Motivating the Professional Learning Community; Assembling a Framework for Generative Professional Development

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Abstract

This project examined teachers' motivation to engage with the construction of a framework for professional development (PD), underpinned by generative learning principles in a school requiring a shift in practice for its teacher. The project also explored how generative PD practices within such a framework might support the development of an emergent Professional Learning Community (PLC). It was proposed that a shift in ownership of PD, through the application of generative practices, might enhance teachers' intrinsic motivation to engage with PD and provide momentum for PLC genesis.

Participants contributed to the school's PD cycle for one year. TeachMeet principles were employed, where anything of interest within teachers' professional spheres was shared in a low-stakes setting. Data emanated from semi-structured interviews (SSIs) after the implementation of the generative framework, followed by inductive coding and narrative analysis. This permitted an exploration of beliefs and authentic experiences of each teacher, with a holistic recount of teachers' experiences of PD throughout their careers emerging, in tandem with their current engagement and motivation regarding the generative framework.

Teachers clearly articulated that some models of PD, such as the deficit model, had been detrimental to motivation. Teachers expressed eagerness to share knowledge and skills with colleagues in the findings, with the generative PD framework facilitating the co-creation of knowledge within spheres of professional interest. Teachers were clear that the new framework supported their motivation to engage with PD and was supportive of their growth as autonomous professionals. These findings indicated that generative learning principles, when applied to PD, supported the early formation of a PLC in the project school and suggested that a significant contributory factor was engaging with the process of seeking to understand teachers' motivation to engage with the PD framework itself.

Table of Abbreviations Used Throughout the Text

CUREC	Central University Research Ethics Committee
ELL	English Language Learner
EYFS	Early Years & Foundation Stage
FE	Further Education
HE	Higher Education
IQ	Interview Question
ITT	Initial Teacher Training
KS2	Key Stage 2
MLT	Masters in Learning & Teaching
PD	Professional Development
PLC	Professional Learning Community
RQ	Research Question
SEND	Special Educational Needs & Disability
SSI/s	Semi-structured Interview/s

1.0 Introduction

1.1 Rationale

This research project examined teachers' motivation during the process of engagement with a Professional Development (PD) programme, underpinned by generative learning principles (Bae, Hand & Fulmer, 2022). The setting was a preparatory school in Central London, with approximately 100 pupils from Pre-Nursery to Year Six and a small staff-body of 19 teachers and teaching assistants. Conceptualisations of generative learning principles for teachers were explored in relation to PD, with the intervention for the project being the complex process itself of formulating, implementing and evaluating a collaborative & generative framework for PD. Teachers' practices formed the generative core of the PD model, which sought to enhance teacher motivation through the act of engagement itself and develop practice in innovative ways, creating knowledge by and for teachers (Darling-Hammond et al, 2017). The processes of developing and implementing the framework, and the resulting analysis of the professional dialogue involved in enacting collaborative and generative PD for this group of teachers, was examined at the granular level. The project explored teachers' conceptions of PD across their careers to-date; how this lens of professional experience may have influenced engagement and motivation for these teachers during the implementation of the framework; and how the process of implementing the framework may have led to the emergence of a Professional Learning Community (PLC) (Vescio, Ross & Adams, 2008).

The warrant to explore PD in relation to teachers' motivations in developing collaborative practices emerged from data collected as part of the school's annual cycle of teacher surveys, which formed the basis of the warrant for the Part 1 assignment. These bi-annual surveys (autumn and summer terms of each academic year) seek to elicit teachers' attitudes and beliefs regarding their wellbeing in relation to their roles, together with conceptualisations of how the school can further

support teachers' PD and broader career development. These surveys, from two consecutive years (2019 to 2020 & 2020 to 2021) of four data-collection milestones, portrayed a picture that was concerning for the school community. Most staff felt demotivated, expressing feelings of de-professionalisation, in addition to senior leaders underrating their experience as teachers. Teachers also felt that career development opportunities were focused on administrative tasks, which were assigned to them by senior leaders to prepare for future inspection. The teacher, as the professional for whom the school's PD programme was purportedly for, was ultimately alienated from it, with their requirements for development clearly not being met at that time.

Provisional data from the Part 1 assignment explored teachers' experiences of PD during and immediately after multiple lockdowns throughout the Covid-19 Pandemic. These data suggested that teachers felt excluded during the planning and delivery of the school's PD programme, consequently losing opportunities to engage with key principles of PLC formation which would allow them to actively and autonomously develop professional relationships with colleagues. In summary, it was clear that the previous PD programme, designated by senior leaders, was not supporting teachers individually (Kaser, 2013) and was not utilising PD structures which would allow teachers to thrive as experts in the art and science of teaching (Marzano, Frontier & Livingston, 2011).

As the principal researcher for the project, it is key to contextualise how my roles evolved during the period outlined above, as the desire to drive change in my school emanated from my experiences as both a teacher and a senior leader. I was appointed as a Key Stage 2 (KS2) maths teacher at the school in September 2018, moving into senior leadership as the Deputy Head in September 2020, while retaining 27 hours of teaching time per week. My transition from teacher to Deputy Head with teaching responsibilities, further developed my interests in teacher professionalism, teacher identities and collaborative PD practices. A clear emphasis on how learning,

teaching and leadership can be effectively aligned for the improvement of learning and teaching, remains a key theme within this project and for my career development within education. As a teacher during my time at the project school, I experienced PD that was aimed primarily at rectifying perceived deficits in my own and colleagues' practice (Day et al, 2007). As I stepped into senior leadership, I delivered content and facilitated PD that the wider leadership team felt would improve students' academic performance and, by extension, the school's academic profile; thus, delivering positive outcomes for a future inspection report. Within this context, the outgoing Head Teacher was an Independent Schools Inspectorate (ISI) Team Inspector, who during the two academic years from 2019 to 2021, was completing their training as a Reporting Inspector and the negative impact on teachers' wellbeing with regard to school inspection preparation as a stand-alone exercise unlinked to PD, was widely reported by colleagues as reflected in the literature (Brady & Wilson, 2021; Bush & Glover, 2014). It is outside the scope of this project to explore if and how preparation for school inspection may support improvements in educational outcomes. However, my professional stance, informed by my dual roles of teacher and senior leader in addition to my personal position, remain clearly aligned. I had experienced inspection processes which were detrimental to teacher motivation and engagement with PD, therefore I sought to redefine my school's approach, in collaboration with the team.

To describe the landscape in which teachers in the project school were working, I provide an example from the school's internal questionnaire, where colleagues expressed how the original PD negatively impacted their practice at the time:

Every staff meeting is about inspection and I dread Monday mornings. We find out whether we are in for another week of preparation for inspection and ticking boxes for the leadership team, or, if the day has actually arrived and we are told again that we have five minutes to do something that doesn't help me teach better but is for someone with a clipboard. Where are the children in all of this?

Year Two Teacher

An initial inquiry for the project was to explore if an interdependency between fluctuating teacher motivation to engage with PD and the processes involved in assembling an authentic, collaborative and generative PD framework as the intervention itself existed. Analysis of the process of assembling such a framework may then yield results that could potentially inform strategies of how schools make decisions regarding an effective framework for a PD programme and therefore how schools could then strategically plan to develop as a PLC, as part of longer term, sustainable PD framework for the whole community of learners (Eaker & Marzano, 2020; Hallinger & Heck, 2010; Hallinger & Huber, 2012; Vescio, Ross & Adams, 2008; Senge, 2006).

2.0 Reviewing the Literature

2.1 Professional Development, Teachers & Schools: Who & What is it For?

Schools can use PD as a principal means by which to improve educational outcomes via teachers (Antonacopoulou & Bento, 2003; Guskey & Yoon, 2009) and it is fortunate that many schools' understanding of what constitutes effective PD has shifted away from the deficit model of PD. This model of PD and, more broadly, how teachers may be regarded in professional terms by some schools through this deficit lens, is critical to the premise of this project and will be explored in a later chapter (Newman & Leggett, 2019). For teachers' motivation to engage with PD, models of school PD may regress to the deficit in a number of circumstances, particularly where schools may

experience challenging circumstances academically, with PD remaining stubbornly focused on perceived problematic teacher practices that need to be rectified. A majority of teachers do not regard some forms of PD as contributing to their development as professionals (Marzano, Frontier & Livingston, 2011). Teachers provide critical assessments of the pedagogical effectiveness of models of PD and these evaluations may include negative perceptions, where teachers perceive such experiences as unproductive and a misuse of their valuable professional time by senior leaders (Day et al., 2007). Consequently, it becomes evident that not all PD initiatives, as perceived by teachers themselves, contribute substantially to their professional growth and their ability to excel in their roles (Kraft & Papay, 2014). These less favourable PD encounters typically revolve around the dissemination of administrative tasks mandated by schools; tasks that often hold little relevance for teachers primarily engaged in direct student instruction (Day et al., 2007; Eaker & Marzano, 2020; Flint, Zisook & Fisher, 2011; Matthews & Sammons, 2005).

It could be suggested that successful schools develop their teachers' capacity to nurture their professional skills and motivate their teachers to continue the process of lifelong professional learning, as part of burgeoning PLCs (Senge, 2006; Servais, Kellie & Mary, 2009). Therefore, as the intervention for the project, I proposed that a shift in ownership of PD from senior leaders to the community of teachers themselves as an instinctive approach to PLC formation, could positively influence teachers' motivation to engage with PD in the long-term and support passion and creativity in their daily practice (Pelletier, Séguin-Lévesque & Legault, 2002). This could lead to the creation of a generative space for teachers to share practice in structured and collaborative ways that supported a refocusing on the pedagogical principles of what may have initially brought them to the profession (Day et al, 2007). The application of generative learning principles within the framework, chiefly

found in education literature in relation to students' learning, may also be beneficial to teachers' motivation to engage with PD (Guskey, 2002; Loucks-Horsley, 1995).

In recognising the essential role of PD in teachers' growth, it is critical to delve into what constitutes effective PD and how it fundamentally shapes the landscape of professional learning within the broader context of schools (Kennedy, 2005). It is apparent that schools' and teachers' needs are multifaceted, rendering it challenging to prescribe a one-size-fits-all formula for effective PD. Teachers often share positive aspects of PD, yet the objectives and rationale for these initiatives, set forth by schools and senior leaders, are not always transparent (Guskey, 2002). Nonetheless, the existing literature converges on key characteristics of effective PD (Black, 2019; Darling-Hammond et al., 2017; Timperley & Alton-Lee, 2008). It can be argued that the diversity of PD content and delivery methods holds significant potential, as requirements vary among teachers (Guskey, 2002). PD undeniably represents a critical element in every teacher's journey toward becoming a proficient practitioner and a master of their craft (Eaker & Marzano, 2020).

The development of a professional identity as a teacher necessitates not only initial teacher training (ITT) but also ongoing strategic and collaborative PD (Chapman et al., 2015). ITT alone is unlikely to equip teachers with the requisite knowledge and skills for the lifetime of their careers (Gunter, 2004). In light of research suggesting that it takes approximately 10 years of sustained practice to attain expertise (Ericsson, Krampe & Tesch-Römer, 1993), one could posit that PD remains a crucial requirement for at least a decade following ITT. Thus, in addressing these questions, it is imperative to explore approaches through which teachers and schools can embrace PD while respecting teachers' professional autonomy and constructing sustainable frameworks that benefit both teachers as integral components of a PLC and schools themselves. To address this concern, the

subsequent discussion will explore models and theories relevant to the generative framework adopted as the intervention in this project.

2.2 Correcting Deficiencies; The Deficit Model of PD

The deficit model of PD is commonly encountered in schools, in several guises and in ways aimed at meeting perceived needs for school improvement (Kennedy, 2005). Deficit PD assumes that teachers are deficient in some aspect of their practice and whatever the deficiency may be, this must be addressed for the benefit of students' learning and for the teacher's roles and responsibilities (Au, 2007). Deficit PD is ultimately ineffective and it has an acutely negative impact on classroom practice and pupil outcomes, demotivating teachers and in the worst cases, deprofessionalising them (Matthews & Sammons, 2005). Arguably, the deficit model of PD is based on a number of false assumptions, including the assumption that teachers are deficient in some manner and their practice needs to be fixed. This is acutely demoralising for teachers and leads to a short-term remedy that ultimately does not support sustainable change (Day et al, 2007).

For schools, moving beyond deficit PD by examining different models whilst justifying an alternative can be challenging, particularly for school that find themselves in situations where they have been directed to improve educational outcomes rapidly, such as raising attainment in standardised tests and examination results or where schools have experienced significant organisational and structural changes (Hargreaves, 2012). Deficit PD manifests itself in three ways that are detrimental to teachers. First, standardised test scores are used to identify teachers who require PD to rectify a perceived deficit in their practice, with this approach assuming teachers who have low-performing students are not effectively facilitating learning for them (Au, 2007). However, there are many factors that contribute to student achievement, such as relative poverty, lack of

access to resources, demographic profile, and discrimination (Baker et al, 2010). Focusing on the individual teacher's shortcomings ignores these factors over which teachers have no control and can lead to feelings of demotivation (Baker et al, 2010). Second, schools may deliver PD that is one-size-fits-all (Guskey & Yoon, 2009). This approach assumes that all teachers need the same PD, regardless of need in their practice, in tandem with their professional interests (Kaser, 2013). Providing one-size-fits-all PD can be ineffective and harmful, as it can lead to teacher boredom, resentment and demotivation (Hübner et al, 2021). Third, schools employ PD as a method of controlling teachers. Such PD assumes that teachers need to be told what to do and how to do it, and that they are not capable of making informed decisions about their professional progress independently. This approach is demeaning - it stifles creativity and innovation, damages teachers' professional identities and acutely demotivates teachers to enhance their professional knowledge and skills (Au, 2007).

Employing the deficit model of PD as a means of retaining teachers through control and developing teachers by acting as gatekeepers and deliverers of professional knowledge, has been highlighted as a method by which schools attempt to influence teachers' development of their career, thus indirectly deprofessionalising them in the process and risking competent teachers leaving their schools and potentially the profession altogether (Darling-Hammond, 2003). In this situation, schools may authorise, prohibit and direct teachers in the pursuit of PD in ways that are of benefit to the school community, which may or may not be in alignment with that desired by the teacher themselves (Brady & Wilson, 2021). Therefore, in some cases, rather than schools and teachers working collaboratively for the development of universal practice, often there may be a harmful separation of what teachers and schools ultimately desire to achieve (Day et al, 2007). Teachers and schools may be unable to effectively bridge the divide separating their objectives, producing few

shared successes in teachers' practice (Hargreaves & Fullan, 2012). This insidious aspect of schools controlling teachers through PD for their own objectives can be acutely damaging for teachers' perceptions of themselves as professionals and for wellbeing in the workplace ((Bush & Glover, 2003; Lieberman & Miller, 1984).

Despite its prominence, it is clear the deficit model of PD disengages and demotivates teachers and therefore does not improve educational outcomes for students (Fullan, 2007; Storey, 2003). Through a deficit lens, the significance of PD and its power to positively or negatively affect teachers' motivation to engage with it, is also clear to see and if schools wish to cultivate teachers' knowledge and skills as part of an emergent PLC, teachers as agents of their own professionalism must be respected and valued by their school and with that, directors of their own PD (Servais, Kellie & Mary, 2009). If schools wish to improve student outcomes and successes, teachers must have ownership of their practice and they must have agency in deciding on how this practice develops for the betterment of their pupils (Pelletier, Séguin-Lévesque & Legault, 2002).

2.3 Theories of Teacher Motivation

There are multiple factors that may influence teacher motivation to engage in PD (Guskey, 2002). The perceived relevance of PD to teachers' practice and the perceived quality of the PD itself are key influences of teacher motivation (Deci & Ryan, 2000). Protected time to collaborate with peers, together with the opportunity to receive detailed feedback, also supports motivation for teachers to engage with aspects of collaborative practices whilst also proving challenging for teachers who have not previously had space in which to do so (Kimmel, 2012). In addition, teachers require the opportunity and time to apply what they have learned in their classrooms; this can motivate teachers to engage with collaborative forms of PD more enthusiastically (Guskey, 2002).

Conversely, teachers can be demotivated by PD when they feel it is not relevant to their work, it is not well-designed, or it is not fully understood and supported by school leaders (Day et al, 2007; Evans, 1986). If schools approach PD in this way, teachers may become increasingly disengaged from their professional learning, with schools missing-out on the potential benefits of a motivated and engaged teaching workforce within (Hargreaves, 2012). Schools need to do more to engage teachers in PD that is relevant to their work, that is well-designed, and is clearly part of the overall vision for the PLC (Eaker & Marzano, 2020). Part of the solution is creating a culture of professional learning that values teachers' expertise and encourages them to share their learning with their colleagues (Hargreaves, 2012).

Schools can enhance teacher motivation to engage with the development of their practice in several ways (Lieberman & Miller, 1984). These can include providing teachers with resources and opportunities for engaging with PD, and creating a supportive work environment where collaboration is not only valuable, but ingrained in the working practices of the school (Hattie, 2008). Motivating factors that influence teachers' decisions to engage with PD are diverse and can be characterised in several ways (Bae, Hand, & Fulmer, 2022). Personal factors can include teachers' values, beliefs, and interests (Day et al, 2007). Teachers who are motivated by a desire to make a difference in the lives of their students are more likely to enhance professional skills and knowledge via PD (Han, Yin & Boylan, 2016). Professional factors include teachers' knowledge and skills, and teachers' sense of efficacy, in tandem with their working conditions (Leithwood, Harris & Hopkins, 2008). Teachers who feel supported in their work and who have the resources needed to be successful, are more likely to be motivated to engage with PD (Hallinger & Heck, 2010). Finally, Contextual factors are related to school culture and the vitality of the PLC. Teachers who work in a

collaborative school environment and who feel that their work is valued, are more likely to be motivated to engage meaningfully with PD (Han, Yin & Boylan, 2016).

Motivation is a multifaceted psychological concept, one that is complex and incorporates wide-ranging areas of research into human psychology and the concept of process planning that is key to goal achievement (Day et al, 2007). It is crucial to recognise that motivation in terms of human behaviour is intricate, in-part because there is no single factor that will motivate all individuals (Hallinger & Heck, 2010). However, by understanding those factors that can motivate or demotivate teachers specifically, schools and teachers may be able to create generative PD programmes that can support teacher motivation and, by extension, student achievement (Deci & Ryan, 2008). This project examines this psychological concept related to colleagues' experience in a proscribed set of circumstances, in light of the development of an intervention framework for a generative PD programme. However, it must be stipulated that a wide-ranging examination of motivation and how teacher engagement with PD relates specifically to this in schools, is beyond a project of this scope. An exploration of the literature into diverse standpoints regarding process and content theories of motivation in relation to wider teacher motivation and models of PD may potentially provide rich grounds for exploration in subsequent research.

A suitable model of PD must also be assessed at the same time as the requirement for PD itself being evaluated (Timperley & Alton-Lee, 2008). This suggests that, at times, PD may be unnecessary and, it can be assumed, may impact teachers' fundamental motivation to engage with it (Guskey & Yoon, 2009). A PD model of this nature undoubtedly meets the criteria for that which is a waste of professional time and resources (Day, Harris & Hadfield, 2001). Therefore, the requirement to engage with PD should be based on evidence and should be designed to meet any potential needs of individual teachers (Baker, 2022). Frequently, the importance of collaboration, detailed feedback,

and reflection in PD is discussed across the literature and is evidently critical in the development of generative PD that supports teachers' motivation (Timperley & Alton-Lee 2008).

2.4 Collaborative Professional Development & Process Theories of Motivation

Process theories of motivation focus on procedural aspects of motivation, rather than the content-driven or goal-oriented aspects of motivation (Deci & Ryan, 2008). Process motivation in the realm of PD pertains to the intrinsic drive and satisfaction derived from the journey of skill enhancement and personal growth, rather than solely focusing on outcomes and extrinsic reward (Senge, 2006). This means that the focus is on how people are motivated, rather than what motivates them (Han, Yin & Boylan, 2016). In relation to PD, this would suggest that teachers may also be motivated by the processes of learner engagement with the PD framework itself, rather than purely the content of the PD programme (Loucks-Horsley, 1995). Teachers who are motivated by the process of engaging with a collaborative PD framework may be more likely to be motivated to participate in PD, in addition to expressing findings of enjoyment and discussing the framework's worthwhile attributes (Guskey, 2002). Teachers may also be more likely to report that aspects of PD with which they engage support their practice and improve aspects of their teaching skills (Klaeijsen, Vermeulen & Martens, 2018). Teachers engaged in process-motivated PD may exhibit a heightened sense of autonomy and ownership over their learning needs (Pink, 2009). They may be increasingly likely to self-identify training needs that resonate with their individual requirements, consequently fostering a sense of empowerment and control over their PD needs (Guskey & Yoon, 2009). Teachers who self-determine skills acquisition and knowledge creation may experience increasing motivation to engage in continuous learning, leading to sustainable PD (Klaeijsen, Vermeulen & Martens, 2018) and by extension, possible PLC formation. Teachers who were motivated by

processes and engagement within a PD framework, were also more likely to apply what they learned in PD to their teaching practice (Kraft & Papay, 2014). They may also report that PD had supported them to improve their students' learning through new practices developed between colleagues (Han, Yin & Boylan, 2016).

Three main process theories of motivation can be identified (Senge, 2006). Expectancy theory states that teachers are motivated by their personal expectations of the outcome of their behaviour. Goal-setting theory states teachers are motivated by setting goals and striving to achieve them; and Self-efficacy theory states that teachers are motivated by their belief in their ability to succeed. It can be argued that process theories of motivation are more effective in the act of motivating than content theories of motivation because they take into account the individual's unique needs and goals (Klaeijsen Vermeulen & Martens, 2018; Senge, 2006). In addition, the inclusion of process theories of motivation within a generative PD framework may also be more effective for sustained long-term change, because these theories focus on building intrinsic motivation, rather than extrinsic motivation in individuals with regard to engagement with the PD framework and not potential outcomes from the PD itself (Pelletier, Séguin-Lévesque & Legault, 2002). This suggests that sustainable change with regard to teacher motivation to engage with PD could be driven more successfully within schools by focusing on how teachers are engaged, rather than a focus on what teachers may or may not gain from that engagement (Senge, 2006). The sense of relatedness inherent in process-motivated PD enhances collaboration and community-building among teachers (Klaeijsen, Vermeulen & Martens, 2018). By valuing the process, teachers could be more inclined to share insights, challenges, and successes, thereby fostering collaborative practices that encourage mutual learning (Senge, 2006) and the co-creation of knowledge through generative learning principles.

In order for teachers to be motivated to engage with PD, it is clear that schools must be invested in developing PD structures underpinned by sound theory that support teachers directly as knowledgeable professionals and experts in the art and science of teaching (Marzano, Frontier & Livingston, 2011). Teachers may have detailed knowledge and a critical understanding of innovations in cutting-edge aspects of education, both in their own contexts and more broadly in the field (Day et al, 2007). Therefore, it is critical that schools embrace this knowledge in pursuit of moving learning forward for teachers and their students. It could also be argued that classroom teachers are best-placed to shine a light on barriers to learning and teaching, with collaborative PD placing teachers at the centre of those changes (Day, Harris & Hadfield, 2001) and within a posited generative school culture (Bae, Hand, & Fulmer, 2022). Indeed, within a generative school culture, all members are encouraged to question, take risks and think critically in relation to their own learning and that of others (Fiorella & Mayer, 2014). Opportunities to collaborate with all members of the community, regardless of their role, are essential features of such a culture (Pelletier, Séguin-Lévesque & Legault, 2002).

