

The impact of School Leadership decisions upon Teacher Identities during COVID-19 [abstract only]

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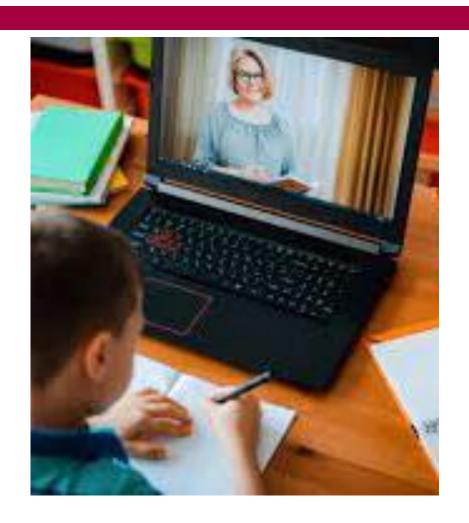
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WES Conference 2021

The impact of School Leadership decisions upon Teacher Identities during COVID-19

Research team: Dr Katy Marsh-Davies & Prof Cathy Burnett Presenting: Katy & Liz





Content

Introduction

Approach

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What next?



Identity

- How teachers construct their identities practically and discursively in the context of remote working necessitated by the coronavirus outbreak
- Remote working 'brings to the forefront important questions about the formation of human characters and identities' (Tietze & Musson, 2002, p330)
- Identity refers to 'the individual's self-understanding as constituted through the regulatory effects of power/knowledge relations' (Dick & Hyde, 2006 p549)



Approach

Interviews with UK primary school teachers

Two points in time

Opportunity to submit artefacts in between

 Thematic organisation of data, with initial Critical Discourse Analysis



Findings

School leadership responses to COVID-19 were pivotal in the experience of teaching during the pandemic

- 2. Highlighted in the constructions of teaching were:
 - a) relationships
 - b) embodiment
 - c) materiality
- Media portrayals of teachers during the lockdown impacted their morale.



Sheffield Business School

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helenfrancesb · 30/10/2020

Replying to @Morrisons

Really???? Teachers received 100% of their salary throughout the covid crisis. I am in no way disputing the effort of teachers; however I am appalled at this decision. I will no longer be shopping at Morrisons.

 \bigcirc 116

 $\uparrow \neg$

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Mrs Gorman EYFS · 30/10/2020 I'm sure they'll be devastated €





The myth of an open marriage



...by an author who bitterly regrets hers

SEE PAGES 24-25



By Jason Groves andJosh White

THE row between teachers and unions over when and how to reopen our schools exploded last night.

In an extraordinary interestion, former education secretary Danid Blumbett accused the unions of working against the interests of children by continuing to hustrate THE great conscient on of this Covid crisis has been this first bond in gits go the rin a spirit of compansion and generosity. So what a crushing disappoint ment that he be aching unions refuse to join the company can a larke of the company can be company or the company of t

disappointment that the tracking unions refuse to join the common cause, instead playing petty politics. They are obviously happy to gamble with children's

Baily Mail COMMENT

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In Sum

The traditional school environment and associated regulated, routinised practices were presented as now inappropriate, absurd and often counter-productive. Covid has unsettled the 'habitus' (Bourdieu, 1977) of teaching and our participants are not keen to return to 'business as usual'

Covid-19 has led to teachers rethinking how they will balance work with other roles going forwards (especially carers but also peri-/menopausal women)



Conclusion

The removal of teaching from the physical school environment allowed teachers to make it 'theirs', it gave them ownership and a chance to reinvent what teaching is, who teachers are, and what they do

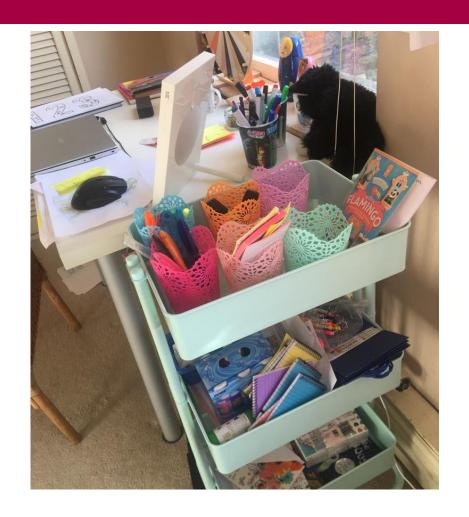
We hear reflections on the performativity (Goffman, 1959) of teacher identities and suggestions of the *potentially* emancipatory impacts of COVID-19

Dissemination centres on helping teachers and school leaders to 'learn lessons' from the crisis



Voice from the frontline

Liz – [before Covid] *I didn't* bring any work home. It makes me laugh now because if you could see behind I'm literally sat in what was my classroom, so I'm literally surrounded. It's like being in my classroom. It just makes me smile now when I say that I didn't used to bring anything home with me.





Voice from the frontline

- Bringing the classroom into my home
- Taking ownership of my teaching
- Importance of relationships
- Balancing home life with working online
- Media portrayal of teachers during Covid



What next?

Dissemination of this research:

- Article for WES
- British Academy of Management Conference
- Further Critical Discourse Analysis
- Practitioner Dissemination Event
- The Conversation
- Edited book for Routledge

Teaching & Menopause:

Schools Week & Nuffield Grant bid



References

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Dick, P. & Hyde, R. (2006) Consent as resistance, resistance as consent: Re-reading part-time professionals' acceptance of their marginal positions. Gender, Work & Organisation, 13(6), 543-564

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