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Food Education in schools: why do some headteachers make this a priority?

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Food Education in schools: why do some headteachers make this a priority?

Jason O’Rourke

A thesis submitted in partial fulfilment of the requirements of

Sheffield Hallam University

for the degree of Doctor of Education

May 2021

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1. I have not been enrolled for another award of the University, or other academic or professional organisation, whilst undertaking my research degree.

2. None of the material contained in the thesis has been used in any other submission for an academic award.

3. I am aware of and understand the University's policy on plagiarism and certify that this thesis is my own work. The use of all published or other sources of material consulted have been properly and fully acknowledged.

4. The work undertaken towards the thesis has been conducted in accordance with the SHU Principles of Integrity in Research and the SHU Research Ethics Policy.

5. The word count of the thesis is 54,415.

Name	Jason O’Rourke
Date	May 2021
Award	Doctorate in Education (EdD)
Faculty	Social and Economic Research Institute
Director(s) of Studies	Professor Mike Coldwell

Dedications

Thank you to all the wonderful headteachers who are doing incredible work in their schools and gave up their valuable time to be part of this study.

Thank you to my brilliant supervisors, Professor Mike Coldwell, Dr Karen Daniels and Dr Jonathan Wainwright. I have learnt so much from your insight and guidance.

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Thank you to all the incredible staff and children of Washingborough Academy, past and present, who never fail to inspire.

Sincere thanks to all my family, friends and colleagues for your encouragement, inspiration and support during the process of producing this thesis.

My love and thanks to my wonderful parents for their love and support and their gift of continued learning.

Last but certainly not least, I dedicate this work to my wife, Elspeth and my daughters, Ismena, Nahla and Meredith. Your support, patience, encouragement and love are beyond measure. I started this for me but finished it because of all of you.

Abstract

This thesis concerns the reasons why some primary school headteachers in England include Food Education so prominently in their school's pedagogical curriculum. School leaders are seen as the 'architects' of transforming the food culture within a school setting. The current inclusion of Food Education in the English National Curriculum focuses on teaching children about how food choices can have a positive impact on their own physical health and well-being. My study investigates if there are other reasons why a set of recognised leaders in Food Education include this learning focus in their school's curriculum despite the fact that this is not an area for which they are held accountable.

This qualitative research study is based on semi-structured interviews with ten primary school headteachers in England. The responses from the face-to-face semi-structured interviews with the headteachers are submitted to Reflective Thematic Analysis which leads to two contributions to the literature, summarised below. The theoretical framework takes a social constructionist approach, focusing on the interpretation of the school leaders' views, experiences and practices of including Food Education into their school's curriculum.

My findings reveal that the headteachers who do include Food Education in their school's pedagogical curriculum do not use it solely to support the healthy eating agenda. By shaping the school ethos and culture through the communication of their personal and professional values and vision, they are also able to extend the wider benefits of Food Education to positively influence other aspects of the school and the wider community. Their use of the 'pedagogical curriculum' as a stimulus has enabled them to enact what I call 'pedagogical commensality' which supports school connectedness and has the potential to have wide ranging benefits to both the children's academic and health outcomes and the wider community.

Recommendations relate to government policy on incorporating learning about food in its broader context into the English National Curriculum. By including the social, cultural, political, environmental, aesthetic and sustainable benefits of food, schools could provide learning opportunities that extend beyond the narrow bio-pedagogical focus that Food Education currently occupies and could support key areas such as community cohesion, personal values development and inclusion. This has implications for the professional development of school leaders and the inclusion of Food Education curriculum in Initial Teacher Training programmes.

This thesis claims new knowledge in relation to how Food Education can be used as an embodiment of the headteacher's values-based leadership approach; and how 'pedagogical commensality' can be used as a tool to support the personal and social development of the children and the school community.