Authentic, collaborative PD engages teachers in both theoretical and practical features of their roles and is results-driven, both for the teacher and their students (Day, Harris & Hadfield, 2001). A PD framework creating conditions that nurture a process of collaboration in which teachers can thrive in their development as professionals and explore new ways of working is complex and, arguably, unique to each setting (Eaker & Marzano, 2020). If such a PD framework is constructed through individual teachers working with the school, by definition, it must be distinctive to each setting (Darling-Hammond et al, 2017). Therefore, how schools construct meaningful, generative PD frameworks that are process-led rather than content-led may prove vital in realising

generative PD that motivates teachers to engage or re-engage with the development of learning and teaching practices at a school-wide level (Fiorella & Mayer, 2016).

Schools have the capacity to structure frameworks of PD in a variety of ways (Loucks-Horsley et al, 2010). A framework informed by a motivational theory of self-efficacy which may facilitate enhanced teacher motivation for engagement with PD, may be characterised by a few key features (Pelletier, Séguin-Lévesque & Legault, 2002). Autonomy, where teachers have control over their own work and are therefore more likely to be engaged and motivated, with schools enabling teacher autonomy through enhanced control over their classrooms, their curriculum, and their teaching methods (Pink, 2009). Mastery, where teachers have the opportunity to learn and grow, with schools ensuring that they provide teachers with frequent enactive mastery experiences through facilitating PD opportunities, access to resources, and feedback (Pink, 2009). Finally, purpose, where teachers feel their work has meaning, with schools supporting teachers to find purpose by connecting their work to their students' lives to the wider world; these teachers are more likely to be motivated to engage with PD (Pink, 2009). From the literature, it is evident that teacher autonomy, provision of high quality development opportunities and a clear purpose for PD are three critical aspects of PD frameworks that motivate teachers to engage with it (Brady & Wilson, 2021; Darling-Hammond, 2003).

2.5 Conceptualising Generative Professional Development: Configuring a School-Wide Approach

Literature explicitly engaging with generative learning practices as a means to investigate motivation in teacher engagement with PD is relatively sparse. Generative learning principles underpinning PD, is an approach that focuses on supporting teachers to develop their knowledge and

skills through inquiry, collaboration, and reflection on practices in learning and teaching, for the benefit of their schools and the wider team within their school (Bae, Hand & Fulmer, 2022). The creation of knowledge and the sustained development or practices that lead to knowledge creation, by and for teachers, characterises this approach (Fiorella & Mayer, 2016). Generative approaches to PD are also notable by their capacity to support teachers in the evolution of their identity as autonomous professionals in the classroom (Day et al, 2007). Consequently, teachers may be positioned to identify personal developmental needs and chart increasingly autonomous professional journeys that incorporate generative principles in their own teaching, that depart from aspects of the deficit model of teacher development already discussed (Bae, Hand & Fulmer, 2022). By engaging teachers in the identification of their PD needs and by teachers owning and forming what PD may look like for them, aspects of process theories of motivation may be invoked by schools engaging with generative learning principles as a critical foundation for a PD framework (Pelletier, Séguin-Lévesque & Legault, 2002).

PD that is generative and process driven is inherently a sustainable approach to motivate teachers; they need to be continually learning and growing in order to be effective in their work (Kraft & Papay, 2014), therefore generative PD approaches could provide a framework for teachers to do this in meaningful ways (Black, 2019). Generative PD can be a formalised component of wider collaborative practice and typically occurs in settings that are established on a foundation of cooperation, where teachers can freely share aspects of practice, learn from each other, and receive feedback on aspects of learning and teaching that is supportive of their work in the classroom as continuously developing professionals (Flint, Zisook & Fisher, 2011). PD that is underpinned by generative principles may also engage teachers directly in forms of practitioner research, and support planning for practitioner-led aspects of school development (Elsbach & Kramer, 2015). A critical goal

of generative PD is to support teachers in the development of their identity as professionals who continuously update skills, knowledge and become increasingly effective in aspects of their teaching (Fiorella & Mayer, 2016), with the focus of generative PD being on development of practice and not on perceived deficits in teacher knowledge or operational tasks dictated by senior leaders. Generative PD practices can include teachers working together to develop schemes of learning based on common standards, collaboration on research projects that explore new teaching methods, peer observation and research into student-centred feedback methods (Pratchett et al, 2016). Teachers may also attend external conferences and workshops to learn about trends and innovation within education. Therefore, by collaborating with colleagues, teachers can share ideas, learn from each other, and improve their skills and knowledge in self-sustaining ways that are driven by process and underpinned by generative learning principles (Franke et al, 2001)

Inherently, generative PD is a self-perpetuating process (Fiorella & Mayer, 2016). It is not something that happens once and is then regarded as complete (Flint, Zisook & Fisher, 2011). Teachers need to be continually learning and growing in order to be effective in their roles, with generative PD providing a framework for teachers to do this in meaningful ways (Franke et al, 2001). Exploring the essence of generative PD that motivates teachers and the specific elements falling within this comprehensive term, forms the foundation of this research project. A functional characterisation of generative PD can be described as the procedure through which teachers actively involve themselves in the deliberate utilisation of innovative new concepts, with the potential to bring about positive enhancements in their daily routines and instructional methodologies (Day, Harris & Hadfield, 2001; Franke et al, 2001). Notably, researchers emphasise that effective generative PD should integrate teachers' own aspirations, particularly concerning the enhancement of their daily teaching methods tailored to the learning needs of their present students (Bae, Hand & Fulmer,

2022). Furthermore, PD serves as a conduit for teachers to delve into concepts surrounding their professional identities, exposing them to innovative perspectives regarding the teacher's role within a broader context. It champions teachers as catalysts for change, impacting not only their students but also themselves as integral members of a PLC (Salaman, 2003).

An interpretation of generative PD is the capacity of programmes to distil a whole-school vision for learning and teaching; strengthening a sense of belonging with the school community and aspiring to a common objective by synthesising teachers' professional spheres of influence (Fiorella & Mayer, 2016). Therefore, three principal objectives of generative PD are: Augmenting learning and teaching methods; motivating teachers, as learners and as masters of their craft; and generating a self-sustaining Professional Learning Community (PLC) (Vescio, Ross & Adams, 2008).

2.6 Realising the Professional Learning Community

An early definition of PLCs suggests that a PLC is a group of teachers sharing common objectives, centred on student learning and who work collaboratively to achieve those goals (Vescio, Ross & Adams, 2008). PLCs may also be defined as a group of teachers who are committed to working together to improve student learning (Eaker & Marzano, 2020), with collaborative structures being essential for school improvement and providing a forum for teachers to learn from peers, collaborate and exchange practice (Chapman et al, 2015). Developing a PLC ensures that teachers are part of a shared mission, a shared vision, underpinned by shared values (Vescio, Ross & Adams, 2008). PLCs may also support teachers in their development in their understanding of what they want students to learn and how they want to achieve that goal (DuFour, Eaker & Many, 2010). Collaborative structures also create professional conversations about shared norms and expectations in their schools (Loucks-Horsley et al, 2010). PLCs commonly have a set of expectations that guide

the way teachers interact with each other and with students, supporting teachers in collective inquiry and action (Eaker & Marzano, 2020). Certainly, the concept of teacher collaboration within school settings has received substantial support in the literature on PD (Fiorella & Mayer, 2016). Research indicates that collaboration stands as a crucial element in teacher development and, consequently, school improvement (Kimmel, 2012).

PLCs engage in ongoing inquiry into how to improve student learning and can be characterised by using this inquiry to inform their practice and to make changes that seek to improve student outcomes (DuFour, Eaker & Many, 2010). PLCs can have a positive impact on student learning, with students in schools acting as PLCs tending to have higher achievement scores than students in schools without PLCs (Timperley & Alton-Lee 2008). Furthermore, these frameworks have the potential to reduce disparities in academic achievement among students from diverse socioeconomic backgrounds (Vescio, Ross, & Adams, 2008).

As critical members of the PLC, teachers share responsibility for student learning, with teachers working collaboratively to create learning environments that are conducive to student success. Members of PLCs may constantly strive to improve collective PD, learning strategies and teaching practices within and between colleagues by using informal data to measure progress and enact changes in how schools function operationally, leading to further developments as a collaborative learning environment for all (Eaker & Marzano, 2020). With regard to teacher learning, the most conducive environment for growth often materialises when teachers have the opportunity to engage in collaborative practices with their peers, whether within the confines of their school or through external networks, while simultaneously gaining access to the insights of external researchers and curriculum developers (Darling-Hammond et al., 2017). Peer collaboration, in this context, emerges as a catalyst for teacher learning, complementing published educational materials

and guidance from authoritative figures (Kraft & Papay, 2014). Favourable attitudes toward collaboration and the cultivation of positive interpersonal relationships among peers are prevalent themes within this discourse (Storey, 2003).

The effective formation of an authentic PLC requires teachers, leadership and all participants within the school community to have a detailed understanding of the school's culture and acute knowledge of the vision, values, and school priorities that underpin the organisation (Eaker & Marzano, 2020). This tight, overarching framework within which teachers can develop a culture of professional bravery and risk-taking in learning and teaching practices (Eaker & Marzano, 2020) enables teachers to lead innovations in practice organically, in an open yet low-risk arena (Servais, Kellie & Mary, 2009).

The construction of a PLC by addressing perceived issues within the school's structure (for example, PD delivery, policies or curriculum) is often seen by headteachers and school leaders as a 'quick fix' in an attempt to align teachers' motivation and engagement with that desired by leadership (DuFour Eaker & Many, 2010). This desire to swiftly affect change for the benefit of students is laudable and is objectively much easier and quicker to orchestrate than adapting school culture to more collaborative forms of working (Senge, 2006). School culture is multifaceted, with a wealth of literature exploring the complexity of schools as crucibles of competing and complementary customs and social behaviours derived from the individuals from which the school community is composed (Bush & Glover, 2003). However, it is these values, beliefs, and habits driving school culture, and permeating behaviour of individuals, in which the power to develop an effective and adaptable PLC lie; these may also work against teachers in ways that are stubbornly entrenched and challenging, being significant obstacles in the transformation of an organisation such as a school into an authentic community of practice (Servais, Kellie & Mary, 2009). Structural changes necessary for a

newly-functioning PLC must be rooted in significant, meaningful and sustained cultural change, in-line with the aims and values of the school, so that teachers operating within loose structures can flourish and take risks (Eaker & Marzano, 2020).

2.7 Generative Principles for Motivation: The TeachMeet Model and Low Stakes Initiatives

TeachMeet, a PD model that originated in Scotland in 2006, represents a grassroots and informal platform for teachers to exchange ideas and share best practice (Pratchett et al, 2016). TeachMeets were conceived by a group of teachers, practitioner-researchers, among them Ewan McIntosh an educational consultant and founder of NoTosh company. Initially rooted in the school-based practice, TeachMeets were primarily designed to address the needs of primary and secondary school teachers both as low stakes in-school PD and within wider clusters and school networks (Pratchett et al, 2016). However, the interest in TeachMeets extended to teachers from other educational sectors, including Further Education (FE) and Higher Education (HE), seeking to explore their applicability and benefits (Pratchett et al, 2016). Furthermore, Schools of Education have organised TeachMeets to facilitate trainee teachers' engagement in professional networking and PD. The TeachMeet format, referred to by some with education as guerilla PD (Basnett, 2022) has spread worldwide, being a structure for widely respected international forums such as British Educational Training & Technology Show (BETT). Guerrilla PD can refer to informal, self-directed learning strategies pursued by teachers. It embodies a dynamic, personalised and self-directed approach to skill enhancement, often utilising online resources, social networks, and micro-learning techniques (Pratchett et al, 2016).

The TeachMeet structure to PD can be characterised as a low stakes framework in supporting teacher collaboration and sharing of practice within and between schools. Low stakes PD frameworks within schools may encompass a range of activities that possess limited inherent risks and consequences. These initiatives often serve as experimental avenues through which schools can foster innovation, team engagement, and learning, without incurring substantial negative professional outcomes for teachers should an initiative within a PD framework fail in any substantive way (Pratchett et al, 2016). By their nature, low stakes initiatives provide a controlled environment for teachers to trial new ideas, strategies, or processes, mitigating the potential for significant negative impacts. These initiatives as part of a framework may play a pivotal role in cultivating a culture of continuous improvement within schools, as such initiatives could encourage teachers to think creatively and critically, allowing teachers to explore unconventional approaches that may actively be avoided in high-stakes contexts (Basnett, 2022). Additionally, low stakes initiatives offer opportunities for skill development and cross-functional collaboration, enabling teachers to broaden their expertise and networks. While the benefits of low stakes initiatives are evident, careful consideration regarding outcomes and uses of professional time are required, in order to strike a balance between the initiative's experimental nature and the need for tangible outcomes (Pratchett et al, 2016). Effective implementation can involve setting clear objectives and establishing a mechanism for evaluating the results (Basnett, 2022). By fostering a professional environment where failure can be viewed as a learning opportunity rather than a setback, schools can harness the potential of low stakes initiatives to drive teacher motivation to engage with PD more effectively which may otherwise demotivate teachers' engagement with a PD framework.

Typically, TeachMeets are structured as a series of brief presentations, encompassing a range of topics, including teaching strategies to classroom management and innovative educational

technologies (Pratchett et al, 2016). Following each presentation, time can be allocated for open discussion between teachers. TeachMeets may be valuable in facilitating generative learning between teachers, with the opportunity to learn through discussion with peers, gain insight into innovative teaching practices and pedagogical approaches that they may not have encountered being facilitated (Pratchett et al, 2016). Furthermore, these events could potentially foster a sense of collaboration among teachers (Servais, Kellie & Mary, 2009) as part of an emergent PLC. By sharing ideas and elements of innovative practice during these sessions, teachers may contribute to the community in which they practice and work towards the creation of new knowledge with the community, as part of generative learning principles.

A feature of TeachMeets, when compared to other models of PD, is in their informal and less-structured nature (Pratchett et al, 2016), distinguished by an open format which the presenter may decide. It has been argued that the informal nature of TeachMeets may enhance teacher engagement and continued motivation for that engagement in subsequent TeachMeet sessions. Moreover, their accessibility proves advantageous, as TeachMeets are usually free to attend and often held in public spaces (Basnett, 2022). Consequently, teachers from diverse backgrounds and levels of experience can participate, making these gatherings inclusive and enriching (Pratchett et al, 2016).

Due to the considerations above, the TeachMeet model emerged as a highly suitable framework for the implementation of generative PD principles within the project school. This can primarily be attributed to the design of the TeachMeet approach inherent to its structure, offering a low-stakes approach to PD and seeking to actively involve teachers in collaborative pedagogical practices.

2.8 Summary of Findings from the Literature and the Emergence of Research Questions

Three research questions (RQs) for this project emerged from the theory and literature, framed by the initial data during the Part 1 Project. They sought to examine the potential interdependence existing between teachers' engagement with the previous deficit model in the school and the generative model of PD and the intrinsic motivation for that engagement. There is nuance in the three RQs that sought to examine teachers' motivation to work collaboratively within their school and how their experiences across their careers positively or negatively influenced their intrinsic motivation, depending on the models of PD they encountered and how senior leadership chose to structure PD within the school. At their core, the RQs sought to examine teacher experiences from three separate standpoints: the position of teachers with regard to being autonomous professionals who have experienced PD throughout their careers and what they thought could be achieved within a newly implemented generative PD structure; teachers as professionals within a wider team in an organisation, where there was an expectation to engage with some form of PD and what could the process of collaboration have looked like during the intervention framework; and teachers as narrators of their singular professional journey to this point in their careers and what they wished to convey about PD that motivates them.

The first RQ (RQ1) sought to examine how teachers' perceptions of PD contributed to the formation of a generative PD framework that promoted teachers' intrinsic motivation. The warrant for an improved framework, through teachers' then-current experience of PD, emerged from Part 1 data. RQ1 aimed to elucidate teachers' intrinsic motivation to engage with a generative framework, in light of the range of PD they have already experienced in their careers to date.

The second RQ (RQ2) examined the relationship between teacher participation in the generative PD framework and their intrinsic motivation for that engagement. RQ2 sought to examine teachers' motivation to engage with colleagues and the new framework they were being asked to support the formation of and the relationship with their potentially fluctuating intrinsic motivation to engage with these new forms of PD. This focused primarily on teachers' perceptions of what motivates or demotivates them, through the lens of what they have experienced in their careers to date. The third RQ (RQ3) asked what teachers' perceptions were regarding specific components of collaborative PD, in relation to their intrinsic motivation for continuing engagement with PD; ultimately a singular commentary of what PD means to them. RQ3 asked teachers about different forms of collaborative PD and how their experiences of participating in PD throughout their professional lives has influenced their intrinsic motivation to engage with new ideas and share practice with colleagues. This final RQ also aimed to allow a distinctly narrative lens for each participant to explore their professional journey in relation to PD and tell their story about how PD has impacted their practice. The structure of this question is a mirror to RQ1, with the generative framework not the subject of the question posed, rather the teachers' professional journey. In summary, the emergent RQs were:

RQ1: How do teachers' perceptions of PD contribute to the formation of a generative PD framework that may promote teachers' intrinsic motivation?

RQ2: What is the relationship between the teachers' participation in the generative PD framework and their intrinsic motivation for this engagement?

RQ3: What are the teachers' perceptions about specific components of collaborative PD in relation to their intrinsic motivation for continuing professional development?

From the literature, it was clear the implementation of a generative PD framework rooted in the principles of TeachMeet and driven by initiatives inspired by process motivation theories, held promise in enhancing teacher motivation towards active participation in PD. This approach strove to establish a self-sustaining model that facilitates collaborative enhancement of teaching practices. TeachMeet principles emphasised teachers' collaborative engagement and it was clear that it had the potential to encourage teachers to share their experiences, strategies, and insights. Incorporating these principles into a PD framework also might promote a sense of autonomy and relevance, fostering intrinsic motivation. Process motivation theories, such as expectancy theory, self-efficacy theory and goal-setting theory, might also offer insights into the factors that drove individuals to engage in PD activities for their inherent value. By aligning a framework for generative PD with these theories, the framework might also be able tap into the psychological needs of autonomy, competence, and relatedness, thereby catalysing sustained teacher engagement. This not might not only enhance teaching skills but also nurture the development of an emergent PLC. The integration of process theories of motivation might also be able to encourage the development of autonomous professional goals-setting behaviours for teachers, making PD a self-reinforcing endeavour. Consequently, the generative framework appeared to have the potential to motivate teachers' engagement with PD, transforming it into an intrinsic and collective pursuit, resulting in continuous improvement of learning and teaching practices.

3.0 Methodology

3.1 Integrated Timeline of the Study Across Part 1 and Part 2

The research project had several key phases, closely aligned with the Master in Learning & Teaching (MLT) Part 1 Project. This progression is significant, as it serves to manifest the development of and justification for the generative PD framework as the intervention for the Part 2 Project. Additionally, it portrays how the intervention, constituting the component of a singular practitioner research cycle, emerged from the initial dataset established during Part 1. Each phase holds particular importance in establishing the project's coherence and rigour, underlining the rationale for the intervention. The timeline exemplifies the relationship between the preliminary exploratory phase in Part 1 and the subsequent intervention-driven inquiry and can be viewed in Appendix 1: Project Timeline.

3.2 Practitioner Research and The Emergent PD Framework

Practitioner research and collaborative enquiry are powerful methodological approaches for investigating practice and professional knowledge within schools (Burton & Bartlett, 2005). Unlike traditional research conducted by external educational researchers, this approach places teachers at the forefront of the inquiry process, allowing an exploration of the intricacies of PD and its impact on teachers' practice (Newman & Leggett, 2019). By engaging in systematic inquiry, teachers as researchers can gain valuable insights into the complexities of their school, enabling informed decisions to be made about how pedagogical aspects of organisational development, such as a framework for PD, may operate more successfully, thus enabling teachers ourselves to effect positive

changes in teaching practices and aspects of how schools operate by and for teachers (Burton & Bartlett, 2005).

At the core of practitioner research lies the commitment to self-reflection and continuous improvement, with teachers driving ownership of practice through engagement with research (Newman & Leggett, 2019). When examining PD, practitioner researchers who embrace this methodology are driven by a genuine desire to enhance the development of themselves and colleagues situated in their own schools, by refining skills and knowledge to meet the evolving needs of that school (Gutierez & Kim, 2017). Practitioner research empowers teachers and educational professionals to take ownership of practice, fostering a sense of agency and engagement in the exploration of our own professional identities as teachers, at the forefront of innovative educational research (Elsbach & Kramer, 2015). One of the key advantages of using practitioner research to examine PD is the inherent participatory nature of research methods within this methodological approach, focusing on the topic of PD that should arguably be collaborative by its very nature, if it is to empower teachers as professionals, who adapt and grow by challenging prior beliefs about elements of practice (Gutierez & Kim, 2017).

As a senior leader and teacher, it could be argued that I was uniquely placed within my context to examine the model of PD experienced by myself, colleagues and teachers, using my role as a senior leader to drive change by and for fellow teachers in light of research-informed evidence that our current model of PD was not meeting the needs of teachers (Elsbach & Kramer, 2015). In this process, teachers became active participants, contributing to the exploration of how current PD initiatives in the school impacted our own teaching practices and, by extension, student outcomes. This participatory aspect of practitioner research also links with ideas surrounding generative principles schools may take in the journey to the formation of a PLC, where teachers can share

experiences, exchange ideas, and collectively seek solutions to the challenges encountered through a collaborative PD framework and create in-house knowledge collectively for the betterment of educational practice (Eaker & Marzano, 2020). I saw practitioner research as an appropriate methodological approach to facilitate a thorough exploration of teachers' motivation in relation to a generative PD model.

3.3 Ethical Considerations

There were a range of ethical issues that had to be considered whilst conducting research in the school in which I was teaching (Cohen, Manion & Morrison, 2017). Informed consent, confidentiality, power imbalance, bias and conducting research that was of benefit to the participants were considered as part of the ethical application for the project to the Central University Research Ethics Committee (CUREC). Ethical clearance for the research was gained in December 2022 (reference-EDUC-C1A-2223-059) and CUREC documentation can be viewed in Appendix 2. In addition, the nature of the research and the roles that I, as principal researcher, held as teacher and senior leader, created challenges that may not be experienced in other areas of research within the field (Elsbach & Kramer, 2015). The school and the wider education group's policy on research were taken into consideration, with these policies requiring me to obtain permission from the Headteacher of the school participating in the research, on behalf of the Group Education Director overseeing the school in question. The Headteacher Consent Letter can be viewed in Appendix 3, with consent for the project being granted.

3.3.1 Informed Consent

All participants in the study provided informed consent and this documentation can be viewed in Appendix 4. Participants signified their understanding of the project's objectives through signing their consent letter, after viewing details of the project in the detailed participant information document (see Appendix 5). The potential risks and benefits associated with participation, as well as their unambiguous right to withdraw from the research at any point, were explicitly communicated. Additionally, the procedure for exercising this right was clearly outlined in the information document (British Educational Research Association, 2018).

3.3.2 Confidentiality & Potential Breaching of Confidentiality

The identities of all participants in the research were kept confidential through anonymisation of all potential identifying documents (Cohen, Manion & Morrison, 2017). Information that could identify the participants by anyone outside the project was kept confidential, with data being anonymised and the protocol to destroy the data after three years, as stated in CUREC approval (reference-EDUC-C1A-2223-059) for this project being upheld. It has to be restated that myself as the practitioner researcher with a position in senior leadership in the school in which the research took place, added a layer of complexity to the research in terms of breaches of confidentiality for the participants. This was due to my access to confidential information regarding each participant, as colleagues whom I line manage as part of the school's appraisal cycle. This had the potential to create internal breaches of confidentiality between the workplace and the research for the participants, where information is not segregated between domains of each participants' roles in school and in the research (Frey, 2018). This was considered through acknowledging this challenge and ensuring that this was outlined and discussed in the participant information sheet prior to participants agreeing to take part in the project (Cohen, Manion & Morrison, 2017).

