discussions for refreshments and rest. The focus groups and interviews concentrated, where possible, on drawing out participants' suggestions for enhancing teacher flourishing, rather than encouraging them to think or speak negatively about colleagues or leaders, which could have undermined their wellbeing. It was not, however, possible to avoid wholly the participants talking about the negative influence of some leaders' practices and behaviours on them.

Participants were, therefore, informed of a potential risk of contributing of an increased awareness of a lack of flourishing and shortcomings of their leaders. To go some way towards countering this, suggestions were also offered to participants for improving their flourishing at work, drawing upon the literature and early findings.

Bergold and Thomas (2012) argue that participatory research risks being used by different parties for purposes that contradict its postulated fundamental concept. Wadsworth (1998, p.5), for example, says participatory research is inevitably value-driven and that its action effects must be assessed. These action effects will each be considered in this project and include:

‘the effects of raising some questions and not others; the effects of involving some people in the process ... and not others; the effects of observing some phenomena and not others; the effects of making this sense of it and not alternative senses; the effects of deciding to take this action ... rather than any other action.’

The virtue fairness was, therefore, a goal with an aim of ensuring all participants and the teaching staff they represent were fairly heard and their needs considered; whilst accepting that complete equality was not achievable.

5. Findings: Research Question 1: What do teaching staff understand by the term flourishing at work?

This chapter explores the findings that are relevant to the research question: *What do teaching staff (including school leaders) understand by the term flourishing at work?* The open questions in the online questionnaire provided data for this question. Data collected from the first focus group discussions in each of the three schools (as well as the pilot discussions) provided further insights into teachers' understandings of flourishing. The chapter ends with a summary of the key findings in relation to this question as well as the overall research question (*how could school leaders improve the flourishing of teachers?*). Overall, it was found that Su et al.'s (2014) dimensions of psychological wellbeing were useful as a means of organising a complex, multifaceted phenomenon and there was enough fit to warrant their continued use as a means of understanding how teaching staff understand flourishing.

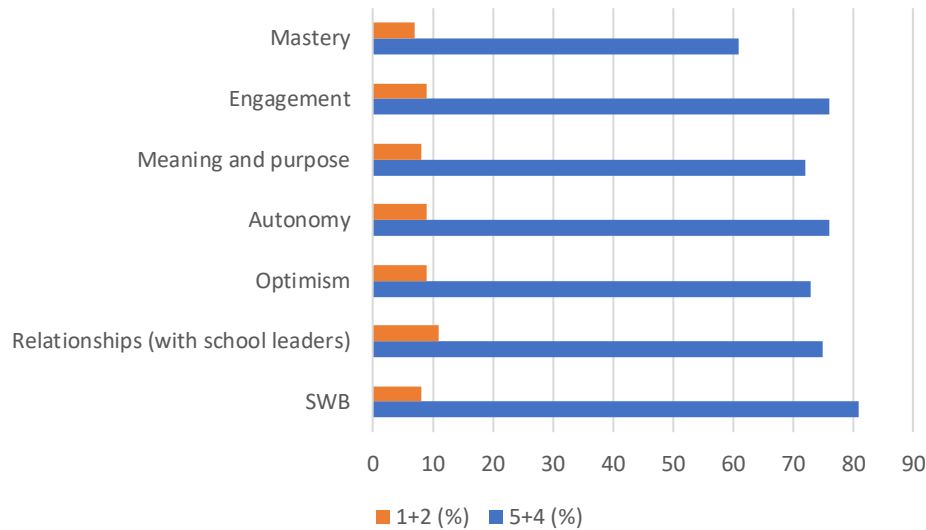
The table below (table 9) summarises the findings from the online questionnaire that were relevant to this research question. The percentage of responses that rated the dimension '5', '4' or '1' is listed and the table is ordered so that the dimension with the highest percentage of answers stating 'strongly agree' or '5' (meaning that dimension was important to their flourishing) is listed first.

Table 11: Participant ratings of flourishing dimensions in the online questionnaire

	Likert-type rating					
	5	4	1	2	5+4	1+2
The dimensions	%	%	%	%	%	%
SWB	36	45	4	4	81	8
Relationships (with school leaders)	34	41	7	4	75	11
Optimism	33	40	3	6	73	9
Autonomy	32	44	2	7	76	9
Meaning and purpose	30	42	2	6	72	8
Engagement	23	53	3	6	76	9
Mastery	18	43	2	5	61	7

The chart below (figure 3) shows the percentage of responses that rated the importance of each dimension for their flourishing as ‘1 or 2’ and ‘4 or 5’. The chart was created to help school leaders and policy makers, as well as other researchers and practitioners to understand the key trends in the data swiftly. It was also created to facilitate focus group members’ understanding of these data and to enable them to identify trends more rapidly given the pressures on teachers’ time.

Figure 3: Chart of % of responses rating the importance of each dimension for their flourishing as '5 or 4' and '1 or 2'



As was noted earlier, the highest percentage of respondents ‘strongly agreed’ (gave the question a rating of ‘5’) that satisfaction with life and positive feelings (SWB) were important influences on the extent to which they were flourishing (36%). The fourth highest number of responses were coded SWB, however, when participants were asked what flourishing meant to them in the first focus groups with the three schools (after mastery, relationships and optimism). ‘Positive relationships with my leader’ had the second highest number of respondents rating it as ‘5’ (34%), closely followed by optimism (33%). It would be interesting to find out whether ‘positive relationships’, rather than ‘positive relationships with my leader’ would have scored higher. This was also a contrasting result to the findings from the first series of focus groups asking what participants understood by flourishing, where relationships were the most frequently reported factor and optimism was the third most frequently occurring.

Although mastery was the second most frequently referred to dimension as being part of participants' understanding of the meaning of flourishing in the focus groups, this factor had the lowest number of ratings in the online questionnaire (18% of participants rated it '5'; 43% rated it '4'; 61% rated it '4' or '5'). It could also be helpful to investigate the reasons for this further; however, only 2% of respondents rated it as '1', so only four of the 197 participants strongly disagreed that it was an important influence on their flourishing. The low scores of '1' and '2' came from the same respondents in all of the questions, so it may be that they had misread the instructions for the questions using the Likert-type rating and meant to give ratings of '4' or '5'.

To identify the variation or dispersion of these data, the standard deviation was calculated. As can be seen from table 12, which shows the means and standard deviation of participants' perception of the importance of Su et al.'s (2014) dimensions to their flourishing, the means are all between a Likert rating of 3.22 and 4.05 (out of a possible 5). The lowest mean score is for the dimension 'optimism', which is interesting as the third (out of seven) highest percentage of people also rated optimism '5' or 'strongly agreed' that it was important to their flourishing. The standard deviation of the responses is greatest for optimism (1.13) (tied with relationships), which may explain why the third highest number of people had rated it '5' (or strongly agreed that it was important for their flourishing), but also that it had the lowest mean. The lowest standard deviation was for mastery (0.91); there is not a large difference between these two standard deviations and it shows that most participants were within 1.13 of the average, so there is not that much disagreement over whether or not each dimension is important to participants' flourishing. Indeed, a maximum of 7% of respondents disagreed that any of the dimensions were an important influence on the extent to which they were flourishing. The exception was:

‘relationships with school leaders’. This lack of variance can be seen in table 12, which shows the means and standard deviations of the percentage of participants who had rated Su et al.’s (2014) model of psychological wellbeing dimensions as ‘4+5’; ‘5’ and ‘1’. Both of the percentage of ratings at ‘5’ for mastery and for SWB are more than one standard deviation (6.19% to 3sf) from the mean; with mastery being below one standard deviation (67.22%) and SWB (79%) being more than one standard deviation from the mean. This is a surprising result for mastery, because, as discussed above, when asked about what flourishing meant to them, many focus group participants’ responses were coded as referring to mastery. It is suggested later in this chapter that growth may be a more appropriate term to use as it is more commonly used by teachers.

Table 12: The means and standard deviations of participants’ perception of the importance of flourishing dimensions

	N	Mean	Std. Deviation
Relationships	191	3.8953	1.12836
Engagement	192	3.8802	.93295
Mastery	192	3.6823	.91417
Autonomy	191	3.9895	.92900
Meaning	192	3.9115	.95855
Optimism	192	3.2187	1.12285
SWB	192	4.0521	.99074

Table 13: The means and standard deviation of the % of participants who had rated dimensions as ‘4+5’; ‘5’ and ‘1’

	N	Mean	Std. Deviation
Importance of dimensions rated as 4+5	7	73.4286	6.18755
Importance of dimensions rated as 5	7	44.0000	4.32049
Importance of dimensions rated as 1	7	3.2857	1.79947
Valid N	7		

Coded data from the first focus groups for the question: ‘What does flourishing at work mean for you?’

Further data were collected from the initial focus groups at the three schools that were the case studies for this project. The table below (Table 14) shows the codes that were given to the data collected in the first focus groups with the three schools:

Table 14: Number of responses coded into each category for the question: ‘*What does flourishing at work mean for you?*’

Node	Total n (inc. all sub-cats)	Sub-category	N	Sub-category	n
I Relationships	50	Support	14		
		Community	12		
		Trust	11		
		Respect	10		
		Loneliness (R)	0		
		Belonging	1		
		General relationships	2		
II. Engagement	3	Engagement	3		
III. Mastery	57	Skills	7		
		Continued Learning	17		
		Accomplishment	15		
		Self-Efficacy	8		
		Self-Worth	8		
IV. Autonomy (Lack of)	4	Control	4		
		Added: Empowered/trusted	6		
V. Meaning	6	Meaning and Purpose	6		
VI. Optimism	22	Optimism	22		
VII. Subjective Well-Being	18	Life satisfaction (general)	4	Balance/time	3
				Basic needs met	0
		Positive feelings	10		
		Negative (R) feelings	2		

As was explained earlier, the codes were drawn from Su et al.’s (2014) CIT. This chapter will now explore the data coded into each of the categories in turn.

5.1 Relationships

Relationships were the most frequently referred to factor perceived by participants to affect workplace flourishing in the focus groups, with 50 responses referring to

relationships as a part of what flourishing means to them in their work. Examples of comments relating to relationships and flourishing included: (ML6) *[flourishing] depends upon 3 things: relationships, (competence/mastery/flow and autonomy)* and (T20)... *positive relationships*. The factors included in Su et al.'s (2014) CIT factor *relationships* include: support; community; trust; respect; loneliness (R); and belonging. The data coded into these categories will now be considered.

Relationships/support

Support was the most frequently reported subcategory for relationships with 8 responses referring to support, including: (ML6) *'I need to feel supported by my working relationships* and (T8) *'Feeling supported and valued'*. Decisions on how to code data was made more challenging as many statements seemed to be relevant to more than one category. For example, (ML5) *'A place where everyone thinks about and cares about everyone else'* Was coded as relationships/support and relationships/community. Service was a common theme included in the 15 responses coded support in what flourishing meant to participants, such as: (ML7) *Service to others*, thus linking the meaning gained from serving others to the enhancements to flourishing if that service is carried out as part of a relationship.

T11 gave a response that, like many other responses, was coded in many categories, including support, trust and respect within relationships, but also to self-efficacy, self-worth and continued learning (T11) *Resilience comes into it too - important to feel you are not being judged if you make a mistake because there is a culture of learning and*

accepting. Thus, providing further evidence that flourishing is not a concept that could be categorised into discrete individual factors, but that it is a complex phenomenon with a broad range of factors interacting together.

Relationships/community

Within relationships, community was the second most frequently reported factor (12 responses) and the second highest reported factor for flourishing (also 12 responses). Su et al.'s (2014) CIT statements on community are:

1. *I pitch in to help when my local community needs something done*
2. *I invite my neighbours to my home*
3. *I look for ways to help my neighbours when they are in need*

The coding of these responses was informed by the literature and the researcher's prior experiences. The two teachers checking 25% of the coding were also affected by their understandings of community, as well as using the above statements. Also included in this category were answers that related to goodwill within the community; enjoying the members of the community (for example, SL2: *To enjoy the company of the pupils and my colleagues*; contributions to the school community (e.g. SL3: *working optimally so that the experience of students and staff is enhanced*); caring about people and feeling cared for within the community (e.g. ML5 for flourishing: *A place where everyone thinks about and cares about everyone else.*)

Relationships/respect

Su et al.'s (2014) CIT statements for respect were a helpful start point for coding the responses:

1. *People respect me*

2. *People are polite to me*

3. *I am treated with the same amount of respect as others*

'Feeling valued' (ML1) was also a theme that occurred frequently in responses with references made to people feeling valued themselves: (ML3) *...being valued*, and SL2 *....to feel valued by pupils, colleagues and hierarchy*. There also seemed to be a possible link between respect and gratitude; gratitude was not included by Su et al. (2014) in relationships, but was frequently seen in the flourishing literature, in later focus groups and the questionnaire which were considering what leaders could do to improve flourishing (for example, Seligman, 2011): (ML9) *'getting positive and grateful feedback from staff and students alike'*. This was coded into respect as when ML9 was asked to explain what it meant when they received positive and grateful feedback, they said they (ML9) *'...felt respected'*. Overall, 12 responses were coded as relationships/respect.

Relationship/trust

Nine responses were coded as referring to trust, making it a relatively frequently reported category. Some responses put into this category used the word trust such as (T4) *feeling valued and trusted by those around*. Again, there were challenges with deciding exactly which category to put responses into. The following answer clearly referred to both trust and autonomy, so it was coded as both relationships/trust and autonomy: (ML6) *that you are trusted with a degree of autonomy*. In another example, the middle leader was

referring to trusting their members of department and their tutees to achieve what they want to achieve and giving them the autonomy to do so through empowering them:

(ML8) A feeling of achievement helps my mental wellbeing. Empowering those around me to feel the same, whether it is in dept (with my role as HoD), or my tutees.

Within other responses, there was further evidence of an overlap between trust and autonomy with this response coded as both:

(ML4) Having autonomy to pursue my own areas of interest within the job and resources (including time and management trust) to realise them and incorporate them into daily practice.

The literature and other data collected also suggested there was a significant overlap between trust and autonomy; this intersection is explored further in the following chapters.

Values also seemed to be relevant to participants' understandings of flourishing, such as:

(T7) Being valued and trusting the values set in place by the school are being followed.

Valuing people as well as empowering them seemed to fit into trust and respect, but it was interesting that this person also thought that trusting the values set in place by the school was also relevant to what flourishing meant to them. Values are referred to in both the positive psychology and leadership literature as being important to flourishing and effective leadership (e.g. Gill, 2018). This is a theme that emerges more throughout the findings chapters.

Relationships/belonging

Belonging, support and community, seemed to overlap and the responses included in this category were coded into all three, for example: (T16) *'Feeling content and comfortable with the environment, colleagues'* and (ML2) *'A supportive community where you feel fully accepted.'*

Relationships summary

Relationships were frequently referred to in teaching staff's answers to what flourishing meant to them in a work context. Further support for the importance of relationships, in this case with school leaders, was found in the online questionnaire's Likert-style rated questions about dimensions that were important influences on the participants' flourishing. The second highest number of people gave the statement *'relationships with my leaders are an important influence on the extent to which I am flourishing'* a rating of '5', strongly agree (34%), with 75% either saying '4' agree, or '5' strongly agree. The factors that enable positive relationships, like feeling supported, which was the fourth most reported aspect of what flourishing meant to participants (17%) are explored further in section 6.2, particularly in the analysis of the open questions; and in section 6.3 (*What kinds of strategies could school leaders adopt with the intention of improving the flourishing of academic staff?*). In the literature review, it was also found that the most common models of flourishing incorporated positive relationships with authors contending that these were vital for both effective leadership and thriving (for example, Seligman, 2011 and VanderWeele, 2017). The potential contributions leaders can make,

therefore, to improving relationships with colleagues is, therefore, of importance to this thesis and is explored in more depth through each of the following chapters.

5.2 Mastery

Mastery was the second most frequently reported factor (47). Using the CIT framework, mastery/continued learning had the most responses within the answers given (17), followed by mastery/accomplishment (15).

Mastery/accomplishment

Accomplishment was a frequently reported factor in teaching staff's reported understanding of flourishing at work. The response that was the most clearly relevant to accomplishment used the word success: (T12) *Enjoyment and success*. As for relationships, many of the statements fitted into more than one category. One example coded into multiple categories (T3) *Feeling like I am fulfilling my potential without being overwhelmed*; this was coded as *accomplishment*, and *continued learning* (as well as *life satisfaction/balance/time*). Growth emerged as a term that seemed to be relevant to most of the answers categorised as '*mastery*'. Growth was also frequently referred to in the online questionnaire. For example, '*growth*' also seemed to be a suitable term for ML4's answer: *...to develop and innovate for improvement*; it was coded it for accomplishment and continued learning, highlighting the overlaps between these concepts and growth. SL2 also referred to development and, again, they included the importance of balance/time to enable them to accomplish and continually grow: (SL2) *Having enough time to do the*

different aspects of my job as well as I'd like. To have time and space to reflect as well as to develop, not just professionally.

Another example of a response coded as not just mastery/accomplishment was from SL3: *working optimally so that the experience of students and staff is enhanced.* Working optimally was related to accomplishment, but also would be relevant to self-efficacy and self-worth, with both being related to working optimally. This response also aligned with two of Su et al.'s (2014) CIT statements on self-worth: '*The things I do contribute to society*' And '*The work I do is important for other people*'. The notion of working optimally also seemed loosely to fit two of Su et al.'s (2014) statements on self-efficacy: 1. *I can succeed if I put my mind to it* and 3. *I believe that I am capable in most things*. It was also related to community as they were referring to enhancing the experience of members of the school community (the staff and pupils), thus contributing to that community.

The word 'delivering' was used by ML7 and this seemed relevant to accomplishment; the rest of ML7's answer, though, was: *Learning, Delivering, Service to other*. Also hinting at a theme that seemed to be emerging in many of the answers, that the accomplishment that led to flourishing was often in the service of others. This answer was also, therefore coded as continued learning and community. Given the context of the conversation, it also seemed to hint at self-worth, particularly given two of Su et al.'s (2014) CIT statements on self-worth: '*The things I do contribute to society*' And '*The work I do is important for other people*'.

Further evidence of the importance of accomplishment, not just for one's self, but in the context of community, as service or in relationships came from T13: *Being able to achieve more than I could individually, by working as part of a team to really produce amazing results.* A less obvious example of this came from ML8: *The ability to go above and beyond, when I can.* Given the context of their answer, they were referring to going above and beyond for something more than themselves – in this case they were referring to this for the pupils. This was still coded this accomplishment as they were referring to achieving something, but it was also coded as self-worth and community.

Mastery/continued learning.

As noted earlier, a significant number of the responses were coded as mastery/accomplishment, were also coded as mastery/continued learning. An example coded in this way was: T17 *Feeling challenged and a bit awed by what I am able to accomplish.*

ML7's answer highlighted another concept that seemed to be relevant in the literature on flourishing, and was the phrase chosen by the pilot focus groups when we were designing the online questionnaire to help the online participants to understand flourishing: '*at my best*' (e.g. Seligman, 2011), but wasn't mentioned specifically by Su et al. (2014). ML7: *Enables me to deliver by becoming me at my best.* Because ML7 used the term *becoming*, it seemed that they were probably referring to some aspect of continued learning to enable them to become them at their best.

Mastery/self-efficacy

11 responses were coded as mastery/self-efficacy to the question: ‘*What does flourishing at work mean to you?*’ The responses coded as Mastery/self-efficacy were, again, almost always coded as something else in addition; most frequently this was another sub-category of mastery, with the most frequent overlaps being accomplishment and continued learning (as can be seen in the responses quoted earlier for accomplishment and continued learning).

ML3’s response was: *being interested and challenged at just the right level*. Given the context of the response, this was perhaps reflective of Su et al.’s (2014) first CIT statement on self-efficacy: 1. *I can succeed if I put my mind to it* as being ‘*challenged at just the right level*’, would enable flourishing if you could succeed at these challenges ‘*if you put your mind to it*’. ‘*If you put your mind to it*’ also seemed relevant to Csikszentmihalyi’s (1992) conceptualization of flow, which is linked to mastery experiences as an important element of psychological wellbeing.

Part of SL4’s answer was: *Being fully alert and able to focus, so that I can deliver well and be able to learn and flourish as well as helping others do so*. Given the context of the conversation and the context of their role, this was a little reflective of Su et al.’s (2014) second and third statements: 2. *I am confident that I can deal with unexpected events*; 3. *I believe that I am capable in most things*. Self-efficacy, or confidence as it is often referred to, is the optimistic self-belief in our competence or chances of successfully accomplishing a task and producing a positive outcome (Bandura, 1977, 1997). This

response, like some of the others speaks about the need to feel in the position to be confident that you can accomplish, thus was coded for self-efficacy, accomplishment, as well as continued learning. Being capable of meeting challenges was also referred to by ML4: *having the energy to challenge myself*. It seemed that this teacher thought it was important to be able to challenge themselves as part of what flourishing meant to them, as well as their reference to having to have the energy to be able to do this. Broadening the concept beyond Su et al.'s (2014) original statements for positive feeling in the subjective wellbeing category, having energy was considered to be a positive feeling.

T5's response related self-efficacy to doing well: *Doing well at your job*. SL2's was also one that focused on doing well: *Having the opportunity to be as good as I can be at the various aspects of my job*. As was ML6's: *I need the opportunities to develop mastery of my job*. Like many answers coded as self-efficacy, however, these three answers referred to something influencing their sense of self-efficacy that wasn't entirely within their control: *having the opportunity to.....* T11's was a further example of self-efficacy not being entirely within the participant's control as they refer to 'the working environment' affecting whether they are at their best: (T11) *A sense that the working environment brings out the best in me - in terms of motivation, achieving goals, but also in terms of feeling that my contributions matter to the team/ community*. Thus, highlighting an opportunity leaders have to affect flourishing. This response from T11 was also coded as relationships/community and meaning+purpose.

Mastery/self-worth

Eight answers to the question concerning teaching staff's perceptions of what flourishing at work meant to them were coded as mastery/self-worth and these responses tended to be fairly aligned with Su et al.'s (2014) statements from the CIT on Self-Worth: 1. *What I do in life is valuable and worthwhile*; 2. *The things I do contribute to society*; 3. *The work I do is important for other people*. An example of this alignment was: (T11): *A sense that the working environment brings out the best in me - in terms of motivation, achieving goals, but also in terms of feeling that my contributions matter to the team/ community*. Inspiring others was also mentioned: (ML6): *It means that I am inspiring my kids, that they begin to see what they're doing as a pursuit rather than work*; as well as the importance of having a meaningful impact: (SL1): *Having a meaningful impact on those I teach/work with and a meaningful impact on myself*. All these responses were also coded as meaning + purpose and there seemed to be a relationship between what Su et al. (2014) defined as self-worth and where someone may draw meaning and purpose from: another aspect of flourishing that is commonly seen in the literature (Seligman, 2011).

Mastery/skills

Seven answers to the question concerning participant's perceptions of what flourishing at work meant to them were coded as mastery/skills. ML3's response was fairly representative: ... *being interested and challenged at just the right level*. The desire to be challenged was also referred to by T10: *Challenge and creativity*. Answers referring to challenge were also coded as continued learning as this was also considered relevant to the term growth.

SL2 and T9 both referred to expertise: (SL2) *To be able to demonstrate expertise* and T9: *Having a good balance of responsibilities that allow me to use my existing expertise, as*

well as responsibilities that require me to develop and extend my skills. Using strengths is something that is frequently reported in the literature on flourishing and strengths were considered relevant to this category (for example, Bakker & Schaufeli, 2008). One example referring to strengths was T20: *Using my strengths and the being the best possible version of myself.* Nearly all the answers coded as mastery/skills, were also coded as mastery/self-efficacy.

Mastery summary

Within the category mastery, the CIT framework was found to be a useful way of organising data to make it easier for teachers and other researchers to access and apply; as well as being useful as a heuristic device to those involved in this research potentially enhancing their understanding of the complex phenomenon flourishing

There seemed to be many links between data coded into various categories; very few responses were coded in only one category. Self-efficacy, accomplishment and continued learning frequently overlapped within the mastery category. Self-efficacy, or confidence as it is often referred to, is the optimistic self-belief in our competence or chances of successfully accomplishing a task and producing a positive outcome (Bandura, 1997); thus, Bandura's (1997) definition incorporates accomplishment. Furthermore, each of these separate categories in mastery seem to be interrelated in much of the research (see, for example, Seligman, 2011). The responses coded into mastery's three sub-categories (self-efficacy, accomplishment and continued learning), also seemed to fit with the idea growth, with all those involved in coding considering that growth was a more accurate

way of describing most of the answers coded for continued learning and many of those coded for self-efficacy and accomplishment.

A further significant area of overlap was between self-efficacy and skills, which can also be seen in the literature; particularly the literature which considers flow (for example, Csikszentmihalyi, 1992). Mastery/self-efficacy and mastery/skills both referred to strengths, which is something that is considered in the literature within mastery, but also as being important in engagement, another category used by Su et al. (2014). There was also significant connection between the answers coded for the sub-category self-worth and the category meaning and purpose, while the literature on flow also refers to meaning and purpose, as well as the relevance of self-efficacy, strengths and skills in this conceptualisation of wellbeing by Csikszentmihalyi (1992). A key question, therefore, arises as to what a school leader's role is in enabling teachers to achieve mastery and growth. The theme of flourishing being enhanced through relationships, also emerged when considering the responses that spoke about mastery as many responses talked about the importance of their accomplishments or growth being in the service of others as part of their understanding of what it means to flourish at work.

