

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

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# WES Conference 2021

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

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Presenting: Katy & Liz



# Content

- Introduction
- Approach
- Findings & Theorisation
- Voice from the frontline
- What next?

# Identity

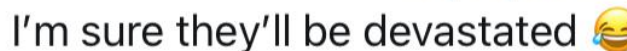
- How teachers construct their identities practically and discursively in the context of remote working necessitated by the coronavirus outbreak
- Remote working 'brings to the forefront important questions about the formation of human characters and identities' (Tietze & Musson, 2002, p330)
- Identity 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

1. 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
3. Media portrayals of teachers during the lockdown impacted their morale.



## SEE PAGES 24-25

# LET OUR TEACHERS BE HEROES

teachers who are desperate to get back into the classroom.

And current Education Secretary Glenn Williamson offered no vision of their "future" and set their expectations.

Nothing worked. Billy Mail, he said and, again, tried to shift returning to class, because in the meantime of their 1980s and 1990s.

Initiative John Griffin, up all the for a "school" system (the first summer 1995, then, with some junior classes pulled, fully going back from April 1, 1995, to 1995, which was the first time).

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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

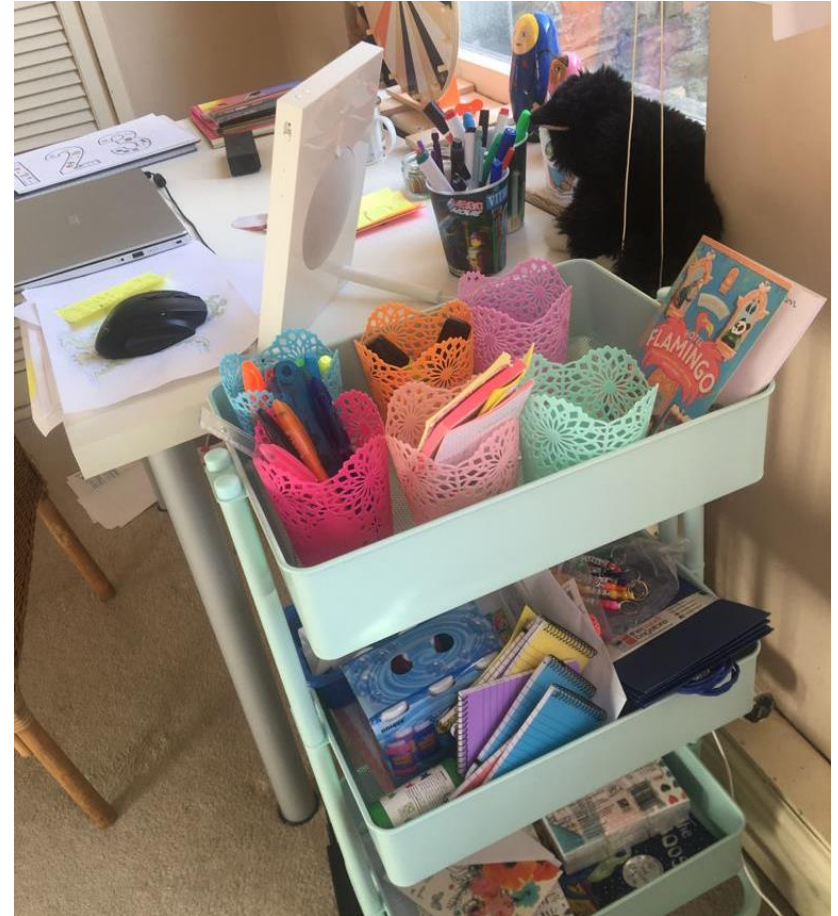
The removal of teaching from the physical school environment allowed teachers to make it 'theirs', it gave them ownership and a chance to reinvent what teaching is, who teachers are, and what they do

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
- Goffman, E. (1959) The Presentation of Self in Everyday Life, New York, Random House
- Tietze, S. & Musson, G. (2002) When 'Work' Meets 'Home' Temporal flexibility as lived experience, *Time & Society*, 11 (2-3), 315-334