3.3.3 Benefit to the Participants

The project was designed with two main objectives to benefit the participants and teachers, through direct and indirect participation. It aimed to directly benefit the participants by providing them with opportunities to collaborate and develop skills as part of a PLC. This approach was intended to empower participants and encourage active involvement in their professional learning and growth. Additionally, the research sought to improve the overall educational environment for teachers and students (British Educational Research Association, 2018). It aimed to give teachers distinct control over their professional growth, allowing them to choose how and why they developed their teaching skills. Ultimately, the project aimed to bring about positive changes (British Educational Research Association, 2018) in the professional culture of the school by creating a more dynamic and teacher-focused learning environment.

3.3.4 Impact on the School

The research was carefully designed and executed to have minimal impact on teachers and the school (Frey, 2018). Data collection was conducted during participants' non-contact hours with students, and their voluntary participation was a crucial aspect of the informed consent agreement. This deliberate approach was taken to ensure that the research process did not disrupt the school's regular timetable of lessons and its cycle of co-curricular activities.

By collecting data during non-contact hours, such as planning periods or breaks, the research sought to respect participants' commitments and responsibilities within the school community. This

approach not only considered the valuable time of teachers but also minimised any potential interference with students' learning. The overarching goal was to conduct the research in a manner that allowed for integration of the project into the school's operations and routine (Cohen, Manion & Morrison, 2017). Employing this approach, the project aimed to balance the initial warrant for the investigation and preserve the school's educational provision and honour teacher-student interactions. This non-disruptive approach to the research underscored the commitment to ethical research practices and the well-being of all stakeholders involved (British Educational Research Association, 2018).

3.3.5 Conflict of Interest

A potential conflict of interest arose in the course of this research, also due to my dual role as both a teacher and a senior leader. This situation introduced a unique challenge, stemming primarily from my professional investment in the research outcomes (Gutierez & Kim 2017). The concern was that this vested interest could introduce bias with the findings, potentially compromising the validity of the conclusions drawn. Being a teacher and senior leader in the school undoubtedly placed me in a position where my professional responsibilities and personal investment intersected with the research process (Gutierez & Kim 2017). It was essential to navigate this situation sensitively, to maintain the integrity of the study. Steps were taken to mitigate this conflict by ensuring transparency and rigour throughout the research, such as employing objective data collection methods (British Educational Research Association, 2018). Recognising and addressing this conflict of interest was imperative to uphold the research's credibility and ethical standards outlined in the CUREC application, ensuring that the findings and conclusions could be trusted as unbiased and robust (Cohen, Manion & Morrison, 2017).

3.3.6 Power Imbalance

A power imbalance was evident due to my dual role as a senior leader and researcher, with the participants in the project being teachers I manage as part of the school's appraisal process. This dynamic had the potential to hinder open communication with participants, potentially affecting data quality. To address this, I made it explicit in the participant information document that I held a senior leadership position within the school and outlined my responsibilities both within my leadership role and within the project, clearly stating the separate nature of both activities. This transparency assisted in alleviating some apprehensions among participants regarding the project's objectives and encouraged a more open and constructive dialogue during the interview process (Frey, 2018).

3.3.7 Biased Interpretation

It's crucial to acknowledge the potential for bias in interpreting the data, given my dual role as a researcher and a member of the senior leadership team, with a vested interest in improving the school in which I teach. There was a risk that my drive for positive change could lead to prematurely drawn conclusions before all data were collected (Elsbach & Kramer, 2015). To address this ethical challenge, I openly recognised this potential bias within the CUREC application and implemented measures to minimise it at each stage of the research through transparency within the analysis of the narratives.

Throughout the project, maintaining transparency by sharing transcript data within the Appendices, alongside the narrative interpretations throughout the analysis process was critical for

unbiased interpretations (Gutierez & Kim 2017). This approach ensures the integrity of the results and, moreover, during data interpretation, I remained mindful of the possibility that I might subconsciously seek findings that aligned with my preconceived notions, even if such evidence was not inherently present in the data. By acknowledging this potential bias and taking deliberate steps to mitigate it by presenting data transparently, the research aimed to uphold high standards of objectivity and ethical conduct, ensuring that the findings were a faithful representation of the participants' data rather than a reflection of personal biases (Cohen, Manion & Morrison, 2017).

3.4 Participants in the Project

The school in which the project was based is small and consequently has a narrow pool of 19 teachers from which to gather data. The timeline for seeking consent to conduct research in the school and gathering consent from each participant has been detailed in Appendix 1. After requesting participation from each of the 19 teachers in the school, 6 participants consented to be involved in the project. A detailed breakdown of demographic detail for the 6 participants can be found in Appendix 6: Participant Details & Demographics.

All individuals involved, including myself as the principal researcher and the six participants, are currently employed as teachers in the project school, which has an average enrollment of approximately 100 students. The school experiences a high degree of student turnover, with frequent changes in enrollment occurring throughout each academic term. This flux in enrollment is primarily attributed to the international nature of our student body, as well as the economic and social mobility of our student population.

The cultural and linguistic composition of the school community is notably diverse, characterised by a heterogeneous mix of students. Specifically, 81% of the student body meets the

criteria for English Language Learners (ELL), with significant contingents of Arabic, French, Italian, Russian, and Mandarin Chinese speakers among our students. Additionally, 13% of the students have been formally identified as having Special Educational Needs and Disabilities (SEND) and receive targeted learning support, overseen by the Head of Enrichment and supported by specialised Teaching Assistants.

3.5 Data Collection Methods

There exist a range of data collection methods that may be appropriate to gather data from participants (Frey, 2018). Semi-structured interviews (SSIs) are a common practitioner research method, used to collect data from participants through a series of questions from a range of types (Cohen, Manion & Morrison, 2017). Questions are typically asked in a conversational format, with the interviewer following-up participants' responses with additional questions that may be spontaneous (yet relevant to the topic being discussed) or as part of a planned set of probes, depending on the route and direction that interview may take (Creswell, 2007). This type of interview is often used in research collecting data about participants' experiences, beliefs, and attitudes in a narrative format, regarding areas of their own practice and aspects of the school culture affecting their working lives (Creswell, 2013). SSIs provide an open and adaptive framework that permits researchers to elicit responses in a conversational manner (Corbin & Strauss, 2008). This approach enables participants to share narratives in their own words, expressing nuances and meanings that might be obscured through the use of other formats that retain a more standardised structure, such as questionnaires (Cohen, Manion & Morrison, 2017). The interviewer's ability to probe and follow-up responses ensures that complex or unexpected aspects are explored, enhancing the depth and authenticity of the data collected (Creswell, 2013).

Arguably, there are significant benefits from using SSIs when seeking to explore data linked to emotive and human experience, such as teachers' motivation to engage with PD (Cardano, 2020; 2018; Leavy, 2014). SSIs permit a high level of flexibility and researcher control over the interview process, in comparison with unstructured interviews that may not focus on the topic of discussion that the researcher wishes to focus on, considering participants' responses (Cardano, 2020). The researcher can adapt questions to the specific needs of the research project in advance of the interview and can follow up on participants' responses to gain more detailed information with a series of planned probes as part of the interview protocol (Cohen, Manion & Morrison, 2017). It is clear then that SSIs may be regarded as a valuable practitioner research method in this case, which may be used to collect data from teachers about their experiences, feelings and reflections (Cardano, 2020). SSIs are also arguably more effective and flexible than structured interviews in narrative research contexts such as this, where they allow for enhanced flexibility and gather a far greater depth of information as part of the participants' narrative (Clandinin & Connelly, 2000). Considering structured interviews, the interviewer will ask the same questions in a similar order to each participant; this format permits the collection of data that can be easily compared but this approach can also be limited by the depth of information that is collected (Silvermann, 2019); critical for the purposes of this project. With SSIs, the researcher has a preplanned interview protocol and can supplement each question with follow-up questions and prompts (Cohen, Manion & Morrison, 2017). They may also alter the order of the questions based on the participant's responses to gain further insights into the participants' experiences of PD. This facilitated more in-depth conversations and a deeper understanding of the participant's perspective, proving richer for data analysis methods (Cardano, 2020) such as inductive coding (Creswell, 2013).

The choice between SSIs and questionnaires for gathering narrative data held significant implications for data richness, depth of understanding, and the contextual nuances that could be captured from each participant's interview (Leavy, 2014). SSIs offered distinct merits over questionnaires in capturing multifaceted narratives due to their flexible and interactive nature, which facilitated a deeper exploration of participants' experiences, perspectives, and emotional engagement with aspects of PD (Cardano, 2020). Furthermore, SSIs allowed for the contextualisation of narratives within participants' unique life circumstances (Creswell, 2007). This contextual understanding was crucial for the accurate interpretation of the data and therefore the capacity to make informed conclusions (Cohen, Manion & Morrison, 2017). Unlike questionnaires, which may lack the flexibility to capture dynamic context (Frey, 2018), SSis provides opportunities to explore the interplay between personal experiences and broader professional and socio-cultural factors, contributing to a more holistic analysis (Newman & Leggett, 2019).

Each participant was interviewed individually. These individual interviews fostered an environment conducive to in-depth and personalised discussions (Frey, 2018), enabling participants to articulate their motivations to engage with PD comprehensively. This approach minimised potential group dynamics or conformity biases, yielding richer and more nuanced insights into participants' intrinsic drivers for PD engagement. Furthermore, individual interviews facilitated the probing of sensitive or personal motivations that participants might be reluctant to share in a group setting with colleagues (Fox, Martin & Green, 2007). The inherent privacy of individual SSIs and focused interaction supported the depth and authenticity of responses (Frey, 2018), which enhanced the overall validity of the data collected.

3.6 Transcription and the Use of Technology for SSI Data

The utilisation of voice typing functions within Google Documents software for transcribing SSIs, yielded both advantages and limitations within my methodological approach. The benefits were evident in the accelerated transcription process and reduced manual workload required for written and typed transcription from a voice recording. This method facilitated a smoother flow of communication between interviewer and participant, as it minimised interruptions stemming from note taking methods which would otherwise be necessary. However, the drawbacks manifested in occasional inaccuracies when transcribing relevant educational terminology and more nuanced speech intricacies, necessitating thorough post-transcription editing that was true to the concurrent voice recording of each of the six interviews. Moreover, exclusive reliance on the transcription technology raised concerns about potentially overlooking non-verbal cues and contextual signs during analysis (Frey, 2018; Poland, 1995). Adopting a balanced approach that integrated technological transcription with manual refinement emerged as a critical method in order to uphold transcription precision and the integrity of the data, whilst presenting the data verbatim in Appendix 4 (Point & Baruch, 2023).

3.7 Limitations of SSIs as a Research Tool

Potential disadvantages of employing SSIs in practitioner research were acknowledged. Conducting SSIs proved time-consuming, with interviews at times challenging to progress depending on participant responses (Opdenakker, 2006). The SSIs also exhibited potential susceptibility to interviewer bias due to each of the interview's fluid structure (Adams et al, 2015). In this project, interviews occurred in a neutral accessible office space, designed to foster comfortable interaction while avoiding potential adversarial body language through direct and oppositional positioning of interviewer and interviewee (Adams et al, 2015). Pre-interview preparation emphasised flexible

question prompts, allowing each interview to evolve organically. Sequencing and wording of questions were adapted during interviews to reflect evolving conversation dynamics (Creswell, 2007). The study aimed to capture participants' authentic narratives through a narrative coding approach (Creswell, 2013), revealing their professional journeys and evolving perceptions of PD. Utilising this narrative coding approach, the study aimed to illuminate each participant's professional journey and the perceived evolving nature of PD, both within the current school and in broader career contexts. Each SSI was grounded in attentive listening to teachers' concerns and priorities, thus uncovering crucial aspects for their ongoing professional growth through appropriate data collection methods (Cardano, 2020).

3.8 The Interview Protocol: Linking Research Questions and SSI Questions

The SSI protocol constructed for the project involved utilising a set of interview questions (referred to as IQs) that were broadly aligned with the RQs; the alignment within the protocol can be found in Appendix 7. Within these families of questions, there were also prompts and follow-up questions designed to facilitate a deeper exploration of participants' responses within the conversational framework of the SSI (Cohen, Manion & Morrison, 2017; Miles & Huberman, 1994). It is important to note that these prompts were not confined solely to the designated question families; they were employed as needed to assist participants in addressing different IQs related to various RQs at suitable stages of the interview process (Cohen, Manion & Morrison, 2017). This interconnected and flexible approach of prompts within the SSI protocol supported the elicitation of a rich series of data from the 6 participants and remained individually tailored to the needs of each participant for the duration of the SSIs (Miles & Huberman, 1994)..

3.9 Methods of Data Analysis: Inductive Coding and Narrative Methods

There are numerous iterations of thematic coding available to practitioner researchers seeking to analyse data from SSIs (Saldaña, 2016). Inductive coding may be referred to as a bottom-up approach, where the researcher begins with an absence of codes and the data, developing appropriate codes and themes as the dataset is analysed (Gioia, Corley & Hamilton, 2013). In contrast, deductive coding is a thematic data analysis tool beginning with a predetermined set of codes which are then assigned to the data (Creswell, 2007). This approach may be used for an inquiry when the researcher is interested in testing a specific hypothesis, where codes are derived from a researcher's theoretical framework or pre-existing research on the topic (Creswell, 2013). There are several divergent views on the use of codes, linked to existing theory (Saldaña, 2016). One concern is that employing preexisting codes within deductive coding methodologies, along with an already established coding framework (Charmaz, 2014), may lead to data being biassed and prevent an unbiased perspective. This could potentially undermine the credibility of theorisation, making the findings appear more like speculative postulations rather than a genuine reflection of the participants' reality (Gioia, Corley & Hamilton, 2013; Miles & Huberman, 1994). On the other hand, it is essential for novice researchers to build a solid foundation in developing reliable coding approaches (Creswell, 2013), drawing on the experiences of experienced researchers and existing methodologies in the field they are studying. A reflexive sensitisation of any inductive coding approach to pre-existing theoretical codes could support the process of transforming raw data into well-founded interpretations for theorisation (Saldaña, 2016). However, it is important to acknowledge that these broad brushstrokes are not didactic in their methodological basis and merely serve to inform the researcher's experiences while examining qualitative data (Gioia, Corley & Hamilton, 2013).

Fully separating inductive and deductive coding, with diametrically opposing starting points, can often be challenging and, for a researcher, there may be frequent engagement with both approaches concurrently and reflexively as the data is analysed (Cohen, Manion & Morrison, 2017). This reflexivity can prove useful in the development of narrative coding structures and for the purposes of this project, I sought an approach to coding that was generative by its nature, emanating from the experiences of the participants and facilitating the crystallisation of a narrative of these particular teachers' experiences, what they wished to experience and what they may currently be engaged with at that moment in their careers with respect to their professional growth within a generative PD framework (Braun & Clarke, 2006; Creswell, 2013).

In adopting an effective coding method, it was important to have a sense of what may be seen from the data after the initial scan. Narrative coding (Clandinin & Connelly, 2000; Cresswell, 2013) proved to be an approach of particular interest for analysing data that initially appeared to be rich in portrayal through the professional lens of teachers' singular experiences. The narrative structure of the data helped to identify critical themes of Generative Principles, Autonomy & Identity, Sustainability & Motivation from a narrative rendering of each participant's SSI, and the inductive, narrative approach facilitated a relative transparency to new insights that may not have been anticipated at the outset of data analysis (Saldaña, 2016).

There are several steps involved in narrative coding (Clandinin & Connelly, 2000). A preliminary examination through each transcript, with careful identification of major narrative blocks, was necessary to set the coding landscape (Cresswell, 2013). These blocks were defined by analyses of place, time, configuration and experience of each participant. Once the narrative blocks were identified, full coding of the data occurred to organise elements and then develop themes within the data. The initial narrative codes were broadly descriptive, leading to increasingly analytical families of

codes, that permitted a finer-grained coalescing of data from different SSI transcripts into themes (Cardano, 2020). It is critical to state that coding and in-depth analysis of the data occurred concurrently and were not discrete processes in my engagement with the data (Byrne, 2022); this nuanced approach to analysis permitted the retelling of these teachers' experiences, motivations with respect to their growth as professionals (Saldaña, 2016) and allowed conclusions to be drawn, with implications for the future suggested in the context of this particular school.

4.0 Data Analysis

4.1 Establishing a Coding Protocol Through Narrative Blocking

There existed a number of benefits to employing narrative blocking as an initial step in the inductive coding process (Creswell, 2013). This method allowed the preservation of the integrity of each individual narrative in the transcript data that the coding framework lifted from the text. This is critical to the project, as it was suggested that narratives can provide rich insights into the experiences and perspectives of the participants (Braun & Clarke, 2006; Clandinin & Connolly, 2000). Narrative blocking subsequently supported the identification of themes and patterns in the data that might not have been apparent if coding had been conducted line-by-line and with a binary inductive or deductive approach. This supported my immersion in the experiences of PD of participants and permitted a more detailed insight into overarching aspects of teacher motivation, in relation to the new framework that may not have been possible with other coding strategies (Clandinin & Connelly, 2000).

Approaching narrative analysis through the three dimensional experiences of the storyteller permitted an initial exploration of the participants' experiences that guided me to three loci for further, more detailed thematic analysis (Clandinin & Connolly, 2000); Situation that highlighted the

physical space and spheres of community that exemplified a discrete aspect of practice; Interaction which focused on personal and social elements of the interview data; and Continuity whereby aspects of the participants' experiences of prior PD in the context of their professional time are elucidated in relation to the subject matter.

For each of the 6 participants in this project, 4 broad narrative blocks emerged as critical to their experiences of PD and the generative framework intervention when in place. A consideration made at this preliminary stage was the categorisation of the data into the 3 broad narrative blocks (Clandinin & Connolly, 2000). However, to remain true to the experiences of the participants through an unbiased rendering of the data, it was clear that 4 blocks, SITUATION, TIME, CONFIGURATION and EXPERIENCE would permit an accurate categorisation of data excerpts throughout the coding process. The coding protocol can be viewed in full, in Appendix 8. After initial narrative blocking, I immersed myself in each participant's transcript, employing the data analysis spiral (Cresswell & Poth, 2018, pp. 186) that can be seen in Appendix 9. A sample of full transcript material from the SSIs for 3 of the participants can be viewed in Appendix 10.

For the narrative blocks emerging from the initial scan of each transcript, 39 elementary codes emanated from the participant accounts of their experiences of PD and were noted within a written folio for each transcript. Elementary codes that emanated from the transcripts that were, in essence, descriptive of the same content were identified as potentially critical as coding blocks for the next step of narrative analysis. Excerpts from each transcription were placed in families of objective sets of experience (Cresswell, 2013) for the purposes of cross-referencing the integrity of the coding nomenclature. I ensured each of these codes had an elementary relationship with an initial narrative block, forming 4 coding clusters of 17 codes in total, which can be seen aligned in the table below. The third and final step in the development of the coding protocol was to examine

emergent themes from the 4 coding clusters and realise their integration in thematic combinations of coded blocks from each code cluster, with the narratives of each participant as an intermediary lens. Each of the 4 emergent themes is weighted differently with elements from each code cluster. The formation of each theme speaks to the narrative provided by each participant in a variety of ways and is constructed from the coded excerpts of each SSI. The richness underlying how each theme has been revealed in differing proportions from the participants forms the discussion section of this project in the context of the literature discussed so far.

4.1.1 Narrative Blocks & Corresponding Code Clusters: Situation

For each of the 6 participants, the networks and communities that were part of the PD experiences throughout their professional lives, including the project school, varied significantly. A few participants commented on historic PD that differed to what they are currently experiencing in the generative framework at the project school, and it was of interest to encounter a wide variety of interpretations of current PD from the participants. From this narrative block, emanated a coding cluster of commonly encountered modes of differently situated PD, whereby the practitioner's experience of PD occurred in a few distinct ways. This coding cluster can be viewed in Appendix 11: Situation Cluster.

4.1.2 Narrative Blocks & Corresponding Code Clusters: Time

What was experienced in each of the participant's SSIs was a rich account of PD experiences across their career journeys, with retelling of both supportive and regressive PD a feature of the 6 participants. As directors of their own professional journeys, the concept of time emerged through several guises throughout each superficial and profound scan of the data. It was clear that time, as an

abstract concept, has validity as a separate narrative block for analysis. Chronological and linear accounts of time, punctuated by memorable PD experiences were evident and, in addition, time as a valuable resource for teachers emerged as an engaging factor in the analysis. This coding cluster can be found in the Appendix 11: Time Cluster.

4.1.3 Narrative Blocks & Corresponding Code Clusters: Configuration

All participants discussed the nature of learning at the heart of their PD experiences. The mode & configuration of sessions through which PD had been experienced, how it could be characterised and the co-creation of knowledge and skills at the centre of the PD was a narrative block that required further investigation and can be found in the Appendix 11: Configuration Cluster.

4.1.4 Narrative Blocks & Corresponding Code Clusters: Experience

In the final narrative block, teachers described PD experiences where the mechanism for learning in a PD session varied between three different forms of learning, tangible, physical and theoretical. This coding cluster and its components can be found in the Appendix 11: Experience Cluster.

5.0 Findings & Discussion

5.1 Discussion of the Four Thematic Strands

Initially, the findings will be discussed in relation to the 4 distinct themes that illustrate facets of teachers' motivation to engage with PD within the generative framework. The first theme centres on the alignment of Generative Learning Principles & The PD Framework, highlighting how teachers' perceptions regarding how the PD framework resonated with the principles of generative learning.

This theme underscored the collaborative and knowledge-building nature inherent in the PD framework, as perceived by teachers.

The second theme of Autonomy & Identity: Ownership of PD & What it Means to Them, discusses findings related to teachers' keen sense of ownership and autonomy concerning their PD experiences. It explored the active role teachers played in shaping their professional learning journeys prior to the framework and during the implementation, emphasising the implications of autonomy and ownership for their evolving practice.

In the third theme, Sustainability and Momentum for Continuous Growth, teachers' perceptions of the sustainability of PD and its influence on their ongoing development are discussed. This theme explored the challenges posed by varying PD approaches to sustainability and how schools can cultivate sustained motivation among teachers within a PD framework.

The final theme of Process Theory and Participant Motivation engages with motivating factors driving teachers' engagement in PD activities. It examined the interplay between process theory and teachers' intrinsic motivation, providing an insight into teachers' participation within the generative PD framework.

5.1.1 Generative Learning Principles & The PD Framework

Timeframes of PD and how PD was planned and executed, assumed significance for the teachers interviewed. They found it beneficial to take part in sessions that addressed their immediate needs, focusing on the acquisition of new teaching methods and strategies. An example was provided by one teacher who attended a PD session on best practices in Early Years Foundation Stage (EYFS) who was already experienced in teaching a class of six-year-olds. At the time, the teacher perceived the session as irrelevant and unsupportive of his work. However, in hindsight, he came to realise the

immense value of the knowledge gained during that session, as it proved helpful in addressing subsequent challenges in EYFS classes that could not have been envisaged previously.

Teachers appreciated flexibility and creativity in the PD framework, with all teachers expressing a desire for the continuation of personalised PD approaches in the project school. Interactive methods such as TeachMeets and online sessions were particularly appreciated as part of their current PD offering in the project school. A number of teachers' preferences aligned with principles of teacher autonomy, suggesting that teachers are more motivated and engaged when they have control over their professional learning (Kraft & Papay, 2014). It was clear that the intervention framework effectively tailored learning experiences to meet their unique needs.