5.3 Subjective Well-Being

Subjective wellbeing (SWB) was the next most popular category. Within SWB, Su et al. (2014) include statements in their CIT on life satisfaction; positive feelings and reverse scored negative feelings. Many of the responses coded SWB/life satisfaction, related to Su et al.'s (2014) CIT statements, which are: 1. *In most ways my life is close to my ideal*; 2. *I*

am satisfied with my life; 3. My life is going well, such as: T2: I am in state of well-being where my work enhances my life rather than detracting from the enjoyment of it. and: SL4: looking forward to coming in and making the most of every moment here.

T11 was a clear example of where a part of a response was coded in more than one category; this extract was coded as: SWB/life satisfaction; SWB/positive feelings; meaning+purpose; mastery/self-worth; and relationships/community: *A sense that the working environment brings out the best in me - in terms of motivation, achieving goals, but also in terms of feeling that my contributions matter to the team/ community.*

A high number of the responses referred specifically to time and balance (fifteen out of nineteen responses coded SWB/life satisfaction). This still worked as part of the category SWB/life satisfaction but a further sub-category was added: SWB/life satisfaction/time+balance. This reflected the literature on teacher flourishing, which frequently referred to teachers feeling overwhelmed by their workload and that they didn't have enough time to do their jobs well, or to maintain balance in their lives (DfE, 2015; Lynch et al.,2016). Examples included: T4: *..... a balance between work and life* and T11: *..... feeling there is time to achieve what I want/need to achieve in the day.* Most responses focused on having enough time to complete the work; many also said the time to do the work well, such as SL2 *Having enough time to do the different aspects of my job as well as I'd like.* Some, however, talked about the desire to have time for outside interests: ML6 *.....that you have the time for an outside interest, friends and family.*

T9's response was echoed by a later focus group, which wanted to explore whether formally preventing contact about school matters after a certain time would be feasible:

Having a reasonable amount of time to complete my tasks during the working day, so that I do not have to work late. Only essential contact from colleagues beyond 5pm. Only two of the answers to the question on flourishing referred to time or balance. One was: ML8: Not having any constraints (time, people, facilities, etc), and being able to carry out my every day tasks, and more. Providing a different lens on this sub-category, T9 talked referred to '*being busy*' as part of their understanding of what flourishing at work meant to them. The importance of leaders ensuring that teachers' workloads are effectively managed to focus only on work that is directly improving pupil outcomes and providing teachers with a workload that allows them some balance emerged throughout the research project as being important to the extent to which teachers flourished.

SWB/Positive feelings

10 responses were included in the SWB/positive feelings category that included reference to a range of positive emotions, and not just to happiness or feeling good as Su et al.'s (2014) statements include. Some answers referred to being positive: T1: *Being positive in all that I do*; others talked about a range of other emotions that could be considered positive feelings, such as T11: *feeling at ease, relaxed but energised and positive - the feeling of wanting to be at work because it is enjoyable* and SL1: *Maintaining a balance, perspective and overview of tasks committed to.* SL4 used the term thriving which is often used interchangeably with flourishing and wellbeing in the literature: *feeling like I am thriving; looking forward to coming in and making the most of every moment here.* For example, Su et al. (2014) based their Model of Psychological Wellbeing on a previous

Flourishing Scale (Diener, Wirtz, Tov, Kim-Prieto, Choi, et al., 2010) and created the associated Comprehensive Inventory of Thriving for the Model of Psychological Wellbeing.

SWB/Negative feelings

2 responses were included in the SWB/negative feelings category that included reference to the absence of a broad range of negative emotions, such as: T13 *being able to not feel unduly stressed or pressured allowing space for good physical and mental health* and ML9 *not feeling constantly overwhelmed, knowing my work is being appreciated and knowing I can go home without feeling guilty if I don't work all the time (I'm not there yet...)*

Summary: subjective wellbeing

Teachers reported the importance of having a sense of balance between work and life, as well as not having work to do that did not directly contribute to pupil outcomes, for their flourishing. Teachers wanted to feel relaxed and energised and to experience positive emotions and not to experience too many negative emotions such as stress and guilt. School leaders' roles in promoting SWB and life satisfaction is explored further in the following chapters.

5.4 Autonomy

Four answers were coded as referring to autonomy for flourishing. Su et al. (2014) focus on a lack of control in their three statements on autonomy in the CIT (*1. Other people decide most of my life decisions (R); 2. The life choices I make are not really mine (R); 3. Other people decide what I can and cannot do (R)*). It was, however, found that answers seemed to be referring more to being empowered or trusted than to control and this was reflected in the high number of answers which were coded both as relationships/trust and autonomy, such as ML8's answer: *A feeling of achievement helps my mental wellbeing. Empowering those around me to feel the same, whether it is in dept (with my role as HoD), or my tutees.* This ML felt that empowering others helped their flourishing and this was also coded as relationships/support. ML6 was a further example of this and they used the words trust and autonomy in the same sentence: ML6: *that you are trusted with a degree of autonomy.* Answers often also linked autonomy to self-efficacy and self-worth, as well as deriving meaning and purpose from pursuing their own areas of interest, for example, ML2: *Being free and empowered to drive your own agenda, to be able to make strategic changes and*

ML4: *Having autonomy to pursue my own areas of interest within the job and resources (including time and management trust) to realise them and incorporate them into daily practice.*

Overall, teachers recognised the relevance of autonomy for their flourishing. The role of leaders in empowering teachers and the complexities, but also benefits, of achieving this are discussed throughout the remainder of the thesis.

5.5 Meaning and purpose

Six responses were coded into this category. Steger (2012) defined a sense of meaning as having direction in life, connecting to something greater than yourself, feeling that your life is valuable and worthwhile, and that there is a purpose to what you do; this was a useful definition to inform what was coded into this category. Some of the answers coded as meaning + purpose used the words meaning and purpose, such as SL1: *...and meaningful impact made* and T11: *the feeling of wanting to be at work because it is enjoyable and purposeful*. Other responses coded into this category referred to making a positive contribution or difference, or serving in some way, such as: ML1 *...feeling valued and that I am making a positive contribution* and T4 *...feeling I'm making a difference* and this flourishing answer: ML7: *Service to others*.

As discussed earlier, there was considerable overlap between self-worth and meaning + purpose. There also was overlap between relationships/community and relationships/support; meaning + purpose seemed to be derived for many participants from contributing to others whom they are in a relationship with. Enabling teachers to derive meaning from their school roles and empowering them to focus on meaningful work that serves others was highlighted throughout the following chapters as being ways leaders could improve the flourishing of teaching staff.

5.6 Engagement

The coded items for engagement were, in many cases, linked to SWB/positive feelings, such as T15's answer to the flourishing question: T15: *Motivated, energised and*

passionate, which was also coded as SWB/positive feelings. T15's answer, as with some others also directly related to Su et al.'s statements, which are: 1. *I get fully absorbed in activities I do*; 2. *In most activities I do, I feel energized*; 3. *I get excited when I work on something*. The category 'engagement' also seemed particularly relevant to Csikszentmihalyi's (1992) conceptualization of flow, which, as noted earlier, is also linked to mastery experiences as an important element of psychological wellbeing; indeed, ML 3 and ML6 used the term 'flow' in their answers. There were links between working with others and for others and engagement, such as: T13 *Being able to achieve more than I could individually, by working as part of a team to really produce amazing results*. Three responses were coded into this category, highlighting the relevance of both relationships and service for engagement. The feeling of being engaged was also recognized by participants as being a positive feeling, thus linking to SWB.

5.7 Optimism

Twenty-two responses were coded as 'optimism'. Su et al.'s (2014) CIT gives the following statements on optimism: 1. *I am optimistic about my future*; 2. *I have a positive outlook on life*; 3. *I expect more good things in my life than bad*. As noted in the literature review, some investigators (such as Dember, Martin, Hummer, Howe, & Melton, 1989) define optimism more broadly as a positive and negative outlook on life. Whereas Scheier and Carver's concepts are future-oriented, the latter view encompasses present perceptions and appraisals as well as future expectations. Because Su et al.'s (2014) statements are both present and future orientated, references to both the present and future were coded into this category. Perhaps unsurprisingly, there was significant overlap between responses that had been coded as optimism; SWB/positive feelings; self-efficacy and, to a

lesser extent, engagement, skills and continued learning. For example, ML 4 *Enjoying the work, drawing inspiration from others and having the energy to challenge myself to develop and innovate for improvement*. Again, many answers connected to being in a relationship, such as this one (drawing inspiration from others). How a leader enables people to be optimistic and the extent to which they are able to influence teachers' optimism is discussed further in the later chapters.

5.8 Chapter summary

This chapter summary provides a brief review of the key findings for research question 1, *What do teaching staff understand by the term flourishing (in their work context)?* The data from the focus groups and online questionnaire gave an insight into the ways teaching staff may understand flourishing in their work contexts. The data were coded using Su et al.'s (2014) dimensions of psychological wellbeing as a framework. It was possible to categorise all the answers into one, but more commonly a few, of the dimensions (relationships, mastery, SWB, autonomy, engagement, optimism, meaning + purpose). The Model's associated Comprehensive Inventory of Thriving (CIT) statements were a useful starting point for deciding into which categories each response fitted. Overall, Su et al.'s (2014) dimensions of psychological wellbeing were useful as a means of organising a complex, multifaceted phenomenon and there was enough fit to warrant their continued use as a means of appreciating how teaching staff understand flourishing.

Relationships were the most frequently referred to factor in teaching staff's answers to what flourishing meant to them in the first focus groups conducted in the three schools (59 responses); relationships were also highlighted throughout the thesis as being particularly

important for leaders who hoped to improve the flourishing of the teachers they serve. The second-highest number of responses from the first focus groups were coded into the category of mastery (57 responses). However, the responses coded into the three sub-categories of mastery—self-efficacy, accomplishment and continued learning—also seemed to fit with the idea of growth. All those involved in coding considered that growth was a more accurate way of describing most of the answers coded for continued learning, and many of those coded for self-efficacy and accomplishment. This was also seen later when the responses to the open questionnaire were coded, and growth was a more relevant term than mastery for these data. Growth was the term that was eventually included in the leadership for teacher flourishing (LFTF) model, rather than mastery and an exploration of how leaders can enable teachers to grow and achieve mastery is found through the following chapters. There seemed to be many links between data coded into various categories, and many responses were coded into more than one category.

In the online questionnaire, the highest percentage of respondents ‘strongly agreed’ (gave the question a rating of ‘5’) that satisfaction with life and positive feelings (SWB) were important influences on the extent to which they were flourishing (36%). ‘Positive relationships with my leader’ had the second-highest number of respondents rating it as ‘5’ (34%), closely followed by optimism (33%). It would be interesting to find out whether ‘positive relationships’, rather than ‘positive relationships with my leader’ would have scored a higher overall rating. This was also a contrasting result to the findings from the focus group asking what participants understood by flourishing, where relationships were the highest, and optimism was the third highest.

Overall, these data suggested that relationships were the factor the highest number of respondents connected to. It seems possible to conclude from these data that relationships are particularly important in teachers' and school leaders' understanding of flourishing. The other possible conclusion to draw is that each of the dimensions of Su et al.'s (2014) model of psychological wellbeing is relevant to teaching staff's understanding of flourishing, and these factors are difficult to isolate in terms of teaching staff's understanding of them. They were also frequently described as overlapping and affecting one another in the literature. Having explored what teaching staff understand by flourishing, the thesis will now build on these findings by considering what teaching staff believe leaders could do to improve their flourishing.

6. Findings: Research Question 2: What do teaching staff believe leaders could do to improve their flourishing?

6.1 Introduction to the chapter

This chapter explores the findings that are relevant to research question 2: *What do teaching staff believe leaders could do to improve their flourishing?* The chapter builds upon the findings from the previous chapter which explored what teaching staff understand by the term flourishing at work and reviews the findings from the open questions in the online questionnaire. The chapter ends with a summary of the key findings in relation to this question as well as to the overall research question (*how could school leaders improve the flourishing of teachers?*). The following were found to be the most frequently reported as being important to teaching staff's flourishing and that could be influenced by leaders: compassion and support; virtuous behaviour; autonomy and trust; workload and meaningful work. The findings from this chapter provide further evidence to that presented in the previous chapter supporting the use of Su et al.'s (2014) model of psychological wellbeing and CIT as a means of helping school leaders and teaching staff to understand the complex phenomenon. Further amendments to this model are, however, suggested in this chapter to improve its applicability to teaching staff and school leaders as a means of helping them to improve their own and others' flourishing.

6.2 Findings for RQ2 from qualitative online questionnaire data

The open questions on the questionnaire provided data for research question 2. This section will consider the responses to the five open questions on the online questionnaire:

1. Question 47: *What enables you to flourish and what barriers are there to you flourishing in your role as a teacher or a leader that school leaders could influence?*
2. Question 48: *Describe one or more times when a school leader positively influenced the extent to which you were flourishing as a teacher or school leader.*
3. Question 49: *Describe one or more times when a school leader negatively influenced the extent to which you were flourishing in your role as a teacher or leader*
4. Question 50: *What could your school leaders do to improve the extent to which you are flourishing in your role as a teacher or leader?*
5. Question 51: *What support do you think school leaders need to be able to influence your flourishing positively?*

6.2.1 Analysis of online questionnaire data from Q47: ‘What enables you to flourish and what barriers are there to you flourishing in your role as a teacher or leader that school leaders could influence?’

Question 47 of the online questionnaire asked: *‘What enables you to flourish and what barriers are there to you flourishing in your role as a teacher or leader that school leaders could influence?’* The tables below (15 and 16) give an overview of the number of responses that were coded into the categories taken from Su et al.’s (2014) CIT statements. The coded data were then reviewed again and the codes were combined and, where appropriate, modified to better reflect the participants’ views. The highest number of responses to the question asking *‘what enables you to flourish in your role as a teacher or a leader that school leaders could influence?’* were coded as *‘autonomy and trust’* (48

responses), followed by *support and compassion* (26), *growth* (22) and *appreciation and gratitude* (19).

Table 15: coded responses to part 1 of question 47 of the online questionnaire: *What enables you to flourish in your role as a teacher or a leader that school leaders could influence?*

Emergent categories that were created by combining CIT categories and participant responses and	CIT category the data were initially coded into	Number of responses
Autonomy+trust	Autonomy Relationships/trust	48
Support+ compassion	Relationships/support Relationships/trust Relationships/belonging	26
Growth	Mastery/continued learning Mastery/self-efficacy Mastery/accomplishment	22
Appreciation + gratitude	SWB/positive feelings Relationships/support Mastery/self-worth	19
Meaning and purpose	Meaning and purpose	6
Community	Relationships/community Relationships/belonging	5
Other factors that enable flourishing		5

Table 16: coded responses to part 2 of question 47 of the online questionnaire: *what barriers are there to you flourishing that school leaders could influence?*

Emergent categories	CIT categories	N
Unnecessary work	SWB/life satisfaction/time+balance Relationships/respect Relationships/trust	60
Lack of trust and autonomy	Autonomy Relationships/trust	31
Lack of support	Relationships/support Relationships/trust Relationships/belonging	20
Lack of appreciation and gratitude	SWB/positive feelings Relationships/support Mastery/self-worth	14
Lack of opportunity to grow	Mastery/continued learning Mastery/self-efficacy Mastery/accomplishment	11
Other		9
Lack of meaning and purpose	Meaning and purpose	6
Lack of communication+direction	Relationships/trust Relationships/respect Other: communication and direction	6

As shown in the table above (16), the most frequently reported barrier to flourishing that participants perceived school leaders could influence was *unnecessary work* (60); followed by, *lack of trust and autonomy* (31); *lack of support* (20); and *lack of appreciation and gratitude* (14). The most frequently referred to categories, looking at enablers and barriers to flourishing together, will now be discussed.

Discussion of the coded results of the online questionnaire's open question 47: *What enables you to flourish and what barriers are there to you flourishing in your role as a teacher or leader that school leaders could influence?*

The key used throughout the discussion of the results coded for the open question from the online questionnaire is as found in the glossary (p3).

Autonomy and trust as both enablers of and barriers to flourishing

The highest number of responses referring to what enabled teachers to flourish were coded as autonomy and trust, with 48 members of teaching staff saying it enabled them to flourish. An answer which spoke about trust and autonomy enabling the participant to flourish included: *TQ48: Flourish: the opportunity to be autonomous and creative. Being trusted to lead the department and ensure the students' needs are met.* In this response TQ48 uses the word 'autonomous' and relates this concept both to trust and the opportunity to be creative. Fifteen responses also referred indirectly to the importance of having the autonomy and being trusted to make decisions about their practice which they believed were in the best interest of their students. Teachers considered that they were in the best place to decide what the interests of the pupils were as they were the ones with direct contact with the young people. Having the autonomy to be creative was also mentioned by five participants. Trust was also shown as being critical to effective relationships highlighting the connections between trust, autonomy and relationships.

Furthermore, 31 participants mentioning lack of autonomy as a barrier to flourishing (the second highest frequency of responses) An example of a barrier was: TQ33:

Micromanaging reduces my creativity and freedom in my own classroom. Creativity was referred to again in this response and in others. Another was representative of teachers' desire to be trusted to manage their workloads: *More teacher autonomy and freedom- we even have set hours from 8-5* (TQ23).

Many of the responses also linked trust and autonomy, but 30 respondents referred to trust separately to autonomy. Taken together, 79 of the responses included reference to trust and autonomy as both barriers to and enablers of flourishing, meaning that both areas would be arguably worthwhile for leaders to consider. It is, therefore proposed that school leadership that improves teacher flourishing empowers teachers by giving them the autonomy to choose how best to serve their pupils. This is supported by the literature review: trust and autonomy were common themes that emerged when considering teacher motivation, job satisfaction, stress (burnout), professionalism, and empowerment (Davis and Wilson 2000; Brunetti, 2001; Kim & Loadman, 1994; Klecker & Loadman, 1996), educational reform (Pearson & Moomaw 2005; Short & Rinehart, 1992).

Equally, a lack of trust, was shown in the survey (31 responses) and focus group data (seven responses) to be undermining of teacher flourishing. Further research from within education also supports the importance of trust for flourishing. In school settings, research has suggested that school leaders who distrust their people may create isolation and doubt among their staff (Tschannen-Moran, 2003; Mishra, 1996). The absence of trust has also been shown to increase anxiety, estrangement, and isolation among school stakeholders

(Daly, 2009). Virtuous behaviour by leaders was highlighted as a means of both improving and, when absent, undermining teacher flourishing, including, in particular compassion and supportiveness, thus being similar conceptually to the first of five facets of trusting relationships identified by Hoy and Tschannen-Moran (2003): benevolence (the other four being, reliability, competence, honesty, and openness).

The study's findings imply that trust may also be built indirectly through a principal's supportive behaviour of teachers, echoing Tarter, Bliss, and Hoy (1989), who found significantly higher levels of teacher engagement when trust was present. This links to the next most popular category from question 47: *What enables you to flourish and what barriers are there to you flourishing in your role as a teacher or leader that school leaders could influence?* It is therefore proposed that any model of leadership for flourishing includes at least one of the three concepts: trust, autonomy and empowerment.

Unnecessary work was the second highest scoring of the categories: 60 of the answers that were coded included reference to this point as a barrier to flourishing. In the second focus groups, when the teachers looked at the data from the online questionnaire and saw that unnecessary work was such a significant barrier to teacher flourishing, one participant school said that their leaders had been addressing this point effectively and it was not a major concern for them; two others agreed with this. In another school, however, teachers said that they believed that if they applied the marking policy correctly, then they would need to spend 55 hours per week on this task alone. Teachers and leaders in a further school were concerned about both the quantity and relevance of pupil data they were expected to collect. These are two areas leaders could look at further, as it echoes the

findings of The Department for Education's workload challenge survey: respondents to the DfE's survey most frequently stated that the burden of their workload was created by: accountability/perceived pressures of Ofsted (53%) [and] tasks set by senior/middle leaders (51%). In this survey, a further workload burden was reported to be created by the requirement to 'work to policies set at local/school level' (35%) (DfE, 2015: 8). This is potentially another area school leaders could control and change. Comments in this project's online questionnaire also support the concern over time pressures, some of which leaders can control; and others which leaders cannot influence. TQ12 spoke about data, targets and inspections:

TQ12: I have very compassionate, supportive and dedicated leaders at my school, however they cannot prevent the pressures of the need for data to be good and for targets to be met, the pressures of the prospect of inspections, potential repercussions if data is not good enough, the requirements of the curriculum etc.'

Ofsted recognised this pressure and carried out a teacher wellbeing research report (Ofsted, 2019); they have made changes to the framework in an effort to reduce the administrative burden on teachers and school leaders of inspection preparation, but the focus group and questionnaire data, as well as follow up conversations with participants after the main data collection phases, suggest more could be done.

TQ43 was concerned about curriculum changes and marking policies: *TQ43: Barriers are constant curriculum changes since Gove. Constantly re-inventing the wheel. Marking policies that are unsustainable*'. The concern over the impact of changes was also raised by SLQ9: *Government edicts are an issue - too much change too quickly*. These concerns were also raised in the Ofsted (2019) report, but without specific recommendations to UK Governments on how frequently it would be reasonable to change a curriculum. Also

raised in the Ofsted report (2019) was teachers feeling that they were not consulted in curriculum change and were ‘done to’, reflecting teachers’ and school leaders’ calls to be listened to, to be given autonomy and to be empowered about educational decisions relating to the pupils they were teaching; since teachers see the pupils daily, they are, felt that they are best placed to make decisions that are in the best interests of those pupils’ educational outcomes.

This idea links to another point raised by respondents. They said that paperwork and tasks that were not necessarily improving outcomes for the pupils were also undermining the extent to which they were flourishing. One example was: *MLQ18: Barriers: paperwork and fulfilling tasks for the sake of consistency*. The extent to which what teachers were being asked to do was reasonable was also questioned: *TQ27: Unreasonable policies e.g. marking negatively affect my work life balance and enjoyment of my job, which affects my overall flourishing as a teacher*. General pressure was also referred to such as: *MLQ23: The sheer pressure of the amount to be done is a barrier* Taking the time to consider where school leaders could reduce unnecessary work that is not making the greatest contribution to pupil progress and flourishing could be perceived to be valuable by teaching staff and could well affect their perception of their own flourishing, but as can be seen, the impact of new directives and policies from the Government are a concern for teachers; there are some aspects of this that school leaders cannot affect, for example a change in syllabus and assessment requirements; but there are other aspects, like only requesting additional paperwork be completed, or changing policies where necessary to fulfil Government requirements, which leaders could influence.

Support

Support from leaders was also a theme that was frequently referred to with 26 responses saying support enabled them to flourish and 20 responses which implied that a lack of support from leaders was a barrier to their flourishing. Responses referring to support tended also to be relevant to Su et al.'s CIT subcategory for relationships: support.

Examples of support are shown in the table below (table 17)

Table 17: showing examples of responses coded support and type of support this represents.

Quote	Type of support
<i>TQ17: Supportive line manager and mentor</i>	Nature of the relationships with managers and mentors and the
<i>TQ33: The faith in me and support system provided is helping me to flourish.</i>	Leaders having confidence in their staff
<i>TQ29 understanding. Trust</i>	Leaders being understanding and trusting
<i>MLQ12: Good interaction and answers to my questions</i>	Style of interactions and time given to answer questions was also raised
<i>TQ54: ...regular discussions.</i>	Opportunity for discussion
<i>TQ9: positive feedback and encouragement</i>	Positive feedback and encouragement
<i>TQ14: Being listened to and able to contribute.</i>	Listening

As can be seen from the table above (17), there are a variety of ways a leader can show support to those they lead: it could be that the nature of the relationship itself is supportive; leaders believing in teachers, and trusting them (linking back to the earlier section on trust); time given to teachers, specifically listening; as well as positive feedback and praise. As there was a variety, it is recommended that leaders who wish to improve the flourishing of teachers should ask what kind of support the teacher would like. This is a particularly relevant question as autonomy was also seen as important to flourishing;

giving teachers the autonomy to request the type of support that would benefit them seems congruent with this finding. These findings resonate with Boyatzis, Smith and Blaize (2006) who provide evidence supporting the importance of leaders providing support and compassion for team members (drawn from business performance data and neuroscience, as well as psychology) and for them to get to know their team through compassionate coaching so that they can provide the type of support most suitable to the person they are leading

However, barriers to flourishing relevant to lack of support were also raised, and are shown in table 18 below:

Table 18: Examples of responses coded as lack of support.