Another aspect of the PD framework that was highly valued were collaborative practices. Teachers emphasised the opportunity to learn from peers and engage in discussions aimed at enhancing practice, where they could co-create knowledge and ideas for the classroom (Fiorella & Mayer, 2014). Peer observations and video-based sessions were identified as effective means of understanding practical applications. This perspective resonates with generative learning principles for teachers, with knowledge being co-constructed through interaction and dialogue (Bae, Hand, & Fulmer, 2022). Active experimentation and real-world application were also mentioned, aligning with generative learning principles that emphasise enhanced understanding and knowledge retention through practical engagement (Bae, Hand & Fulmer, 2022).

Teachers' perspectives consistently aligned with the generative PD principles of the framework, demonstrating their emergent understanding of the underlying principles and it was encouraging to experience teachers sharing their perceptions of how the PD framework within the school has become inherently more collaborative. Teachers highlighted the value of subject and topic-specific PD sessions for sharing ideas and observing colleagues, which resonated with

generative learning principles, emphasising the creation of knowledge frameworks and collaboration, drawing from their diverse perspectives and reflecting their individual needs as teachers (Brady & Wilson, 2021). An appreciation for continued professional learning from a number of teachers, aligned with ideas of lifelong learning, inherent in generative learning practices (Scott, 1999). The desire to stay current with the latest methodologies and research within education reflected the necessity for teachers to remain adaptive and open to new knowledge across their career journeys (Darling-Hammond, 2003).

These findings suggest that generative learning principles were intertwined with teachers' perceptions of effective PD following implementation of the framework and is clear evidence that the intervention had impacted teachers' motivation to engage with principles that supported their collaborative efforts at knowledge creation for the benefit of a possible emergent PLC (Vescio, Ross & Adams, 2008)

5.1.2 Autonomy & Identity: Ownership of PD & What it Means to Them

Observations regarding autonomy and teacher identity yielded valuable insights into each teacher's perception and attitude towards the PD framework. These insights emphasised a clear articulation of their ownership and engagement in PD during implementation of the framework. The analysis of these findings clearly illustrated how teachers' autonomy manifested in their approaches to various elements of PD and how teachers' sense of ownership contributed to their professional growth during their involvement with TeachMeets (Pratchett et al, 2016).

Teachers derived significant benefits from external PD sources. One teacher's active engagement with a group of sports coaches focusing on diversity and inclusion, known as Black Men Teach, facilitated a deeper understanding of creating an inclusive learning environment. This approach

aligned with his belief in teachers as lifelong learners, recognising the ever-evolving landscape of education for teachers (Kennedy, 2005). PD played a vital role in shaping this teacher's identity, a process driven by individual interests brought into the classroom (Timperley & Alton-Lee 2008). His perspective underscored the importance of teachers taking ownership of their PD within flexible and adaptive frameworks, continually seeking opportunities for upskilling and refining their teaching practices. Beliefs shared at interview, surrounding teachers' ownership of their PD, portrayed a sense of autonomy that was encouraging feedback on the generative framework as the intervention. Teachers' emphasis on actively seeking opportunities to enhance practices highlighted a proactive attitude towards professional growth (Klaeijsen Vermeulen & Martens, 2018). Moreover, recognition of the need for openness and feedback exemplified teachers' willingness to engage in reflective practices and adapt practice accordingly. Some perspectives encapsulated a balanced approach to teacher autonomy within the PD framework. Teachers acknowledged the role of schools in providing structured PD opportunities, whilst also emphasising the importance of individual choice based on personal interests and circumstances (Darling-Hammond, 2003). Recognition that a school's encouragement of teachers' growth enhanced the overall learning environment, resonated with generative learning's emphasis on social interaction and collaborative knowledge construction (Bae, Hand, & Fulmer, 2022).

All teachers expressed a preference for shorter, interactive PD sessions through the TeachMeet structure, in tandem with a willingness to share knowledge with colleagues. This choice demonstrated a distinct sense of professional identity and autonomy in practice, where teachers were provided with a framework where the content was ultimately formed by themselves and their choice (Guskey, 2002). Teachers' active participation in their own learning underscored their ownership of the PD framework (Kennedy, 2005).

Autonomy in teacher engagement with PD experiences was a clear thread for each teacher. Teachers' critiques of prescriptive, whole-school PD sessions underscored the critical role of choice and flexibility in the project school's PD framework (Pelletier, Séguin-Lévesque & Legault, 2002). This emphasis aligned with the generative learning principle that learners are more motivated and engaged when they have agency over their learning process (Deci & Ryan, 2008). There was an acknowledgement of the value of collaborative PD, while also highlighting autonomy within a professional-social context. Emphasis on the importance of learning from peers and a desire to apply new strategies in the classroom, demonstrated teachers' autonomy to adapt knowledge to their teaching context. This alignment resonated with generative learning's focus on the practical application of knowledge in authentic situations (Klaeijsen Vermeulen & Martens, 2018).

These portrayals of teachers' autonomy and ownership of their PD experiences were encouraging and demonstrated findings supportive of the research questions, which will be discussed in chapter 5.2, Synthesis of the Six Participants' Narratives. Teachers' proactive approaches, such as seeking relevant opportunities, engaging in self-assessment, and adapting knowledge to their contexts, aligned with the principles of autonomy and self-directed learning (Deci & Ryan, 2008). Teachers' views exemplified generative learning for themselves, demonstrating aspects of teacher autonomy and the co-construction of knowledge within the PD framework. This underscored the significance of autonomy in fostering meaningful and impactful professional growth among teachers (Black, 2019).

5.1.3 Sustainability and Momentum for Continuous Growth

The following discussion of perspectives on how sustainability and continuous growth were perceived and cultivated delves into teachers' narratives and explores how their perspectives and

suggestions contributed to sustainable growth of teachers, aligned with the potential for PLC formation as a possible outcome from the project (Eaker & Marzano, 2020). Teachers found PD that was too theoretical or not immediately relevant to their own practice, less likely to be sustainable (Servais, Kellie & Mary, 2009). However, they also acknowledged that reading about the experiences of other teachers could be a powerful way to learn about new ideas and perspectives. For these teachers, there was a need to avoid repetitive PD, and they highlighted the potential of cost-effective methods like TeachMeets and shorter forms of PD sessions (Storey, 2003). They also expressed concerns about the sustainability of certain PD courses that they had experienced prior to the generative framework, especially those that were expensive and quickly forgotten (Loucks-Horsley et al, 2010). There were suggestions that in order to sustain, motivate and engage teachers in PD, offering teachers protected time from regular teaching duties, covering the cost of courses, and providing transparent expectations for post-training outcomes could positively influence teachers in engaging with PD opportunities (Brady & Wilson, 2021).

Teachers emphasised the importance of PD being sustainable, something that teachers continue to use and develop in their own classrooms. One teacher discussed a number of prescriptive tools that had been disseminated during PD at a different school, where there was an expectation of blanket use and no opportunity to reflect on practice. This teacher shared that PD of this kind is clearly not sustainable (Leithwood, Jantz & Steinbach, 1999) because it did not allow teachers to adapt it to their own needs, with the use of the tool being compulsory. A shift towards digital forms of PD, with online resources, webinars, and courses providing more accessible and relevant learning experiences for teachers was universally appreciated by teachers; they believed this trend would continue, making PD more personalised and efficient (Kraft & Papay, 2014). One teacher's narrative highlighted the sustainability challenge posed by theoretical and supposedly

irrelevant content within deficit approaches to PD they had experienced (Matthews & Sammons, 2005). This notion underscored the importance of aligning PD with teachers' practical needs and contexts. There was recognition that learning from the experiences of colleagues can be valuable, indicating the potential for sustainability through collaborative PD networks such as that provided by the generative framework. .

Sustaining momentum was tied to providing teachers with meaningful, practical insights that could be directly translated into teaching practices. Teachers emphasised cost-effective and impactful methods to counteract repetitive and potentially unnecessary PD and there was an acknowledgement of the need for sustainability, in terms of financial investment and the time commitment required (Mero-Jaffe & Altarac, 2020). Recommendations from teachers also focused on the school's capacity to provide PD that is sustainable. By offering teachers dedicated time and financial support for PD, the project school was fostering motivation and engagement among teachers, with the provision of transparent expectations for outcomes after PD further encouraging teachers to apply their knowledge in the classroom, thereby ensuring the sustainability of these acquired skills (Mero-Jaffe & Altarac, 2020). This was a significant finding in favour of the generative framework and how teachers were motivated to engage with it.

Perspectives on the sustainability of PD highlighted the importance of adaptability and customisation of materials within the framework. Sustainability in this context implied that PD materials should be flexible enough to accommodate teachers' individual requirements and their own pedagogical needs, allowing for ongoing application and development within their practice (Day et al, 2007). Observations within the narratives regarding the digital shift in PD, underscored the importance of staying current with evolving trends in education. This highlighted the potential of digital platforms to facilitate personalised and efficient learning experiences. By employing technology,

the project school not only offered PD that was accessible and relevant but also adaptable to individual teachers' preferences, sustaining teachers' motivation to engage with PD (Papay & Kraft, 2015).

Teachers shared valuable insights into how sustainability and momentum for continuous growth was being nurtured through the generative PD framework. Teachers' perspectives underscored the significance of relevance, efficiency, customisation and adaptability in sustaining teachers' professional growth. By aligning PD with teachers' needs, fostering a transparent and supportive environment and embracing technological initiatives, the school was creating a sustainable PD framework, potentially as part of an emergent PLC, that was contributing to the ongoing development of both teachers and the school itself (Vescio, Ross & Adams, 2008).

5.1.4 Process Theory and Participant Motivation

Analysing evidence of motivation through process theory underpinning teachers' engagement in PD activities was essential in understanding how impactful the intervention PD framework was for and by these teachers. This discussion explores the interplay between examples of motivation and process theory in teachers' engagement with this PD framework.

Through teachers' narratives, there existed a belief that the best PD was the kind that was relevant to the individual teacher's needs and interests (Han, Yin & Boylan, 2016). When teachers were engaged in PD, they were more likely to be motivated to learn and grow (Darling-Hammond, 2003). One teacher stated that they consistently sought new ways to improve their teaching and regarded PD as a crucial way of achieving continuous growth and the new framework was supporting her in this endeavour. Valuing and engaging with enjoyable PD was leading to increased motivation and willingness to participate (Brady & Wilson, 2021). This teacher also emphasised how the PD

framework built in time for teachers to reflect on their professional learning and the development of fresh ideas to maintain motivation during PD. Teachers were motivated by the satisfaction of seeing improvements in students' learning and improved engagement through PD that facilitated sharing of ideas and innovative practices that colleagues in the project school were able to share (Day et al, 2007). A social aspect of PD was highlighted, where teachers shared anecdotal evidence and built a positive atmosphere within the school community through the PD framework, bolstering relationships with peers and allowing a sense of relaxed collegiality to emerge for the first time.

Motivation in sessions that offered practical ideas to improve teaching, thus benefiting the children and making work more efficient, was a common theme for the teachers interviewed (Pelletier, Séguin-Lévesque & Legault, 2002). Motivation to facilitate sessions for others, and observe and learn from more experienced teachers, furthering professional growth and development, was stated as being of significance to their development in the classroom. PD that could be characterised as motivating, was PD that allowed teachers to be creative and to find new ways to improve practice (Kimmel, 2012). Departmental PD sessions were particularly motivating because observations of other teachers could be made. Motivation to participate in TeachMeets and other PD sessions were valued, together with the collaborative and hands-on nature of these opportunities. Engaging with peers and gaining insights to enhance teaching practice was a driving force behind teachers' participation also (Timperley & Alton-Lee 2008).

It was clear from teachers' narratives that the significance of relevance in PD through the framework was critical. This resonated with process theory, which emphasises individual agency and goal-oriented behaviour (Pink, 2009). An alignment with the tenets of self-determination theory, wherein autonomy, competence, and relatedness foster intrinsic motivation was acknowledged by a

number of teachers. By seeking constant improvement, teachers underscored the critical importance of continuous learning and its direct link to intrinsic motivation.

Engagement and enjoyment of PD through the framework emerged from the narratives as crucial factors for these teachers. This resonated with process theory's emphasis on the dynamic interaction between goals and feedback loops (Pink, 2009). The pleasure derived from engaging PD and the motivation it fostered created a positive feedback loop, reinforcing the desire for continued participation. A reference to maintaining brain-space aligned with the concept of cognitive engagement, a component of engagement theory (Deci & Ryan, 2008). The introduction of fresh ideas through the framework stimulated cognitive processes, sustaining motivation and promoting effective learning experiences.

Motivation was intertwined with the satisfaction derived from students' progress for all teachers interviewed (Darling-Hammond, 2003). This narrative found resonance in goal theory, which highlights mastery goals as drivers of motivation (Deci & Ryan, 2008). Seeing improvements in students' learning aligned with mastery orientation, motivating these teachers to seek ongoing PD within the framework to refine their teaching practices. The experiences of creativity and tailored development within the framework emerged in all teachers' narratives. This aligned with generative learning principles, where learners actively build knowledge based on their experiences and context (Bae, Hand, & Fulmer, 2022).

For all teachers interviewed, motivation was grounded in collaborative and hands-on opportunities throughout the implementation of the framework. Participation in TeachMeets underscored the process of co-construction of knowledge, where teachers learned from each other and contributed to a collective assembly of knowledge and skills (Kimmel, 2012). These findings are

significant for the project and indicate that the intervention has been successful at driving teacher motivation to engage with PD through the framework's generative structure.

5.2 Synthesis of Six Participants' Narratives in Relation to the Research Questions

There is clear evidence that PD delivered through the intervention framework was underpinned by generative principles and successfully enabled collaborative practices for this group of teachers. This will now be exemplified through discussion in relation to the RQs. Collectively, these teachers emphasised the importance of relevant, collaborative, and enjoyable PD experiences as a catalyst for their motivation to engage with the framework. One central theme that resonated across teachers' narratives was the significance of aligning PD with the specific needs and interests of teachers themselves. Each teacher commented on how PD must be individualised in order to enhance motivation and, conversely, how one-size-fits-all PD for the collective is demotivating. These teachers also commented that they thrived on the immediacy and the interconnectedness of broader aspects of tailored PD within the framework, recognising that both of these facets held unique value for them as professionals at the forefront of innovative practice (Marzano, Frontier & Livingston, 2011). This highlighted the importance of collaborating with colleagues directly, as a means to gain new perspectives and novel insights regarding practice and the changing educational landscape. Findings for each RQ will now be discussed, with supporting evidence from the discussions.

5.2.1 Discussion of Findings in Relation to Research Question 1

RQ1: How do teachers' perceptions of PD contribute to the formation of a generative PD framework that may promote teachers' intrinsic motivation?

Valuable insights were gained into the responses of the 6 teachers during the interviews, regarding their perceptions of PD and the creation of a generative PD framework aimed at enhancing teachers' intrinsic motivation. Their responses addressed RQ1, which sought to understand the relationship between teachers' perspectives on PD and the formation of a PD framework that fosters intrinsic motivation among teachers.

The critical importance of aligning PD initiatives with the specific needs and interests of teachers emerged in answer to RQ1. This alignment was viewed as pivotal by these teachers in creating PD experiences that resonated with them and promoted their intrinsic motivation to engage with it. Effective PD should not adopt a one-size-fits-all approach; rather, it should be immediate and holistic, acknowledging that both dimensions hold distinctive value by and for teachers (Timperley & Alton-Lee 2008). Additionally, the significance of collaboration and fostering connections among teachers, whether through engagement with theory and research, or through direct interactions with other teachers was critical for these teachers. Such interactions may be seen as a means of gaining fresh perspectives and novel insights from the educational landscape, further enhancing intrinsic motivation. Furthermore, each teacher advocated for the role of creativity and engagement in their PD. This was illustrated by the universal mention of the weekly TeachMeet sessions in answer to RQ1, together with tailored online courses, which were described as distinct aspects of the PD framework that fostered flexibility and immediately impacted teachers' motivation to engage with it. The demotivating effect of lengthy and repetitive PD sessions in the previous deficit model at the school, particularly those covering familiar topics, was acknowledged. Each narrative also recognised the motivating potential of collaborative opportunities, both within the confines of the school and in collaboration with external teachers. Collaboration was perceived as a catalyst for effective learning and professional growth, underlining its relevance to fostering intrinsic motivation (Deci & Ryan,

2008). Practicality and the immediate applicability of PD in classroom practice were highlighted and each teacher shared the value within PD that emphasised tangible implementation over theoretical discourse.

Tailoring PD to individual teacher's needs emerged as another key motivating factor. Departmental PD sessions in previous schools, where teachers exchange ideas and observations, were considered particularly important. Conversely, whole-school PD sessions were viewed as less effective by each teacher, sometimes even as bureaucratic obligations and lead to reduced motivation (Pelletier, Séguin-Lévesque & Legault, 2002). The alignment of these beliefs with generative principles was apparent and emphasised the need for PD to be generative and autonomous, allowing these teachers greater control over their engagement and learning experiences (Guskey & Yoon, 2009).

As a teacher and senior leader, it was encouraging that universally, teachers' commitment to continuous learning and growth through PD within the framework was communicated to me. This commitment, spanning decades in some cases, reflected a highly personal and deep-seated belief in their role as teachers as providers of the best learning experiences for their students and it was moving to hear from these teachers how committed they remain to educational excellence for their students. Teachers commented positively on the school and its endeavour to prioritise supportive PD through the generativer framework, with each teacher recognising that this commitment was fostering a positive learning environment for both teachers and students (Kraft & Papay, 2014). What was truly inspiring was teachers' descriptions of this commitment to continuous improvement and how, for them, it aligned with generative learning principles and how this ultimately contributed to their intrinsic motivation to engage with the framework as the intervention unfolded (Brady & Wilson, 2021).

In synthesis, teachers' narratives collectively demonstrated the relationship between teachers' perceptions of PD and the formulation of a generative PD framework designed to nurture intrinsic motivation among teachers. The pivotal role of relevance, engagement, and enjoyment within PD for teachers, recognises these factors as powerful drivers of motivation. Additionally, teachers emphasised the value of tailored, creative, and practical PD experiences that supported individual needs and aspirations. Collaboration, both within and beyond the school context, emerged as pivotal to effective learning and professional growth. It is clear from these teachers' responses that they were motivated to do so, not merely for the beneficial end results of tailored and engaging PD, but for the professional journey they also chose to undertake, by engaging with the framework itself (Darling-Hammond, 2003).

5.2.2 Discussion of Findings in Relation to Research Question 2

RQ2: What is the relationship between the teachers' participation in the generative PD framework and their intrinsic motivation for this engagement?

The relationship between teachers' participation in the generative PD framework and their intrinsic motivation for engagement was the basis for RQ2. The analysis of teachers' narratives provided valuable insights into this relationship and highlighted several key findings related to motivation and autonomy for the following discussion. Engagement and enjoyment in relation to PD made a substantial impact on teachers' intrinsic motivation for participation with the PD framework. Teachers were increasingly motivated to continue participating when they perceived PD experiences as engaging and enjoyable, aligning with process theory's emphasis on the dynamic interaction between goals and feedback loops. Specifically, the pleasure derived from engaging PD created a

positive feedback loop, reinforcing teachers' intrinsic motivation to engage with the framework and fostering their desire for sustained participation (Deci & Ryan, 2000).

Another crucial theme was the close relationship between teachers' motivation and their observations of improvements in their students' learning and engagement. This perspective resonated with goal theory, highlighting mastery goals as strong drivers of motivation (Klaeijsen Vermeulen & Martens, 2018). As teachers witnessed tangible progress in their students' academic achievements and engagement levels, they were highly motivated to seek ongoing PD opportunities through the framework (Loucks-Horsley, 1995). Teachers' motivation for engagement in PD was strongly influenced by experiences that allowed them to be creative and discover new ways to enhance their instructional practices in collaboration with colleagues. This theme aligns with generative learning principles, positing that learners actively construct knowledge based on their unique experiences and contexts (Fiorella & Mayer, 2014).

Collaboration and hands-on opportunities emerged as essential sources of motivation for teachers. Participating in TeachMeets, enabled teachers to engage with peers, gain valuable insights, and refine their teaching practices through collective learning experiences, which had not been a feature within the school's PD until the intervention. In tandem with collaborative structures, teachers consistently demonstrated their ownership of the PD process and a proactive attitude towards PD. They actively sought relevant PD opportunities during the intervention, engaged in self-assessment to identify areas for growth, and adapted knowledge and skills to their specific teaching contexts (Loucks-Horsley, 1995).

This discussion of responses in answer to RQ2 underscores the dynamic nature of the relationship between teachers' participation in the generative PD framework and their intrinsic motivation for that engagement. The themes explored collectively illustrate the critical role of

intrinsic motivation in driving teachers' active engagement in PD activities within a generative framework for PD, together with teachers' commitment to continuous professional growth within the context of that generative PD framework (Pink, 2009). Teachers in the project school were clear that the generative nature of the framework itself supported their motivation for engagement with it (Timperley & Alton-Lee 2008); they were given the autonomy and professional courtesy to decide what they needed in terms of their PD and this basis for the intervention therefore improved their initial motivation to engage with it.

5.2.3 Discussion of Findings in Relation to Research Question 3

RQ3: What are the teachers' perceptions about specific components of collaborative PD in relation to their intrinsic motivation for continuing professional development?

The exploration of teachers' perceptions concerning specific components of collaborative PD in relation to their intrinsic motivation for continuing PD, as articulated in RQ3, provides an analysis of how teachers perceive and engage with PD opportunities. There is a compelling argument which highlights the significance of various intrinsic motivational factors that contributed to effective and sustainable PD experiences historically and currently for these teachers.

In examining teachers' intrinsic motivation for PD, what was revealed was a connection between their motivation and the observation of improvements in their students' learning; it is arguably the most significant factor for these teachers to engage with PD. This was consistently evident in the response from each teacher, regardless of length of service in the profession. When these teachers witnessed tangible progress in their students' academic achievements and engagement levels, it served as compelling motivation for them to seek ongoing PD opportunities to refine their

teaching practices during the intervention. This correlation between student outcomes and teacher motivation underscored the profound significance of PD initiatives within the framework that directly impact classroom practices (Darling-Hammond et al, 2017). The value of PD experiences that fostered creativity and enabled teachers to discover novel approaches to enhance their practice, resonated strongly in the narratives. Generative learning principles emerged again as being key to teachers' motivation when teachers engaged with RQ3, emphasising active knowledge construction rooted in individual experiences and contexts.

The narratives consistently illustrated teachers' ownership of PD and their proactive attitude towards PD within the intervention framework. Teachers' perceptions concerning specific components of collaborative PD, as scrutinised in response to RQ3, highlighted intrinsic motivational factors that supported their engagement with PD. The alignment of these factors with established theories such as process theory, self-determination theory, goal theory, and generative learning principles underscores the robustness of the findings (Han, Yin & Boylan, 2016). Collectively, these findings highlight the importance of schools aligning their PD framework with the motivational factors discussed, in order to foster meaningful and sustainable teacher growth within the context of a generative PD framework.

5.3 Towards PLC Formation

The approach undertaken by both the teachers and the school within the generative PD framework suggests there was discernible power to transform what PD looked like in the school, through which teachers' motivation was significantly enhanced in order to engage and re-engage teachers with their professional growth. The project tentatively theorised that such generative

principles may support the development of an emergent PLC, with the principles of generative learning guiding the process of PLC formation.

The implementation of the generative PD framework marked a significant shift in the direction of the school's approach to PD. The provision by and for teachers of PD activities that resonated with their individual needs and career goals served to underscore the theme of relevance in their narratives. Upon closer examination of their narratives, it became apparent that the design of the framework facilitated an integration of a number of teacher's learning journeys within their immediate teaching context. This confluence supported a tentative shift within the culture of learning for teachers in the school, leading teachers to articulate PD potentially as an intrinsic component of their practices and professional growth, rather than a disparate and remote undertaking.

The prominence of teacher autonomy, a fundamental aspect of generative learning, is evident from each of the 6 teachers' narratives. These narratives describe the proactive strides taken by these teachers during this academic year of change to identify opportunities, engage in reflection on their motivation to engage with PD and integrate acquired knowledge into the complexities of their classroom practice. The sense of empowerment evident in their autonomy is perceptible throughout the narratives synthesised in the previous section, with a sense of ownership regarding their professional growth evident. These narratives offer insights into a cohort of teachers that have potentially moved away from being passive recipients of PD to becoming architects of their PD.

Collaboration, fostered by the PD framework, facilitated the exchange of knowledge among colleagues. Upon closer examination of the narratives, it became evident that the social interactions embedded within PD sessions and collaborative elements within PD gave rise to a shared sense of collaborative development. This emergent PLC, a product of these shared experiences throughout the implementation period of the intervention, portrays the potential efficacy of social interactions

within the school for teachers to be motivated to engage and re-engage with their professional growth. On this basis, I would posit that the school had actively initiated the construction of a PLC and that the generative nature of the PD framework was the primary initiator for PLC formation.

The principles of sustainability in PD frameworks emerged as a theme during the coding of teachers' accounts. Upon the analysis of the findings, it became apparent that the generative PD framework didn't make short-term changes to motivation related to PD for the teachers but potentially supported the emergence of a commitment to ongoing growth for teachers. Their narratives provide insight into a group of teachers who appear to have embraced the idea that growth isn't necessarily confined by temporal limitations, thus adopting an approach to their motivation to engage with PD that may be sustainable for the future (Brady & Wilson, 2021). This commitment, discernable from their narratives, appears to have contributed to the development of an emergent PLC.

The project, together with its teachers, offers an insight into the theory underpinning generative learning principles and how they may inform the practical development and implementation of a PD framework. Teachers' narratives reveal considerable influence of generative learning principles on teachers' perceptions of effective PD. These retrospective narratives suggest that the PD framework supported the development of an environment where elements such as teacher autonomy, collaborative knowledge construction, contextual adaptability, and sustainable professional growth were newly embraced. The overall shift in practices within the school highlights the potential of generative PD, not only to facilitate impactful PD, but also to cultivate an emerging PLC. Ultimately, the narrative of each teacher highlighted the connections between generative learning principles and the aspirations of teachers and schools, seeking sustainable professional growth and meaningful progression by and for their teachers.

6.0 Implications

The implementation of the TeachMeet structure within our PD framework offers a model for schools seeking to enhance teacher motivation and improve engagement with PD practices. The experience in the project school demonstrated that low-stakes aspects of PD, characterised by limited inherent risks and consequences, could serve as an experimental platform to foster teacher innovation, engagement, and professional learning. Adopting such initiatives to encourage teacher motivation to experiment with new ideas and practices, without the fear of negative professional outcomes, appeared to be successful in this context.

The effective establishment of an authentic PLC demanded a clear understanding of the school's culture, vision, values, and priorities by all participants, including teachers and school leadership. This knowledge formed the overarching framework within which teachers could cultivate a culture of professional bravery and risk-taking in their teaching practices. Other schools could create similar environments by fostering a sense of autonomy and empowerment amongst teachers to lead innovations in their practice and thereby motivate teachers to engage with PD in sustainable ways.

The framework's interpretation of generative PD as a process that distils a whole-school vision for learning and teaching may offer valuable insights for other schools. To motivate teachers effectively, PD initiatives aimed to augment teaching methods, inspire teachers as both learners and experts, and facilitate the formation of a self-sustaining PLC. Other schools could adopt these objectives to align their approaches to PD with the overarching goal of investing the professional growth of their teachers. The project suggests that the alignment of PD initiatives with teachers' individual needs and interests is crucial. Collaboration, practicality, and immediate applicability in the

classroom were consistent themes in our teachers' narratives. Schools should consider tailoring PD to meet individual needs of their teachers and avoiding one-size-fits-all approaches.

The alignment of our teachers' professional growth with generative learning principles emphasised the importance of intrinsic motivation in driving engagement with the PD framework. The project offers a valuable insight for schools aiming to enhance PD practices and motivate teachers through an examination of teachers' motivations as professionals and experts. By embracing generative learning principles as part of a PD framework and prioritising intrinsic motivation, schools could create an environment conducive to continuous improvement through investment in their teachers (Day et al, 2007).

6.1 An Integrated Model for Generative Learning Principles and PLC Formation

The phases of the project, in tandem with the findings and discussion, led to tentative the theorisation of how a PLC may emerge in six distinctive steps, each delineated by characteristics to the overall development of a collaborative learning environment. This model, adapted from the work of Eaker & Marzano (2020) and represented diagrammatically by the author, serves as a roadmap that exemplifies the evolution of PLC formation in this school, while integrating the implementation of generative learning principles throughout the generation of the PD framework. It also illustrates the phases of change the school experienced throughout the project. The model can be seen in Appendix 12.

In the initial Deficit Stage, teachers recognised the existing gaps or inadequacies in their experiences of PD, not their practice. This is distinct from the Deficit Model of PD and purposely shifts the deficit onto the school, away from the teachers. Teachers identified areas where traditional PD failed to meet their needs and hindered their intrinsic motivation.

The Initiation Stage, driven by the desire for change, initiated conversations about effective PD models and can be characterised by a growing sense of autonomy and ownership among teachers, as teachers were recruited for the project, crafting their vision for their own professional learning needs.

The Collaboration Stage, where teachers actively engage in collaborative PD sessions such as TeachMeets, fostered connections between colleagues. The focus shifted towards collective learning and knowledge construction, aligning with generative learning principles.

The Reflection Stage was a critical element of PLC formation. Teachers contemplated their experiences, refined their practices, and assessed the impact of the generative PD framework on their professional growth.

With increased motivation and a refined understanding of effective PD, the Innovation Stage is characterised by experimentation with novel teaching strategies and approaches born from teachers' PD experiences, driving innovation in the classroom.

The final stage, Sustainability, is marked by the establishment and recognition of a self-sustaining PLC by all members of the community. Teachers were intrinsically motivated to sustain the momentum gained throughout the project. The generative PD framework became integral to the school's culture.

6.2 The Future of the PD Framework for the Project School

The results of this project underscore the potential of integrating generative learning principles into a PD framework for teachers and for schools seeking ways to implement effective models of PD. The impact is clear; teachers' articulated a newfound sense of motivation and autonomy in their practice and it was a privilege to have these aspects of teachers' working lives

shared within the context of their professional journeys and experiences. Generative learning principles underpinning the framework provided these teachers with choice, autonomy and enhanced motivation in how they engaged with PD, an approach to PD (Bae, Hand, & Fulmer, 2022), that for a number of colleagues had not been a feature of their professional learning for years. However, by employing generative learning principles within the intervention framework, teachers regained some intrinsic motivation to engage for PD, by facilitating enhanced control over their professional growth. Autonomy, neglected in the deficit model of PD (Au, 2007), became a crucial aspect of this approach. TeachMeets encouraged teachers to participate in the development of generative learning, where they shared innovative classroom practices with peers. This culture of collaboration and knowledge-sharing enhanced individual teacher development and contributed to a culture of professional risk-taking and experimentation (Guskey, 2002).

Collaborative structures that successfully enhanced motivation within the framework, were another key outcome. Through engagement with ideas of PLC formation, teachers drove meaningful discussions and created innovative strategies to enhance classroom practice, without direction from Senior Leaders (Salaman, 2003). This ethos extended beyond scheduled PD sessions, fostering a shared culture of working with peers to solve problems and create new understanding (Scott, 1999). Teachers who had felt disenfranchised and disconnected from their PD through preparation for school inspection, experienced a revitalisation through the act of engagement with the framework itself (Day, Harris & Hadfield, 2001). They were able to align their classroom practice with their values and beliefs, enhancing motivation and discovering that by becoming an influential part of the framework itself, they were able to drive the school forward as an emergent PLC (DuFour Eaker & Many, 2010).

In conclusion, this project has highlighted the potential of generative learning principles to reshape PD for teachers by fostering motivation, autonomy, engagement, collaboration and leadership (Fullan, 2007). The departure from the acutely demoralising deficit model towards a generative framework represented a significant shift in professional understanding within the project school, with the promise of sustainable teacher growth and development, which may ultimately benefit student achievement (Darling-Hammond et al, 2017). Embracing generative learning principles has been a necessary step towards revitalising teachers' motivation for their craft, with the intervention framework having a significant positive impact on these teachers and, more broadly, the culture within the school.

As a teacher and a senior leader, having the agency to implement and chart the course of this project through an intervention such as the framework, whilst being a teacher within it, has provided scope for future research regarding teachers' sense of autonomy within the realm of their professional journeys and how school leaders, through organisational frameworks, can sustainably foster autonomy so teachers can be the best they can be for themselves and for their students (Salaman, 2003).

Ultimately, this project has ingrained my belief in the power of teachers to craft their individual learning journeys for themselves and their students, as masters in the art and science of their profession (Marzano, Frontier & Livingston, 2011). Through avenues of school organisation and PD structures, school leaders have the power to support their teachers on the path of continuous growth and self-actualisation. They also have the power to de-professionalise them (Storey, 2003), withdrawing their autonomy and micro-managing aspects of their practice, to the detriment of their sense of professionalism.

6.3 Final Thoughts

As a teacher, I have always known what I need in order to thrive in my role, at each point in my career. As a senior leader, I now understand the remarkable and swift changes that can occur through a shift in ownership and theoretical reconceptualisation of PD within a school. In addition, I have learned why it is critical to understand how we can support teachers' continued professional growth in the art and science of teaching (Marzano, Frontier & Livingston, 2011); students need teachers, schools need teachers and without empowering our teachers to be masters of their craft, our actions and attitudes serve to undermine the value and significance of education. Valuing, investing-in and respecting teachers' continued growth must always be a priority for all school leaders.

7.0 References

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8.0 Appendices

Appendix 1: Project Timeline: Integrated Timeline of the Study Across Part 1 and Part 2

↓	**Part 1 Project** Phase 1: Context & Observations	**Demotivation Related to PD Identified** Teachers reported dissatisfaction with PD and the methods by which senior leaders facilitated PD within the school. This baseline data emerged from the staff questionnaires senior leaders conducted to gather wellbeing data as an aspect of school improvement and reporting to governors.
	Part 1 Project Phase 1: Outcomes & Actions	**Demotivation Related to PD Identified** The warrant to examine how PD operated emerged. Justification to propose a new PD framework, with the aim to motivate teachers to engage with it, was made.
↓	**Part 1 Project** Phase 2: Context & Observations	**Refocusing on Theories Underpinning PD** Rationale for change acknowledged by school leaders in partnership with teachers. Questionnaire data was discussed with colleagues and the need for change was acknowledged in how PD is meeting the individual and collective needs of teachers.
	Part 1 Project Phase 2: Outcomes & Actions	**Refocusing on Theories Underpinning PD** Participants were sought and interviewed to gather data to examine experiences of PD in finer detail and to support planning the intervention. The concept of a generative framework as the intervention for the project emerged. An exploration of forms of PD, such as generative learning for educators, was considered alongside other models.
↓	**Part 2 Project** Phase 3: Context & Observations	**The Literature & The Intervention** Generative principles emerged as a key component of desirable PD from teachers' feedback. A professional space, where teachers can co-create knowledge and share innovative ideas, was reported as important by teachers from Part 1 SSI interview data.
	Part 2 Project Phase 3: Outcomes & Actions	**The Literature & The Intervention** The intervention was implemented in January 2023 after CUREC approval in December 2022. An examination of the literature regarding approaches to collaborative PD occurred, with generative principles and PLCs forming the theoretical basis for the project. A comparative examination of theory underpinning PD models is made, with a particular focus on the deficit model, which has been prevalent in this school. TeachMeet principles, as a low stakes tool to implement generative PD, were explored.

↓	**Part 2 Project** Phase 4: Context & Observations	**Collaboration & Examination of the Intervention** Consent to carry out research in the school was granted by the Headteacher. Gathering of data, with the aim to reflect the reality of teachers' experiences of the new PD framework, occurred from 6 participants. All data was collected by May 2023. The intervention continued through each term until the conclusion of the school year in July 2023.
	Part 2 Project Phase 4: Outcomes & Actions	**Collaboration & Examination of the Intervention** An exploration of appropriate methodologies to examine the implementation of the framework to enhance motivation happened, with consideration given to a range of research tools appropriate for practitioner research. SSIs were used with the 6 participants to gather data, which was then analysed using inductive-narrative coding as a preferred method.
	Part 2 Project Phase 5: Context & Observations	**Implications & Sustainability** The intervention concluded and participants shared data. The school sought to review the efficacy of the generative PD framework and if TeachMeet principles provided an effective structure for PD that improved teacher motivation to engage with it.
↓	**Part 2 Project** Phase 5: Outcomes & Actions	**Implications & Sustainability** The MLT poster conference (June 2023) provided a forum to share findings with peers and challenge interpretations of coded data. Reflections, outcomes and implications were considered as the final phase of the Part 2 Project thesis.

SECTION A: Filter for CUREC 2 application		
This section determines whether the application for ethics review should be made using this form (CUREC 1A) or the CUREC 2 form (for research with more complex ethical issues).		
Please indicate with an 'X'.	**Yes**	**No**
1. Does the research involve the deception of participants?	☐	X
2. Are the research participants vulnerable in the context of the research, or classed as people whose ability to give free and informed consent is in question? For example, ● Participants aged 16 or under (also answer question A5); ● Participants aged 16 – 18 (refer to competent youths for guidance); ● adults at risk; Note the University's Safeguarding Guidance and Code of Practice and its implications for researchers involving young people or adults at risk.	☐	X
3. By taking part in the research, will participants be at risk of criminal prosecution or significant harm?	☐	X
4. Does your research raise issues relevant to the Counter-Terrorism and Security Act (the Prevent Duty), which seeks to prevent people from being drawn into terrorism? Best Practice Guidance 07 on the Prevent Duty provides further guidance.	☐	X
If you answered **'No'** to all the questions above, go to Section B. If you answered **'Yes'** to any question above, continue to question 5 below.		
5. Is your project covered by a CUREC Approved Procedure?	☐	X
If yes, list the CUREC Approved Procedure(s) you will follow	AP15	
If you have answered '**No**' to all questions 1-4, go on to **Section B**. If you answered '**Yes**' to ANY of questions 1-4, and answered '**No**' to question 5, **stop** completing this form and do not submit it for ethical review. You will instead need to submit a CUREC 2 application form. If you answered '**Yes**' to **any** of questions 1-4, and your project is covered by an Approved Procedure, **go on to Section B**. If more than one Approved Procedure applies, contact the SSH IDREC or your DREC for advice on whether a CUREC 2 form should be submitted instead.		

SECTION B: Researchers	
1. Name of Principal Investigator or student's supervisor	[redacted]
2. Department or Institute	Department of Education
3. University of Oxford email address	[redacted]@education.ox.ac.uk
Copy and paste the following six rows as necessary to complete for each additional researcher who will be involved in this study, including student(s) and those external to the University.	
4. Name of researcher or student	[redacted]

5. Department or Institute	Department of Education	
6. University of Oxford email address	[redacted]@education.ox.ac.uk	
7. Role in research	Researcher	
8. Degree programme, if student research	MSc Learning & Teaching (MLT)	
The whole research team		
9. Have the researchers undertaken research ethics and integrity training?	**Yes** X	**No** ☐
10. Please provide details of any research ethics and integrity training undertaken, including the dates of the training. Alternatively state relevant research experience.	Research ethics as part of the MLT part 1.	
11. State any conflicts of interest and explain how these will be addressed.	None	

SECTION C: The research project	
1. Title of the research project	
Realising the Professional Learning Community in a Shifting Landscape; Assembling a Framework of Teacher-Led Professional Development	
2. Anticipated start date of the aspect of the research project involving human participants and/ or personal data (**dd/mm/yy**).	Thursday 1st December 2022
3. Anticipated research end date (**dd/mm/yy**).	19 September 2023 (project submission deadline)
4. Provide a brief lay summary of the aims and objectives of the research. This should cover the questions it will answer and any potential benefits. (max 300 words)	
The project aims to examine the processes involved in enacting collaborative and generative professional development (PD) in a preparatory school in Central London. How learning and teaching operated for many schools changed significantly during the Covid-19 pandemic and, with a change of Headteacher from September 2022, the school is seeking to adapt and improve how PD for teachers is conceived. The rationale for this is data emanating from internal and external staff wellbeing surveys over the previous two consecutive years and from provisional data from the Part 1 assignment of the MLT, suggesting that teaching staff feel excluded from the content and delivery of purported PD within the Professional Learning Community (PLC); there has been a loss of focus on what is key to their roles and PD currently aims to rectify perceived deficits in their practice by delivering content that attempts to address those perceived deficits. Teachers have subsequently reported experiences of de-professionalisation and dissatisfaction in the development of their own practice, with feedback from teachers regarding the deficit model of PD current at my school leading to the initial warrant for the project. I suggest that an examination of the potential interdependency between concepts of fluctuating teacher motivation in engagement with the PLC and the process of assembling authentic, collaborative and generative PD may yield	

results that could inform strategies of how and why schools engage with PD for their teachers. I propose that a shift in ownership of teachers' PD within the PLC may have a positive effect on teachers' motivation to engage with PD, supporting the articulation of their fundamental passion and creativity in their daily practice. This may create a generative space for teachers to share practice in structured and collaborative ways that supports a refocusing on the pedagogical principles of what may have initially brought them to the profession. These two potentially interdependent, bidirectional principles of teacher motivation to engage with the PLC and the fundamental nature of PD design will form the basis of this project.	
5. Please indicate the methods to be used (indicate with an '**X**'):	
Analysis of existing records	☐
Snowball sampling (recruiting through contacts of existing participants)	☐
Use of casual or local workers e.g. interpreters (refer to guidance in BPG 01: Researcher safety)	☐
Participant observation	☐
Covert observation	☐
Observation of specific organisational practices	☐
Participant completes questionnaire in hard copy	☐
Participant completes online questionnaire or other online task (refer to guidance in BPG 06: Internet-mediated research)	☐
Using social media to recruit or interact with participants (refer to guidance in BPG 06: Internet-mediated research)	☐
Participant performs paper and pencil task	☐
Participant performs verbal or aural task (e.g. for linguistic study)	☐
Focus group	☐
Interview (refer to guidance in BPG 10: Conducting research interviews)	X
Audio recording of participant (you will generally need specific consent from participants for this)	X
Video recording of participant (you will generally need specific consent from participants for this)	X
Photography of participant (you will generally need specific consent from participants for this)	☐
Others (please specify below)	☐
6. Provide a brief summary of the research design and methods. What will research participants be asked to do? (max 300 words) Please also submit a copy of the questions participants will be asked, if applicable, or some information about the sorts of topics that will be covered.	

The research questions are as follows:

RQ1: How do teachers' perceptions of PD contribute to the formation of a generative PD framework that may promote teachers' intrinsic motivation?

RQ2: What is the relationship between the teacher participation in the generative PD framework and their intrinsic motivation for this engagement?

RQ3: What are the teachers' perceptions about specific components of collaborative PD in relation to their intrinsic motivation for continuing professional development?

A generative framework for PD will be constructed and implemented, with teachers across the school voluntarily contributing to the weekly Learning Forum (LF) programme. The LF will employ aspects of TeachMeet (TM) principles, however these will be considered internally and within one school setting. TM is a method of supporting individual teachers in sharing practice between schools, organisations, and internationally and is a vehicle for what could be argued constitutes authentic and generative PD. However, there appears to be little literature where TM principles have been employed in one setting and at a fine-grained level between teachers in order to explore aspects of teacher motivation and engagement with PD that is authentic and generative. In using learning as part of LF terminology, learning is at the centre of the PD framework for teachers as professionals and consequently the LF is inherently tied to the wider concept of PLCs on which there is significant literature.

Teachers will be invited through a semi-structured interview (SSI) to share their reflections on their experiences. The SSI will broach several key dimensions, firstly perceptions of what characterises authentic PD in education, together with an exploration of what self-regulating and generative PD could and perhaps should look like for that participant. Teachers will be asked to discuss conceptions of teachers' professionalism and ownership of that competence, to include questions that aim to distil teachers' individual conceptions of what motivates them professionally. The SSI will then move towards questions that probe teachers who have engaged with PD for colleagues and contributed to the formation of the PLC through delivering an LF session or engaging in a session facilitated by a colleague. Questions will explore what motivated each teacher to volunteer to run an LF session, what, in their professional opinion, did their LF contribute to colleagues' practice and how each participant may perceive the prospect of voluntary LF contributions in the future. The Following questions forming the SSIs for each participant, exemplify the areas or enquiry that I will focus on. They are not exhaustive, will have a range of planned prompts and will have a logical structure in which they appear, with the aim of eliciting responses from participants that are detailed and support the sharing of deeper thinking about teacher motivation:

- What did you appreciate and value most about professional development (PD)? Why? You may wish to focus on PD that you have experienced in the past that have been enjoyable for a variety of reasons, together with aspects of PD currently that you may regard as valuable to your practice.

- Think about PD that you have engaged with historically that has not contributed to your development as a teacher. What characterised that PD?
- Thinking about the PD sessions we have just discussed; what effect did this PD have on your motivation to attend or facilitate a PD session for colleagues in the future?
- What types of PD are you most interested or motivated to attend and participate in?
- What motivates you to participate in PD?
- In your opinion, is attending/participating in PD worth your professional time? Please elaborate on your answer.
- In your opinion, was attending/participating in PD worth your professional time? Can you elaborate on your answer?
- Please comment on PD in your current setting. Have there been any changes to how PD is run in your school that you would like to comment on?
- What are you doing outside the school's PD programme that is not attached to PD but is related to it, that is helping you improve as a teacher?

Following the SSIs, they will be coded using appropriate coding methods from the literature. Qualitative coding that systematically categorises excerpts in the qualitative data will be used in order to discover potential themes and patterns, in order to gain a deeper understanding of the data. Qualitatively coding the data will permit systematic analysis that is rigorous and reliable, and it will also provide transparency and reflexivity for analysis. Analysis of the transcribed data will be through both inductive and deductive coding, with initial deductive codes determined during drafting of the SSIs and CUREC application. The process of implementing the new framework for generative PD, collection of data through SSIs and analysis using coding will occur within one cycle of practitioner research.

7. List the location(s) where the research will be conducted, including any other countries.	[redacted]
8. Clarify which parts of the research will be conducted in-person and which will take place remotely, e.g. online.	All parts of the research will be conducted in person.

9. If your research involves fieldwork or travel and your department requires a travel risk assessment, will you have completed and returned a risk assessment form beforehand? Please indicate with an '**X**'. (This must be approved by your department before you travel. If you are travelling overseas, you are advised to take out University travel insurance.) Refer to guidance available from your Department, the Safety Office, the	Yes	☐
	No	X
	Not required in this instance	☐

Social Sciences Division, and the Humanities Division, and on travel for University business.		