Quote	Type of support
<i>SLQ4: ...school which expects long hours the "guilt "factor of being a mum and a deputy head are a continual issue. There is little understanding shown from my leaders over this conflict of interests</i>	Lack of understanding from leaders
<i>MLQ32: I would be enabled to flourish if I was listened to and my opinions, ideas and desires to better myself based on the direction I wish to go was listened to and taken into consideration rather than disregarded.</i>	Being listened to and understood
<i>ML15: Time to support my team</i>	Time available for leaders to provide support to others
<i>TQ81: The attitude of the kids and the support in dealing with that is not always provided</i>	Support from leaders with student behavioural challenges

As can be seen from the examples presented in table 18, the importance of giving teachers time, listening to them, and providing clear demonstrations of support for them are

important. The lack of understanding from leaders links to the suggestion above; leaders need to take the time to find out what kind of support they could give teachers to help them to flourish.

Appreciation and gratitude formed the next most popular category, with 19 responses referring to appreciation and appreciation as enabling flourishing and 14 responses saying that a lack of gratitude and appreciation was a barrier to flourishing (34 responses in total). The responses tended to link to Su et al.'s CIT categories: SWB/positive feelings; relationships/support and mastery/self-worth. An example of an answer that was referred to this as a barrier to flourishing was: MLQ9: *There is little positive praise and sense of appreciation from the SLT*. Some answers contained suggestions for leaders on how they could show gratitude and appreciation: MLQ37: *Individual recognition for genuine good work. Not just generic praise but identifying when you've gone the extra mile and saying well done*. Many answers referred to the desire to feel valued, such as: MLQ19: *Feeling valued and being appreciated. I don't feel my current leader has taken time to get to know me as a person or values me. There isn't a barrier as such. I just don't think he is interested*. Thus also highlighting the importance of leaders taking the time to get to know the teachers they lead and echoing the need for leaders to ensure the recognition they give is individualised.

There has been a growing interest in the impact of leaders' gratitude on followers' flourishing, building on research from psychology and philosophy. As discussed in the literature review, McCullough, Kilpatrick, Emmons, & Larson (2001) argue that gratitude expresses itself in virtues. Virtues have been shown also to be important to flourishing

both in the literature review and in the data collected. Furthermore, as highlighted in the literature review, Emmons and Crumpler (2000) say that gratitude is an emotional state and an attitude toward life that is a source of human strength in enriching personal and relational wellbeing. Bartlett and DeSteno (2006) concluded that gratitude drives assisting behaviour, increases help given to strangers, and builds relationships. Relationships and prosocial behaviour have also shown to be important to flourishing both within the data collected for this project and within the literature (for example, Huppert, 2009b).

Growth

Growth, or development was a regularly recurring theme, with 22 respondents saying that opportunities to grow and develop enabled them to flourish, and 11 stating that a lack of growth or development opportunities were barriers to flourishing. Responses which reported that the opportunity to develop would enhance their flourishing (and that leaders could influence) included MLQ43: *providing opportunities to develop myself* and TQ37: *being given responsibilities that require me to develop and extend my skills*, thus demonstrating the leaders role in working with the teacher to find suitable opportunities to enable teachers to grow. Development is seen as a job resource in Positive Organizational Behaviour (POB) literature; Bakker and Demerouti (2007) and Schaufeli & Bakker (2004), for example, found that job demands such as work overload, emotional demands, physical demands, and work–home interference did not result in high levels of burnout if employees experienced job resources, such as autonomy, performance feedback, social support, or coaching from their supervisor.

Teachers also referred to being energised or inspired to grow, such as MLQ24: ... *being energised to learn more and to develop professionally and personally*. Other respondents spoke about the relevance of culture and environment – feeling safe enough to develop effectively: TQ89: ...*important to feel you are not being judged if you make a mistake because there is a culture of learning and accepting*. This echoes Edmondson's (2019) work on psychological safety as being a key factor in enabling growth and learning and links to the responses highlighting the importance of compassion and support, as well as trustworthiness and trusting behaviour from leaders as being important for flourishing.

Autonomy has been discussed throughout the findings as being important; it is also referred to as important in relation to growth. For example, TQ16 says: *Autonomy is important to me in work and the ability to pursue professional interests as well as ones specifically related to my subject*. This is representative of other responses where teachers called for the opportunity to pursue interests that were beyond their subject area.

Performance feedback was discussed above by TQ9 as a means of support and by TQ15: *helpful, constructive and positive feedback*. It was shown that a lack of feedback can be detrimental to flourishing and relationships with leaders (Brown, 2019). TQ75 talks about feedback and dialogue: *Training and feedback on how I am progressing in my role through dialogue throughout the year not just at the end of the year*'. Brown (2019) also recommends a dialogic approach with frequent feedback that is given constructively and from a position of support and care.

The lack of opportunities for growth were attributed to a variety of factors by respondents. School leaders are unlikely to be able to influence Government policy on professional

development, as highlighted by SLQ12: *CPD, due to national budget constraints and workload expected there seems a lack of drive to move the profession further in status. Also, time to impart and share knowledge....* MLQ:23 recognised that opportunities for development were important to their flourishing, but also said there were also barriers to this taking place, which may be outside a leader's control: *Opportunities for professional and personal development - i.e. INSET, training days, holidays and well-being events. Barriers - timetable and budget constraints (perhaps outside of leaders' control.* However, there may be autonomy within a school to spend more on professional learning; this would, though, mean taking away resources from another area of the school, which may be hard to justify.

Removing work that is not seen as purposeful and directly contributing to pupil outcomes may be possible for leaders and this may provide more time for teachers to grow in areas of interest to them that are also meaningful in their professional lives: this would address TQ16's concern: *having too much work so setting time aside for professional development and development in my subject is important.* The quality and frequency of feedback was reported by respondents as a factor in their growth and flourishing, for example: TQ75: *Training and feedback on how I am progressing in my role through dialogue throughout the year not just at the end of the year'* and TQ64: *CPDs, clear next steps, positive reinforcement or respectful feedback. Areas to develop (professionally).*

Further training for leaders on how to give feedback, or just more awareness of the impact of feedback (or lack of on teachers) is, therefore, worth leaders considering (as discussed by Steffens, Fonseca, Ryan, Rink, Stoker & Pieterse, 2018). Wigert and Dvorak (2019)

argue that coaching is the most effective way to improve the quality of feedback given by leader; coaching is a method that emerged many times in this research as a means of improving teacher flourishing and, therefore, also, performance.

In summary, the most frequently reported enablers of flourishing that teaching staff perceived school leaders could influence was *autonomy and trust* (48); followed by, *compassion and support* (26); *growth* (22); *appreciation and gratitude* (19). The most frequently reported barriers to flourishing that participants perceived school leaders could influence was *unnecessary work* (60); followed by, *lack of trust and autonomy* (31); *lack of support* (20); and *lack of appreciation and gratitude* (14). What seemed to have emerged is that the key factors both in enabling and preventing flourishing reported in this question are on how leaders behave towards their team members. Significant ways leaders could impact flourishing, therefore, to be considered further are being empowering; being trusting and trustworthy; being compassionate and supportive; being appreciative and grateful. Teachers also wanted their leaders to give them the opportunity and support to grow and to remove unnecessary work.

6.2.2 Analysis of data from Q48: Describe one or more times when a school leader influenced positively the extent to which you were flourishing as a teacher or school leader.

Question 48 (*Describe one or more times when a school leader influenced positively the extent to which you were flourishing as a teacher or school leader*) sought to find out actual experiences teaching staff (including school leaders) had of school leaders influencing the extent to which they were flourishing positively. This enabled the

collection of different data to that which asked participants to imagine how school leaders *could* influence their flourishing, as opposed to experiencing the school leader doing so. The data were coded and then table 3-9 was constructed to show the emergent categories that combined the CIT dimensions with the participant responses to provide the most representative term; the CIT dimensions the data linked to; and the frequency of responses (N) coded into that category. The highest number of responses describing one or more times when a school leader influenced positively the extent to which participants were flourishing was ‘*growth and development*’ with 80 responses coded into this category. The next most frequently reported category was ‘*support and compassion*’, which was also found to be a very frequently reported category in question 47, which asked what enabled participants to flourish and barriers to their flourishing; this was followed by ‘*appreciation and gratitude*’ (also frequently reported in question 47)

Table 19: Coded data from Q48:

Emergent categories	CIT categories	N
Growth and development	Mastery/continued learning	80
	Mastery/self-efficacy	
	Mastery/accomplishment	
Support + compassion	Relationships/support	58
	Relationships/trust	
	Relationships/belonging	
Appreciation + gratitude	SWB/positive feelings	45
	Relationships/support	
	Mastery/self-worth	
Autonomy+trust	Autonomy (11)	18
	Relationships/trust (7)	
Focus on strengths	Mastery/Self-efficacy	17

	Mastery/Self-worth	
Positivity	SWB/positive feelings	10
Other		8
Meaning and purpose	Meaning and purpose	6
Time	SWB/life-satisfaction/ time + balance	1

Many of the same categories emerged in the analysis of these data as for question 47, which asked: *‘What enables you to flourish and what barriers are there to you flourishing in your role as a teacher or leader that school leaders could influence?’* The number of responses for each code, however, was different. *Growth and development*, in this question, was the most frequently reported (80), followed by *support and compassion* (58) and then *appreciation and gratitude* (45).

As for question 47, the responses for growth and development for question 48 tended to refer to being stretched with achievable challenges with support from leaders: TQ72: *When I worked in xx I had a head of sixth form who was brilliant - everyday she would allow me to express myself and encourage me to take on achievable challenges.* Leaders encouraging teaching staff to take on new career opportunities was also mentioned by many respondents, such as MLQ20: *On two occasions, leaders have informally suggested that I consider applying for additional responsibilities when vacancies arose. Regular feedback from SLT members during subject reviews have enabled me to reflect on my own classroom practice and make positive changes.* Supporting teachers to lead initiatives, when not necessarily related to career progression, was also reported as being important: *Offered new challenges when I needed a new focus* (TQ11); *giving me the scope to develop my area, whilst guiding my choices* (TQ13) and as PSHCE lead teacher, I was

asked to create new lesson plans for PSHCE across the school - it was nice to be given the autonomy to do so and feel valued in this role (TQ44). In TQ44's response it is also possible to see a connection between growth and autonomy, as well as the teacher feeling valued.

ML1 highlighted the importance of feedback for growth as well as a means of showing the teacher appreciation: *Headteacher and the Deputy interviewed me post year 11 results: appreciated my efforts on area which were good as well on areas that need further development.* TQ27 gave the example, *highly positive and constructive feedback was given after an observation.* Again, as can be seen in this answer, feedback was important to growth and was also linked to the category 'support'. Another example of a response overlapping in this way came from MLQ41: *Supporting wellbeing. Positive informal feedback on regular occasions* and SL2: *leader open to chat, listened to ideas about personal progression, was encouraging and supportive in undertaking training.*

Examples of where leaders had been supportive and compassionate also frequently arose (with 58 responses coded into this category), for example, *When I was particularly busy, my leader suggested different ways to ease the commitments. He always listens and helps in any way that is possible (TQ28).* Practical support was valued: *Being given a quiet space to work outside of the classroom (TQ71)* and *supporting me with my plans and initiatives (TQ3);* as well as moral support: *Giving a boost up and motivating while feeling low during excessive workload and time constraints (ML50).* Some teachers specifically mentioned wellbeing, such as TQ7, *supporting wellbeing* and for other answers the supportiveness came from being appreciated and validated: *Constant reinforcing and*

positive communication from XX about what I am achieving in my pastoral role (ML16).

Teachers and school leaders wanted different levels of support, however, for example, ML40 said *I send emails or discuss my difficulties and get clear direction*, whereas, ML20 said *coaching has been particularly helpful in helping me find my own solutions to problems*.

The category ‘appreciation and gratitude’ also contained similar answers to those given for question 47, such as: MLQ66: *when I was encouraged / told I handle difficult students well*. And TQ99: *One positive email saying how I am doing well as a tutor, and an invitation to show my Frog page to the Year Leaders with praise that I had done it*. A ‘focus on strengths’ was the next most frequently reported response (17) when participants were asked to describe when a school leader influenced positively the extent to which they were flourishing. Examples included: TQ49: *My milepost leader often encourages me to use my creativity in my teaching* and MLQ17: *When a particular strength of mine was recognised and nurtured. Developing this allowed me to flourish as a leader for that time*. The importance of a focus on strengths by leaders to flourishing echoes other research, discussed further in the discussion chapter and in the literature review (for example, Gallup, 2009; Rigoni and Asplund, 2016, Hodges & Clifton, 2015). This project, therefore recommends that as a means of appreciating people, a key emergent finding of what leaders could do to improve the flourishing of teachers, leaders should look for and focus on teachers’ strengths, rather than trying to correct their weaknesses.

In summary, the highest number of responses describing one or more times when a school leader influenced positively the extent to which participants were flourishing was ‘*growth and development*’ with 80 responses coded into this category. The next most frequently reported category was ‘*support and compassion*’, which was also found to be a very frequently reported category in question 47, which asked what enabled participants to flourish and barriers to their flourishing; this was followed by ‘*appreciation and gratitude*’ (also frequently reported in question 47).

6.2.3 Analysis of data from Q49: Describe one or more times when a school leader influenced negatively the extent to which you were flourishing in your role as a teacher or leader

Question 49 (*Describe one or more times when a school leader negatively influenced the extent to which you were flourishing as a teacher or school leader*) again, sought to find out actual experiences teaching staff (including school leaders) had of school leaders influencing the extent to which they were flourishing negatively. The data were coded and then, as before, table 20 was constructed to show the emergent categories; the CIT dimension the data linked to (Su et al., 2014); and the frequency of responses (N) coded into that category. The highest number of responses describing one or more times when a school leader negatively influenced the extent to which participants were flourishing was a lack of ‘*support and compassion*’ with 118 responses coded into this category. The next most frequently reported category was lack of other virtues (whilst acknowledging that compassion is a virtue and, arguably, so is supportiveness); these two categories were related to lack of trust and to a lesser extent autonomy, which was the next most frequently reported factor. Time had the highest number of responses for question 47 as a barrier to flourishing that leaders could influence but was only the fourth highest for this

question. Perhaps due to the short-term nature of the question that was asked (*describe one or more times....*).

Table 20: Coded responses to Q49:

Emergent categories	CIT categories	N
Support + compassion	Relationships/support Relationships/trust Relationships/belonging	118
Virtuousness	Relationships/support Relationships/trust Relationships/belonging Relationships/community	49
Time	SWB/life-satisfaction/ time + balance	23
Appreciation + gratitude	SWB/positive feelings Relationships/support Mastery/self-worth	22
Autonomy+trust	Autonomy (11) Relationships/trust (4)	15
Lack of focus on strengths	Mastery/Self-efficacy Mastery/Self-worth	12
Other		8
Clarity of communication		8
Meaning and purpose	Meaning and purpose	6
Negativity	SWB/negative feelings	6
Data	SWB/life-satisfaction/time+balance	5
Emotional control	SWB/positive feelings SWB/negative feelings	4
Changes	SWB/life-satisfaction/time+balance	3

As noted above, when asked to describe times a school leader had influenced negatively the extent to which the participants were flourishing in their roles, lack of support and compassion was the most frequently reported categories, with 118 answers referring to this. This echoed the frequent reporting of this category in the earlier two questions and reflected the importance of support and compassion highlighted by the literature from a range of disciplines (for example, Boyatzis & McKee, 2005). Coded into this category included answers that related to: lack of support and even blaming the teacher (for example): *TQ13: Looking at problems and blaming the teacher rather than finding out any information about said problem or the reasons for it occurring.* Supporting parents or students, rather than teachers was another example of how a lack of support manifested itself for these respondents: *TQ88: Taking the side of a parent or student over me rather than backing up me even when I was following the department systems and policy.* Lack of understanding was also reported as a barrier to flourishing, such as: *MLQ29: When they are aware of difficult personnel issues and expect me just to sail through without considering the adverse effect that is having on my life (work and home) and 'Lack of access, time to listen, lack of recognition, lack of understanding of load can all negatively influence' (TQ30).*

Listening is frequently reported in the literature as being key to effective leadership (for example, Jahromi, Tabatabaee, Abdar, & Rajabi, 2016) and was highlighted by many respondents too: *TQ39: A previous leader was not open to discussion and blocked the pathway for more involvement. By not being open to talking, any opportunities, no matter how small, were cut off for him and the school as well as for me.* Excessive pressure was a

further issue highlighted by participants, particularly when the work did not directly benefit pupils: TQ44: *Setting short deadlines for marking and data entry. Overloading me with work or paperwork that did not directly benefit the teaching and learning in my class.*

Answers relating an absence of specific virtues (49) was the next most frequently reported category. Examples of responses placed into this category included those referring to a lack of integrity: TQ91: *Integrity Vs departmental aims* and MLQ63: *Not doing what they said they would do* (integrity). Going against stated values, also linked to a lack of integrity, was said to undermine flourishing: TQ79:

In my current school there have been many times where the school's leadership have acted in a way that is completely contrary to the values we are meant to work by. There are also times where they have acted without due regard to process, law or what they have said is their purpose. This has had an extreme negative impact on my flourishing.

The answers tended to be particularly relevant to preventing positive relationships forming and being sustained, particularly though trust, which has frequently been shown so far in this project to be relevant to enabling flourishing: MLQ52:

Years ago, I had a principal who undermined me in parent meetings, agreeing on a strategy to approach something before a meeting, then abandoning that approach once the parent was in the room. She "threw me under the bus" and criticized the very strategies we had earlier agreed would be helpful to the student. I was dumbfounded.

Other examples came from TQ79: *Putting an idea on ice, only to then use the idea themselves at a later date* and from TQ40:

An investigation was made into the head of department as in two terms I had covered over 150 lessons. Nothing was done. In fact I was condemned for bring the problem to the authorities. A line-manager investigated with three members of staff who disliked my subject a great deal, to cause issues and problems to me personally. After investigation by a higher authority, the concerns were found to be groundless. There are many other examples.

Virtues were referred to earlier in the discussion about trust (which was also reported in 11 of the answers to this question; with a further 4 referring to trust and autonomy together) and is arguably related to the extent to which virtues are present or absent. For example, SL5 said *I confided in a school leader once to find that he had broken that confidence and told other people. I could never trust that individual again.*

Virtuousness, argue Cameron and Caza (2003) does not stand against concepts such as ethics or moral reasoning, but extend beyond them: ethics and moral reasoning focus on what is sufficient, necessary or instrumental; whereas, virtue focuses on the highest human potential. Furthermore, Den Hartog & De Hoogh (2009) and Rego, Ribeiro and Cunha (2010) provide evidence for the positive impact of virtuous leadership on both organizational performance and the flourishing of people within that organization (both leaders and those led). This concept of virtuous leadership resonates particularly with responsible, moral, positive and servant leadership, which are discussed in the literature review; the links to virtuous behaviour with the model of leadership proposed by this thesis, ‘leadership for flourishing’, are further explored in the discussion.

Other factors reported by participants that negatively influence flourishing

Impact of leaders on time (23); appreciation and gratitude (22); autonomy and trust (15); and a lack of focus on strengths (12) were the next most frequently reported categories; all of which had been repeatedly reported in earlier questions.

The impact of leaders on time was frequently reported (23 times) and often linked to being asked to complete work that did not improve student outcomes, for example, TQ66: *Use of Data driven results which are externally set, take ages to collate and have little or no relevance to student related data* and TQ84: *Overloading me with work or paperwork that did not directly benefit the teaching and learning in my class*. There was also a call for more support from leaders where workload was unmanageable, for example, TQ46, *leaders to step in more when work load is large*.

Lack of appreciation and gratitude was reported as being particularly influential on teachers' engagement, for example, MLQ7 said ... *a lot of hard work went into creating an area as per requirement for an event. And towards end nothing was said about it..good or bad.. It was just ignored. So that was a demotivating act*. A lack of appreciation seemed to link on occasions to lack of trust in teachers and not focusing on strengths, for example, ML21 *When ideas as to how to organise and structure a timetable were disregarded and brushed off without any effort to understand why we, as a team, wished to structure things in a certain way*. MLQ53 also noted *the constant questioning of everything we do as a staff and the complete lack of trust in our abilities* and TQ81:

I am new to this school but have 6 years teaching experience. When selecting which GCSE unit to teach I made it very clear that I know and have always taught course A and have no knowledge on the content of course B. I am also writing 2 brand new A Level courses from scratch and so wanted the breathing space to teach a GCSE that I knew. My head of department kept delaying a decision until the day before the students came in, at which point she chose course B, the one which significantly increased my workload and stress.

In summary, the highest number of responses describing one or more times when a school leader influenced negatively the extent to which participants were flourishing was a lack

of ‘*support and compassion*’ with 118 responses coded into this category. The next most frequently reported category was lack of other virtues (whilst acknowledging that compassion is a virtue and, arguably, so is supportiveness); these two categories were related to lack of trust and to a lesser extent autonomy, which was the next most frequently reported factor.

6.2.4 Analysis of data from Q50: What could your school leaders do to improve your flourishing as a teacher or leader?

Question 50 asked ‘*What could your school leaders do to improve your flourishing as a teacher or leader?*’. This was a similar question to the positive part of question 48: ‘*What enables you to flourish and what barriers are there to you flourishing in your role as a teacher or leader that school leaders could influence?*’ It, however, asked teachers to think more specifically about what leaders could actually do, rather than just thinking about what enabled them to flourish that leaders could influence. The table below (table 21) shows the emergent categories for the coded responses. The categories that emerged were similar to those given to the earlier questions with support and compassion (118) and providing opportunities for development (37) the most frequently reported. Workload (particularly unnecessary work) and time (36) were the next most frequently reported categories; followed by appreciation and gratitude (31); communication (28) and autonomy and trust (27). This was, perhaps surprisingly, different to the first question, which asked what enabled teaching staff to flourish that leaders could influence, where autonomy and trust had nearly twice as many responses coded into it (48) than support and compassion (26); although support and compassion was the category with the second

highest number of responses coded into it, there were fewer responses that were coded into more than one category for this question.

Table 21: Q50 What could your school leaders do to improve your flourishing as a teacher or leader?

Emergent categories	CIT categories	N
Support + compassion	Relationships/support Relationships/trust Relationships/belonging	118
Growth + development	Mastery/continued learning Mastery/self-efficacy Mastery/accomplishment	37
Time +workload	SWB/life-satisfaction/ time + balance	36
Appreciation + gratitude	SWB/positive feelings Relationships/support Mastery/self-worth	31
Clarity of communication		28
Autonomy+trust	Autonomy Relationships/trust	27
Focus on strengths	Mastery/Self-efficacy Mastery/Self-worth Relationships/support Relationships/trust	10
Meaning and purpose (vision)	Meaning and purpose	9
Community	Relationships/community	9
Other		8
Fairness	SWB/negative feelings Relationships/trust Relationships/support Relationships/belonging	8

Positivity	SWB/positive feelings	4
	SWB/positive feelings	
	Relationships/support	
	Relationships/trust	
	Mastery/continued learning	
	Mastery/self-efficacy	
Feedback	Mastery/accomplishment	3

Support and compassion again emerged as being particularly important to teaching staff flourishing. There was a call for leaders to be more supportive and to believe in teachers, *believe in my capabilities* (TQ131) as well as to be more supportive of teacher wellbeing:

All school leaders should focus at least as much attention on enhancing teacher well-being, in its most wide sense, as they do on pupil academic achievement. The exam factory, short term, myopic and often egocentric approach to school management has caused a crisis in teacher welfare and also recruitment and retention (TQ112).

And *develop a staff wellbeing policy/agenda* (TQ82). A further call was for leaders to understand teachers and to know them: *take the time and care to get to know every member of staff. Talk to them as often as possible. Say hello, how are you, at every passing. Be human* (TQ78) and *Regular 1 on 1 meetings with well being on the agenda* (TQ136). Teaching staff also wanted leaders to understand what they need and to provide practical help to meet those needs: *Be supportive in understanding the real needs, practical help* (TQ122). As was noted earlier, psychological safety could be enhanced by leaders through supportive and compassionate behaviour TQ11: *Create a safe space with realistic targets that also tackles issues beyond teaching as the reasons for success or failure*. The support was not always direct support from the leader to the teacher, but sometimes it involved *putting pressure on higher powers to protect our minimum time we have to have a 'life'* (TQ104) and there was also recognition that however supportive

leaders were, there were policy and structural challenges that they could not change: *I honestly believe they do their best- the issues arise from workload due to enforced policy, class sizes and social demographic factors (ML37) and I think they are very limited in what else they can do. They are under huge pressure and cannot 'protect' teachers from this as data has to be good, targets have to be met (TQ123).*

Teaching staff also provided a range of ways that leaders could enable them to grow and develop, such as TQ91: *offer positive ways on which I could develop. Be proactive in helping me accomplish my dreams rather than just stating negative points. praise/say thank you/recognise achievement.* Again, growth, was linked to being trusted and, therefore empowered: *Trust me and empower me to grow (TQ56) and Invest time in their staff and trust in their ability (TQ99).* Teaching staff suggested developing together and improving in the service of the students, for example, *department or paired-teacher or small group planning/resource creation to develop our own teaching practice and improve the experience for students (TQ137).* Teachers wanted leaders to show interest in *my development, encourage me to try new things (TQ145)* and preferred an individualised approach, for example, *more one-on-one discussions with individual staff on what they want to achieve in their professional development and how the school can help them achieve that (TQ55).*

Effective and efficient use of time was again raised as an area that leaders could make a positive impact on, for example, MLQ12: *cut out unnecessary paperwork/ reports to parents and reduce marking workload cut the admin (TQ124), give me more time to plan lessons and tutor (ML44).* There was also a call for leaders to recognize how much work

teachers are required to complete was also made: *Listen. Be realistic. Reduce workload. Teach more often - not just one-off cover sessions* (TQ109) and *realistic exceptions of what can be done in the time given* (TQ118). TQ60 provided more detailed suggestions of how school leaders could help:

School leaders could do more to ensure the workload and expectations set out by the school are achievable while maintaining a healthy work/life balance. For example, students have a 'homework timetable' to ensure they are not overloaded each day with work, on the contrast I don't think enough thought is given to how much work a teacher is expected to accomplish on a daily basis and whether or not it is manageable to maintain it while continuing to provide adequate support for students.

Clarity of communications had not emerged in the earlier questions. Examples of responses coded as 'communications' for this question included those asking for face-to-face communications, rather than just emails: *TQ22: Better communication - not just emails*. Greater transparency, as well as clarity on direction was also referred to: *MLQ19: Provide clearer direction earlier and more transparent communication more regularly*. More communication in general was reported by participants, for example: *TQ7: More communication about decisions taken regarding our year group*, as well as more openness: *TQ70: Have more open communications*. Communication can be a way to facilitate trust, as well as allowing people to do their jobs more effectively, relating to mastery and engagement, as Boies, Fiset, and Harjinder (2015) suggest.

6.2.5 Analysis of data from Q51: What support do you think school leaders need to be able to positively influence your flourishing?

This question was included to help to answer the overarching research question: *how could school leaders improve the flourishing of teachers?* Finding out what school leaders needed to support teaching staff's flourishing should provide useful information for school leaders and potentially policy makers and governors. The data were coded using the same process as above and is summarised in table 22. Training (34), along with by support and compassion (34) had the highest number of responses coded into them.

Table 22: coded data from Q51 *What support do you think school leaders need to be able to positively influence your flourishing?*

Emergent categories	CIT categories	N
Training	Mastery/continued learning Mastery/self-efficacy	34
Support + compassion	Relationships/support Relationships/trust Relationships/belonging	34
Time + workload	SWB/life-satisfaction/ time + balance	32
Did not answer the q		28
Funding		13
Autonomy + trust	Autonomy Relationships/trust	12
Less pressure		10
Appreciation + gratitude	SWB/positive feelings Relationships/support Mastery/self-worth	9
Other		8
Communications		7
Security		4
Network of leaders	Relationships/community	3
Positivity	SWB/positive feelings	2
Focus on strengths	Mastery/Self-efficacy Mastery/Self-worth Relationships/support Relationships/trust	1

As can be seen from the table above (table 22), in answer to question 51 (*What support do you think school leaders need to be able to positively influence your flourishing?*), training

was the most frequently reported category (34), along with compassion (34). Suggestions for training for school leaders included ideas about types of interventions that could help leaders develop certain skills which could improve their ability to improve the flourishing of those they lead: such as improving emotional quotient (*TQ93: How to improve Emotional Quotient, not only for themselves as leaders but also for the individuals they lead*). Some leadership theories also suggest that emotional intelligence is particularly important for leaders and managers since cognitive and behavioural complexity and flexibility are key characteristics of competent leaders (Boal & Whitehead, 1992). Day (2000) also emphasises the significance of EI in leader effectiveness. In a consideration of the training and development of leaders in organizations, Day suggests that effective leadership development programmes tend to include self-awareness (for example, being aware of your emotions), self regulation (including concepts such as, self-control, trustworthiness, adaptability), and self-motivation (including, dedication, resourcefulness, optimism). It has been shown that coaching can be effective in developing all three areas of EI suggested by Day (2000) (for example, Gallup, 2016); furthermore, coaching has also been shown to be effective in improving flourishing (for example, Boyatzis, Smith, and Blaize, 2006). Coaching may, therefore, be worth schools considering as a method of improving not only leadership competence, but also the flourishing of school leaders and teachers without a formal leadership role.

A further suggestion for training of leaders was to develop leaders so they were better able to support teachers and improve morale: (*TQ77: Direction and training on how to effectively support each and every teacher, and increase morale rather than draining it*). Further conversations in two of the focus groups suggested that this was not happening instinctively and school leaders needed to training, for example TF212 said:

Leaders have to be told to support teachers and to learn more about all the teachers they lead and what kind of support would be helpful to them to help them to flourish. This definitely isn't happening universally in my school.

Training in coaching could be helpful for leaders, since coaching has been shown to improve perceptions of leaders supporting their people when they give coaching (Tschannen-Moran, 2014); and receiving training in strategies that could help leaders to create time (through time management) for supporting their people in the way that would be helpful to those they lead with specific tools for helping them to know how to find out how best to support their team members may also be worth investigating further.

Connected to this, training in resilience was also proposed by respondents. Seligman (2007) argues that resilience can be enhanced through coaching, as well as other aspects of flourishing, such as motivating others, which was also suggested by respondents.

Training in the adoption of beneficial mindsets was also mentioned, for example *TQ61: Training and adopting a growth mindset*; this is a point reviewed in the literature for example by Caniëls, Semeijn, and Renders (2018), who suggest that both leader and follower growth mindset are important in engagement at work, one aspect of flourishing. They build upon the work of Dweck (2006) who contends that a growth mindset can be taught. Further research could assess the impact of a growth mindset training programme for leaders on both the leaders' own and their followers' flourishing.

The sharing of ideas and best practice with other school leaders was also suggested:

MLQ3: CPD opportunities possibly where school leaders share ideas and get feedback from teachers from other schools about their positive and negative experiences and the

impact. This idea is supported particularly in the literature on professional learning communities (PLC's) and it would be valuable to consider further the impact of PLC's on teacher and school leader flourishing (for example, Coburg & Russell, 2008).

Individualised training was proposed, following a review of the leaders' skills: *TQ41: CPD after a confidential survey on how the teachers perceive their role and their personal skills* and *TQ71: 360 degree feedback (from those they look after) and opportunity to get to know me better*. The importance of role modelling was also put forward, as well as continuous development for leaders: *TQ16: Leaders need support from their leaders. they need good role models where they can model good leadership behaviour. They need continuous development too*.

The number of suggestions relating to training suggest that it may be worth considering a leadership development intervention as a future piece of research. It is also interesting that coaching, which is a frequent training intervention used to improve leadership practices to enable flourishing (Gallup, 2016), was chosen as an intervention by two of the focus groups. It was also noteworthy that it was perceived to be important that leaders received support and compassion themselves in order that they might support others to flourish.

The next most frequently reported was workload and time (32); many respondents suggested that leaders did not have the time to look after their own or others' flourishing. Low time-cost interventions for improving flourishing would, perhaps, therefore, be most appealing to leaders and most achievable in the current UK school climate, where workload is a significant concern for many.

6.3 Chapter summary

This chapter summary provides a brief review of the key findings for research question 2, *What do teaching staff believe school leaders could do to improve their flourishing?* The findings are also directly relevant to the overarching research question: *How could school leaders improve the flourishing of teachers?*, and build upon the findings from research question 1.

The data suggest the following in answer to the question *What do teaching staff believe leaders could do to improve their flourishing?* Leaders could be compassionate and supportive; allow teachers autonomy and trust them, as well as being trustworthy; provide opportunities for them to grow; be grateful and appreciative of what teachers are doing and focusing on their strengths (rather than focusing on what teachers are not able to do well); minimise unnecessary work that does not directly contribute to improving pupil outcomes (therefore, lacking in meaning) and reduce teacher stress.

Receiving support and compassion from leaders was reported as being relevant in each of the questions asked about leaders' impacts on the flourishing of teaching staff. This is reflected in the literature and the discussion explores this further as a key way leaders could improve the flourishing of teachers, particularly as an enabler of positive relationships. Teachers also reported that leaders facilitating the development of a sense of community in schools and teams was something that could improve the extent to which they were flourishing. Compassion is considered a virtue and leaders behaving virtuously

was recognised as something that influenced flourishing positively; equally leaders behaving unethically had a negative impact on teachers' flourishing. The relationship between leadership that promotes flourishing and virtues is explored further in the discussion.

Autonomy and trust were also reported in response to four of the questions as both an enabler of flourishing and a barrier to flourishing. This meant different things to different teachers, however, and this variability between what teachers need to flourish is another key theme that is explored in the discussion. Most teachers wanted to feel control over their working lives and to perceive that their leaders trusted them to do their jobs well. They wanted less direction from the Government and more freedom to respond to the pupils in their classes based upon their professional judgement of what they thought the pupils needed at that moment. Teachers also wanted support, though, so leaders needed to know the teacher well enough to provide support when it was needed and autonomy when the teacher felt competent. Leaders being trustworthy was also relevant to teaching staff flourishing; trustworthiness is also a virtue and considered further in the discussion. Crucially, leaders need to know their teaching staff well enough to know what would contribute to their flourishing and give them the autonomy to pursue that, and to support them in their choices.

'Growth and development' was another theme that was mentioned by many teachers as being an enabler for their flourishing at work. Leaders investing in giving teaching staff opportunities to grow and develop was supportive, demonstrating trust in the teacher's competence and could also be achieved through giving a teacher autonomy to lead on an

area. Growth and development links to giving teachers the opportunity to experience mastery and could be a way of leaders expressing gratitude to teachers, another behaviour that teaching staff said could improve the extent to which they were flourishing. Teachers wanted their strengths to be recognised and to be given the opportunity to use their strengths. Workload and work-life balance was important, but what seemed to be more important to teachers was not being asked to do work that did not directly contribute to improving pupil outcomes – what some considered to be ‘unnecessary work’ and that was perceived to lack meaning and purpose.

These findings also build upon the previous chapter which highlighted the importance of relationships to teaching staff’s understanding of flourishing. Compassion and support; trustworthiness; autonomy; growth; appreciation and focus on strengths; ensuring a manageable workload and meaningful work all have the potential to contribute to positive relationships. Autonomy was also shown as particularly important to teaching staff in the previous chapter in the quantitative online data and this result is echoed in the data collected from the open questions for RQ2. Workload was less frequently mentioned in the first focus group when teaching staff were asked about their understanding of flourishing, but seemed important to participants of the online questionnaire when asked open questions on what they perceived leaders could influence to improve their flourishing. Each of these key themes are explored further in the discussion in relation to the overall research question: *How could school leaders improve the flourishing of teaching staff?*

The findings from this chapter suggest that a new perspective on, and associated model of leadership: leadership for teacher flourishing could potentially be a relevant addition to the school leadership literature. The main factors for inclusion in such a model drawn from the data analysed in this chapter include leaders being: compassionate and supportive; being trustworthy; allow teachers autonomy and empowering them; enabling teachers to grow; be grateful and appreciative of what teachers are doing, rather than focusing on what they are not; minimise unnecessary work that doesn't directly contribute to improving pupil outcomes (therefore, lacking in meaning) and reduce teachers' stress. This chapter has also provided further evidence that it is necessary, though, to recognize that flourishing is highly complex and varies significantly between individuals; any summary of data, therefore, cannot be a substitute for a leader finding out what each individual member of their team needs to experience flourishing.

The next chapter explores the findings from the data collected for research question 3:
What kinds of strategies could school leaders adopt with the intention of improving the flourishing of teaching staff?

Chapter 7: Findings: Research Question 3: *What are the impacts of the collaborative creation of interventions that aim to improve the flourishing of teaching staff?*

This chapter analyses the data collected to answer research question 3: *What are the impacts of the collaborative creation of interventions that aim to improve the flourishing of teaching staff?* The analysis is focused on the overall thesis question: ‘*How could school leaders improve the flourishing of teaching staff?*’

As noted in the methods chapter, three schools took part in focus group discussions where the group members collaborated to create interventions with the intention of improving the flourishing of teaching staff in their schools. In preparation for the creation of these interventions, participants had been given a short report containing a précis of the literature review, as well as short summary of analysed data from the questionnaires and pilot focus groups. The focus group participants had also completed the questionnaire to improve their understanding of the data and the perceptions of responding teachers. All of the three school groups had a third focus group in January 2018 and a fourth focus group in June 2018 to review the interventions. School 1 had additional interviews and a survey to assess the impact of the yoga intervention since this group were not available to meet at the same time.

The interventions that schools discussed in depth and/or implemented were:

School 1 - Secondary independent school in the South East of England: Yoga, coaching and failure stories

School 2 - Secondary Academy in the South East of England: Positive boards in departments, discussion of behaviour and email management

School 3 - Secondary Academy in the South West of England: WhatsApp group and pay it forward acts of kindness

Within these, participants reported the following generalized positive impacts on their flourishing, as shown in table 23:

Table 23: The impacts of the interventions

Intervention	Impact of interventions
Yoga	Positive Relationships Growth SWB and optimism Appreciation + Gratitude Physical health
Coaching	Positive Relationships SWB Growth
Positive boards	Positive Relationships SWB Appreciation + Gratitude
WhatsApp group	SWB Positive Relationships
Pay it forward acts of kindness	SWB Positive Relationships

As can be seen from the table, participants reported a positive impact on the development and formation of positive relationships in every intervention. Both reduction of stress and

increase in positive feelings were also reported for all interventions; growth was also an impact that participants described for yoga and coaching. This is reflective of the findings for the earlier questions where positive relationships, SWB and growth were perceived to be particularly important to participants' flourishing. Gratitude and physical health were also positively impacted by the yoga intervention, with feelings of gratitude also cultivated in the 'positive boards' intervention. This chapter will now explore the impacts of the interventions on each of these factors in turn.

7.1 Positive relationships

Positive relationships were found to be important throughout the project for teacher flourishing, echoing the literature (for example, Feeney & Collins, 2015). Participants also considered that leaders could impact the quality of relationships in a school. Teachers from all the schools involved in the creation and delivery of interventions reported that both the process of the development and the actual implementation of the interventions had improved relationships with colleagues and leaders.

7.1.1 Participation in the focus groups to create the interventions

All the focus group participants reported that the relationships they had with the other members of their group had improved over the year. This section will now consider the impact on relationships of participation in the focus groups and interventions for each school in turn. In School 1, participants formed a particularly congenial group who were

very supportive of each other's ideas. No proposals were excluded and everything that had been put forward by a group member was taken forward. This school was the one with the least amount of debate about ideas: everything suggested was positively received and participants committed to trying to ensure that the implementation of every intervention suggested was taken further and led by at least one member of the group. It is difficult to know whether this unwillingness to challenge ideas was reflective of the positive and optimistic nature of the group or an indicator of a lack of psychological safety and trust (Edmondson, 2019). My presence in this group could have influenced this as I am known by participants and have a role looking after staff performance and development, so it is possible that participants were less willing to disagree with each other in my presence. This cannot, however, be the only explanation as School 2 also had a senior leader present who had similar responsibilities to me; the group from School 2, however, did not readily agree on interventions and it was not until the third focus group that an intervention that was continued to the end of this project was implemented.

In School 2, evidence of the strengthening of relationships was provided through the willingness of participants to stay well beyond the planned end point of the discussion with focus group discussions three and four lasting over double the allocated period of time. Furthermore, the enjoyment that the group members seemed to be experiencing from being in each other's company discussing something that I perceived was important to them and to their own and others' flourishing. Participants expressed their gratitude for the opportunity to work together and connect over an issue they considered to be important: the flourishing of teachers. It was also recorded for both School 2 and School 3 that participants became more willing to challenge each other in the later focus groups - considered to be an indicator of trust (Dirks & Ferrin, 2002) and psychological safety

(Edmondson, 2019). As noted above, this was not the case in School 1, which was a particularly congenial group where participants were possibly overly appreciative of each other's ideas and were unwilling to challenge them.

In School 3, the group were also very supportive of each other and there was evidence of strong relationships amongst participants who appeared to be enjoying the opportunity to work on something positive with each other; the strength of these relationships seemed to grow through the process as participants seemed more comfortable and more open with each other in the later focus groups. There was also more enthusiasm in focus group 3 than 2, which could potentially be attributed to the sense of accomplishment the teachers shared as they discussed the impact they had achieved on other teachers and the school, which also appeared to have enhanced their relationships.

7.1.2 Yoga – School 1

The benefit of yoga most frequently reported by participants was its impact on positive relationships. The impact of yoga on positive relationships in schools had not been previously reported in the literature, so it was perhaps surprising that it was the most frequently reported impact. The supportiveness of the group, for example, was cited by TY2 in an interview: *The yoga classes have been great for exercise and stretching and just generally feeling better in a very supportive class.* The support of others has been considered relevant to relationships (see Su et al. 2014), so as a follow up question, this participant was asked *'Has yoga had any impact on the positive relationships you*

experience at school? If so, in what way?’ TY2 replied: yes, sharing the same space whilst practising yoga with colleagues helps to better working relationships. In the survey, most respondents also reported a positive impact on relationships, for example: TY3: getting to know a cross-section of staff in a different setting and MLY3: New rapport with other staff members.

The yoga teacher involved also reported that she had enhanced her relationships with the participants, saying that *‘it has given me the chance to meet so many more staff than I could have done in my normal job’* and *‘sometimes I feel a bit disconnected from everyone and this has been so nice to come and see so many lovely people each week and to get to know everyone really well and make new friendships.....it really has been the highlight of my week doing this.’* The yoga teacher’s response again highlights the importance of positive relationships in flourishing (also argued by Seligman, 2011). In the final survey, again the participants emphasised (as TY3 had done) the importance of connecting with people from different departments and doing something together in a relaxed and safe environment.

7.1.3 Coaching

The coaching intervention in School 1 was also reported to have had a positive impact on relationships. The impact was reported both between the coaching pairs, where it is perhaps unsurprising that deeper relationships were formed due to the nature of coaching, but also beyond the partnerships and into other relationships participants were involved in.

MLC2, for example said: *It has been useful in personal conversations with friends, both coaching them and being coached myself through life issues!*

This was a common theme with all participants agreeing that it had strengthened relationships through enhanced listening skills, as well as the ability to ask deeper questions that enabled people to move forwards more effectively in their lives, as well as enhancing connections between coaches and those being coached. Further examples of comments relating to relationships included: TC2: *..... where I am thinking about how I am listening it has helped build closer relationships* and MLC1: *I have been able to better relate to others' concerns, listen better and have a better knowledge of others.* As for these two responses (TC2 and MLC1), listening was frequently reported as being important (it was mentioned five times) and there was enthusiastic nodding around the group when listening was first mentioned. Support was also a theme that emerged with participants enthusiastic about the opportunity to support others and be supported themselves.

TC4 also talked about relationships, but focused additionally on staff-to-pupil relationships, not just staff-to-staff. TC4: *I think staff-to-staff relationships are more open and staff-to-student relationships are too.* Pupil relationships with staff, although not the focus of the intervention, were frequently referred to in the conversation, perhaps because when the school first adopted coaching, the priority was bringing coaching into the tutoring of pupils. TC4 also spoke about the potential for coaching in a situation where there is conflict and how it can be a positive way to work through issues: TC4: *It is much*

more likely that when we don't agree on things, we can talk about the effect that x or y has on us and why that effect is as strong as it is.

Again, many people agreed with this sentiment non-verbally through nodding. To discover more on this, the group were asked to expand on what they thought. TC5 agreed and said that it had helped them both with pupils and with staff. This seemed to hint at respectfulness, but a later point also referred to feeling valued and valuing others (echoing Hansen, Burdick-Shepherd, Cammarano & Obelleiro, 2009), but also relevant to supportiveness: *TC2. A sense of valuing people more and being more valued myself.* MLC2 linked being listened to with feeling valued and an improvement to their SWB. *MLC2: Being listened to so well helps me feel valued and happier.* Listening has been highlighted by many authors as being a key skill for leaders to master to improve their effectiveness both in raising performance (Boyatzis & McKee, 2005) and flourishing of those they lead (for example, Theorell, Nyberg, Leineweber, Magnusson, Hanson et al., 2012)

The main barrier to the programme having a greater impact on enhancing relationships was time: the school day felt very rushed and the teachers reported that there was so much to fit into each day that was 'urgent', it meant that they had needed to cancel or postpone meetings with their coaching partner. All but one pair said that this had happened to them; this pair felt they had been fortunate to have avoided urgent tasks arising that needed to take priority over their coaching meeting. All those who had cancelled or postponed also acknowledged that they had felt disappointed when this had happened as they had been enjoying the experience and finding it valuable for their flourishing; specifically, for relationship building and growth. Any intervention aimed at improving relationships is

likely to take time and it would be worth school leaders factoring this into their planning if they hope to work on this important area for flourishing.

7.1.4 Pupil behaviour management and positive boards

Pupil behaviour management was extensively discussed by the members of the focus group in School 2. Whilst direct action was not taken to improve behaviour management, the ability of staff to cope with behaviour issues was tackled by this group through the use of positive boards to improve staff members' perspectives on pupil attitudes and behaviour to focus more on the positive aspects of what was happening in the school. This discussion highlighted and further built positive relationships in the group. Members expressed gratitude in the conversation that they could trust the senior and middle leaders in the school not to judge them for speaking about their concerns about behaviour management and were happy that they could ask for help with this without fear of repercussions, such as performance management or intensive lesson observations.

7.1.5 Email management

As noted in the methods section, one of the actions participants in School 2 had wanted to take following the first focus group was for the email policy to be changed. As we had run out of time, I asked the senior leader who had attended the focus groups about this suggestion. He said that SLT had considered the email policy and thought about setting up an automatic out of office reply for all staff that would be switched on at a certain time in the evening and then not switched off again until the morning. It was, he said, an

'extensive debate' (FGS2SL1). But it was decided, in the end, that trusting the staff to manage their emails was more important, as well as giving them autonomy over when to reply to emails. The SLT committed to making it clearer that they will not expect staff to respond to emails outside the school's normal working hours, thus improving their SWB by reducing stress and perhaps enhancing teachers' perceptions of balance in their lives.

7.1.6 WhatsApp group and random acts of kindness

The interventions taken forward by School 3 were the creation of a WhatsApp group and random acts of kindness. The WhatsApp group was perceived by those involved to bring a sense of connectedness to the group. FGS3ML3 said *'it was fun to be able to send each other messages to say have a good weekend, or to see the funny pictures from X. They certainly brought a smile, especially near to the end of term.* FGS3T3 *'It was fun to be connected to each other'*. This group seemed to develop a particularly strong sense of belonging through this intervention to the extent that they did not want to invite the senior leader who had set up the group to join, despite reporting having very strong relationships with him. This group also appeared to enjoy the opportunity to exercise autonomy over an intervention without SLT involvement.

The WhatsApp group was also used to communicate and organize the random acts of kindness, as well as to review how they were going and the impact of them. For example, FGS3ML2 suggested what was to be written in the note with the gift (*This one's for you, whose Monday will you brighten too*), thus encouraging the recipient to pass the act of kindness forward. This ML also included instructions for which teacher to give the gift to and who was responsible for each gift.

The group chat was also used to assess the impact of the random acts of kindness.

FGS3T1, for example, posted an email which had been sent to all staff from a middle leader:

‘So far this term the following have appeared in my pigeon hole:

12 day countdown pamper set

Bag of Maltesers,

To the delightful person/people who keep sending magical gifts: THANK YOU.

Muchos love.

A tired, very pregnant grateful teacher xx’

This is indicative of positive relationships being built beyond the group. The pregnant middle leader who was the recipient of the gift showed vulnerability to all of the members of the teaching staff at School 2, particularly in the way they signed the email: ‘*A tired, very pregnant grateful teacher*’. Brown (2018) emphasises the importance of leaders showing vulnerability to enable others to be vulnerable too, which, she argues, has a positive impact on mental health and trust. The WhatsApp group member FGS3T1 who posted the email said, ‘*How lovely*’ and FGS3T2 said, ‘*Yes, I was going to say did anyone else notice it?*’ To which FGS3T1 replied: ‘*Also means someone else must be spreading the well-being love not just us.*’ This was arguably an example of an impact of the intervention on SWB, as well as emphasising supportive relationships and how the participants’ sense of belonging to the group increased throughout the intervention.

The group was also used to celebrate and appreciate members when they had achieved something, which was remarked upon frequently in the open questions of the online questionnaire as being important in improving their flourishing, as well as being a barrier

when this was lacking. For example, FGS3T3 applied for an internal job and was successful and this success was celebrated by many members of the group chat like FGS3ML3: ‘Yaaaaay! Congrats!’ Several the group had also been selected for student appreciation day wins/nominations and a member of the group (FGS3T4) posted to say congratulations to them. Celebrating others’ achievements was reported by participants to have increased their SWB, thus supporting claims in the literature that appreciating others’ accomplishments increases positive feelings (for example, Seligman, 2011).

7.2 Growth, mastery and self-efficacy

Growth and the opportunity to develop mastery were other themes that had earlier been identified as enablers of teacher flourishing. Leaders investing in giving teaching staff opportunities to grow and develop was seen as being supportive, demonstrating trust in the teacher’s competence; this could also be achieved through giving a teacher autonomy to lead on an area (for example, Seligman, 2011), and this was evident in the findings. Several of the interventions provided opportunities for growth and mastery, which in turn improved teachers’ sense of self efficacy.