10. In the case of international or collaborative research, explain how you will address any ethical issues specific to the local context. Please provide details of the local review, approval or permission obtained or required. Refer to the BPG 16: Social science research conducted outside the UK and the Code of Conduct for Ethical Fieldwork. If there will be no local review, explain why not. Please mention any stakeholder or community engagement that has been/ will be undertaken in relation to the research. Please also address any physical or psychological risks for Oxford researchers and local fieldworkers in Section G.	
Not applicable	
11. Name of departmental/ peer reviewer (if applicable)	Not applicable
12. External organisation funding the research and grant reference (if applicable)	Not applicable
13. Please refer to the CUREC Best Practice Guidance and list any that have been used to develop your research.	Not applicable

SECTION D: Recruitment of research participants		
1. Number of participants	5 - 7	
2. How was the number of participants decided?	This number of participants will provide a breadth and depth of data from the SSIs, ensuring that there is sufficient commentary from the transcriptions from a variety of colleagues across the school. These colleagues would be drawn as voluntary participants, aiming to recruit new and longstanding members of the community.	
3. Age range of participants	18 and over.	
4. Inclusion criteria	Teachers currently teaching in the school.	
5. Exclusion criteria	Adults employed by the school who do not currently meet criteria of class teacher.	
6. Indicate with an '**X**' all intended recruitment methods **Please submit copies of the recruitment material that will be used, e.g. advertisement text, introductory email text.**	Poster advert	☐
	Flyer	☐
	Email circulation	X
	Social media (e.g. Twitter, Facebook)	☐
	Website	☐
	In-person approach	X

	Snowball sampling	☐
	Recruitment sites (e.g. Mechanical Turk)	☐
	Existing contacts or volunteer database	☐
	Other (please specify):	☐
7. How will potential participants be identified and approached?	The staff body will be emailed with an attached letter requesting participation in the project, with details of the topic and informed consent forms attached.	
8. Will informed consent be obtained from the research participants or their parents/ guardians? If not, please explain why not.	Yes	
9. For each activity or group of participants, explain how informed consent will be obtained from the participants themselves and/ or their parents/ guardians, if applicable. How will their consent be recorded? **Please submit copies of all participant-facing materials for review.** E.g.: ● Recruitment material (e.g. emails, posters) ● Information for participants to read (or hear) before they agree to take part (e.g. written information or, if applicable, an outline oral information script). ● A document to record informed consent. Further guidance and templates.	Please see the attached copies of the Information Sheet and the Informed Consent Form.	
10. Provide details of any payments and incentives and the rationale for providing these. Further guidance in Best Practice Guidance: 05 Payments and incentives in research.	None	
11. Describe how participants ● may withdraw from the study ● may withdraw any personal information they have provided from the study State any limits to withdrawal, for example once the data has been anonymised or at some other specified stage prior to publication. Make sure participants are aware of any withdrawal limits.	Participants will be able to withdraw from the study at any point, ensuring that withdrawal is verbally communicated to the principal researcher, [redacted], as soon as possible. The deadline for withdrawal is Friday 10 February 2023. If data has been anonymised prior to Friday 10 February, withdrawal is not permitted and participant data will contribute to the study.	

SECTION E: Research data

All information provided by participants is considered research data for the purpose of this form. Any research data from which participants can be identified is known as personal data; any personal data which is sensitive is considered special category data. Management of personal data, either directly or via a third party, must comply with the requirements of the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018, as set out in the University's Guidance on Data Protection and Research.

In answering the questions below, please also consider the points raised in the Data Protection Checklist and Data Protection Screening Assessment and whether, for higher-risk data processing, a separate Data Protection Impact Assessment may also be required for the research. Advice on research data management and security is available from Research Data Oxford and your local IT department. Advice on data protection is available from the Information Compliance team.

For guidance on conducting internet-mediated research, refer to CUREC's Best Practice Guidance 06: Internet-mediated research.

1. What data will be collected? (Indicate with an '**X**')

Screening documents	☐	Task results (e.g. questionnaires, diaries)	☐
Consent records (e.g., written consent forms, audio-recorded consent, assent forms)	X	IP addresses (refer to Best Practice Guidance 09: Data collection, protection and management for guidance)	☐
Contact details for the purpose of this research only	☐	Field notes	X
Contact details for future use (guidance)	☐	Photographs	☐
Opt-out forms	☐	Information about the health of the participant (including mental health)	☐
Audio recordings	☐	Previously collected (secondary) data	☐
Video recordings	☐	Data already in the public domain. Specify the source of the data:	☐
Transcript of audio/ video recordings	X	Other, please specify:	☐

2. During the course of the research, where will **each type of** research data be stored?	Transcript data and recording will be stored on University of Oxford servers for three years, before being permanently deleted.
3. Who will have access to the research data during the project?	Participants will be fully anonymised, with access granted solely to the researcher ([redacted]) to the supervisor/principle investigator ([redacted]).

4. Please complete this section if your research involves the use of secondary (i.e. previously collected) data.	**Please indicate with an 'X'.**	**Yes**	**No**
	Are data access agreements in place for access to and use of this secondary data? (If so, please attach these.)	☐	☐
	Did the individuals agree that their data could be used for this purpose?	☐	☐
	Could anyone (including members of the research team) link the data back to an individual or individuals? If this is a possibility, please explain how the associated ethical issues will be addressed:	☐	☐
5. How do you intend to share the research data at the end of the project?	Depositing in a specialist data centre or archive	☐	
	Submitting to a journal to support a publication	☐	
	Depositing in an institutional repository	☐	
	Dissemination via a project or institutional website	☐	
	No plans to share the data	☐	
	Other (please specify):	X	
6. How do you intend to report and disseminate the results of the research? (Indicate with an 'X')	Thesis publication	X	
	Publication in a peer reviewed journal	☐	
	Publicly available report	☐	
	Conference presentation	☐	
	Publication on a website	☐	
	Pre-registration	☐	
	Report to a research funder	☐	
	Providing participants with a lay summary of the results	☐	
	Submission for academic assessment	☐	
	Other (please specify):	☐	

7. Explain what will happen to the data at the end of the research project.
This question must be answered for each type of data, including completed consent forms.

The following will happen for data collected in the study:

Information Sheets: shredded
Participant Consent Forms: shredded
Video and audio recording of SSIs: permanently deleted from the university server after three years
Raw transcriptions of recordings: permanently deleted from the university serve rafter three years

SECTION F: Protection of research participants and their personal data		
1. How identifiable will the participants be from the **research outputs**? (Indicate with an 'X')	Directly identifiable from the information included	☐
	Pseudonymised/ indirectly identifiable	☐
	Not identifiable – data is anonymous	X
	Other, please specify:	☐
2. To what extent will the **data** be de-identified? How identifiable will any individuals be from the research data? Describe any measures you will take towards assuring confidentiality, potential risks to confidentiality.	All participant data will be fully anonymised using a numerical coding system. No participant will be identifiable from the data, with all literature and forms held on the secure University of Oxford server.	
3. How will you ensure that third parties (e.g., interpreters and transcribers) are aware of and adhere to the measures described in this form?	Not applicable, the primary researcher [redacted] will be transcribing the audio & video data.	

SECTION G: Risks and benefits of the research
1. Will the research involve topics that could be considered sensitive? If so: a. Please provide more detail or supporting information (such as the interview questions) to show the range of questions; b. Explain what steps will be taken to reduce risk of distress; c. Consider seeking advice from within your Department or from the ethics committee including whether the application might benefit from additional ethics review (e.g., via a CUREC 2 application).
Not applicable
2. Describe any additional burden or risks to the participants or others, including the potential for any indirect negative consequences. Explain the steps you will take to address these.
Not applicable

3. Describe any physical or psychological risks to the researcher(s) (including local fieldworkers or research assistants) and the steps you will take to address these.
Not applicable
4. Describe any benefits of the research, both to participants and to others. Outline the processes put in place to enable equitable research (see BPG 16 Social science research conducted outside the UK for further guidance).
The intervention of enacting collaborative professional development will potentially impact positively on the school in a number of ways. Depending on conclusions drawn, this could alter the methods by which schools facilitate PD by teachers and lead to sharing findings across our school group as a model of excellence for PD.
5. Comment on the societal impact.
The project aims to provide a commentary on the impact collaborative professional development may have on the professional identities of teachers and how schools can support the realisation of professional learning communities, by and for teachers. It challenges the deficit model of PD that can commonly be encountered within primary education and seeks to empower teachers to be motivated to engage with and facilitate PD for themselves and the PLC.
6. Give details of any other ethical issues or relevant information.
Not applicable

SECTION H: Professional guidelines		
Please indicate with an '**X**' at least one set of professional guidelines you will follow.		
Research specialism/ methodology	**Association and guidance**	
Anthropology	Association of Social Anthropologists of the UK	☐
Computer Science	ACM Code of Ethics and Professional Conduct	☐
Criminology	British Society of Criminology Statement of Ethics	☐
Education	British Educational Research Association Ethical Guidelines for Educational Research	X
Geography	American Association of Geographers Statement on Professional Ethics	☐
History	Oral History Society of the UK Ethical Guidelines	☐
Internet-mediated research	Association of Internet Researchers Ethical Guidelines British Psychological Society: Ethics Guidelines for internet-mediated research Association for Computing Machinery Code of Ethics and Professional Conduct	☐
Management	Academy of Management Code of Ethics	☐

Political Science	American Political Science Association (APSA) Guide to Professional Ethics in Political Science	☐
Politics	Political Studies Association. Guidelines for Good Professional Conduct	☐
Psychology	British Psychological Society Code of Ethics and Conduct	☐
Social research	Social Research Association: Ethical Guidelines	☐
Socio-legal studies	Socio-Legal Studies Association: Statement of Principles of Ethical Research Practice	☐
Sociology	The British Sociological Association: Statement of Ethical Practice	☐
Visual research	ESRC National Centre for Research Methods Review Paper: Visual Ethics: Ethical Issues in Visual Research	☐
Other professional guidelines	Not applicable	☐

SECTION I: Endorsements and signatures

Please ensure this form is endorsed by the Principal Investigator (or student's supervisor), the Head of Department (or nominee) and, if student research, by the student themselves.
The SSH IDREC Secretariat accepts either option below. If you have a DREC, check which signature option it prefers.

- **Option 1: direct email endorsements**
  Each of the signatories should submit an email from a University of Oxford email address, indicating their acceptance of the responsibilities listed below.
- **Option 2: signatures**
  Please scan the signed form and email it to us as a PDF. Pasted images of signatures cannot be accepted.

Endorsement by the Principal Investigator/ student supervisor and student, if applicable

I/ we the researchers understand my/ our responsibilities as Principal Investigator (and student, if applicable) as outlined in the guidance on the CUREC website. I/ we declare that the answers above accurately describe the research as presently designed, and that the ethics committee will be informed of any changes to the project which affect the answers to this form.
I/ we will inform the relevant IDREC if the Principal Investigator changes.

Name of Principal Investigator	[redacted]
Principal Investigator's signature	[redacted]
Date	14th November 2022
Name of student (if applicable)	[redacted]
Student's signature	[redacted]
Date	14th November 2022

Appendix 3: Letter to the Headteacher Granting Consent for School Participation

Department of Education, University of Oxford,
15 Norham Gardens,
Oxford
OX2 6PY

Primary Researcher: [redacted] *(MSc Student)*
Email Address: [redacted]*@education.ox.ac.uk*

Principal Investigator: [redacted]
Email Address: [redacted]*@education.ox.ac.uk*

Oxford University telephone number: 01865 274024

Headteacher: [redacted]

[redacted]

Motivating the Professional Learning Community; Assembling a Framework for Generative Professional Development

Central University Research Ethics Committee (CUREC) approval reference: **EDUC-C1A-2223-059**

Dear [redacted]

I am writing to inquire about conducting a small-scale research project in our school this academic year. As you know, I am a Masters research student at the University of Oxford, supervised by [redacted]. In my research study, *Motivating the Professional Learning Community; Assembling a Framework for Generative Professional Development*, I will examine how professional development (PD) is run in schools, what this looks like for teachers and how different ways of running PD sessions can impact teachers' motivation. Teachers have a wealth of professional wisdom and skills and I am interested in how schools can positively change how PD works, so that teachers can collaborate and share good practice effectively. Critically, I am interested in teachers as knowledgeable and skilled professionals. I seek to engage with questions regarding motivation and the improvement of skills; what do schools do that can support or hinder professional growth; and what can schools do better as communities of practice to support lifelong professional development.

The research will take place at [redacted] and solely with [redacted] teachers (the number of participants will be in the range of 5 to 7 teachers in total,

depending on participant interest). If in agreement, they will give consent to be involved in the project by signing the Consent Form included in this project pack.

Participation in the project aims to explore motivations to engage with PD in individual teachers. The project is not linked in any way to the organisation of [redacted], and/or the wider school group, [redacted]. Outcomes from the project are not linked to the annual appraisal cycle or individual teacher progression within [redacted] and/or [redacted]. The project is linked solely to the Masters degree currently being undertaken by the Primary Researcher, [redacted]. By participating in the research, our school would be contributing to research that may further reveal findings related to teacher professional identities, motivation and how schools can move towards realising themselves as authentic communities of practice.

The commitment from the school is minimal, allowing me to interview 5 to 7 teachers during the Spring Term. I will audio-record teachers in semi-structured interviews that will subsequently be transcribed in-line with GDPR regulations.

Oxford University has strict ethical procedures on conducting ethical research with teachers and students, consistent with current British Educational Research Association guidelines. All participants and the school will be made anonymous in all research reports. The data collected will be kept strictly confidential, available only to my supervisor and myself and not used other than specified without the further consent of all involved being obtained. All recordings will be destroyed at the end of the research period, and kept in digitally secure conditions until then. I have enclosed full versions of the pack that will be distributed to teacher-participants for your records.

If you would like our school to take part in the study, or you need more information about what is involved, please contact me. Whether or not you feel it would be appropriate for our school to participate, I would be grateful if you would complete the pro-forma below, and return it to me. Thank you for your time and attention and I look forward to hearing from you.

Yours Sincerely,

[redacted]

Motivating the Professional Learning Community; Assembling a Framework for Generative Professional Development

Primary Researcher: [redacted](MSc Student)

Email Address: [redacted]@education.ox.ac.uk

Headteacher: [redacted]

[redacted]

[redacted]

[redacted]

[redacted]

☐ We do not wish to participate in this project.

☐ We would like to find out more about this project.

☐ We would like to take part in this project.

Appendix 4: Letter Granting Consent to Participate in the Project

Department of Education, University of Oxford,
15 Norham Gardens,
Oxford
OX2 6PY

Primary Researcher: [redacted] *(MSc Student)*
Email Address: [redacted]*@education.ox.ac.uk*

Principal Investigator: [redacted]

Email Address: [redacted]*@education.ox.ac.uk*

Oxford University telephone number: 01865 274024

Consent to take part in:

Motivating the Professional Learning Community; Assembling a Framework for Generative Professional Development

Central University Research Ethics Committee (CUREC) approval reference: **EDUC-C1A-2223-059**

Purpose of Study: This project aims to examine how professional development is run in schools, what this looks like for teachers and how different ways of running professional development can impact teachers' motivation during professional development sessions. Teachers have a wealth of professional wisdom and skills and I am interested in how schools can positively change how professional development works, so that teachers can collaborate and share good practice effectively. Critically, I am interested in you as a professional: what is it that motivates you to improve learning and teaching in your classrooms?; what do schools do that may negatively impact you and your practice?; and what can schools do better to support your development? Your contribution to the project would be most valuable.

	Please initial each box if you agree with the statement
I confirm that I have read and understand the information sheet for the project, dated dd / mm / yyyy for the above research. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.	☐
I understand that my participation is voluntary and that I am free to withdraw at any point, without giving a reason.	☐
I understand who will have access to personal data provided, how the data will be stored and what will happen to the data at the end of the project.	☐
I understand that I will not be identifiable from the thesis, any subsequent publications or reports for the school or any specific organisation linked to the school.	☐
I consent to being audio recorded for transcription purposes	☐
I understand how audio recordings will be used in research outputs.	☐

I give permission for you to contact me again to clarify information. ☐

I understand how to raise a concern or make a complaint. 

I agree to take part. ☐

Name of participant Date dd / mm / yyyy

_____

Signature

_____

Name of person taking consent Date[1] dd / mm / yyyy

_____

Signature

_____

Appendix 5: Participant Information Document

Department of Education, University of Oxford,
15 Norham Gardens,
Oxford
OX2 6PY

Primary Researcher: [redacted] *(MSc Student)*
Email Address: [redacted]*@education.ox.ac.uk*

Principal Investigator: [redacted]
Email Address: [redacted]*@education.ox.ac.uk*

Oxford University telephone number: 01865 274024

[1] *To be signed and dated in the presence of the participant. Once this has been signed by both parties the participant should receive a copy of the signed and dated participant consent form. The original signed and dated consent form should be kept with the project's main documents, which must be kept in a secure location.

Motivating the Professional Learning Community; Assembling a Framework for Generative Professional Development

Central University Research Ethics Committee (CUREC) approval reference: **EDUC-C1A-2223-059**

Introduction

You are being invited to take part in a small scale research project, focusing on professional development in our school. Before you decide to take part, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully. Ask me if there is anything that is not clear or if you would like more information. Take time to decide whether you wish to take part.

Why is this research being conducted?

This project aims to examine how professional development (PD) is run in schools, what this looks like for teachers and how different ways of running PD sessions can impact teachers' motivation during these sessions. Teachers have a wealth of professional wisdom and skills and I am interested in how schools can positively change how PD works, so that teachers can collaborate and share good practice effectively. Critically, I am interested in you as a professional: what is it that motivates you to improve your skills as a teacher?; what do schools do that may negatively impact you and your practice?; and what can schools do better to support your professional development?

Your contribution to the project would be most valuable. You may have engaged with and participated in a PD session already this term; you may even have run one for colleagues. If you are keen to share your thoughts about your experiences and what motivates you, then I would welcome your participation.

Why have I been invited to take part?

All teachers in our school have been asked if they wish to volunteer to be part of the project. The project aims to include 5 to 7 volunteers, however the final number of participants will depend on how many teachers wish to take part.

Do I have to take part?

No. It is up to you to decide whether or not to take part. You can withdraw yourself from the study, without giving a reason and without any negative consequences by advising me of this decision. There is no deadline for withdrawal from the study if you change your mind at any point. For your information, the deadline for the final submission of the project to the University is 19th September 2023.

What will happen if I take part in the research? Key information for participants who volunteer to contribute to the research project is detailed below

The research will take place at [redacted] and solely with [redacted] (the number of participants will be in the range of 5 to 7 teachers in total, depending on participant interest).

You can give your consent to be involved in the project by signing the Consent Form included in your project pack.

All participant activities that form the basis of the project, will occur between Monday 9th January 2023 and Friday 14 April 2023.

Participant activities are limited to any PD sessions you choose to run for colleagues & interviews with the Principal Researcher, [redacted].

Participation in the project aims to explore motivation to engage with PD in individual teachers like you. The project is not linked in any way to the organisation of [redacted], and/or the wider school group, [redacted]. Outcomes from the project are not linked to the annual appraisal cycle or individual teacher progression within [redacted] and/or [redacted]. The project is linked solely to the Masters degree currently being undertaken by the Primary Researcher, [redacted].

You will be interviewed once, taking approximately one hour. A non-exhaustive list of example questions you may be asked in the interview are below

T*hink about PD that you have engaged with historically that has not contributed to your development as a teacher. What characterised that PD?*

What types of PD are you most interested or motivated to attend and participate in?

What motivates you to participate in PD?

In your opinion, is attending/participating in PD worth your professional time? Please elaborate on your answer.

In your opinion, was attending/participating in PD worth your professional time? Can you elaborate on your answer?

Please comment on PD in your current setting. Have there been any changes to how PD is run in your school that you would like to comment on?

What are you doing outside the school's PD programme that is not attached to PD but is related to it, that is helping you improve as a teacher?

Additional Key Information

With your consent, I would like to audio record you, so I can have an accurate account of the interview to subsequently transcribe for data analysis.

You can ask to pause or stop the research activities at any time.

Are there any personal benefits in taking part?

There will be no direct or personal benefit to you from taking part in this research.

What information will be collected and why is the collection of this information relevant for achieving the research objectives?

Information Sheets for Volunteers Participating in the Project (the document you are currently reading): participants may retain the information or request for it to be shredded after completion of the project

Participant Consent Forms: shredded after three years

Audio recording of SSIs: permanently deleted from the University of Oxford server after transcription

Raw transcriptions of recordings: permanently deleted from the University of Oxford server after three years.

Field notes from the Principal Researcher's Research Journal: retained on password protected University of Oxford server for three years then permanently deleted.

[redacted], the Principal Researcher, and [redacted], the Principal Investigator, will have access to the research data during the project and subsequently for three years.

Will the research be published? Could I be identified from any publications or other research outputs?

The findings from the research will be written up in a Thesis, presented to the University of Oxford for assessment on the 19th September 2023.

Participants will not be identifiable from the data and the Thesis in any way, with teacher names and other identifiable information removed from the transcriptions, and data password protected on the University of Oxford server.

Data Protection

The University of Oxford is the data controller with respect to your personal data, and as such will determine how your personal data is used in the study. The University of Oxford will process your personal data for the purpose of the research outlined above. Research is a task that is performed in the public interest. Further information about your rights with respect to your personal data is available at the following web address: https://compliance.admin.ox.ac.uk/individual-rights.

Who has reviewed this study?

This study has received ethics approval from a subcommittee of the University of Oxford Central University Research Ethics Committee. (Ethics reference: **EDUC-C1A-2223-059)**.

Who do I contact if I have a concern about the research or I wish to complain?

If you have a concern about any aspect of this study, please contact the Principal Researcher, [redacted], or the Principal Investigator, [redacted], and we will do our best to answer your query. We will acknowledge your concern within 10 working days and give you an indication of how it will be dealt with. If you remain unhappy or wish to make a formal complaint, please contact the Chair of the Research Ethics Committee at the University of Oxford who will seek to resolve the matter as soon as possible:

The Chair, [redacted], Education Departmental Research Ethics Committee (DREC);
***Email**: [redacted]@education.ox.ac.uk*

Alternative contact:

Secretary of the Central University Research Ethics Committee (CUREC), University of Oxford, Wellington Square, Oxford, OX1 2JD

***Email**: [redacted]@admin.ox.ac.uk*

Further Information and Contact Details

If you would like to discuss the research with someone beforehand (or if you have questions afterwards), please contact:

Primary Researcher: [redacted] (MSc Student)
***Email**: [redacted]@education.ox.ac.uk*

Principal Investigator: [redacted]
***Email**: [redacted]@education.ox.ac.uk*

Oxford University telephone number: 01865 274024

Appendix 6: Participant Details & Demographics

	Gender	Age	Role	Subjects Taught	Teaching Service To Date	Schools Taught in To Date
Principal Researcher	Male	41	Senior Leader Teacher	Mathematics	15 years	5 schools
	Gender	Age	Role	Subjects Taught	Teaching Service To Date	Schools Taught in To Date

Participant 1	Male	33	Teacher	Sport	5 years	3 schools
Participant 2	Female	59	Teacher	Music	35 years	6 schools
Participant 3	Female	35	Teacher	Core Primary	3 years	2 schools
Participant 4	Male	33	Teacher	Core Primary	9 years	2 schools
Participant 5	Female	42	Teacher	French	12 years	3 schools
Participant 6	Male	43	Senior Leader Teacher	Religious Studies	20 years	5 schools

Appendix 7: The Interview Protocol: Linking Research Questions and SSI Questions

RQ1: How do teachers' perceptions of PD contribute to the formation of a generative PD framework that may promote teachers' intrinsic motivation?
IQ1: Think about professional development during your career so far. What do you appreciate and value most about professional development? Why?
IQ2: Please tell me about professional development in your current school. Have there been any changes to how professional development is run in your school that you would like to comment on?
{PROBES} {FOLLOW-UP QUESTIONS}

You may wish to focus on PD that you have experienced in the past that have been enjoyable for a variety of reasons, together with aspects of PD currently that you may regard as valuable to your practice.