7.2.1 Yoga

During the intervention that introduced staff yoga classes in School 1, participants reported a sense that they were growing and developing in a few different ways. In the interviews and in the survey, therefore, the participants were asked: *Has yoga helped you to learn, grow or develop in any way?* All but one answered positively, with three saying

it had helped improve their ability to be mindful, such as: TY1: *physically and a bit of mindfulness/clearing of the mind* and: TY2: *yes, made me more mindful*. Two referred to physical growth: MLY2: *Develop physically but also mentally calmer* and MLY1: *I enjoy the physical side of yoga rather than the mental benefits. I have been using it to help rehabilitate my knee after injuring it last year.*

7.2.2 Coaching

Participants in the coaching intervention also reported growth from their participation. For example, TC3 said: *Improves self-efficacy, makes me feel more competent and in control, that I can solve my own problems*. TC3 was the only participant to use the term ‘self-efficacy’; MLC2 also, however, seemed to refer to increasing self-efficacy and growth when they said: *It also helps me do my job better as it provides a chance for me to solve problems and reflect on different issues. It also reduces my anxiety about issues*. A further response from T3 also emphasised the improvement to self-efficacy from improving their coaching ability; when asked about the impact on their flourishing they said: *Enormously improved by having the skills and tools to self-coach*.

MLC1 did highlight that it is not the only way to improve self-efficacy and development, and perhaps sometimes it is overemphasised, especially as a tool to use with students:

MLC1:

Some of the most valuable training I have had in my career has been coaching courses. I think the approach we take at XX is a positive one, enabling people to have coaching and non-coaching conversations and not being forced about it. Sometimes I think we can be too hyperbolic about it and see it as a panacea - it isn't the answer to everything, though maybe some think that it is ...

SLC1 agreed with this view and said:

‘Absolutely – there is a right time and right place – I keep talking about the spectrum of helping and how sometimes it’s right to be really directive and give advice or just instruct them, like if you’re explaining photosynthesis, but at other times, people are ready to be empowered and do have the answers in themselves, so it’s much better to ask not tell and let them find the right path for themselves.

There was, therefore, recognition in this group that coaching was not the only way of developing or enhancing perceptions of self-efficacy. Furthermore, as recognised by SLC1, coaching is only effective when people are ‘*ready to be empowered*’. This thesis presents the argument that a leader’s role involves ensuring people have their needs met for flourishing, so they are at a point at which they are ‘ready to be empowered’. Stress and time pressure are two areas that teachers reported at various points in the research that prevent them from being able to be empowered and to grow.

TC1 linked the importance of coaching in raising awareness of one’s values, which in turn, enables a person to enhance their self-efficacy: *It has encouraged me to reflect more on my values.....I think this has made me more confident and assured in going after what I want.* Research has been conducted into the impact of reflecting on values and flourishing from within education (for example, Carr, 2006) and beyond education (Lord & Brown, 2001); in both cases findings have suggested that values play a significant role in flourishing. Other responses talked about mastery/accomplishment, plus mastery/self-efficacy: TC3:.... *has enabled me to be more effective in many ways - so, yes, it has improved outcomes - with my own wellbeing being a knock-on.*

MLC1 talked about improving self-efficacy, which in turn enhanced relationships as they felt that they could contribute to others, perhaps linking also to mastery and self-worth (Su et al., 2014): *Coaching has provided me with the tools necessary to better assist my students and myself. This in turn has had a direct, positive impact on my wellbeing (relationships/support).* MLC2 also referred to feeling empowered: *When I have been coached I leave feeling empowered to pursue my goals.*

7.2.3 Pupil behaviour management

In School 2, in the second focus group discussion, it sounded as though pupil behaviour and low-level disruption was affecting all the teachers' sense of mastery, particularly their sense of self-efficacy and self-worth. Teachers also perceived it was limiting their ability to grow as teachers.

FGS2T1: I think one of the problems I'm having at the moment is low level behaviour. The amount of detentions I'm having to chase up is my major bug bear as is the behaviour in classrooms and how demoralising it is. It's amazing when you can teach, it's amazing, whereas I'm going why can't he be quiet? I'm feeling it's a bit of a battle at the moment; it's not just the behaviour it's the attitude.

It also sounded as though the teachers were unable to use their skills effectively and were not gaining a sense of accomplishment from enabling pupils to make progress in their subjects as behaviour was preventing this.

FGSML2: It's difficult to have conversations about what's appropriate behaviour. Miss I haven't got a ruler; Miss do I underline the date. Those are the things that destroy you and destroy the lessons. That is why it's so difficult as there is no concept from them that this is bad behaviour. There are kids whose mission it is to destroy the learning in the lesson.

Teachers were also concerned about how much time it took to manage the behaviour both during lessons and following up on it after lessons, which was limiting their chance to grow through spending time experimenting with new lesson ideas or reading about other teaching methods.

FGS2ML1: The amount of time I spend chasing kids who don't come to detention. Chasing xx kids who haven't come to detention writing to parents, phoning parents. Because they haven't come to the ones set by the teachers. It's such a waste of time.

This discussion showed the impact of the teachers not feeling that they had the necessary skills and knowledge to deal with challenging behaviour. In the end, the teachers decided to try an intervention that was within their control and skill set and that was to create positivity boards, which celebrated what the pupils were doing well and the teachers could be grateful for, thus changing their perspective on the situation, and enabling them to feel greater self-efficacy in their roles. They reported that this had been effective in improving their flourishing, particularly their SWB.

7.3 SWB and optimism

For this section, SWB and optimism are taken together, as there was much overlap in these data between the two concepts.

7.3.1 Participation in the focus groups to create interventions

The act of participating in the focus groups appeared also to improve the SWB of participants, at least for the time in which they were participating. There was a noticeable level of enthusiasm and positivity in all the groups of teaching staff when they were at the focus groups. Participants also reported feeling gratitude for the opportunity to participate in this research. Group members also spoke of a sense of excitement at implementing a change that could improve the flourishing of teachers (and other staff) at the school, perhaps reflecting an impact on participants' sense of autonomy, purpose and efficacy (Su et al., 2014). This section will now consider the impact on SWB and optimism of: yoga; coaching; pupil behaviour management; and the WhatsApp group and random acts of kindness.

7.3.2 Yoga

The second most frequently mentioned benefit of the yoga (after the impact on positive relationships) was the impact on participants SWB, specifically how calm and peaceful they felt after a session. For example, TY3: *It is like a reset button and helps me centre and remain calm.* And TY4: *Keeps me calm, mindful and grounded.*

7.3.3 Coaching

In discussing the impact of coaching, the group also talked about the potential for the reduction of stress. The group again, non-verbally agreed with this and SLC1 replied 'yes – *it helps me feel more in control so less worried about things*'. TC4 made the connection between mindfulness, coaching and stress reduction: TC4: *It links to mindfulness – I have found that coaching has enabled me to acquire the patience to stay in the moment to resist rumination or overthinking.*

Answers referring to the impact of coaching on flourishing also talked about optimism:

MLC2: *It makes you feel more hopeful because you feel you can change and improve, and*

TC5: *Coaching can encourage people to dream big, look for ways forward - these things boost optimism.* There was a significant amount of enthusiasm for coaching and optimism regarding the impact of coaching: MLC2: *Coaching training was a transformative experience..... both as a coach & being coached. Having the time to identify goals and starting to begin the process of deciding steps has been a gift.* Thus, MLC2 is highlighting the impact of coaching on the extent to which they feel that they can impact positively their future, a characteristic of optimism.

7.3.4 Pupil behaviour management

In School 2, the behaviour challenges were discussed in focus group 2. The participants perceived these issues to be less serious than in other schools. For example, FGS2ML2 said: *we have a reputation of good behaviour.* This was reinforced by FGS2T3 who said: *We're talking about one or two very challenging behaviour. It's just one or two. OMG my first school. We used to swap our naughty children with [X local school].* They were, however, still adding significant stress to their working lives and preventing them from enjoying their jobs, thus affecting their subjective wellbeing, life satisfaction and positive feelings. FGS2T2:

I always feel there is one class I'll lie in bed at night thinking I've got them in two days and thinking about what I can do. My sensible brain is going it's an hour a week, you're a grown woman, someone will help you. My emotional brain is saying I don't want to do it and it's pathetic.

They also considered that there were things that they themselves could do and, indeed, were doing, such as:

FGS2ML4: Optimism is a great thing and it's infectious and we have to see it in perspective. You're a great teacher and your having a bad day and we have all had a really bad day. You learn early that if you go into some faculties and say you're having a problem with them you'll be judged and they'll say, 'oh he's fine for me', but we all rally round and help each other.

Thus, supporting the importance of optimism, mastery, self-efficacy as well as positive relationships.

Shifting focus onto the children who were getting it right was something the group considered may also have a positive impact:

FGS2ML1: Celebrate the children that do their homework versus those who don't. It does work. Catch them doing it right. Be in the gang with the kids doing it right. How do we change their mind set? We want children to buy into the positive culture. So, we're like, your loss if you don't do the question. Those who have done it - brilliant - you have notes in your book ready for the exams....

Perspective on the issue was a theme that was picked up on by many of the group, for example: FGS2SL1: *If you teach 5 lessons you have 150 people. 149 have gone well. We do not reflect on the positive well. A shift in their perspective, they thought was easier to change and control than the pupils' behaviour:* FGS2T1: *Is it therefore me that needs dealing with. Is it that I am tired and grumpy?*

To help with this, the group committed to trying 'positive boards' in their departments to notice what was going well as they thought this could be a good way to shift their

perspectives on behaviour: FGS2ML1: *Someone had written a love heart on a window with I love Spanish. We're in danger of not taking those moments and just focusing on the negatives.* They suggested that everything that was going right should go onto this board. Further examples included: FGS2T1: *Kids coming out and saying thank you- and they're a set two. This is what we need to focus on* and FGS2ML1: *A kid saying 'excuse me you've dropped something' – you're a really nice lad, that is really polite. They lift your heart a bit....* Cameron (2012) and other scholars (for example, Seligman, 2011 and Cooperrider & Sekerka, 2003) have explored the impact of focusing on the positive aspects of a situation for flourishing of both individuals and groups.

7.3.5 WhatsApp group and random acts of kindness

In School 3, there was a sense of excitement in the group about their chosen intervention – the WhatsApp group and random acts of kindness. The group also exhibited optimism about the extent to which they had agency in improving their own and others' flourishing. FGS3T3 for example said *'yes – brilliant – this is going to be so fun and should make a difference...'* and ML1 said *'can you imagine the look on their face when they get the gift out of their pigeon hole!'*

Evidence for the impact of the random acts of kindness was taken both from the postings on the WhatsApp group and during a focus group in January 2019, as well as one in June 2019. The group were unanimous that it had improved their SWB (through being pleasurable) and engendered positive feelings amongst the group during the enactment of the acts of kindness, but also in passing when they met each other. Participants reported that the WhatsApp group had been beneficial not only for organising the acts of kindness,

but also for increasing the positive impact themselves as participants, through the sharing of funny moments, such as those reported above and from WhatsApp post by FGS3ML2:

I was in the prep room working today and XX offered me a candy kitten saying ‘it was in my pigeon hole with a note. Oh, what did the note say? She read it to me and I asked ‘So do you think you will make someone’s Monday next week?’ Hopefully I’ll remember, it might end up being a Tuesday.’ So hard to keep a straight face (crying with laughter emoji).

This was responded to by FGS3ML1 ‘*Sunglasses emoji*’, ‘*star eye emoji*’, ‘*fingers crossed emoji*’, *brilliant, such fun!* The group also reported that the positive feelings were sustained for longer and had more impact because they were able tell each other about the impact they were having on other members of the teaching staff.

The group also said that it had (FGS3T3) ‘*died out a bit*’ and it was hard to keep it going when it was so busy (FGS3T3) ‘*with lots of pressure for things like data capture, deadlines and making*’. It notable that they all agreed that it was better that it had been kept anonymous as they were worried that people would be more upset if they had known who it was delivering the gifts and hadn’t received one (linking to the virtue fairness, as well as appreciation and gratitude being both an enabler of flourishing as well as potentially a barrier when it is missing), as well as relationships/belonging and mastery/self-worth. This was an interesting comment as it suggested that such schemes do need to be undertaken mindfully and can have a negative effect, even if the intention is solely positive. One example given supporting this was a gift given as an act of appreciation to a member of the pastoral team for work they had done. This was not organised by the WhatsApp group, but participants thought it was probably inspired by their work. FGS3T4 said that it had ‘*caused a bit of a palava (sic) because other people*

thought the recipient of the gift was just doing their job and others were more deserving'.

FGS3ML2 replied, however, that it had, however, worked *really* well when it was:

...genuinely deserved, and no one could argue about that, like when XX came back after a couple of weeks because her child had been ill. That was really nice and everyone who knew about that really appreciated the thought and felt it was the right thing to do.

The group agreed with this and said that this had spread good will through the school, as well as being greatly appreciated by the recipient of the gift. The group members concluded that they should continue with the random acts of kindness, but because they were unable to meet as regularly due to time pressure, they would just carry out an act when they considered that people (FGS3ML1) *really deserved something*.

7.4 Gratitude

7.4.1 Yoga

Conceptualisations of gratitude includes positive feelings, which contribute to SWB. It is therefore considered separately to SWB. The intervention which engendered the most notable feelings of gratitude was yoga. In the final survey about yoga, participants were asked: *Is there anything else you should like to say about having yoga at school?* Six of the responses to this question sounded particularly appreciative of the opportunity, such as: TY2: *So grateful to have an opportunity to practice yoga here* and MLY1: *I love attending the yoga's sessions at school. It is incredible that it is offered to staff for free and at a time that means I can slot it into my day*. Gratitude is frequently reported as being important to flourishing (for example, Waters, 2012). Gratitude was also cultivated through the 'positive boards' intervention in School 2; teachers expressed moments that they appreciated, such as when a student had completed homework that had been

outstanding for a week; a member of staff had covered a duty to allow another teacher to watch their child in their play; and when a student had been polite to a visitor.

7.5 Physical health

Yoga was also perceived to have improved the physical health of participants; feeling physically healthy has also been included in some measures of flourishing (for example, VanderWeele, 2017): TY1: *.....very good, physically and mentally*, MLY2: *It helps me relax and also helps me physically as I have a bad back*. The importance of physical health for flourishing is not something that had emerged in the earlier focus groups or questionnaire, but there is much written about the impact of physical health on mental flourishing and, indeed, mental health on physical flourishing (for example, Penedo & Dahn, 2005). Mindfulness, was reported as a benefit three times in the survey and once in the questionnaire, with an example being: MLY3: *I have found a practise that actually helps me work on my mindfulness*. Mindfulness is also frequently reported by scholars as being beneficial to mental and physical flourishing (for example, Kabat-Zinn, 2004).

7.6 Chapter summary

This summary provides a brief review of the key findings for research question 3: *What are the impacts of the collaborative creation of interventions that aim to improve the flourishing of teaching staff?* This thesis has proposed that school leadership involves having a positive impact on the flourishing of others and that the role of school leaders in promoting the flourishing of teachers is particularly important. It has also recognized, though, that leadership can come from any teacher, whether or not they have a named

leadership position, since any teacher has the opportunity to improve the flourishing of their colleagues.

This chapter has shown that one method teaching staff, whether or not they have a formal leadership role, could deploy to improve the flourishing of those they lead is through giving their teams the opportunity to design and lead interventions to improve their own and others' flourishing. These data suggest that what the interventions are (in this case, yoga, coaching, positive boards, WhatsApp groups and random acts of kindness) is less important than the process of empowering teachers to design activities collaboratively with other teachers; then allowing teachers to lead these interventions, evaluate their impact and suggest and implement improvements to them. The impact of the interventions chosen by the teachers involved in this research were particularly diverse and impacted different aspects of flourishing: yoga, for example, would traditionally be considered to be focused on improving an individual's physical and mental wellbeing; whereas random acts of kindness and coaching are focused on helping others to flourish. Nonetheless, there was overlap in the impact on domains of flourishing that were impacted by the intervention with all interventions improving relationships among staff and participants' SWB. Two of the five interventions (yoga and coaching) also positively impacted growth; and two (yoga and positive boards) also increased participants' sense of gratitude and appreciation. Yoga was also perceived to have further improved participants' physical health and sense of optimism.

8. Discussion. A new model of school leadership: leadership for teacher flourishing.

The overarching aim of this research was to explore how school leaders could improve the flourishing of teachers. Findings reported in the previous chapters served to answer the three research questions in fulfilment of this aim. The research questions were:

- 1. What do teaching staff (including school leaders) understand by the term flourishing at work?*
- 2. What do teaching staff believe school leaders could do to improve their flourishing?*
- 3. What is the impact of the collaborative creation of interventions that aim to improve the flourishing of teaching staff?*

This chapter aims to provide a discussion of the overarching question. It considers the main lessons learnt from the data collected from each research question, with a focus on how they contribute to the overarching question. It explores what the findings suggest are factors that would be particularly helpful for leaders to focus on to improve the flourishing of teachers and practical steps that leaders could take including getting to know teachers to gain an understanding of what individuals need to be able to flourish and working collaboratively with teachers to design interventions to improve the extent to which they are flourishing at work.

This project proposes a new model of leadership: leadership for teacher flourishing (LTF), to add to current models of teacher, school, and educational leadership. The model is summarised in the table below.

Table 24: Model of school leadership: leadership for teacher flourishing (LFTF)

Ways leaders can improve teacher flourishing and possible actions	Examples of relevant leader virtues	Relevant dimensions of flourishing
Being supportive and compassionate Ask teachers what support and compassion they need and would value. Acting to meet those requests and needs.	Supportive, compassionate, caring, loving, selfless	Positive relationships SWB
Trustworthiness Ask teachers how they could most effectively build trust within the team and/or school. Showing integrity, being compassionate and supportive, empowering teachers	Integrity, compassion, fairness, generosity, gratitude, and courage.	Positive relationships SWB
Giving autonomy/empowering Understand what autonomy the teacher wants in line with their strengths and capability. Work with teachers to maximize autonomy within the constraints of (possibly externally imposed) accountability measures	Empowering, trusting, positive, humility, understanding	Positive relationships SWB Growth Meaning
Enabling teacher growth Ask teachers how they would like to grow and develop and help facilitate and support this growth	Empowering, trusting, supportive, positive	Positive relationships SWB Growth Meaning
Appreciativeness and focus on strengths Find out how teachers like to be appreciated and designate time and resources to this. Take the time to learn what teachers' strengths are and recognize and celebrate these	Gratitude, empowering, trusting, supportive, positive	Positive relationships SWB
Enabling teachers to focus on meaningful work Remove all work that is not directly helping pupils to achieve their potential. Help teachers to connect to	Empowering, trusting, supportive, positive, understanding, purposeful, visionary	Positive relationships SWB Meaning

aspects of their work that are meaningful, for example, improving pupil outcomes. Help teachers job craft to make their work feel more meaningful.		
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The model focuses on how leaders could improve the flourishing of teachers. It includes possible actions leaders could take and examples of virtuous dispositions that could improve the influence of leaders on teacher flourishing. The model also highlights the most frequently reported dimensions of flourishing that teachers perceived that school leaders could influence that would have an important impact on their flourishing. The discussion elaborates on what the new model (LFTF) may mean in a school context and connects this project's findings to other research on the topic. The project also proposes a new dimension of leadership, which is not included explicitly in other models of school leadership, or in the school leadership literature: '*improving the flourishing of others.*'

The LFTF model is intended to contribute to filling a gap in the literature concerning the influence of school leaders on the flourishing of teachers. This model is based on a new approach that suggests effective school leadership prioritizes the flourishing of teachers; this, in turn, evidence suggests, improves pupil outcomes (for example, Sammons et al., 2007). LFTF propose that flourishing should be a key focus for leaders because of its intrinsic worth (Kristjánsson, 2013); and because of its performance benefits (for example, Cameron, 2012).

This project also found, though, that leadership and having a positive impact on flourishing was not only possible for someone in a formal leadership role. In fact, it was

also shown that teaching staff at any level of an organization could influence the flourishing of others; this finding echoed some of the later literature on leadership, which views leadership as service and impact on others, rather than an allocated role or the achievement of change or results (for example, Laloux, 2014). The model has particular congruence with models of responsible, servant and positive leadership, but takes each of these models further with its inclusion of specific actions and dispositions that emerged as being influential in flourishing (Maak & Pless 2006a; Patterson, 2003; Cameron, 2012). Responsible, servant and positive leadership have also all been shown to have positive impacts on follower flourishing (Maak & Pless 2006a; Patterson, 2003; Cameron, 2012).

The influence of school leaders on flourishing was much less commonly explored in the school leadership literature, which seems to focus more on the impact of school leaders on pupil outcomes (attainment) and a focus on strategy and operations rather than on teacher or, indeed, pupil flourishing (for example, Earley, Higham, Allen, Allen, Howson, et al., 2012). Harris and Muijs (2002) observed that, while there is considerable evidence of the positive effects of teacher leadership, there is limited research on the nature of teacher leadership, adding that there is a need for both empirical evidence of teacher leadership in action and for different models of teacher leadership. Gumus et al., (2018), also cite this proposal made by Harris and Muijs (2002) and, following a systematic review of studies on leadership models in educational research from 1980 to 2014, say that the development of new educational leadership models can be explained as researchers' efforts to clarify the definition and practices of effective leadership from different perspectives. This project's proposed new model (LFTF) aims to add to this understanding through suggesting effective leadership actions and virtuous leader dispositions for improving the flourishing of teachers.

8.1 Virtuous dispositions and actions

The main ways identified in this thesis that leaders could impact flourishing were through: being supportive and compassionate; being trustworthy; giving autonomy, or empowering teachers; enabling teachers to grow; being appreciative; and enabling teachers to focus on meaningful work. For a leader to successfully carry out these actions it is suggested that virtuous dispositions are also required to ensure the leader is consistent in acting in ways that promote flourishing. The specific virtues a leader needs to influence positively the flourishing of teachers will, however, vary depending on their relationship and the context. Furthermore, a key recognition the LFTF model makes is that, when articulated in words or actions, virtuousness tends to be interpreted as one or more discrete virtues; the attributing of virtues to words or actions is arguably, though, a subjective exercise (Newstead, Dawkins, Macklin, & Martin, 2019). For example, a school leader acts on good inclination (acts on virtue) and covers a teacher's lesson so that they can watch their child's nursery school play. Some people may consider this to be indicative of the virtue compassion; while others would say it is self-sacrifice, generosity, or humanity. The model does not, therefore, propose that it is possible to say that certain virtues are the most important for school leaders since the context will constantly vary and the articulation of virtues into words or actions is also subjective. It does, however, suggest virtues that were shown to be likely to predict the leader actions identified by the model that could be beneficial to teacher flourishing.

The LFTF model builds upon research into the dispositions of leaders and the impact of this on flourishing (e.g. Hannah & Avolio, 2011). Bair (2017) says that a review of the literature on dispositions revealed that in spite of a lack of consensus on a precise definition for the term, researchers predominantly describe dispositions as internal attributes or psychological characteristics that motivate action, or as a propensity to act in a certain way that tends to be predictive of future action (Borko, Liston, & Whitcomb, 2007). Hollon, Kolis, McIntyre, Stephens, & Battalio (2010), however, describe this as a choice as opposed to a tendency: ‘*the choice to act or react in characteristic ways in certain situations*’ (p. 123). Furthermore, Sockett (2009) claims that while dispositions are related to action, they only predict acts, rather than causing them.

For the model LFTF, dispositions are defined in a similar way to Hollon et al. (2010) as a choice to act or react in a characteristic way, thus highlighting the agency of school leaders to choose to act virtuously. Furthermore, this thesis agrees with Diez (2006) who says that a disposition is the regular expression of attitudes in stable behavioural patterns. This thesis proposes that the choice to act virtuously in a consistent manner is related to school leaders’ attitudes; thus, if a school leader has a compassionate attitude, they are then likely to choose to act compassionately. For this to be a disposition, the leader would act compassionately consistently. The model, LFTF, uses the term disposition, but with the appreciation that for a school leader to habitually act virtuously could be even more effective in promoting flourishing since some scholars argue that habits can be performed without conscious attention, whereas dispositions are intentional and voluntary (Bair, 2017). A virtuous habit such as compassion could be less effortful than merely a compassionate disposition for a stretched and stressed school leader.

Villegas (2007) argues that dispositions also have a social component; she proposes that they are the tendency to act in a certain way, under particular circumstances and are strengthened or weakened through experiences with others. Thus, reinforcing the idea that dispositions are not static traits; they are likely to develop as people encounter experiences and opportunities (Feiman-Nemser & Schussler, 2010). This suggests that the dispositions of leaders are influenced, and influence, the dispositions of others, implying that relationships and cultural factors are important in the development of dispositions. While this thesis does not focus on the cultural influences within schools on teacher flourishing, as it concentrates on the direct influence of individual leaders (whether or not in a named role) on teachers, it does recognize the importance of culture and environment on the development of character and, therefore, flourishing. This is an area recommended for future study.

As noted in the literature review, a variety of virtues have been mentioned in relation to the moral component of various leadership theories, including moral and ethical, responsible, servant, transformational, and positive leadership, as well as humanistic management. This thesis builds upon Cameron and Caza's (2003) work which says that virtuousness goes beyond concepts such as ethics or moral reasoning; ethics and moral reasoning focus on what is sufficient, necessary or instrumental; whereas, virtue goes beyond this and focuses on the highest human potential, or flourishing. Enabling teachers to reach their highest human potential is a worthy goal of school leaders and this thesis proposes that the virtuous dispositions in the model LFTF go some way towards enabling this goal.