- Think about professional development during your career that has engaged you
- How would you as a teacher define the term professional development? What exactly is it?
- What do you enjoy learning about that can contribute to your role as an educator?
- What motivates you to learn more about your role as a teacher and educator?

RQ2: What is the relationship between the teachers' participation in the generative PD framework and their intrinsic motivation for this engagement?

IQ3: What types of professional development are you most interested in or motivated to attend and participate in?

IQ4: What motivates you to participate in your school's TeachMeet sessions?

{PROBES} {FOLLOW-UP QUESTIONS}

- In your opinion, is attending/participating in professional development worth your professional time? Please elaborate on your answer.
- In your opinion, was attending/participating in professional development worth your professional time? Can you elaborate on your answer?

RQ3: What are the teachers' perceptions about specific components of collaborative PD in relation to their intrinsic motivation for continuing professional development?

IQ5: Think about professional development that you have engaged with historically that has not contributed to your growth as a teacher. What characterised it?

IQ6: Think about a TeachMeet that had an immediate impact on you as a teacher. What characterised that session?

IQ7: What are you doing outside the school's PD programme, that is not related to it but might support it, that is helping you grow as a teacher?

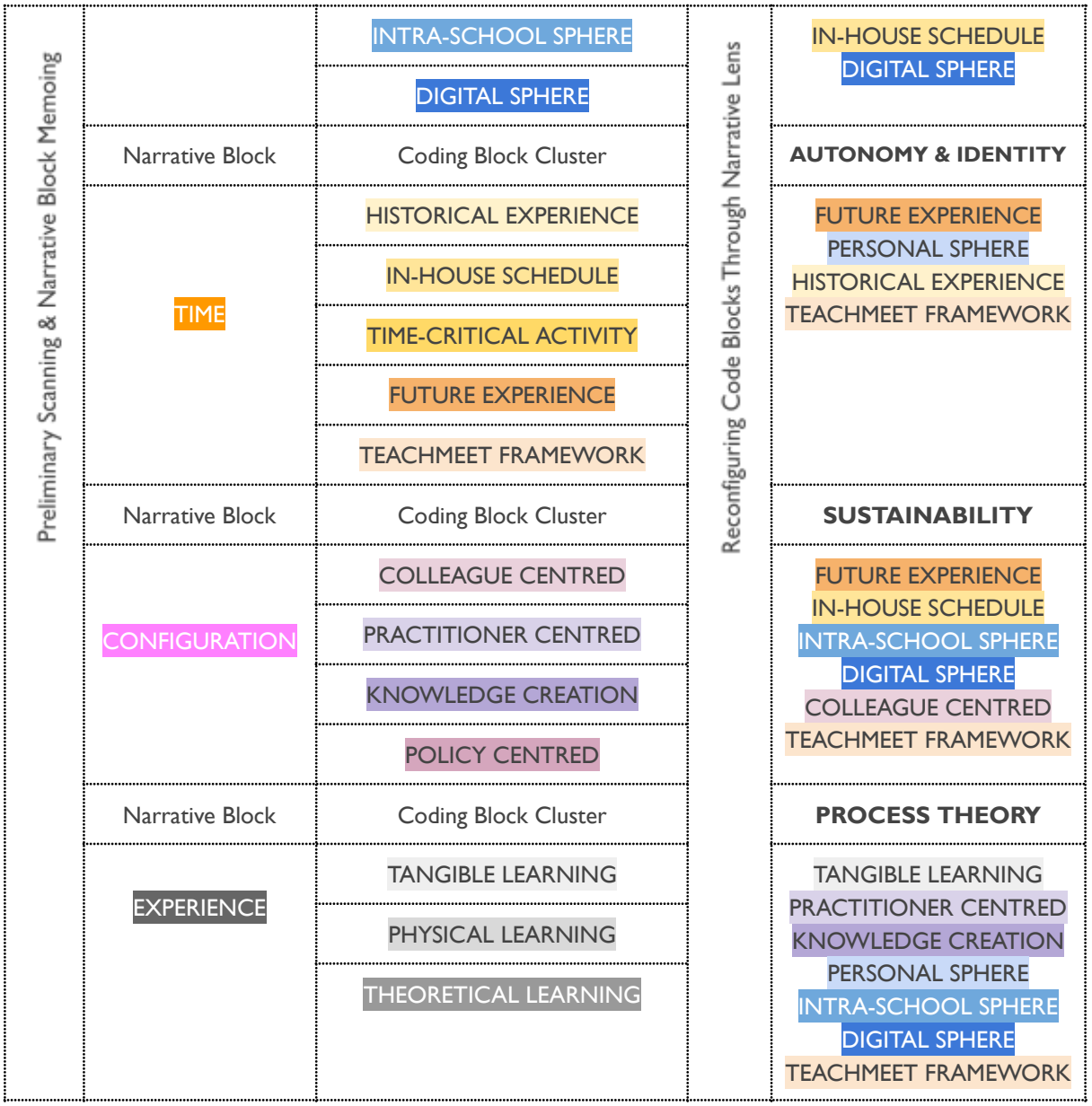
{PROBES} {FOLLOW-UP QUESTIONS}

- Thinking about the TeachMeet session/s we have just discussed; what effect did this session have on your motivation to attend or facilitate a session for colleagues in the future?
- What might prevent you from attending TeachMeet?
- What factors might exist that could potentially decrease your motivation to attend and/contribute to a session?

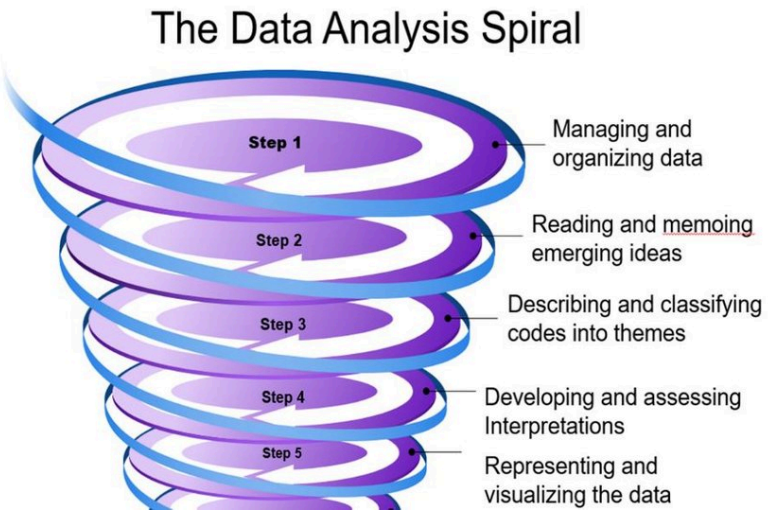
Appendix 8: The Coding Protocol: *The Narrative Coding Protocol* that emerged through inductive and deductive coding



1.	2. Narrative Analysis	3. Initial Coding Blocks & Sifting	4.	5. Themes for Critical Engagement
	Narrative Block	Coding Block Cluster		**GENERATIVE PRINCIPLES**
	SITUATION	PERSONAL SPHERE		NETWORKED SPHERE INTER-SCHOOL SPHERE INTRA-SCHOOL SPHERE KNOWLEDGE CREATION COLLEAGUE CENTRED
		INTER-SCHOOL SPHERE		
		NETWORKED SPHERE		



Appendix 9: Adapted Data Analysis Spiral (Cresswell & Poth, 2018, pp. 186)



Appendix 10: Transcript Material from the SSIs

Participant 3

Interviewer: So thinking about your professional development to your career in your career to date. What do you appreciate and value most in professional development?

Participant 3: I think this is teaching and also in my previous career as well? It just a teaching what would I feel is I get the most out of professional job, I think for me is bouncing, meeting other people that do the same thing and having a dedicated space to bounce ideas off of each other and see, speak to them about what they've found hard or easy, and I think more not necessarily making contact but more sort of bouncing ideas and things and just and I know I can do that with other teachers within the school all the time, but it's giving that dedicated space to focus on it because I don't, I think a lot of things in teaching we're aware of. But actually, it's not. There are a lot of things within teaching that aren't rocket science, but there's so many things we have going on that it just sort of maybe some of the details blend in. Whereas if you're actually there and actually vocalising, it makes you so much more aware of how you can improve it because the improvements are quite simple. I think a lot of the time, but actually to be talking about somebody else and making yourself more aware of it. And they say oh very easy fix that, you know, then you can incorporate it into your own practice.

Interviewer: So you mentioned that teachers are tremendously busy and there's a lot going on. And you also talked about there being dedicated time and space for that to be kind of like a forum to articulate our ideas, is that correct? So, in the day to day nuts and bolts of our job, is there a suggestion that there isn't time and space to focus on we just need to do the job?

Participant 3: Yeah, definitely. I think we have so many things going on. A lot of you know, when you're working in the wider world and you're not in teaching, you have lots of meetings and that essentially is your job is meeting and discussing those things whereas teachers jobs are actually in the classroom doing a lot of the time and you know, to have a staff meeting that 15 minutes it's very much just here's some information. It's not a bouncing idea off of each other I think only when it becomes if you actually have a real problem and then ask for a dedicated half an hour to speak with another member of staff to get advice. That's when you can have that dedicated time which is similar to the PD and I find that really useful

Interviewer: because currently the school that we both work in the PD is 15 minutes, isn't it? So you have that TeachMeet Can you tell me a little bit more about how, how that works for you maybe how it doesn't work for you.

Participant 3: I think 15 minutes is a bit too short. I appreciate that. [redacted] is being really mindful about our time, allowing time off to work, and I really appreciate that. And I'm not saying that I think the meetings should be longer. But maybe to find time somewhere else, or maybe to make some sort of dedicated time for those brainstorming ideas. Because you do need a little bit longer to do that.

Interviewer: How would more time benefit us as a school?

Participant 3: I mean, all these things take time. So I mean, I just think 15 minutes is just not long enough to have a discussion because discussions take a long, a longer amount of time. And I feel like the 15 minutes, staff meetings are just you actually just you're just being told information, which is really useful, and it's information we do need to know. But I'm just saying that there's not that discussion element that sort of changes for time. Yeah, perhaps having longer sessions, half an hour, 45 minutes, might support a bit more in depth discussion into certain aspects of pedagogy. That can't be managed in 15 minutes. Is that the suggestion?

Interviewer: Yeah. Okay. So think about your professional development during your career to date from when you qualified as a teacher. What is there any kind of standout sessions for you in your previous school or this school?

Participant 3: standard CPD sessions? I would say the most useful training I have had is peer observation.

Interviewer: Why was that?

Participant 3: Because I think there's so much that you can talk about in theory that just doesn't work in practice, or how it works in practice is very different to how you think it will work out and to be able to watch a class teacher try and impart that knowledge or try and impart their sort of focus for the class, but also watch him or her doing that the whole dance of everything else around it that you need to get done all of the sort of admin things that are thrown at you, at the same time picking up the telephone call that comes in dealing with behaviour management, dealing with a loss book, you know, how you fit that all in, whilst also posting whilst also sort of reaching the lesson objective as well.

Interviewer: So you've got lots of different things happening at the same time. So actually, the saying that it's kind of on the job training in some ways.

Participant 3: Yeah, would be the best. Yeah. .Or even when they incorporate videos of a teacher teaching within a PD session, because I think that actually, I think how a lesson sometimes is described or written down and explained. So much information is lost if you don't actually see it. In practice being done. So yeah, adding a video or the type of PD that you're trying to or if it's, if it's to do with specific lesson based things.

Interviewer: Thank you. So what hasn't been helpful? Think about sessions across your career that have actually not been supportive. In any way. Tell me about that.

Participant 3: Think all been quite useful. I can't think of anything where I've gone away and thought that was a complete waste of time. There were always some aspects that I've found useful. Trying to think of.

Interviewer: is there a particular structure to how professional development works that hasn't been helpful? So if there are no kind of standout sessions

Participant 3: I think, I suppose sessions where they don't use examples or videos of teaching sessions that are just quite theoretical, without giving concrete examples, and not that useful. Yeah, if it's, yeah, if it's sort of too high level and too theoretical, without bringing it down to concrete examples of how I can use that information. Yeah, I find that PD is not as useful.

Interviewer: So what motivates you to improve in your role as a teacher?

Participant 3: To make my job easier, I think if you're a better teacher, your job is a lot easier. What motivates me to improve I suppose also, it's very satisfying seeing the improvement of the children as well and seeing the improvement of your class. Also, seeing the excitement of your class, if you give a better lesson your class is more excited about that class and you do Yeah, so learning how to juggle making it really interesting and fun, but also, they then have taken a really solid learning from that.

Interviewer: Thank you. What do you enjoy learning about your role? As a teacher? What kind of topics within education do you enjoy?

Participant 3: In what sense like what subjects do I enjoy teaching or…?

Interviewer: It could be subject based curriculum based, it can be any aspects of classroom management, it can be policy or just anything at all within schools and education. What area within our sector, like learning or would like to learn more?

Participant 3: Yeah, I think it's probably the Creative Curriculum side. I really like fusing lots of subjects into one because I feel like our curriculum is very sort of, this is maths. This is English. This is science when actually we live in a world that everything is one thing, really you deal with everything in every situation. And I think the children enjoy those types of classes as well a bit more.

Interviewer: So for you as a teacher, learning about how that could be implemented, how it would work.

Participant 3: Yeah, and it does involve knowing having a really good sort of base knowledge of the curriculum, what your class can achieve, the types of things that are available within your store cupboard within Amazon, you know, the things that are immediately near you within the facility of

the school or the museums that are around or what the weather's going to be like the next day. So it is sort of quite fine, you do kind of have to pull a lot of things in. Everything has to sort of match together quite nicely, which I like having.

Interviewer: So in your professional opinion, is attending these sessions worth your time, or is it a waste of your time?

Participant 3: Attending, would you be in any type of PD session? No, it's definitely not a waste of my time. I think they're very important.

Interviewer: So you think there's a place for in house professional development?

Participant 3: Absolutely. I think I personally think that it should be routine practice that teachers observe each other's lessons, not for their own development, and to understand other things that teachers are doing and the curriculums that they're building on and the curriculums that you're going to move your class into afterwards.

Interviewer: Say with professional development in your current school, what motivates you to participate in those 15 minute sessions?

Participant 3: What motivates me? I've never really thought about that because sessions aren't optional. So it doesn't matter whether I'm motivated or not, I show up but I do like learning and making my practice better. And even if for a very short time being able to bounce ideas off of other people. And just, I guess, the social side as well.

Interviewer: Tell me a bit more about the social side.

Participant 3: I guess just being able to have an opportunity to talk with other teachers about how your day was and share funny stories.

Interviewer: Those water cooler moments. Yeah, exactly. Yeah. So what might motivate you to actually facilitate a session?

Participant 3: I think we have to. So I think it's expected of us to facilitate this session. So I'm fulfilling expectations of the head and the SLT.

Interviewer: They explicitly said everybody has to?

Participant 3: They haven't actually. You're right. It's been strongly encouraged. I just assumed that we were expected to do one per year at a minimum. What motivates me to do I think also just to see if there's something that I really want the staff to be doing. So for example, when I gave my [redacted] teaching session that was not wholly altruistic, because I wanted the staff to know and understand how to use [redacted]. So then, if I've ever been covered in Lesson, they know, it's a much easier handover for me, it's a much smoother handover for me and I'll have the work done within class and the class don't have to break their routine. And so the classes get really good, that's lesson coverage, and all that.

Interviewer: So you mentioned altruism. So is there a perception with some PD that it is purely to improve teachers' own practice for their own individual benefit? Because that happened here previously?

Participant 3: An individual benefit. I mean, I don't think you could say it would just be for teachers' individual benefit, because by the nature of a teacher getting better, that also benefits their class and how they become better at teaching, and it benefits the other staff members. Because they don't have to deal with as many issues that arise from things going wrong, or things not being organised properly.

Interviewer: So there's always an agenda, is that the suggestion?

Participant 3: I mean, now we're going into more human behaviour, like why, why did humans do anything? Yeah. I mean, my personal view is that I think everything we do ultimately is selfish, right? Down to our selfish genes. I subscribe to Richard Dawkins view on the Selfish Gene. So even a mother that seems like she's giving her life for her child actually is being selfish because her child holds a different set of her genes and she's a next generation and the child is the next generation passing on those genes afterwards. So yeah, I don't. I do. But then again, that's not to say that every single thing we do is selfish.

Interviewer: So I would suggest that it's a complex reason why we support people's professional development facilitated for the benefit of the school. I think it's important to recognise that. Is there an expectation though, that teachers remain at that school that has quote, unquote, given them that opportunity to grow? I don't think there is an expectation.

Participant 3: You mean you do I think that the school should have an expectation that just because they've given teachers some high quality CPD that they stay at the school? No, I don't think that. I think just like a school as an employer, you are paid to do your job and they can give you notice to leave, I can give them notice to leave. And the CPD that they give me is improving my practice as a teacher which will in turn improve how I teach my class or how I improve the school while I'm there, just like in any other career, that gives their employees CPD and training to do their job or to improve their job. I don't think there's an expectation that the teachers need to stay at all unless you actually specifically need the school to invest. I'd like to say the employer actually, the employer wants to invest a significant amount of money into that employee and then if you write a contract to say this is how much it costs. The deal is you need to stay with us if you agree to take on this specific CPD or training you need to stay with us for three years to pay it off, or else you'll be on the hook to pay for the cost of that training. I think that's, that's fair to sort of front load that but I think sort of smaller amounts of CPD, which essentially the school wants you to do. No, I don't think that's it. I don't think that should be the expectation.

Interviewer: So is the suggestion that teachers have full agency in their professional lives?

Participant 3: Yeah, of course, just like any other job. Well, I mean, I say that but obviously people don't have full agency and other jobs outside of teaching. I'm just trying to think of examples of where that happened. So I can think of new teachers, you would have the NQT. I'm just thinking of my career. Where I trained as an NQT. And obviously, a lot of extra Peer Observation had to go into me getting qualified the next year. And now I understand it's two years of that to then become qualified, but I was being paid much less than what a qualified teacher would be paid. So I didn't feel like even though I was very appreciative of all of the time the other teachers put into training me, they are very appreciative of their time, but I didn't feel like I needed to stay at that school. Afterwards I got my QTS qualification, because they also got me for a very cheap price. And then, you know, I understand a lot of the other senior leadership team had to give a lot of their time to train me up, but I also feel I was very also very appreciative to them and I said so in my words and actions, but I didn't feel like I should stay at the school for that the SLT team that trained me up either because they also were able to improve their own practice as a senior leadership team by training me up by observing me and you know, dealing with those issues that arose so it was a type of training for them as well. To be better leaders within school too and I think maybe they might

have been paid a bit more for the overtime. I think, well, they were maybe not paid more, but they had fewer lessons that they were given that would have given more PPA time something so

Interviewer: Okay, so the question that comes to my mind is who owns teachers professional development? Where does the ownership lie? Or is that the wrong question to ask?

Participant 3: I'm not quite sure what you mean by that question. I mean, I want to respond, the teachers own that but I mean, could you give that like, what type of example could you give?

Interviewer: So, who is ultimately responsible for teachers' growth within their roles? As in terms of professional development, what do they experience in the school in which they are currently working? Do the teachers own it? Does the school own it? Is it something more nuanced than that?

Participant 3: Who's responsible? I think you are responsible for your own personal development. Having said that, I think a school is a better school if it encourages their staff to grow and improve themselves. That's really good. I think that's a really good atmosphere and it's good for the atmosphere. I think it's good for the school. And there are some parts of CPD training that obviously teachers need to go whether they want to or not safeguarding training for example, but then there might be other things that the school can offer, which the teachers can decide to do or not, depending on their life circumstance, whether they have that extra time, whether they're interested or not. That should also be up to them. But I do think it is the school's responsibility to offer a certain level of CPD. Definitely as much as some you can say to the staff. Oh, you can go out and do your own training. I don't think it's realistic. I think it's more realistic. If the teacher is a bit more of a structure on that maybe. I know I haven't seen any type of CPD policy at this school but to actually spell out what the CPD policy is of what we can dip into if we want to what is mandatory some sort of budget, maybe examples of what people have done in the past and then also what's expected after you have done that CPD training. So do you do that? So we do training and then the expectation is you do a 15 minute staff meeting on your learnings that you know, the top bullet points from the learnings of that CPD training or you write a document to say this is what I've learned and put it in the shared drive or send it to [redacted] and something like that.

Interviewer: What can positively influence motivation for teachers to engage with professional development more? What factors are part of that picture?

Participant 3: So I think giving teachers the time off of teaching class, so telling them they'll have coverage telling them there'll be the costs of the course will be covered. Depending on how much the school wants you to do those types of courses tells you how much your salary will increase in later years. That your post has helped you achieve. I think just being a bit more transparent about what's on offer, and what you will get afterwards and what is expected of you to produce or achieve after you've done that.

Interviewer: Thank you very much. Thank you for sharing all of your experience. And yeah, really valuable. Thank you. Great.

Participant 4

Interviewer: Hello, thank you for joining me. So think about professional identity, professional development, sorry you've had in your career to date. What is it that you appreciate and value most about professional development?

Participant 4: I think when I find that it's something useful, which to me tends to mean that it will be something that will help me in my teaching, either by making my teaching better or by being more efficient doing something in a more efficient way. Yeah, basically, I should feel like I should come out of that development, at least thinking about ways I could improve, improve my teaching.

Participant 4: So conversely, what characterises professional development? That's demotivating.

Participant 4: I think when it is more than 10 to a meeting where it's basically just a list of things that needs to be done. Yeah. You're not learning anything. You're just being told a lot of things that need to happen.

Participant 4: Can you think of an experience that you've had the details specifically of an experience where you've had that point of professional development? Recently?

Participant 4: Yeah, so for example, when we were nearing inspection, there's obviously a lot of boxes that need to be ticked before inspectors come. But then, yeah, you're just basically spending hours making sure everything's in place for the inspectors rather than concentrating on things that

will improve your teaching or you know, improve children's learning. Or doing things that will benefit the children.

Participant 4: So you mentioned benefiting the children. Could you tell me a little bit more about how professional development links to benefiting children?

Participant 4: Well, I mean, the higher quality of your teaching or breakthrough array of techniques you can use in your teaching, and I think that's going to motivate the children more it's going to keep them more interested. And, you know, if you're teaching them better way, hopefully they're going to be like that and more and becoming better than and…

Interviewer: So, we're talking and, you know, correct me if I'm wrong. Are we talking about more practical things to do with learning and teaching than theoretical or?

Participant 4: Yes, personally, I prefer Yeah, more practical things that can be implemented in the classroom. My techniques, I can try it out. Yeah. Like I understand the value of like, theoretical things, but yeah, I personally just prefer things that I can just try it straight away.

Interviewer: So there's see there's a point potentially that you're making that it's about things that you can put into practice immediately, rather than you necessarily learning something that you weren't aware of, or is is that is it about remembering things that perhaps you've forgotten learning and teaching techniques, or is it just about being exposed to new ideas in the classroom?

Participant 4: I think like, I think I'm just I'm more likely to remember things if it's like a practical thing that someone has demonstrated or shown me rather than it being a theoretical thing, we'll say so therefore, I'm more likely to implement the practical thing, but yeah, I've been getting away and thinking about something for a long time and then starting to work that into my teaching.