The discussion will now consider in more detail each of the ways included in the model LFTF that leaders could improve the flourishing of teachers, drawing upon the main lessons learnt from the data collected for each of the three research questions and the literature.

8.1.1 Supportiveness and compassion

Compassion and supportiveness emerged in the data as not only being important to flourishing in general, but also as being particularly influential in enabling positive relationships to grow and thrive. As noted earlier, positive relationships were the most frequently referred to factor throughout the project that participants perceived would influence their flourishing positively and that leaders could impact. It must be noted that, both in the literature and in the data, participants did not solely focus on those in formal leadership roles creating positive relationships; they also highlighted how important working on positive relationships with many other stakeholders was for their flourishing, such as pupils, parents, non-teaching staff, their leaders and their colleagues, thus supporting a more distributed perspective on leadership which is receiving much research attention in the literature according to Gumus et al. (2018).

Support and compassion were also identified as ways to reduce teacher stress, which was identified in this research project as a barrier to teacher flourishing. Given the global concerns about teacher stress that have been further exacerbated during the COVID-19

crisis, it is suggested that focusing on teacher stress reduction is an important way leaders could improve teacher flourishing. Teachers reported that when leaders found out what is causing them stress and worked with them to reduce this it had a positive impact on the extent to which they flourished. One example was in the focus group discussions with school 2 where over an hour was spent discussing the negative impact of poor student behaviour on teacher flourishing and what their school leaders could and, indeed, already were doing to improve the stress this was causing teachers. The teachers in this group, however, also recognised that they were able to contribute to their own and others' flourishing through taking action that they could control on this issue without a formal school leader's intervention. In this case, it was shifting their own and others' perspectives to focus on what was right with student behaviour, rather than dwelling on what was wrong with it.

As noted in the literature review, school teaching is recognised globally as one of the most stressful jobs (Lhospital & Gregory 2009; Kyriacou 2000). Johnson et al. (2005), in a comparison of 26 diverse occupations within the UK, used a short stress evaluation tool called ASSET (Robertson Cooper 2002) which has been described as measuring a number of work related stressors and stress outcomes (Faragher et al. 2004) to assess teacher stress. They found that teachers score below average on physical health, psychological wellbeing, and job satisfaction. Johnson et al. (2005) also found that teachers have an increased risk of burnout and a higher prevalence rate of psychosomatic complaints. In addition, the number of therapeutic treatments of stress-related disorders, such as depression in teachers is growing (Austin et al. 2005)

Current models of school leadership do not, however, explicitly include compassion and supportiveness for teachers as components, although servant leadership, which has been applied to schools (Cerit, 2009; Tate, 2003), includes similar concepts in some definitions. Laub (1999), for example (whose model of servant leadership is utilised by Cerit (2009) for their exploration of the impact of servant leadership behaviours of principals on the job satisfaction of primary school children) includes valuing people as a characteristic of servant leadership. Laub (1999) says this includes listening respectfully, serving the needs of others first and believing in people. All these characteristics were highlighted in this project as improving flourishing. Fostering compassion is, however, included by Cameron (2012) as a means of creating a positive climate in his model of positive leadership. Other ways of showing compassion and supportiveness were also highlighted in this project and are discussed further in this section.

Van Dierendonck (2011) provides a different interpretation of servant leadership that has not been applied in a school context. One of the behaviours Van Dierendonck (2011) includes is accepting people for who they are. Supportiveness and compassion are arguably linked to accepting people for who they are. Greenleaf (2002) says that the servant-leader's belief in the intrinsic value of each individual is the fundamental issue; this is also the case in this thesis's proposed LFTF model. Unconditional support and compassion because of a leader's belief in the intrinsic value of every teacher is central to enabling teacher flourishing. In George's (2003) explanation of authentic leadership, he described interpersonal acceptance as the ability to understand and experience the feelings of others and where people are coming from; this links to this project's definition for compassion, although for this thesis the conceptualisation of compassion and

supportiveness both build on this definition in that once you understand and experience the feelings of others, you also then act to promote their flourishing.

Sun and Leithwood's (2012) conceptualisation of transformational leadership within a school context include providing individualized support as a practice. This practice, they contend, involves '*leaders listening and attending to individual opinions and needs, acting as mentors or coaches to staff members, treating them as individuals with unique needs and capacities, and supporting their professional development*' (Sun & Leithwood, 2012: 429). This practice links directly with *support and compassion* as a concept, but the purpose of transformational leadership is not explicitly about the flourishing of teachers.

The importance of compassion and supportiveness for flourishing was also found in the positive psychology literature. Goetz, Keltner, and Simon-Thomas (2010) posit that one of compassion's purposes is the '*maintenance of cooperative relationships*' (p. 365), one of the components of flourishing proposed by many authors (for example, Seligman, 2011; VanderWeele, 2017) and shown to be important to participants in the focus groups and surveys. This thesis argues that is particularly important, that we invest strongly in relationships in schools through helping and developing each other, even when there is no promise of reward or reciprocation. People, whether they are in a formal leadership role or not can be compassionate and supportive, thus supporting one of this thesis's proposals that anyone can lead from whatever position they are in. In this sense, the research reported on in this thesis agrees with Cameron (2012): leadership is primarily about having a positive impact on others. This thesis also adds that a school leader's positive impact should be focused on enabling teaching staff to flourish.

The definition of compassion used by this thesis due to its focus on flourishing is: ‘*the intent to contribute to the happiness and well-being of others*’ (Hougaard, Carter & Beck, 2018: 1). Within the academic literature, the term compassion often appears together with other terms, such as care, caregiving, caretaking, support, tenderness, warmth, cooperating, and helping (e.g., Batson & Shaw, 1991; Goetz et al., 2010; Kanov, Maitlis, Worline, Dutton, Frost, & Lilius, 2004; Lilius, Worline, Maitlis, Kanov, Dutton, & Frost, 2008). This very much overlapped with the data found, with many of those words used by participants, as well as support being particularly frequently talked about as both facilitating positive relationships and flourishing. For example: (ML5) *A place where everyone thinks about and cares about everyone else* and (T8) *Feeling supported and valued*.

Another aspect of compassion and supportiveness that emerged from the data was empathic concern and understanding, as well as being shown kindness and generosity. A component of compassion, from the more popular definitions in the management literature, is also empathic concern. While many studies focus on situations involving distress, in other studies, Batson, Early, and Salvarani (1997) have shown empathic concern to be a response to another’s need as well. Lee (2020) explains that engaging in compassionate action is associated with the activation of the brain’s pleasure centres. Lee (2020) continues by arguing that empathy is not beneficial to flourishing because experiencing someone else’s pain activates the pain centres in your own brain. Effectively reducing their suffering, or improving the extent to which they are flourishing, lights up the brain’s reward pathways. Lee (2020) proposes that when behaving

compassionately, people do not attempt to ‘*fix*’ others to reduce their own discomfort; instead, they ask, ‘*What do you need and how can I help?*’. Understanding how compassion and empathy are linked to the neurophysiology of pleasure and pain is, Lee (2020) contends, helpful for avoiding ‘*empathy fatigue*’. Engaging in skilful acts of compassion can therefore improve the extent to which the helper and the helped can flourish.

This was seen in this project, particularly in the interventions. The ‘*acts of kindness*’ and ‘*WhatsApp group*’ from School 2 demonstrated how both positive relationships and SWB were enhanced through not only receiving acts of kindness, but also through offering them. The celebration of acts of kindness demonstrated that observers also benefited from the acts of generosity (even though they were not directly involved in giving or receiving them) and there was evidence that people beyond the group had begun to offer acts of kindness showing the potential for the impact of a similar intervention beyond those who are directly affected by actions. Coaching in School 1 also demonstrated the positive impact of helping others, as well as building relationships. Participants alternated between supporting each other (through coaching) and being supported and noted the enhancement to their SWB through taking the time to listen to and support their coaching partner.

A link between relationships, compassion, support, and growth emerged from the data. An example from the survey came from MLQ20: *On two occasions, leaders have informally suggested that I consider applying for additional responsibilities when vacancies arose. Regular feedback from SLT members during subject reviews have enabled me to reflect on my own classroom practice and make positive changes.* Boyatzis et al. (2013) consider

both hedonic and eudemonic conceptions of compassion. They claim that by focusing only on alleviating suffering, compassion only increases hedonic flourishing. When, however, compassion also incorporates noticing another person's desire to grow, then the motivation may focus on furthering that person's eudemonic flourishing, through supporting their development and growth. Boyatzis et al. (2013) provide two examples to support this conceptualization. Under what they describe as a '*traditional view of compassion*', a leader could notice that a team member is upset due to the loss of a loved one and attempt to comfort them in the time of grief. Under their expanded view of compassion, Boyatzis et al. (2013) suggest that a leader may also show compassion by, for example, noticing that a team member is excited about the opportunity to move to a new role in the organization, and then help them understand what they need to do to prepare effectively and apply for that role; this conceptualisation was evident in MLQ20's response.

Several benefits of both leaders and teaching staff being supportive and compassionate have emerged in the findings from this project and have been explored in the literature. In the findings, teaching staff often reported acts of compassion and support as being facilitative of flourishing; lack of compassion and supportiveness were also reported as being barriers to flourishing. Grant, Dutton and Rosso (2017) say that organizations with more supportive and compassionate leaders experience lower turnover, and employees who are more trusting, more connected to each other, and more committed to the company. Trust was also a frequently reported factor in enabling flourishing in all the open questions. Trust links to relationships, another requirement for flourishing frequently referred to. Leadership research also suggests that taking a more compassionate and supportive approach is beneficial for leaders and for performance: for example, in a study

with 100 people testing a model of emotional expressions, Melwani, Mueller and Overbeck (2012) found that compassionate leaders appear stronger and have more engaged followers. Furthermore, Dutton, Lilius and Kanov (2007) argue that organizations with more compassionate leaders have better collaboration and more trusting relationships, both of which have emerged as being important factors in flourishing for the teaching staff participating in this research. Additionally, when over 1,000 leaders from 800 organizations were surveyed for the Harvard Business Review, 91% of them said compassion is very important for their leadership and 80% said they would like to enhance their compassion but do not know how (Hougaard, Carter & Beck, 2018). This, perhaps indicates a training gap that would be worth investigating further, particularly as ‘*training*’ was frequently suggested as an area that would help school leaders to support more effectively the flourishing of their teams.

Compassion is also considered a virtue (Boyatzis & McKee, 2005); the role of virtues in trust, relationships and flourishing is discussed further below. A further virtue is gratitude, and this is another factor that emerged as being both important to positive relationships, flourishing. Furthermore, compassion linked to characteristics of servant leadership (Greenleaf, 1977, as discussed above) which, as shown in the literature review is said to enhance the flourishing of both servant leaders and people being led by servant leaders (Greenleaf, 1977).

Potential leader dispositions and actions

Supportiveness and compassion are key dispositions in this model, but actions that may be interpreted as supportive or compassionate by one person, could be considered caring, loving or selfless, for example, by another, so the model only provides example dispositions. A further reason for this is that if leaders hope to be supportive and compassionate, it is also important to know the people you are leading very well. The data collected showed that the factors people consider to be most important to their flourishing vary by person and, to a certain extent, by context. For example, it emerged in the data collected for this thesis that stress is caused by different factors for different people and that teachers cope variably with stressors. The extent to which a stressor prevents a teacher from flourishing can also vary over time. It is therefore, suggested that leaders find out what causes stress for teachers and work with them to reduce these causes. This could be through providing additional support, listening to teachers, or through training to cope with stress. It is also important for leaders to reduce their own stress, and to be supported themselves, to protect the extent to which they are flourishing so are resourced to support others, as well as reducing the transmission of their stress through a process of emotional contagion (Vijayalakshmi & Bhattacharyya, 2012). A recommendation, therefore, to school leaders hoping to be supportive and compassionate is to find out what individual teachers perceive would improve their flourishing and look to support them in that, rather than assuming support and compassion looks the same for every individual. A further recommendation is that leaders invest in building compassionate relationships that support them, perhaps with colleagues in a similar position, but also with family and friends, so that they are resourced to be compassionate to and supportive of those they lead.

8.1.2 Trustworthiness

The trustworthiness of leaders emerged as a key factor in enabling teachers to flourish and as being relevant to the extent to which staff experienced positive relationships. The importance of trustworthiness was not, however, limited to leaders; it was important in all relationships. Trust was also shown to be built through the other factors which emerged from the data as being particularly important in creating and maintaining positive relationships, including through various virtues, including compassion, integrity and gratitude; as well as a focus on strengths. It is, at this point, worth exploring trust in greater depth as it is a key concept in the leadership literature and influential in flourishing.

Dirks and Ferrin (2002) in a meta-analytic review of trust say the importance of trust in leadership has been recognized by researchers for at least forty years. For example, it is a key concept in several leadership theories: those described as having a transformational and charismatic style of leadership build trust in their followers (Podsakoff, MacKenzie, Moorman, & Fetter, 1990). Dirks and Ferrin (2002) also contend that employees' perceptions that leaders have qualities that develop trust may be important for leader effectiveness (Bass, 1990). It was also noted by participants as something important either as a means of enabling their flourishing, or, where those characteristics were lacking, a means of undermining their flourishing. The data collected in this project contributes to this literature: it provides practical examples of how school leaders can demonstrate their trustworthiness through a focus on own and others' values; virtuous dispositions; compassion; gratitude; and focus on strengths.

Some researchers also explain trust in leadership as functioning according to a social exchange process (e.g., Konovsky & Pugh, 1994; Whitener, Brodt, Korsgaard, & Werner, 1998). For example, followers may see the relationship with their leader as beyond a standard job contract; instead in a trusting leader-follower relationship, those involved operate with trust, goodwill, and the perception of mutual obligations (Blau, 1964). Issues of care and consideration in the relationship are central. In the data collected for this project, the most positive relationships between leaders and teachers were founded on compassion and supportiveness.

This perspective has been connected to leader–member exchange theory (Schriesheim, Castro, & Cogliser, 1999). ‘Leader-member exchange’ (LMX) theory focuses on the relationship between the leader and follower (Cogliser & Schriesheim, 2000). The key tenet of LMX theory is that leaders develop different exchange relationships with their followers, and the quality of the relationship changes the effect on important leader and member outcomes (Gerstner & Day, 1997). Effective leadership, therefore, takes place when leaders and followers develop positive relationships that result in reciprocal and increasing influence (Uhl-Bien, 2006). Again, trust is an important component of positive relationships and as an antecedent of effective leadership and team member flourishing. The findings from this project, however, also highlighted the importance of trustworthiness in other relationships for teacher flourishing beyond leader-teacher exchanges; the extent to which exchanges between all stakeholders (staff, pupils, parents, governors, local community members) were built trust was shown to be relevant to teacher flourishing.

Trustworthiness was also shown to be enhanced by leader authenticity. This behaviour is included in Van Dierendonck's (2011) servant leadership model. Russell & Stone, (2002) say that authenticity is related to integrity; the integrity of leaders was reported as being relevant to the extent to which teachers flourished and to the extent to which teachers trusted school leaders. A similar concept to authenticity is also included in Sun and Leithwood's (2012) set of transformational leadership practices within schools that emerged from their review: modelling behaviour. They describe this set of practices as leaders *walking the talk*, (Sun & Leithwood, 2012) and say it includes leaders providing a role model of ethical behaviour, instilling pride, respect and trust in staff. Authenticity is also a key component of authentic leadership (George, 2003).

Potential leader dispositions and actions

The data collected for this project suggest that both different leader dispositions and different leader actions are variably important for different teachers in building trust. It is, therefore, recommended that school leaders ask those they lead directly how they could most effectively build trust with them. It was also shown that trust is built when leaders take the time to understand the values of those they lead and support them in living those values. In one example, 'family' was important to a teacher; despite giving up many extra weekends to support a Duke of Edinburgh outdoor education programme, a teacher had been prevented from attending their child's first sports day. This provoked a strong negative reaction and the teacher explained had undermined trust to the extent which they were seeking another job. Another factor involved in trust was leaders not transgressing the values held by those they lead. An example of where trust was undermined in the data was where 'respect' was a teacher's value and they reported that a middle leader had

transgressed this value and had been disrespectful to them and undermined them in front of parents. One method leaders could utilise to show their support for others' values was coaching conversations; this was exemplified in School 1, where such conversations enabled coaching partners to better understand and support the values of those they were coaching through asking open questions that aimed to raise the awareness of the values of the coachee.

Being virtuous was also particularly important in trusting relationships. Virtues that were highlighted frequently in the data as being important for trust and flourishing included, integrity, compassion, fairness, generosity, and courage. Gratitude and focus on strengths, which are discussed later were also linked to trustworthiness.

8.1.3 Giving autonomy and empowering

Trust, autonomy and empowerment were related in the findings, for example, TQ48:

Flourish: the opportunity to be autonomous and creative. Being trusted to lead the department and ensure the students' needs are met. In this response TQ48 uses the word 'autonomous' and relates this concept both to trust and being empowered to be creative and to lead the department and ensure student's needs are met. Many responses also referred to the importance of having the autonomy and being trusted to make decisions about their practice which they believed were in the best interest of their students.

Teachers considered that they were in the best place to decide what the interests of the pupils were as they were the ones with direct contact with the young people.

Many of the responses also linked trust and autonomy, but 30 respondents referred to trust separately to autonomy; this reflects the focus group answers, where, for many answers it was hard to differentiate between relationships/trust and autonomy categories. Taken together, over 40% of the responses to the online questionnaire included reference to the trust and autonomy as both barriers to and enablers of flourishing, meaning that both areas would be arguably worthwhile for leaders to consider. There is much written in leadership and psychology literature about the importance of autonomy for flourishing. It is, therefore proposed that effective school leaders, which improves teacher flourishing empowers teachers and gives them the autonomy to choose how best to serve their pupils as far as possible. This is supported by findings in the literature review: autonomy and being empowered were common themes that emerged when considering teacher motivation, job satisfaction, stress (burnout), professionalism, and empowerment (Brunetti, 2001; Kim & Loadman, 1994; Klecker & Loadman, 1996).

Empowerment is also an explicit feature of Van Dierendonck's (2012) model of servant leadership and linked to enabling people to grow - also an explicit concept in both servant leadership and LFTF. Empowerment aims to nurture a proactive, self-confident attitude among followers and provides them with a sense of personal power (Van Dierendonck, 2011). Empowering leadership behaviour includes encouraging self-directed decision making and information sharing, and coaching (Konczak, Stelly, & Trusty, 2000). Coaching was also chosen as an intervention in one school and many positive impacts on teacher flourishing were perceived to have happened through the coaching by participants.

Empowering others can be enhanced through a leader's humility since this can increase the chance of a leader encouraging contributions from others (Greenleaf, 2002).

The participatory and collaborative phase of the research showed that teachers wanted autonomy in taking decisions around interventions that aimed to enhance the extent to which they flourished at work. Interventions that were implemented successfully included those that enabled the development of positive relationships; improved subjective wellbeing; facilitated growth; and did not take too much time. Lack of time was the greatest barrier to interventions being effective and to hampering teachers feeling able to have autonomy over strategies they wanted to implement to increase their own and others' flourishing. Interventions worked both when they were led by those in a formal, named, leadership role, and when those without such a role were empowered to lead change collaboratively.

Potential leader dispositions and actions

For leaders to empower teachers effectively to enhance the extent to which they are flourishing, the data suggest that they need to understand what autonomy the teacher wants in line with the teacher's current and potential strengths and capability. It is recommended that leaders work with teachers to maximise autonomy within the constraints of (possibly externally imposed) accountability measures. It is also recommended that teacher workload is reduced wherever possible to provide more time for teachers to act autonomously to improve their own and others' flourishing, whether or not they are in a named leadership role. Dispositions that were identified as improving a

leader's ability to support teachers to be autonomous included, empowering, trusting, positive, and understanding

8.1.5 Appreciation and focus on strengths

Appreciation and focus on strengths also emerged in the findings as being particularly important to flourishing. This section will consider gratitude and appreciation first, then look at focus on strengths and show how appreciation can be shown through a focus on strengths. There has been a growing interest in the impact of leaders' gratitude on followers' flourishing, building on research from psychology and philosophy. This is of relevance to this project as virtuous behaviour also emerged as being important to positive relationships and flourishing. McCullough, Kilpatrick, Emmons, & Larson (2001) argue that gratitude expresses itself in virtues; they continue to say gratitude is conceptualized as a moral affect that is analogous to other moral emotions such as empathy and guilt. They contend that gratitude '*is a moral barometer (a response to the perception that you have been the recipient of another person's moral actions)*' and '*a moral motive (it motivates the grateful person to behave prosocially toward the benefactor and other people)*' (253). So, they argue, when humans express gratitude, they are also learning what moral behaviour is and how to enact it. The extent to which leaders behaved virtuously and prosocially was shown also to be important to teacher flourishing both in the data collected and in the literature review (particularly in philosophy, but also in positive leadership and organizational scholarship) and in the data collected.

In the findings, goal attainment and gratitude also appeared to be connected, one example of a response linking the two is from TQ72 who explains how her line manager would show that she valued her by listening to her ideas and encouraging her to take on new tasks: *When I worked in xx I had a head of sixth form who was brilliant - everyday she would allow me to express myself and encourage me to take on achievable challenges.* Echoing this idea, Emmons and Crumpler (2000) say that gratitude is an emotional state and an attitude toward life that is a source of human strength in enriching personal and relational flourishing. They cite empirical research linking gratitude with flourishing and goal attainment. Furthermore, Bartlett and DeSteno (2006) conducted three studies testing the ability of the emotion gratitude to shape costly prosocial behaviour, through employing interpersonal emotion inductions and requests for assistance. Their conclusions were that gratitude drives assisting behaviour, increases help given to strangers, and builds relationships. Relationships and prosocial behaviour have also shown to be important to flourishing in this research and the literature (for example, VanderWeele, 2017) and within a school where discretionary effort is often required, for example to help a colleague or student who is struggling, but helping them would be outside your normal job description. All the teachers participating in the focus groups in the three schools highlighted the importance of such prosocial behaviour in enhancing their flourishing and improving pupil outcomes.

Further evidence of the importance of gratitude for flourishing and for discretionary effort comes from Kahneman, Krueger, Schkade, Schwarz and Stone (2004) who found that of the 1,019 people from a range of backgrounds they surveyed, 70% would feel better about themselves if a boss expressed gratitude. In addition, 81% people said they would work harder for a more grateful boss. According to a survey of 2,000 Americans released by the

John Templeton Foundation, people are less likely to feel or express gratitude at work than anywhere else (Smith, 2015). Ninety-three percent, however, agreed that grateful bosses are more likely to succeed, and only 18 percent thought that gratitude made bosses 'weak'. The majority reported that hearing 'thank you' at work enabled them feel good and motivated; furthermore, almost all respondents reported that saying 'thank you' to colleagues '*makes me feel happier and more fulfilled*'—but on a given day, only 10 percent acted on that impulse. Plus, 60 percent said they '*either never express gratitude at work or do so perhaps once a year*' (Smith, 2015). As gratitude emerged as being important in the findings and in the literature it is arguably an area that it would be worth school leaders investigating in their own schools. Interestingly, though, in the focus groups when the teachers were talking about gratitude they all agreed that being appreciated was important but there was variation in how they would like to be thanked. They suggested that line managers asking their teams directly how they like to be appreciated would be worthwhile; equally, they said the same for the pupils: many had seen the benefits of thanking pupils, but they agreed that individual pupils like to be thanked differently to others. Gratitude and appreciation were not included explicitly in the various models of school leadership considered by this project. Fostering gratitude is, however, included in Cameron's (2012) model of positive leadership as a strategy to create a positive climate, which he contends is necessary for maximizing performance and flourishing.

Appreciation can arguably be enhanced by leader humility. Van Dierendonck (2011) explains that a humble servant-leader will give credit to others. Appreciation and focus on strengths also connect to acceptance of others. Greenleaf (2002) says that the servant-leader's belief in the intrinsic value of each individual is the fundamental issue; it is all

about recognition, acknowledgement, and the realization of each person's abilities and what the person can still learn (Greenleaf, 2002). This resonates with each of the LFTF behaviours, which all, in essence, show people that they are valued and matter intrinsically.

The importance of a focus on strengths by leaders to the flourishing of their teams is echoed in both the literature and the findings. A focus on strengths demonstrates a leader's appreciation for '*what is right*' (T4FG1) about a teacher, rather than '*what needs fixing*' (T4FG1), which teachers argue is unappreciative. Teachers mentioned how being allowed to use their strengths and having their strengths recognised and nurtured impacted positively their flourishing, for example MLQ17 said: *When a particular strength of mine was recognised and nurtured. Developing this allowed me to flourish as a leader for that time*. Equally, it was reported that leaders not focusing on people's strengths and instead concentrating on their weaknesses had an important negative impact on their ability to flourish. Within the school leadership literature, focusing on people's strengths is only explicitly included in models of servant leadership, where valuing people is the first of Laub's (1999) six characteristics of servant leadership. A leadership theory to emphasises the importance of focusing on and recognising strengths and '*what is right*' (T4FG1) is positive leadership (Cameron, 2012).

In positive psychology, Seligman (2011) reminds us of the importance of strengths in flourishing and he carried out extensive research with Peterson on character strengths over several years (Peterson and Seligman, 2004). Seligman (2011) says that in his PERMA flourishing theory, the twenty-four character strengths he identified with Peterson,

underpin all five dimensions: he says that deploying your highest strengths leads to more positive emotion (SWB), to more meaning, to more accomplishment, greater engagement, and to better relationships.

Gallup have arguably conducted the most extensive research into strengths since they began looking at strengths-based development in 2009 (Rigoni & Asplund, 2016). Drawing upon these data, Rigoni and Asplund (2016) studied strengths-based practices for 1.2 million employees globally using Gallup data. They concluded that strengths-based companies saw better sales, profit, and customer engagement. From these studies, they also estimate that managers account for 70% of variance in engagement across business units emphasising the importance of strengths in leadership; thus echoing the importance of a focus on strengths found in the data collected for this thesis. Strengths therefore seem important for school leaders to consider in their leadership of teams if they hope to enhance the flourishing of teaching staff.

Furthermore, Hodges and Clifton (2015) also in a review of Gallup meta-analyses on engagement, concluded that identifying people's strengths (and what they do right) and building on them creates more benefit than identifying weaknesses (or what they do wrong) and trying to correct them. Engagement is included in a number of well recognised models of flourishing, such as Seligman's PERMA model (2011) and Su et al.'s (2014) Psychological Model of Wellbeing. In organizations where workers have a chance to '*do what they do best everyday*', Hodges and Clifton (2015) also contend that productivity is one and a half times greater than in normal organizations. One example where this was recognised as being important to teacher flourishing was in TQ49's

response to the survey question asking participants to describe one or more times when a school leader influenced positively the extent to which they were flourishing: *My milestone leader often encourages me to use my creativity in my teaching.*

Also relevant to this research, Hodges and Clifton (2015) also suggest that people who are given feedback on their strengths are significantly more likely to feel highly engaged and to be more productive than people who are given feedback on their weaknesses, which resonates with many of the answers to both q47 and q48 of the online questionnaire, such as: MLQ66: *when I was encouraged / told I handle difficult students well.* And TQ99: *One positive email saying how I am doing well as a tutor, and an invitation to show my Frog page to the Year Leaders with praise that I had done it.* This was also considered a form of gratitude and appreciation by many of the teachers participating in the study, again showing the link between concepts. A focus on strengths is not only relevant to teachers' flourishing: Gallup considered the impact of providing feedback on high school students' strengths and their data suggested that those who were given feedback on their strengths have fewer days absent from school, less lateness, and higher GPAs than students who get no feedback on their strengths (Clifton and Harter, 2003).

Self-efficacy is included in Su et al.'s (2014) conceptualisation of flourishing and can be defined as, *'an individual's conviction (or confidence) about his or her abilities to mobilize the motivation, cognitive resources, and courses of action needed to successfully execute a specific task within a given context'* (Stajkovic & Luthans, 1998b, p. 66). Self-efficacy, or confidence, can be developed through positive feedback, mastery experiences or performance attainments, vicarious learning, and physiological or psychological

arousal (Bandura, 1997). A meta-analysis showed a strong correlation between self-efficacy and work-related performance (Stajkovic & Luthans, 1998a). Further, a recent study with 212 UCLA students provides evidence that increased self-efficacy might be an outcome of strengths-based development. (Hodges and Clifton, 2015). Thus, a strengths-based intervention may be worth school leaders considering as a way of improving the flourishing of their team members, either at an individual level through coaching (Linley & Harrington, 2005) or at a school or team level with Appreciative Inquiry (Calabrese et al., 2010).

Potential leader dispositions and actions

Evidence from the data highlights the variability in how teachers like to receive recognition and gratitude. It is therefore, recommended, that leaders find out how teachers like to be appreciated and designate time and resources to this. This thesis also proposes that teacher flourishing can be enhanced through leaders taking the time to learn what teachers' strengths are and recognize and celebrate these. Strengths-based interventions could also be considered, either at an individual level (strengths-focused coaching) or group level (Appreciative Inquiry). Examples of enabling leader dispositions include, gratitude, empowering, humility, trusting, supportive, understanding, and positive.

8.1.6 Enabling teachers to focus on meaningful work

The findings from the questionnaire and, to a lesser extent, the focus groups showed the importance of improving the amount of time available to teachers by removing unnecessary tasks (particularly those which didn't make a significant impact on pupil outcomes). Meaning and purpose was an aspect of flourishing that 72% of participants in

the online questionnaire either agreed or strongly agreed (Likert-style rating 4 or 5) was important to the extent to which they were flourishing in their roles. The data, however, suggest that teachers were feeling detached from the purpose of their jobs and the meaning they derived from it as they were spending too much time on tasks that they did not consider to be meaningful. In addition, unnecessary work was the second highest scoring of the categories referring to barriers to flourishing in the online questionnaire.

The importance of removing unnecessary tasks, not only to enable teachers to experience more meaning in their roles, but also to reduce stress and improve their mental and physical health, is echoed in the literature. Most respondents in the UK's Department for Education workload survey reported that (whilst there had been an improvement since 2016) they *'could not complete their workload within their contracted hours; that they did not have an acceptable workload; and that they did not achieve a good work-life balance'* (Department for Education, 2019: 12). This thesis proposes that leaders at all levels have the potential to influence this. Teachers in one school, for example, said that they believed that if they applied the marking policy correctly, then they would need to spend 55 hours per week on this task alone. Teachers and leaders in a further school were concerned about both the quantity and relevance of pupil data they were expected to collect. These are two areas this project recommends leaders could look at further, along with leaders making unnecessary changes to policies and systems that were not perceived to positively impact pupil outcomes.

Teacher concerns about time and balance also linked with teacher autonomy and trust: teachers wanted the freedom to do what they considered would have the greatest impact to

the pupils they taught and that they were best placed to know what that was. Where they were asked to do work that did not directly affect pupil outcomes, respondents reported feeling stressed about not being able to do their best for the pupils. This thesis recommends that school leaders work with teachers to design schedules that ensure teachers use their time to maximise student outcomes, thus also improving teachers' sense of meaning and purpose.

Managing teacher workload to focus on meaningful work is related to *providing direction* in Van Dierendonck's (2011) model of servant leadership. Providing direction clarifies expectations, which is beneficial for both teachers and schools and reduces stress (Laub, 1999). Van Dierendonck (2011) says that the way a servant-leader gives direction is through making work dynamic and suited to the follower's strengths and needs, thus resonating with *focusing on strengths*.

Another way to improve flourishing that was frequently spoken about by participants was leaders providing more time to build relationships. Relationships are considered important in experiencing a purposeful life (Feeney & Collins, 2015). More time to boost SWB, as well as increasing autonomy as a means of building trust were also included as means of improving flourishing, again demonstrating the inter-connections between factors. Time to grow and develop were also particularly frequently raised as ways leaders could boost flourishing. Growth is also highlighted in the literature as increasing a sense of meaning in one's life (for example, Seligman, 2011). It was also reported that participants perceived that leaders and teachers needed more time to develop positive relationships; reducing unnecessary work could also, therefore, further facilitate this.

Many models of leadership, both from within the education literature and beyond (such as transformational leadership, Sun & Leithwood, 2012) include developing a vision to bring more meaning to teachers' roles. However, without the time to focus on work that *'enables our pupils to get the best outcomes possible and get ready for life, grand vision statements, no matter how inspiring they sound aren't much good'* (MLF1S2).

Potential leader dispositions and actions

This thesis proposes that a key role of school leaders who wish to improve the flourishing of teachers is to remove as much work within their control as possible that is not directly helping pupils to achieve their potential. Leaders could also promote flourishing by helping teachers to connect to aspects of their work that are meaningful, for example, improving pupil outcomes. Further, leaders could gain an understanding of what makes individual teacher's jobs meaningful to them; then, help teachers to adjust their required tasks to make their work feel more purposeful.

8.1.7 Leadership enacted through the collaborative creation of interventions aiming to improve the flourishing of teaching staff

This thesis also proposes that the collaborative creation of interventions that aim to improve flourishing can be considered an act of leadership. The thesis proposes that an important aspect of leadership is *'having a positive impact on others' flourishing'* and this is a good example of how school staff can positively influence their colleagues' (and, indeed, their own) flourishing. This project, therefore, argues that when teachers work together to design and deliver an intervention that promotes flourishing, they are leading.

The data from this project suggests that the collaborative and participative methods used for designing interventions were well received and the process itself improved the flourishing of participants. It also concludes that it would not have been possible to predict what the participants would have chosen to improve their own and colleague's flourishing, so giving teachers the opportunity to have autonomy over their own flourishing is also important for leaders. The interventions implemented in this project were yoga, coaching, a WhatsApp group, random acts of kindness, and a positive board.

The collaborative and participative method used for this research question was received positively by the participants and they all reported enjoying the opportunity to discuss their flourishing, and interventions that could improve it, as well as implementing the interventions and considering how effective they had been in improving their flourishing. They reported that the chance to talk to colleagues about improving flourishing had itself facilitated improved relationships between participants; and had improved their SWB. They also saw it as a chance to grow as they were learning about leadership and how to improve both their own and others' flourishing. This could, therefore, be a worthwhile method to implement in other contexts where leaders hope to help to improve the flourishing of their people, as well as providing the opportunity for teachers without formal leadership positions to have the opportunity to lead. Furthermore, it is unlikely that the interventions chosen would have been accurately predicted by a researcher or even a leader within the organization, showing a further benefit of a collaborative and participatory method for creating and developing an intervention, rather than just imposing one.

8.2 Summary

This chapter has considered the main lessons learnt from the data collected from each research question, with a focus on how they contribute to the overarching question. The chapter proposed and discussed a new model of school leadership: LFTF, based on what the findings suggest would be particularly helpful for leaders to focus on and practical steps that leaders could take to improve the flourishing of teachers. A key finding is the importance of leaders getting to know individual teachers to gain an understanding of what individuals need to be able to flourish, as well as working collaboratively with teachers to design interventions to improve the extent to which they are flourishing at work. The thesis will now provide a conclusion that answers the overarching research question: *how could school leaders improve the flourishing of teaching staff?*

9. Conclusion

9.1 Chapter introduction

This chapter aims to provide a conclusion to the overarching question and to explore implications for practice and for policy. It also briefly evaluates the project, reviewing the limitations and strengths that were discussed in more detail in the methods chapter. The chapter goes on to explain the contributions to the school leadership literature made by this study. Finally, it identifies directions for future research.

The overarching aim of this research was to explore how school leaders could improve the flourishing of teaching staff. Findings reported in the previous chapters served to answer three research questions in fulfilment of this aim. It was found that leaders could improve the flourishing of teaching staff particularly through building, maintaining and growing positive relationships; providing teachers with opportunities for growth, which also enhanced the relationship between teacher and leader; having a positive impact on SWB, also enhanced through positive relationships and enhancing to relationships; and improving teachers' sense of meaning and purpose at work, also potentially beneficial to relationships. The development and maintenance of positive, supportive and enriching relationships was, therefore, found to be the foundation to leaders being able to improve the flourishing of teaching staff. Since anyone is able to influence positively relationships, facilitate the growth of others, enhance people's SWB, and potentially also reduce pressure on teachers, school leadership is not restricted, in this thesis's conceptualisation of the term, to those with a formal leadership role (such as head of

department or head teacher); rather, anyone who is positively influencing the flourishing of others within a school could arguably be considered a school leader.

This thesis proposes a new theory of leadership: leadership for teacher flourishing (LFTF). As noted above, the key factors identified in enabling teachers to flourish and therefore included in the model, include positive relationships; opportunities for growth; positive impact on SWB; and increasing focus on meaningful work. The main ways leaders could improve the flourishing of teachers include being supportive and compassionate; being trustworthy; giving autonomy, or empowering teachers; enabling teachers to grow; being appreciative; and enabling teachers to do meaningful work. It is suggested that virtuous dispositions are required by leaders to ensure they are consistent in acting in ways that promote flourishing. The specific virtues a leader needs to influence positively the flourishing of teachers will vary depending on the relationship and the context. The project also proposes a new dimension of school leadership: *‘having a positive impact on the flourishing of others’*, which was explored in the discussion chapter.

It was found that asking teaching staff to design interventions to improve their flourishing could have a positive impact, whether that was led by someone in a formal leadership role, or by a group of teachers who were enthusiastic about that particular intervention. The key barrier to the success of the interventions that were implemented in this project was lack of time due to the pressures of the job. Alleviating the pressures on teachers to complete work that they did not perceive to be of maximum benefit to pupil outcomes was

also raised at this stage as being important for the success of future interventions and for teacher flourishing.

The conclusion will now discuss the proposed model of leadership in more depth, focusing on its application in practice.

9.2 A new model of school leadership: LFTF

For the model to work in practice it is suggested that the first thing a leader must do is gain an excellent understanding of the teachers they lead. The leader needs to gain a full appreciation of how teachers want to be supported and to have compassion shown to them. As was seen from the diversity of responses coded into this category, individuals vary significantly in their preferences around how a leader could show support and compassion to them to enable them to flourish. Also of note, empowering teachers and giving them autonomy were other factors identified by teachers and leaders as being important for them to flourish: how much autonomy and how this autonomy is given, as well as how much support is needed also varies between individuals. This thesis, therefore, recommends that a leader asks teachers directly how they can best support them, show them compassion, empower them, and give them autonomy; then act on the teacher's requests. Equally, literature suggests that there are important differences between individuals' strengths; what one teacher is particularly strong in, is unlikely to be the same as another teacher's forte. An individual's strengths can also vary across time and context. To promote teacher flourishing, and therefore performance, a school leader

needs to know what a teacher's strengths are (and continue to improve their understanding of this throughout their leadership) in order to focus on those and allow teachers to do work that uses those strengths (Seligman & Peterson, 2004). Guessing or generalising is not likely to be effective in enabling teachers to flourish. This, the data showed, is true also of how teachers want to grow and develop, as well as how teachers wish to be shown appreciation and gratitude.

Furthermore, to enable teachers to focus on meaningful work, a leader needs to know what individual teachers value. Asking them directly what they value or working with teacher to uncover their values and purpose through coaching, was shown by this project to be effective in enhancing teachers' sense of meaning at work. It is, therefore, suggested, that the key method a leader can translate the LFTF theory to practice is to get to know those they lead extremely well. As mentioned above, coaching is a good method for this, but questions directed towards enhancing a leader's knowledge of each of the areas mentioned above are also necessary.

This proposal reflects the core philosophy of a book a colleague and I published which can be summarised as 'know your people; love your people; inspire your people' (Granville-Chapman & Bidston, 2020). In the book, we argue that only by knowing your people can you show them love; and only once you know your people and have shown them love can you inspire them through enabling them to connect to and be active in areas that are meaningful to them. The book draws upon the business literature and interviews with leaders from a range of professions including (amongst others) the law, sport, the charity sector, technology, politics, health, and the military.

This thesis argues that the application of the model LFTF by school leaders, particularly through finding out the extent to which they are exhibiting virtuous dispositions that are relevant to the needs of the individual teachers they lead, would have a positive impact on the flourishing of teachers and, therefore, also pupils. How school leaders develop such virtuous dispositions is beyond the scope of this thesis, and an important area for future research.

Having considered the application of the model in practice, this chapter will now consider the strengths and limitations of the project.

9.3 Strengths and limitations

This section of the chapter revisits strengths and limitations from the methodology chapter and considers data collection methods; sampling strategies; the methods of analysis; as well as how the conclusions were drawn. The use of mixed methods, whilst it had its limitations, was an appropriate way of accessing two complex concepts: flourishing and leadership. It was beneficial to collect both quantitative and qualitative data. The quantitative data highlighted general trends which could be used by school leaders and policy makers; it identified trends in participants' understanding of the term flourishing in their work contexts and in what teachers believed school leaders could do to improve the extent to which they flourished in their school roles. The quantitative data was also used by participants in the collaborative phases of the research and enhanced their understanding of what other teachers' perceptions were on flourishing. The use of

participatory and collaborative research was appropriate for the aims of the project and it was beneficial to involve teaching staff throughout the project to improve the relevance of its design and their engagement with the research. This also bridged a perceived gap between research and practice, and empowered teachers to design interventions to improve flourishing that were relevant to their schools' contexts.

The online survey provided a broader and larger sample than could have been achieved through focus groups and interviews alone; teachers from 78 schools in the UK in a range of roles completed the survey. The sample for the online questionnaire was not, however, as representative as it could have been for UK schools as the sampling was purposive and then utilised snowball sampling to increase the number of respondents. It is likely that respondents were interested in the topic and, therefore, not wholly representative of teachers in the UK. It would also have been better to have collected a higher number of responses and to have ensured that within each school that responded, teachers in a representative range of roles were included. The size and nature of the sample mean that any generalisation of the findings to other contexts should be approached with caution.

The qualitative data collection methods were helpful for gaining richer data about a complex multidimensional concept, flourishing. These data also enabled a more in depth reflection on the creation of interventions by participants. The qualitative methods could, however, have been enhanced by using more individual interviews to gain a deeper understanding of what individual teachers and school leaders understood by flourishing and what leaders' impacts could be on flourishing. The selection of the schools involved in the participatory phase of the project was dictated primarily by access, so the schools

were within one and a half hour's drive of the school I work in, and they were schools that I had worked with through our Teaching Schools Partnership. Although the Teaching School does not dictate leadership policy or culture within the member schools, there was some shared understanding between the schools of leadership as all members had sent at least one teacher on a leadership programme that I have run. The three schools are also located in semi-rural areas in the South of England. It would have been interesting to have included cases from very different contexts, such as schools which are part of a large academy group, or those in an inner-city location. As data on teacher wellbeing increases in its availability, it could also be beneficial to carry out purposive sampling to include schools with varying levels of staff flourishing.

The methods of analysis could have been enhanced by using a team of researchers to check the data and spending more time with participants exploring with them the extent to which the findings and conclusions reported were congruent with what they were intending to contribute to the research.

9.4 Contributions to the school leadership literature

The model proposed by this project contributes to the school leadership literature. The model focuses on the dispositions of leaders and the actions leaders could take to improve teacher flourishing, whilst acknowledging that those dispositions and actions, when enacted by someone not in a named, formal leadership role are also likely to improve the flourishing of those they have a relationship with (as was shown especially to be the case in the collaborative and participatory phase of the research). The model resonates particularly with models of servant and positive leadership but takes these further with its

inclusion of specific dispositions that emerged as being influential in flourishing (Maak & Pless, 2006a; Patterson, 2003; Cameron, 2012). Servant and positive leadership have also all been shown to have positive impacts on follower flourishing (Maak & Pless, 2006b; Patterson, 2003; Cameron, 2012).

Contributions to the literature also included using an established model of flourishing and modifying it to focus on the impact of leadership on flourishing in a school setting; Su et al.'s (2014) Model of Psychological Wellbeing and their associated scale the Comprehensive Inventory of Thriving had not been used in this way before. It provided an instrument that, when adapted to focus on the impact of leaders on teacher flourishing, was well understood by teachers and shown to be relevant to their contexts. Each of the factors included in the CIT was perceived to be influential in the extent to which teachers flourished and the impact of leaders on each dimension could also be measured in the future using this tool. Further modifications could make the instrument even more useful to exploring the flourishing of teachers in a school context and the impact of school leaders on this.

The research brought the school leadership, business leadership, and the flourishing, wellbeing, thriving and happiness literature together to contribute to an understanding of an under-researched area: how school leaders could improve teacher flourishing. This provided a new understanding of school leadership and its impacts and led to the proposal of a new model of school leadership: leadership for teacher flourishing (LFTF). Collaborative and participatory research was combined with the collection of quantitative and qualitative data from online surveys, focus groups and interviews, which is unusual

methodologically but arguably effective for understanding an under-researched and complex area: the influence of leaders on teacher flourishing. It was found that the actions, dispositions, and decisions of school leaders influenced teacher flourishing, and that through working collaboratively with staff, school leaders can improve teacher flourishing.

9.5 Implications for policy

Currently, there seems to be limited explicit reference to the impact of leaders on teacher flourishing in British educational policy documents and national training programmes (such as the National Professional Qualifications for Senior Leaders, Heads and Executive Leaders: NPQSL, NPQH and NPQEL). This section will focus on the National Professional Qualifications (NPQ) Framework as UK-based potential and serving school leaders are encouraged to complete the qualifications to move up the school leadership hierarchy. This analysis explores both the NPQ behaviours and content areas.

The current NPQ Framework says that participants will have the opportunity to develop seven leadership behaviours. The table below compares the behaviours to the leadership dispositions that this thesis suggests are effective in improving the flourishing of teachers. The explicit focus of the behaviours in the NPQ framework is primarily on pupils, the school and the leader themselves, with only explicit mention of ‘colleagues’ in one behaviour (respect). Otherwise, it is only implied. Furthermore, there is no mention of leaders’ impact on the flourishing (or wellbeing) of teachers. This project argues that since the flourishing of teachers impacts pupil outcomes and the extent to which pupils flourish,

it would be beneficial for the NPQ behaviours to make more explicit mention of the impact of school leaders on teachers and specifically on teacher flourishing.

Table 25: A commentary on current NPQ behaviours and leadership for flourishing

NPQ Behaviour	NPQ behaviour description	Commentary
Commitment	The best leaders are committed to their pupils and understand the power of world-class teaching to improve social mobility, wellbeing and productivity	This links to leaders enabling their team to do meaningful work. There is no mention in the assessment outcomes, though, of ensuring that teachers are primarily working towards this goal.
Collaboration	The best leaders readily engage with, and invest responsibility in, those who are best placed to improve outcomes	This behaviour encourages the development of relationships at all levels and with all stakeholders. The assessment criteria do not, however, explicitly cover collaboration. This is explored further in the next section on the NPQ content areas.
Personal drive	The best leaders are self-motivated and take a creative, problem-solving approach to new challenges	This concerns the extent to which leaders are engaged, which is a dimension of flourishing; the training also requires consideration of theories of motivation to improve teachers' engagement. Engagement is, however, affected by flourishing so this area of training could further be enhanced by looking at engagement in greater depth.
Resilience	The best leaders remain courageous and positive in challenging, adverse or uncertain circumstances	This is an assessment of the leader's courage and positivity, rather than the impact of the leader on those they are leading.
Awareness	The best leaders will know themselves and their teams, continually reflect	Leader self-knowledge and knowledge of those they lead emerged as being particularly important in this project. It is recommended, though, that leaders finding

	on their own and others' practices, and understand how best to approach difficult or sensitive issues	out how individuals prefer leaders to enable them to flourish is explicitly included in training.
Integrity	The best leaders act with honesty, transparency and always in the interests of the school and its pupils	This connects with trustworthiness. A convergence with the LFF theory is that the emphasis is on leaders always acting in the interests of the school and its pupils. This thesis would suggest that this misses the importance of leaders acting in the interests of teachers as well as the school as an organization and pupils. A focus on the interest of teachers, the thesis would argue, would be beneficial for pupils and for schools
Respect	The best leaders respect the rights, views, beliefs and faiths of pupils, colleagues and stakeholders	This is more focused on all stakeholders including teachers. Respectfulness is a virtue and was shown to build trust; trustworthiness was a leader behaviour included in the LFTF model.

The National Professional Qualifications also have six content areas: strategy and improvement; teaching and curriculum excellence; leading with impact; working in partnership; managing resources and risks; increasing capability (DfE, 2020). As for the behaviours, none of these content areas explicitly address the flourishing of teachers, nor the impact of leaders on their flourishing. The next section explores each of the NPQ content areas for the NPQML, NPQSL and NPQH and evaluates how the findings of this research could contribute to them to increase the effectiveness of the NPQ in enhancing teacher flourishing.

9.5.1 Evaluation of NPQ content areas: Strategy and improvement

The assessment objectives for ‘*strategy and improvement*’ are broken into two key areas for the NPQML, NPQSL and NPQH: data management and implementing successful change. For the NPQSL and NPQH, there is an additional area, working with the governance board. For data management, the criteria focus on collecting data to inform plans for improvement. In the ‘*learn how to*’ notes for the NPQML and SL, there is reference to balancing data collection with teacher workload, which, this research argues, will support teacher flourishing. It is not, however, included in the assessment criteria for any of these qualifications nor as a ‘*learn how to*’ point for the NPQH. While there is evidence that using data effectively can improve pupil outcomes, thus promoting a sense of accomplishment for teachers, a teacher completing a NPQ may prioritise the collection of data over reducing teacher workload, particularly as this is not in the assessment criteria. This could undermine both the flourishing and effectiveness of the members of their team, particularly if the team is already under stress (for example from the additional demands of teaching during the COVID-19 pandemic). It is recommended, therefore, that reference to ‘teacher workload’ is included in the NPQH and in the assessment criteria for each of the qualifications.