Participant 4: And if there's the rationale for its efficacy, if that's, you know, presented in professional form in that professional development session, that is going to make it even more likely for you to take something away that you're going to use. Yeah.

Interviewer: Can you think of a session you've had recently where you have either facilitated it yourself or you have been working with a colleague, where you've been presented with something new, something practical that you've gone away and implemented pretty quickly?

Participant 4: So when [redacted] did his session on just adding in, sort of, like physical activities into other areas of the curriculum, I've already done like a couple of games just sort of moving around the classroom, running around doing bits just which has been good. It helps get the children moving around. I do remember it for I think I said like when we were doing solids, liquids and gases, but children just, that's when we were running around the wall and doing this and it does help affect things like that. Good, good to try it.

Interviewer: Can you think of professional development that you've had, either in your current school or in a previous school that has demotivated you for a specific session? Maybe it'd be difficult to remember because it's so demotivating. But could you talk to me a little bit about something that comes to mind specifically, what was the content of the session? How was it run?

Participant 4: So like I said, like I already mentioned, it was, I can't remember like, super specifically, but I just remember it being a list of things that had to be done for inspection mainly, like going back and backdating documents and making sure your trip review forms were filled in and things like lots of paperwork which you just got, basically, you have to do this. You've got a very short period of time to do it. It's going to take hours and hours, you know, things like that are particularly demotivating.

Interviewer: Okay, thank you. Can you tell me about a professional development session that's about such a significant positive impact on your practice, from any point in your career to date?

Participant 4: I wouldn't pick out one in particular, but just how we've been doing the TeachMeet professional development sessions this year. I think the short sessions of 15 minutes and most of them kind of aimed at trying to improve teaching, I think they have been really good. I wouldn't like to single out one in particular, but just that style of professional development, compared to the two years previous has just been a lot a lot better.

Interviewer: So you mentioned at the moment, you have 15 minutes a week. Tell me about that 15 minutes, what can be achieved in that time? How does it fit into the rest of your working week? Yeah.

Participant 4: I think it's, I mean, it is a short period of time, but I feel like talking about some for an hour or talking about something for 15 minutes. I feel like me personally, I'm a lot more likely to

start switching off towards the end of the hour. So I think having having the shorter sessions, I know it can sometimes be difficult for the person running it to try and condense it down and get it from they want to want to say across 15 minutes, but I wouldn't say I'm any less likely to remember stuff just because it's been squeezed into 15 minutes rather than spread out over an hour or so. And also, you know, perceptions are normally at the end of a teaching day, which I think everyone's tired and you're good to retain. Yeah,

Interviewer: I was about to say after an hour session at some point during that session, you will start switching off. What's the cause of that?

Participant 4: Normally it's because I feel like I've already got the gist of it. Or maybe people are sort of, you know, beginning to ask questions or starting to go off on tangents a little bit. And I'm just a bit like, yeah, so going a bit off pace. Let's just stay on track.

Interviewer: So what motivates you to participate, either running or being a contributor? What motivates you to participate in your schools, Teach Meet sessions at the moment?

Participant 4: I'd be more likely to get involved if it's something that I feel will be worthwhile to my teaching. I'm benefiting my children because better things are going on in the classroom or things they're gonna help me be more efficient in my classrooms. Tips and Tricks is useful because it does just speed things up and that makes things easier.

Interviewer: Does the current structure of professional development in your school mean you're more likely yourself to facilitate sessions for other people?

Participant 4: I think so. Because preparing a 15 minute session is a lot less daunting when preparing an hour. And I also feel if you're talking for an hour and look around and people are starting to look a little bit switched off and that they don't care anymore, and that can be quite demotivating I suppose. So yeah. I think it's good all around for the people listening and for the people presenting for it to be Shorter. Shorter sessions.

Interviewer: So in the main is attending and participating in professional development in your current setting. worth your professional time?

Participant 4: Yes, yeah, I think 15 minutes a week. Yeah, to get across new ideas, little tips and tricks, things to help you know teaching is definitely worth my time.

Interviewer: What might you want your current school to offer? You that isn't currently being offered?

Participant 4: Nothing I can think of like off the top of my head. Obviously, like, the longer sessions things like safeguarding training and you know, first aid and things like that, obviously will have to be done like another time, but I think the way just actual professional development is running would be fine. The only thing I suppose I've had other teachers mentioned is that when they have children in their classes, with like specific, like say medical needs on it is like allergic reactions. I'm going to use an epi pen. I think training like that would be good because I would like to have a child that has a severe nut allergy, my TAs and then myself not being able to know exactly what to do. I think in that situation. Obviously not a 15 minute session, that would be a longer, longer thing another time.

Interviewer: Thank you. So you're thinking about next steps for you in your career? What place does professional development have in that development of you as a teacher? educator?

Participant 4: I mean, listening to other sessions is still valuable, because obviously teaching was evolving over time and it was always new things that are being created today. But I think for me I need to become better at creating content and more sessions for others because I think you know, as I become older and become more experienced as a teacher and start doing more things myself, then it's good for me to share what I know with people.

Interview: So, is there anything in terms of your career development where professional development can help you outside of the classroom and the day to day learning and teaching that you facilitate?

Participant 4: As, as in like, still related to school like planning and marking?

Interviewer: Related to your classroom practice perhaps?

Participant 4: Yeah, I say like, I think things that make you more efficient, are always useful. Yeah, just ways to, you know, whether it's planning in a certain way or preparing for classes in a certain way, marking in a certain way. Yeah, I think as long as it's still benefiting the children, then yeah, anything

that can make you more efficient and save you time and energy to put into other areas of your job is always a good thing.

Interviewer: For you, as an individual, and professional. What's the most important thing to help you get better? Is it professional development or is it something different?

Participant 4: Yeah, I do think professional development partially. I also think, like watching others teach, like more experienced teachers or visiting other schools and seeing what they did. I do think they're sitting in someone else's classroom is very valuable. Like you just, you just think, like just small things might never think of just Oh, that's a really good way to do that thing. Yeah, so things like Yeah, I think watching other people, it's definitely a good thing to do.

Interviewer: So is that more to do with coaching perhaps? So you're kind of paired or there's a small kind of group of teachers learning from each other by tearing each other's lessons. Is that what you're suggesting?

Participant 4: Yeah, because again, I think that definitely seems less daunting when you know, for more lesson observations by the handle or whoever, but yeah, I think it's like, yeah, looking at a partner, teacher or co-teacher, I think it's a nice thing to do.

Interviewer: Do you think that that's more powerful than professional development? You know, as a group of teachers after the school day?

Participant 4: I think of myself watching something in person and seeing what someone else did. I think I'd be more likely to remember it and implement it than someone just telling me something that is good.

Interviewer: You mentioned the session that [redacted] ran, you know, the physical session that he ran for everybody if you'd have watched him doing what he told us but in his own class, would that have been more impactful?

Participant 4: Maybe not that session, just because we won't actually move running around and doing stuff as well. So it was quite hard to remember it but yeah, just yeah, if someone just said that, I do this in my English lesson. Do this and this and this I think I just watched them actually doing this lesson like that. Yeah, I'd be more likely to remember.

Interviewer: Is there anything else you'd like to share with me about professional development at any point in your career, any kind of standout sessions, anything that you make both negative and positive? Any changes that have occurred in the school due to change of leadership?

Participant 4: Yeah, I think just as I mentioned earlier, from September, obviously changing to the 15 Minute, teach me sessions, it's been a lot more valuable to me. And yeah, I've said previously, I quite often dreaded getting into staff meetings because I knew it would just be you come away from it, just with a big list of things that needed to be done. Essentially. So yeah, definitely a positive change since September.

Interviewer: Thank you very much.

Participant 4: You're welcome.

Participant 5

Interviewer: Can you start off by telling me a little bit about what professional development looks like in your current setting?

Participant 5: and professional development in my current setting? I am currently only at this school once a week. So in terms of professional development, I don't I haven't participated in that CPD I guess, or to school or anything. But INSET days we've had homeschool meetings. Speaking about various policies and how to implement those, but I will say that because I am only one day at the (project school) my knowledge of what I'm saying I have a greater understanding of I've had more kind of personal development in previous settings.

Interviewer: Okay, so being one day a week at the moment. How do you feel that impacts your professional development and your kind of skills acquisition in your role at the moment if at all?

Participant 5: Been one, yes, I would say that. In terms of professional development, one day doesn't make it more difficult, because I'm not well, firstly, I'm gonna miss out on a lot. I'm not able to be at lots of meetings and take part in their professional development that's available. Also, because I am in a department of one. I find that I can't really, I can't really get anyone to work within a department level. So I find that quite difficult. Know, for example, that it's sharing good practice with other

members of the department. So I do think that professional development is quite good when it's done in small groups and as a department at the moment I don't really have anyone to work with on that. So yes, I would say at the moment, being one day a week, it is quite hard to kind of go for the professional development or it's more difficult than if I was doing and if I was working full time.

Interviewer: So in previous schools, you've worked in what's professional development, like there?

Participant 5: There have been several things when you started at a different school and they used to do regular home-school CPD sessions. Which would often be hard for you to have forward once all the children have left talking about various bits and bobs. And sometimes they would be done as departments I say move around as much because school so we were a department at six or seven. So we would speak about thinking about things that we've done in lessons and how we can move the department forward

Interviewer: With the professional development in those in that larger department or is there a suggestion that that professional development was inherently more helpful for your career, and your skills as a teacher because of the size of the staff or was some of that professional development? Not helpful?

Participant 5: As a department, I would say it was more useful than as a whole school. Sometimes I felt that when it was a lot, it was a huge school, lots of stuff. And I would say that when we had the whole school CPD sessions, sometimes I almost felt like it was a bit of a box ticking exercise rather than something that will supposedly be actually useful to my personal development and my progression. And then useful to my teaching and therefore would benefit the children.

Interviewer: What was the subject? What was the content of those, as you say, box ticking sessions?

Participant 5: I can remember one was how to implement literacy, which was quite useful, but there will be lots of lots of content perhaps, and how to implement. They had a drive at one point how to implement new literacy and numeracy. And sometimes lots of the content is kind of irrelevant to our subject or just so obvious, because being a languages teacher, pretty much all literacy a lot more 90 something percent of it is and so you know, you'd be you'd kind of sit there thinking well, this isn't that useful. This was actually my last school which was a prep school, but a bigger prep school than

(the project school) and we will have to go to the phonics session. And again, I kind of thought that for me, in French, teaching older children, perhaps phonics English for next was hugely useful.

Interviewer: But the expectation was that you were there?

Participant 5: Westill had to be there and there but yeah, I mean, there too. It's kind of I think there have been much more beneficial, useful, CPD sessions that I've been to probably on a small that would have been done on a smaller scale, or that you've had a little bit more controlling.

Interviewer: So it's a follow up on that. What professional development sessions standout for you in your career that have been useful?

Participant 5: Departmental ones I think display we've been given a bit more freedom as a department to call this professional development, but there was at my last school department, we used to very informally observe each other. And it wasn't, you know, a formal meeting but you would drop into each other's lessons and always let the person know when we were going to drop in for 10 minutes. But then you can always follow it up with a kind of quite positive email or something with what we've learned from their lesson because then I felt like you were actually watching what they were doing because that's such an individual style, don't they? I think you kind of can get trapped especially when he is kind of trapped into doing the same kind of the same things all the time you get used to your style, and you get comfortable you're familiar with. Whereas when you go to work by going to see another member of staff, you just see what they did and how they did things differently. And actually, they had other great ideas that you could then take on board and I would say that was probably one of the most useful things to develop, you know, in terms of professional development that I've done. What else did we do? Erm, we had to do something as well in competition with other departments.. Each department had to showcase its climate for learning at a fair that went into the hall. And the French department we didn't even know you were just trying to notice. And we had to show decided in our staff meeting our departmental meeting, something that as a department we wanted to kind of sell and showcase to the rest of the school. So then you will get a chance to walk around and get everyone's ideas and then you could see what you could pick and choose what you want, what to pick and choose, what you felt would be really useful to you and what you saw was kind of…

Interviewer: So there was an element of control and choice in how you engaged with different sessions that were going on?

Participant 5: completely. Yeah, yeah, exactly. And there were loads of it. It was a way of seeing lots of people's different ideas all at the same time, and actually did make a bit of a competition where you can accept a token or something. And whoever got the most tokens, we kind of had that it was quite good.

Interviewer: Great stuff. So conversely, and I know you've mentioned about the box ticking exercise where you were looking at numeracy and literacy across the entire school. Is there anything for you that stands out as being particularly demotivating like a particular session that has really kind of had a negative impact on you as a teacher?

Participant 5: I remember one, again, it was a whole school. We'd recently at this again, the large conference, recently had a mock Ofsted, we would do Ofsted. And they weren't impressed with the level of marking across the school. And we were all given a very prescriptive, prescriptive kind of yellow sheet to complete and we had a whole training session on how to complete the sheet. And I remember just thinking I don't know. I don't think the expectations are very realistic. It was on top of a very heavy workload in a big state school with when you got lots of lessons 30 kids in the class we would then expect to complete an A4 sheet, every child twice per day. We had to do this kind of thing and I know the response of marking it was I just thought it wasn't very realistic. What works for some departments perhaps such as English wouldn't work in French. It would have been nice to be when you've got fewer classes, but you're seeing them more often. You could do that perhaps a couple of times. But what was your department wasn't going to work for every department

Interviewer: What did you have to fill out?

Participant 5: So we had to fill the top part with two points. There's almost two things that were done. Something they needed to work on and then another box for. So I might say in French, for example, that somebody needed to work on. Counting to 20 in French then I'm counting to 20 in French. They need to work on writing the numbers. So then I would say to you need to do this by writing out in French, the numbers one to 20 below. Then there was a box that the child would then write the numbers one to 20 and then you'd then have to give feedback on that which I can see is

useful, but I just thought they didn't see the school panicking and it wasn't really looking at what was beneficial. What was realistic for the teacher. What was beneficial to the student because also it meant them in lesson time. We spent the first half of the lesson just filling in, you know, just getting through the yellow sheets. So I didn't think it was particularly beneficial for this student. And also yeah, as I say, what was perhaps good so I can see how that might work in English. They could perhaps be writing a paragraph and then the teachers I can create I can see that I just thought was a bit unrealistic.

Interviewer: So after the mock Ofsted you have this whole wealth of feedback, how did that impact professional development? Because you mentioned this yellow sheet was brought in to structure children's feedback.

Participant 5: With staff? Yeah, we had a lot of meetings and a lot of sessions after that and I think management went into a bit of a panic because they knew Ofsted, the real Ofsted was imminent. And they dealt with it they actually do they were they were very very negative that staff very kind of miss told us off, which wasn't particularly motivating on let's say didn't make anybody you didn't make you want to know. Yeah, I just feel the whole state the whole way they went about it was very demotivating.

Interviewer: So when you say 'tell you off', what was that?

Participant 5: That the process of feeding back things that needed to be improved without necessarily explaining how we would improve. So telling us is selling off kind of explaining what's our kind of negative. You know what our shortcomings are and then so for example, marking I remember it was a little while ago so I'm trying to remember that marking it doesn't really stand out. And group work we weren't doing enough group like that's another thing. So they told us and then they just I feel like they just hurried together a strategy that the whole school had to implement. And it was just to satisfy it and I know it's a tangent but I don't think I'd particularly like the fact that it was just to kind of satisfy Ofsted needs rather than to push teachers forwards students forward it was just to stick to the box really. And I didn't think it was particularly what their expectations were.

Interviewer: Thank you. Thank you for sharing. That sounds like it was quite a negative experience.

Participant 5: Yes, yeah. Yeah. It's something I remember actually. I mean, it was probably over 10 years ago now and it's something I remember as being particularly negative. Yeah.

Interviewer: Okay, so, moving on to what really appeals to you as a practitioner. What type of professional development do you find most interesting?

Participant 5: I think I've already said this but I do really enjoy doing things as a department and learning from other members of staff and I enjoy going on external courses. I've done a lot. Yes, stuff that's again, subject specific. I think. I've done a good one on how to implement ICT in the classroom which was really good and lots of practical ideas, lots of useful ideas that you could take literally the next day straight back into the classroom. And also think they were realistic things that you could use that are more effective as things that students would learn from students could make progress.

Interviewer: Thank you. How significant an impact, either negative or positive can professional development have on teachers? Do you think it's a significant element of our jobs day to day?

Participant 5: Professional, like CPD professional? I do but I think I think if it's done, I guess the right way but what I believe is the right way isn't what someone else believes is the right way. So, I know I've used this phrase quite a lot but it's more just doesn't take an ISI or Ofsted criteria, something that is actually useful. So I think yeah, something that is that something where you learn from each other, you learn from other members of staff, I think kind of is collaborative. Rather than listening to someone at the front that sometimes when I can also think when you get an external speak from an external in that perhaps doesn't have a huge, who hasn't worked with school for a long time or something like that, and I don't always find it that can be hugely useful, but I think

Interviewer: That's interesting. So an external speaker on some aspects of education, if we don't know that they're at the coalface somewhere as a teacher?

Participant 5: Yeah, I think so. It's I think, it also changes so I mean, I've been on maternity leave for two years, three years and I can see how things have changed already. I think

Interviewer: For you, what, what, what are the most standout changes?

Participant 5: The pandemic has just moved into how, you know, kids use it way more than they will turn out they will have a Chromebook like frequently, kind of I don't know what happens in other

subjects, but I feel like they use them a lot. These are regulations. I've seen so many even, you know worksheets, making a worksheet or lots of things that are now done online. And that's a massive, massive change. I think. It's like the pandemics really move that forward. And I also think somebody that is doing, it doing the same or has recently done a very similar job as you because it's a tough job. You'd have to have great holidays but during term time, there's a lot to do. And I think sometimes it's useful to the person, significant, CPD to have an understanding of that. Because and I think if when you've already got a heavy workload I think everyone is on most people are teachers. Most people who are teachers have the best intentions and they do it for the right reasons. You don't do it for the you know for the salary or the you know, you do it because you want to, you want to kind of help young people don't you? You want to inspire young people and I think just piling on or promoting a heavier workload compared to what you already have. It's kind of not always that easy as a teacher.

Interviewer: So coming up to the last couple of questions for you, as in your particular case, you've mentioned that you've been out of school on maternity leave for a couple of years now. So for you, what place could professional development have in helping you kind of get up to speed? Maybe that's the wrong phrase to use! What kind of areas in your practice would you like to work on? Kind of from this point forward? What have you identified?

Participant 5: For me, personally, I think having another languages teacher or French teacher that I could share my ideas with isn't there right you know, just to bounce things off of would be really helpful. And I think especially being out of it for a couple of years. And coming back I do you know, I feel like I'm I'm kind of impacting so this is my first time teaching kids of this age really, even whether even if the previous school year for the youngest and now having reception recently year one, year two, year three, having somebody that like perhaps the primary languages, specialists or something to learn from or share ideas with. Observations with a small group would be quite helpful. Because again, you know, even if you go in and observe, perhaps a year one lesson in another subject is probably used to it you know, to see how a teacher manages behaviour and stuff like that is quite good. But not as helpful as someone that isn't teaching the same subject because I think that varies in all subjects you teach. Certainly working with somebody who does your job, but one of our partner schools can share ideas again working, working in close contact with another teacher who does basically the same thing.

Interviewer: Final question, What could this school that we're both working in at the moment do better or change in order to support you to continue developing professionally? I know you just mentioned Yeah. What else could be changed? Because I know you work one day a week.

Participant 5: Yeah. I think you know, when I said about speaking to someone else that works for the group, who's also a language teacher at a school… any school

Interviewer: Iis there a way that we could structure our professional development that would support you better? Is there a way that it could be on the day that you work more? Or because that I mean, that sounds like quite a simple thing, but actually, if you if you never experienced professional development, collaboratively, because you're here one day a week yeah, that's, that could have an effect?

Participant 5: Yeah. Yeah. Yeah, maybe if there was perhaps one afternoon going and seeing deserving or go and speak to another teacher who teaches languages and another school that's in the group or even not in the group, you know, that's just making connections with another local prep school, primary school and see how they teach languages. And if there's anything I'm doing differently to us, and if I can use some of their ideas and perhaps, you know, it could be reciprocal and they could come over and channel on doing what they were interested in. Maybe something like that, you know, finally an hour, once a time or something that I could go to in other schools that manage particularly at this age. I think I could be really helpful seeing how because, you know, particularly in the tiny ones that can't even read in English, or read yet. I do find it quite difficult, because I'm used to teaching secondary-trained kids, you know, who are proficient readers and have a very good grasp of English. And it's just so completely different.

Interviewer: What do you see as the next step for you in your career, in how do you see your career evolving?

Participant 5: I think, yes, I can see me spending time teaching younger children. Therefore having some sort of CPD where I can that will help me with teaching the younger kids languages will be really helpful for the long term for my skill set. I think perhaps it's because they demand more energy when you first start or you've got you're a bit you know, sure that you make so much you're so keen to kind of do new things and kind of try out different things in the classroom.

Interviewer: That's pretty good. So (participant 5), thanks so much for giving me all of this time this afternoon.

Appendix 11: Narrative Blocks & Corresponding Code Clusters

Situation Cluster

PERSONAL SPHERE	Independently, for example, reading research, engaging with training resources.
INTER-SCHOOL SPHERE	Between schools, either informally or in structured clusters based on thematic need or discrete subject areas or elements of provision.
NETWORKED SPHERE	Between colleagues and within the practitioner's professional network. This may be within their current school, with colleagues external to the main place of work or historic colleagues within the network.
INTRA-SCHOOL SPHERE	PD occurring within one setting, such as the project school, and between colleagues within one school.
DIGITAL SPHERE	Through technology and digital platforms, either independently or collaboratively.

Time Cluster

HISTORICAL EXPERIENCE	Characterised PD across the participants' careers to date and chronologically organised.
IN-HOUSE SCHEDULE	Commentary on the scheduling of PD within the participants current setting; the regularity and expected time allowances PD sessions have.
TIME-CRITICAL ACTIVITY	A code tagged to information related to activities and tasks under the umbrella of PD that participants were expected to conduct within any setting within a specific timeframe.

FUTURE EXPERIENCE	An upcoming objective regarding PD the participant wishes to participate in.
TEACHMEET FRAMEWORK	A specific code tagged to data concerning the generative PD framework in the project school.

Configuration Cluster

COLLEAGUE CENTRED	Knowledge and skills being experienced in a PD session are disseminated to a community by a colleague.
PRACTITIONER CENTRED	The aim of learning at the centre of the PD was directed towards the participant in question.
KNOWLEDGE CREATION	A focus on the co-creation of potentially new ideas and techniques collaboratively that doesn't stem from a central source but happens between colleagues.
POLICY CENTRED	Assimilation of knowledge from a policy or statutory source, expected of an individual participant or as a group of colleagues.

Experience Cluster

TANGIBLE LEARNING	An activity or task requiring the use of materials and the construction or development of an instrument, article or object that can be used universally between colleagues or as an exemplar.
PHYSICAL LEARNING	The use of the whole self to learn, demonstrate, expound or rehearse a competency as part of a wider body of knowledge and skills.
THEORETICAL LEARNING	Acquiring knowledge or skill through engaging with conceptual, abstract & epistemological materials, either independently or collaboratively.

Appendix 12: An Integrated Model for Generative Learning Principles and PLC Formation

This model was adapted from the text of Eaker & Marzano (2020) and interpreted diagrammatically by the author. This was to exemplify the process of PLC formation, integrate PLC formation with the implementation of generative learning principles and demonstrate the phases of change the school underwent during each phase of the project. This model was presented as the key graphic during the MLT poster conference in June 2023.