Implementing successful change is included in each of the qualifications, but the focus changes from team (NPQML) to school (NPQSL and NPQH) and group of schools (NPQEL). For each of the qualifications participants are assessed on their analysis of research into, and examples of, the leadership of change and their application of this research to the design and own leadership of plans for change. This is potentially helpful for enabling an increase in a sense accomplishment for the leader and possibly also their team or the teachers involved in the change initiative if it improves pupil outcomes. The ‘*learn how to*’ description also mentions tools to reduce workload in the NPQML (but not

NPQSL or NPQH) as something to be considered. Collaborative and participative approaches to interventions were, however, shown to be effective in improving teacher flourishing for several reasons (such as building trust, focusing on teachers' strength and giving them opportunities to grow and develop) so could potentially be added to this assessment criteria. This thesis also recommends that any change that a leader plans to implement with their team is evaluated thoroughly to ensure that the extra work it creates is worth the beneficial impacts either on pupil outcomes or efficiency.

9.5.2 Teaching and curriculum excellence

This criterion focuses on the leadership and growth of excellent teaching, reflecting curriculum requirements, and the Ofsted education inspection handbook (Ofsted, 2019). Participants in the programme are assessed on their analysis of research into, and examples of, domestic and international teaching strategies and pedagogical approaches, and how they apply these findings to their own plans. This could enhance a participant's sense of mastery as they learn more about effective teaching and curriculum design. Arguably, this criterion would be even more effective if groups of teachers were to investigate collaboratively different strategies and decide together what would work well for their context. This would enhance relationships and enable teachers to develop. It would also increase the likelihood of the initiative succeeding as the teachers involved in the research and analysis would be more committed to the plan and more likely to implement it effectively. For the NPQSL, leaders are assessed on their evaluation of teaching quality across a school accurately, exploiting appropriate techniques to gather evidence. It was reported in the findings by one participant that 'feeling judged is really stressful' (TQ72). This was reflected in a number of responses from teachers who felt that they were not trusted to teach effectively and felt under scrutiny from school leaders increasing their sense of fear and undermining their sense of empowerment and ability to be creative and excited about their teaching. There is a danger that the requirement from this qualification to evaluate teaching, whilst important for pupil attainment, if

done insensitively, could increase teacher stress. Again, a collaborative approach that involves teachers in deciding how to evaluate teaching and improve it could increase commitment to any proposed changes and reduce fear. The inclusion of the assessment criterion: *‘Assesses the impact of new initiatives on teacher workload, implementing options to minimise or mitigate this where necessary’* (DfE, 2019: 28) in the NPQH is a positive addition for teacher flourishing. The inclusion of this in the NPQSL and NPQML qualifications could also be beneficial as it would encourage the leaders to consider the impact of their proposals on teacher workload. As noted in the findings, change (particularly when it was perceived to be ineffective in improving pupil outcomes) was often cited as a barrier to flourishing.

9.5.3 Leading with impact

The *‘Leading with impact’* content area includes the teaching of leadership styles for the NPQML. This thesis would argue that it is beneficial to change styles depending on the situation, but that it is more important for teacher flourishing (and therefore performance) to get to know and understand the teachers you lead and use this knowledge to support them effectively, rather than switching styles. A criticism of ‘styles of leadership’ raised by this thesis is that it can be perceived as inauthentic and too ‘blunt’ a method of leadership. In one NPQML syllabus (Inspiring Leaders, 2020), for example, Goleman’s (2000) six styles of leadership are taught (coercive, authoritative, democratic, pacesetter, coaching). Whilst these styles emerged from research that surveyed 3000 executives, this thesis argues that this oversimplifies the fundamental element of leadership that enables flourishing: positive relationships. Leadership is about working with people; people are incredibly diverse, and all are unique. ‘Techniques’ for leading people are unlikely to take full account of this diversity, so taking the time to know people fully is, this thesis proposes, a more effective way of leading. The NPQML also considers the use of different communication styles and the NPQSL asks leaders to design and implement a

communications plan to promote and/or defend plans, drawing upon campaigns and techniques used in other schools. This thesis calls for the teaching of communications in the NPQ to be more about fully understanding people and their needs and hopes, as well as co-creating plans, rather than employing techniques to persuade people of plans that may not enhance their flourishing.

Influence and motivation are also covered and participants on the NPQSL are assessed on their evaluation of research into, and examples of, leadership and motivation and/or influence and their application of findings to motivate or influence others across the school. This thesis again argues that it would be more effective to treat teachers as individuals, rather than apply theories of influence and motivation to them. It is only in the NPQEL that participants are explicitly assessed on their understandings of the motivations and priorities of colleagues and stakeholders and the integration of these into the design and communication of plans. The inclusion of similar assessment criteria in the NPQML, NPQSL and NPQH would arguably be beneficial.

9.5.4. Working in partnership

Building positive relationships was shown to be fundamental to the flourishing of teachers, so the content area of the NPQ's 'working in partnership' could be beneficial for this. In the NPQML, leaders are asked to show that they have established relationships with others within and outside of own team, deploying appropriate structures and/or processes to mitigate against any barriers. The establishment of relationships within and outside their own team is a goal that is likely to improve flourishing (if these relationships are positive). The use of the phrase '*deploying appropriate structures and/or processes to*

mitigate against any barriers' (DfE, 2019: 14), however, sounds transactional and perfunctory. Authenticity of relationships and the genuine desire to know people on a human level, rather than using phrases like '*appropriate structures*' and '*processes to mitigate against any barriers to achieve goals*' (DfE, 2019: 14) would be more effective in cultivating flourishing. Collaboration on a project of mutual interest is also likely to enhance flourishing and would perhaps lead to more a positive impact on pupil outcomes. The language used in the higher qualifications is similarly transactional. The NPQH for example includes as assessment criteria '*analyse different models of partnership working/ opportunities for collaboration and their relevance to own plans*' and '*Exploits opportunities to support other schools, through collaboration and partnership in own school's area(s) of expertise*' (DfE, 2019: 30). This thesis argues that using this type of language (particularly words like 'exploit') undermines the intrinsic value of relationships.

9.5.5. Managing resources and risks

It is critical that children are kept safe while they are being educated, so this is a necessary content area. Management techniques such as analysing the financial and staffing implications of plans and using a budget in the NPQML, for example, are no doubt helpful to ensuring the effective running of the school given the financial constraints and have the potential to reduce the stress caused by financial or resource debt.

9.5.6 Increasing capability

The first learning point for the NPQH is ‘*Hold all staff to account (including senior leaders by the governance board) for performance using performance management, appraisal, misconduct and grievance systems*’ (DfE, 2019: 33). This thesis would contend that it is more important to engage teachers and ensure they can flourish to improve their capability than to hold people to account. Teachers reported ‘*feeling under the microscope, which is really stressful*’ (T4S3FG2); teacher stress has been highlighted as a significant issue in UK schools. Being held to account was also not something highlighted in the literature review or findings that inspires teachers to higher performance. In each of the NPQ levels, participants are assessed on their evaluation of research into, and examples of, high-quality professional development within and outside of the school, and their application of these findings to their own plans. Whilst there may not be a direct effect on pupil outcomes of teachers conducting professional learning in an area they have chosen because they are intrinsically interested in it, there is likely to be an indirect effect through an increase in their motivation and engagement in teaching. Successful talent identification and retention strategies is also covered by the qualifications and teacher recruitment and retention is an ongoing issue in the UK. By focusing on enabling the teachers who are currently working in schools to flourish, this could become less important and would reduce the costs associated with the recruitment and training of teachers.

In summary, there is much content in the NPQs, which if adjusted to focus on the factors shown by this project that leaders can influence to improve the flourishing of teachers, could make the qualifications more successful in tackling some of the major issues faced in education in the UK today. These issues include teacher stress, teacher ill-being and teacher retention. By training leaders so they are equipped with the knowledge of how to

improve teacher flourishing, as well as encouraging them to do so through assessing their impact on the flourishing of those they are privileged to lead, the NPQs could have a significant positive impact on teachers' flourishing and engagement, and therefore, also on pupil outcomes.

9.6 Future research

There is no doubt that the impact of leaders on human flourishing is highly complex and extremely difficult to unpick. There is so much more that could have been said and investigated in this research project to achieve a clearer picture of influences on flourishing with a larger research team and more time. There are also many exciting future research opportunities on this topic. A project could, for example, explore the extent to which the model of school leadership proposed by this thesis is applicable in other schools and in different contexts. The project hypothesises that the model, LFTF, would be applicable because the literature provides evidence to support the leadership behaviours that emerged in the findings as being influential in follower flourishing, as well as contributing to the flourishing of the leader themselves. A three-wave, mixed methods project which assesses the flourishing of individuals and compares this assessment with reported leadership dispositions in a diverse range of organizations could be used. As noted earlier, a further relevant area of research is how virtuous dispositions are cultivated and maintained by leaders even in stressful times; it would be beneficial to draw upon character research to ask this question then apply findings from this area to school leaders and teachers.

9.7 A final word

This thesis began by highlighting the long-standing concern of both the proliferation and impact of teacher ill-being, not only for the teachers themselves, but also for the pupils they are charged with educating. The COVID-19 pandemic has only exacerbated these concerns with over half of teachers participating in a YouGov survey reporting that they were experiencing anxiety and nearly a third saying they felt hopeless (YouGov, 2020). At all times, school leadership matters greatly for teacher and therefore student wellbeing (Weare & Gray, 2003), but the current COVID-19 pandemic has elevated the importance of school leaders in improving the flourishing of teachers. This study proposes the LFTF model for people working in education to use to create a positive impact on their colleagues' and, indeed, pupils' flourishing. The model is founded on the idea that it is imperative for a leader to get to know each individual teacher they have the privilege of working with extremely well, and then using this understanding to provide those teachers with the best support possible, so that the teachers in turn can support the young people they educate. Enhancing the flourishing of those in education is not, however, only the responsibility of those in named leadership positions. Everyone within a school has the opportunity to improve the flourishing of those around them. It is hoped that the findings of this research and associated model will be used by educators and policy makers to make a real and lasting impact on the flourishing of those they are fortunate enough to work alongside and to educate.

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Appendix A: Pilot Questionnaire 1 and 2

Pilot questionnaire 1

1. What does flourishing mean to you?
2. When you are flourishing in your role as an educator what is it like?
3. Describe one or more times when a school leader influenced positively the extent to which you were flourishing as an educator
4. What could your school leaders do to enable you to flourish as an educator?
5. What support do you think school leaders need to be able to influence your flourishing?
6. Please indicate how much each of the following factors influence your flourishing as an educator by giving it a score out of 5, with 5 being extremely influential and 1 being not influential at all:

(1) Positive mood or frame of mind

1 2 3 4 5

(2) Positive relationships

1 2 3 4 5

(3) Feeling engaged in your work

1 2 3 4 5

(4) Meaning and purpose in your role

1 2 3 4 5

(5) A sense of mastery and accomplishment

1 2 3 4 5

(6) Feelings of autonomy and control

1 2 3 4 5

(7) Optimism

1 2 3 4 5

Pilot Questionnaire 2

The first set of questions are adapted from the Comprehensive Inventory of Thriving (CIT): Su et al. (2014).

Please indicate your agreement or disagreement with each of the following statements using the scale below.

- 1 Strongly Disagree
- 2 Disagree
- 3 Neither Agree nor Disagree
- 4 Agree
- 5 Strongly Agree

Factor 1: Relationships (5 = strongly agree)

- Item 1. I can depend on my school leaders to help me (1-5)
- Item 2: My school leaders give me support and encouragement (1-5)
- Item 3: My school leaders appreciate me as a person (1-5)
- Item 4: My school leaders volunteer to help when my school community needs something to be done (1-5)
- Item 5: My school leaders invite me to their home (1-5)
- Item 6: My school leaders look for ways to help my colleagues when they are in need (1-5)
- Item 7: I can trust senior leaders in my school (1-5)
- Item 5. I can trust the leader of my department (1-5)
- Item 9. Most leaders at my school are honest (1-5)
- Item 10: My leaders respect me (1-5)
- Item 11: My leaders are polite to me (1-5)
- Item 12: I am treated with the same amount of respect as others (1-5)
- Item 13: My leaders give me a sense of belonging in my school (1-5)
- Item 14: My leaders understand my needs (1-5)
- Item 15: My leaders are compassionate (1-5)
- Item 16: My leaders provide stability (1-5)

Relationships with my school leaders are an important influence on the extent to which I am flourishing in my role (5 = strongly agree)

Factor 2: Engagement (5 = strongly agree)

Item 1: My leaders give me work that I get fully absorbed in (1-5).

Item 2: My leaders give me work that energizes me (1-5)

Item 3: My leaders give me work that I get excited about (1-5)

Engagement in my work is an important influence on the extent to which I am flourishing in my role (1-5)

Factor 3: Mastery (5 = strongly agree)

Skills:

Item 1: My leaders enable me to use my skills a lot in my everyday work (1-5)

Item 2: My leaders enable me to use my talents frequently (1-5)

Item 3: My leaders enable me to do what I am good at every day (1-5)

Learning:

Item 4: My leaders enable me always to learn something new every day (1-5)

1. My leaders enabled me to learn something new yesterday

2. My leaders ensure learning new things is important to me

Accomplishment:

Item 5: My leaders are enabling me to achieve most of my goals (1-5)

Item 6: My leaders are enabling me to fulfil most of my ambitions (1-5)

Self efficacy:

Item 7: My leaders influence the extent to which I believe I can succeed if I put my mind to it (1-5)

Item 8: My leaders influence the extent to which I am confident that I can deal with unexpected events (1-5)

Item 9: My leaders influence the extent to which I believe that I am capable in most things (1-5)

Self-Worth:

Item 10: My leaders influence the extent to which I believe that what I do in life is valuable and worthwhile

Item 11: My leaders influence the extent to which the things I do contribute to society

Item 12: My leaders influence positively the extent to which the work I do is important for other people

Mastery of my work is an important influence on the extent to which I am flourishing in my role (1-5)

Factor 4: Autonomy (5 = strongly agree)

Item 1: My leaders make most of my work decisions for me (1-5)

Item 2: The work choices I make are really my leaders' choices (1-5)

Item 3: My leaders decide what I can and can't do at work (1-5)

Autonomy is an important influence on the extent to which I am flourishing in my role (1-5)

Factor 5: Meaning and purpose in your role (5 = strongly agree)

1. My leaders enable my life to have a clear sense of purpose

Item 1: My leaders give my work a clear sense of purpose (1-5)

Item 2: My leaders give my work satisfactory meaning (1-5)

Item 3: My leaders know what gives meaning to my life (1-5)

Item 4: My leaders know what gives meaning to my work (1-5)

Meaning and purpose are important influences on the extent to which I am flourishing in my role (1-5)

Factor 6: Optimism (5 = strongly agree)

Item 1: My leader influences me positively to be optimistic about my future (1-5)

Item 2: My leader enables me to have a positive outlook on life (1-5)

Item 3: My leader enables me to expect more good than bad things to happen at work (1-5)

Optimism is an important influence on the extent to which I am flourishing in my role (1-5)

Factor 7: Subjective wellbeing (5 = strongly agree)

1. My leader ensures that in most ways my life is close to my ideal

Item 1: In most ways my leader positively influences my work life (1-5)

Item 2: My leader positively influences how satisfied I am with my work (1-5)

My leader enables my life to go well

Item 3: My leader positively influences how positive I feel at work (1-5)

Item 4: My leader positively influences how happy I feel at work (1-5)

Item 5: My leader positively influences how good I feel at work (1-5)

My leaders influences me to feel negative most of the time (R)

My leader influence me to experience unhappy feelings most of the time (R)

My leader influences me to feel bad most of the time (R)

Satisfaction with my work-life and positive feelings are important influences on the extent to which I am flourishing in my role (5 = strongly agree)

Note. Reversely scored items are noted with an (R).

Dimension names and subscale titles are presented for clarification purpose and were removed during data collection in the current study.

Appendix B: Online questionnaire

Questionnaire – How can school leaders improve the flourishing of teachers?

The following text has been sent by email and is at the start of the online survey.

Thank you so much for your interest in participating in this questionnaire. This questionnaire is designed to gain a better understanding of how leaders can improve teacher flourishing. Please read through these terms before agreeing to participate by completing the questionnaire. We, the University of Oxford, are investigating how school leaders can improve teacher flourishing. The questionnaire should take about 15 minutes.

Your answers will be anonymous, and we will use all reasonable endeavours to keep them confidential. Please note that your participation is voluntary. You may withdraw at any point during the questionnaire for any reason, before submitting your answers, by closing the browser. Your data will be stored in a password-protected file and may be used in academic publications. Your IP address won't be stored. The University of Oxford is the data controller for the purposes of the Data Protection Act 1995.

This questionnaire is for a DPhil (PhD) project. The principal researcher is Katy Granville-Chapman, who is attached to the Department of Education at the University of Oxford. This project is being completed under the supervision of Dr Nigel Fancourt and Dr Ian Thompson. This project has been reviewed by, and received ethics clearance through, the University of Oxford Central University Research Ethics Committee.

If you have a concern about any aspect of this project, please email the researcher (Katy.Granville-Chapman@wolfson.ox.ac.uk) or their lead supervisor (nigel.fancourt@education.ox.ac.uk), who will do their best to answer your query. The researcher should acknowledge your concern within 10 working days and give you an indication of how they intend to deal with it. If you remain unhappy or wish to make a formal complaint, please contact the relevant Chair of the Research Ethics Committee at the University of Oxford: Chair, Social Sciences & Humanities Inter-Divisional Research Ethics Committee; Email: ethics@socsci.ox.ac.uk; Address: Research Services, University of Oxford, Wellington Square, Oxford OX1 2JD. The Chair will seek to resolve the matter in a reasonably expeditious manner.

Please note that you may only participate in this survey if you are 17 years of age or over.

If you have read the information above and agree to participate with the understanding that the data(including any personal data) you submit will be processed accordingly, please start the questionnaire and your consent will be assumed.

The questionnaire is an adapted version of Su et al's (2014) Comprehensive Inventory of Thriving (CIT), which was validated in five samples of a total of 3,191 US participants with diverse demographics. The CIT had excellent psychometric properties and exhibited convergent validity with

existing measures of psychological wellbeing and discriminant validity with measures of ill-being.

Online survey items:

2. What is the name of the school you work in?.....

3. What type of school do you work in (please select)?

Primary state school, free school or academy

Primary independent (fee paying)

Secondary comprehensive, free school or Academy

Secondary independent

Other (please specify)

3. What is your email address?

.....

4. Would you be willing to participate in an interview or interview group for this research?

Yes

No

5. What is your role within the school?

.....

6. Are you a (please select):

Senior leader

Middle leader

Classroom teacher without a formal middle or senior leadership role

9. It is thought that the following factors contribute to flourishing and wellbeing at work:

1: Relationships

2. Engagement;

3. Mastery

4. Autonomy
5. Meaning and purpose;
6. Optimism
7. Subjective wellbeing (life satisfaction, feelings)

The following statements help you to reflect on the influence of school leaders on these factors. The statements are adapted for this purpose from Su et al's (2014) 'Comprehensive Inventory of Thriving'. Please indicate your agreement or disagreement with each of the statements using the scale below.

1. Strongly disagree
2. Disagree
3. Neither disagree or agree
4. Agree
5. Strongly agree

Factor 1: Relationships (5 = strongly agree)

- Item 1. I can depend on my school leaders to help me (1-5)
- Item 2: My school leaders give me support and encouragement (1-5)
- Item 3: My school leaders appreciate me as a person (1-5)
- Item 4: My school leaders volunteer to help when my school community needs something to be done (1-5)
- Item 5: My school leaders invite me to their home (1-5)
- Item 6: My school leaders look for ways to help my colleagues when they are in need (1-5)
- Item 7: I can trust senior leaders in my school (1-5)
- Item 5. I can trust the leader of my department (1-5)
- Item 9. Most leaders at my school are honest (1-5)
- Item 10: My leaders respect me (1-5)
- Item 11: My leaders are polite to me (1-5)
- Item 12: I am treated with the same amount of respect as others (1-5)
- Item 13: My leaders give me a sense of belonging in my school (1-5)
- Item 14: My leaders understand my needs (1-5)
- Item 15: My leaders are compassionate (1-5)
- Item 16: My leaders provide stability (1-5)

Relationships with my school leaders are an important influence on the extent to which I am flourishing in my role (5 = strongly agree)

Factor 2: Engagement (5 = strongly agree)

Item 1: My leaders give me work that I get fully absorbed in (1-5).

Item 2: My leaders give me work that energizes me (1-5)

Item 3: My leaders give me work that I get excited about (1-5)

Engagement in my work is an important influence on the extent to which I am flourishing in my role (1-5)

Factor 3: Mastery (5 = strongly agree)

Skills:

Item 1: My leaders enable me to use my skills a lot in my e day work (1-5)

Item 2: My leaders enable me to use my talents frequently (1-5)

Item 3: My leaders enable me to do what I am good at e day (1-5)

Learning:

Item 4: My leaders enable me to do something new every day (1-5)

Accomplishment:

Item 5: My leaders are enabling me to achieve most of my goals (1-5)

Item 6: My leaders are enabling me to fulfil most of my ambitions (1-5)

Self efficacy:

Item 7: My leaders influence the extent to which I believe I can succeed if I put my mind to it (1-5)

Item 8: My leaders influence the extent to which I am confident that I can deal with unexpected

events (1-5)

Item 9: My leaders influence the extent to which I believe that I am capable in most things (1-5)

Self-Worth:

Item 10: My leaders influence the extent to which I believe that what I do in life is valuable and worthwhile (1-5)

Item 11: My leaders influence the extent to which the things I do contribute to society (1-5)

Item 12: My leaders influence positively the extent to which the work I do is important for other people (1-5)

Mastery of my work is an important influence on the extent to which I am flourishing in my role (1-5)

Factor 4: Autonomy (5 = strongly agree)

Item 1: My leaders make most of my work decisions for me (1-5)

Item 2: The work choices I make are really my leaders' choices (1-5)

Item 3: My leaders decide what I can and can't do at work (1-5)

Autonomy is an important influence on the extent to which I am flourishing in my role (1-5)

Factor 5: Meaning and purpose in your role (5 = strongly agree)

Item 1: My leaders give my work a clear sense of purpose (1-5)

Item 2: My leaders give my work satisfactory meaning (1-5)

Item 3: My leaders know what gives meaning to my life (1-5)

Item 4: My leaders know what gives meaning to my work (1-5)

Meaning and purpose are important influences on the extent to which I am flourishing in my role (1-5)

Factor 6: Optimism (5 = strongly agree)

Item 1: My leader influences me positively to be optimistic about my future (1-5)

Item 2: My leader enables me to have a positive outlook on life (1-5)

Item 3: My leader enables me to expect more good than bad things to happen at work (1-5)

Optimism is an important influence on the extent to which I am flourishing in my role (1-5)

Factor 7: Subjective wellbeing (5 = strongly agree)

Item 1: In most ways my leader positively influences my work life (1-5)

Item 2: My leader positively influences how satisfied I am with my work (1-5)

Item 3: My leader positively influences how positive I feel at work (1-5)

Item 4: My leader positively influences how happy I feel at work (1-5)

Item 5: My leader positively influences how good I feel at work (1-5)

Satisfaction with my work-life and positive feelings are important influences on the extent to which I am flourishing in my role (5 = strongly agree)

Open questions

1. What enables you to flourish and what barriers are there to flourishing, in your role as a teacher or leader, which you believe school leaders can influence?

.....

2. Describe one or more times when a school leader influenced positively the extent to which you were flourishing as a teacher or school leader.

.....

3. Describe one or more times when a school leader influenced negatively the extent to which you were flourishing in your role as a teacher or leader

.....

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4. What could your school leaders do to improve the extent to which you are flourishing in your role as a teacher or leader?

.....

...

5. What support do you think school leaders need to be able to influence your flourishing positively?

.....

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Appendix C: CUREC approval

Reply all | Delete | Junk | ...

NL

Nikki Luke <nikki.luke@education.ox.ac.uk>
Mon 06/03/2017 11:09
To: Katy Granville-Chapman <katy.granville-chapman@wolfson.ox.ac.uk>; Nigel Fancourt <nigel.fancourt@education.ox.ac.uk>; Ian Thompson <ian.thompson@education.ox.ac.uk>;
Education Research Office <research.office@education.ox.ac.uk>

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74 KB

KEGC - Interview que...
55 KB

64 KB

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Dear Katy,

Application Approval

Title: *How can school leaders improve teacher flourishing?*

The above application has been considered on behalf of the Departmental Research Ethics Committee (DREC) in accordance with the procedures laid down by the University for ethical approval of all research involving human participants. Thank you for submitting the requested amendments. I am pleased to inform you that, on the basis of the information provided to DREC, the proposed research has been judged as meeting appropriate ethical standards, and accordingly, approval has been granted.

If your research involves participants whose ability to give free and informed consent is in question (this includes those under 18 and vulnerable adults), then it is advisable to read the following NSPCC professional reporting requirements for cases of suspected abuse: http://www.nspcc.org.uk/inform/research/briefings/reporting_child_abuse_wda74908.html

Please note that CUREC approval does not guarantee access to participants, and it is your responsibility to check whether countries or contexts in which you plan to conduct your research might impose additional requirements (such as DBS checks).

Should there be any subsequent changes to the project which raise ethical issues not covered in the original application you should submit details to research.office@education.ox.ac.uk for consideration.

Good luck with the project!

Yours sincerely,
Nikki Luke
Member of DREC

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