Table of contents

Dedications ..... *i*

Abstract ..... *ii*

Table of contents ..... *iii*

List of Tables and Figures ..... *vi*

List of Appendices ..... *vii*

CHAPTER 1: Research Problem *1*

1.1 Background **1**

1.2 Personal Motivations **3**

1.3 Aims and objectives - Contribution of this research **3**

1.4 Organisation of the dissertation **4**

CHAPTER 2: LITERATURE REVIEW *5*

2.1 Introduction **5**

2.2 Scope **5**

2.3 Food Education **6**

2.3.1 Food Education in the English school system – a brief history 7

2.3.2 Food Education in the National Curriculum 8

2.3.3 Food Education and Children's Health 9

2.3.4 Childhood Obesity Plan 10

2.3.5 Whole school approach 11

2.3.6 Commensality 12

2.3.7 Summary of literature review 1 13

2.4 Overview of school leadership styles that are adopted by headteachers within their school settings **14**

2.5 Policy Context **15**

2.6 School leadership practices/models **18**

2.6.1 Instructional leadership 20

2.6.2 Distributed leadership 22

2.6.3 Values-based leadership 24

2.7 Summary of literature review 2 26

2.8 Literature review conclusion **27**

CHAPTER 3: METHODOLOGY *29*

3.1 Introduction: **29**

3.2 Interviewer positionality/role, position and reflexivity **29**

3.3 Theoretical framework/Philosophical stance 31
3.4 Research design 33
3.5 Interview models 37
3.6 Identification of participants 39
3.7 The Participants 42
3.8 Development of the Interview Questions 44
3.9 Ethical considerations 45
3.9 Trustworthiness and Authenticity 46
3.10 Process of data analysis/Data techniques and procedures 49
3.11 Using Qualitative Data Analysis Software 50
CHAPTER 4: ANALYTICAL APPROACH 52
4.1 Familiarizing yourself with the data 52
4.2 Generating initial codes 53
4.3 Searching for themes 56
4.4 Reviewing themes 59
4.5 Defining and naming themes 62
CHAPTER 5: RESEARCH FINDINGS 65
5.1 Introduction: 65
5.2 Pen Portraits: 66
5.3 Themes 72
5.4 Accountability 73
5.4.1 Learning 73
5.4.2 Children's health 78
5.5 The Personal 80
5.5.1 Using their own values to direct the curriculum provision 81
5.5.2 Their core leadership purpose 84
5.5.3 Engagement of children 86
5.5.4 Communicating this vison to staff 87
5.5.5 A Personal connection 88
5.6 Social Glue 89
5.6.1 Food Education used a social tool 90
5.6.2 Family Learning and Community Health 96
5.7 Summary 98
CHAPTER 6: DISCUSSON AND INTERPRETATION OF FINDINGS 101
6.1 Introduction 101

6.2 Summary of findings 101
6.3 Interpretation of findings.. 103
6.4 Inner resilience and moral purpose – risk taking.................................... 104
6.5 An embodiment of vision and values.. 110
6.6 Pedagogical Commensality 113
CHAPTER 7: RECOMMENDATIONS AND CONCLUSION................................. 119
7.1 Introduction 119
7.2 Conclusion 120
7.3 Limitations and recommendations for further research.......................... 122
7.4 Contribution to knowledge.. 123
7.5 Contributions to research 124
7.6 Contributions to practice 124
7.7 Recommendations for policy.. 125
7.8 Concluding remarks/Final reflections.. 126
REFERENCES... 127
LIST OF APPENDICES 1
Appendix 1: 1
Appendix 2: 4
Appendix 3: 5
Appendix 4: 6
Appendix 5: 7
Appendix 6: 8
Appendix 7: 12
Appendix 8: 18
Appendix 9: 25
Appendix 10: 31
Appendix 11: 37

List of Tables and Figures

Table no.	Title	Page
3.1	Participant Information	40
3.2	Trustworthiness criteria for Thematic Analysis	**45**
3.3	Practical application of using NVivo with Braun and Clarke six stages of analysis	46
4.1	Saliency Analysis	52
4.2	Combining codes	54
5.1	Summary of research findings	94

Figure no.	Title	Page
1.1	Is food and nutrition a mandatory part of the national educational curriculum?	2
3.1	Elements of the study design	30
4.1	Initial semantic coding	50
4.2	Initial Latent coding	51
4.3	Candidate themes	55
4.4	Initial Theme Map	58
4.5	Thematic Map	60
5.1	Thematic Map	61
6.1	Interpretation of findings	96
6.2	Pedagogical commensality	111

List of Appendices

Appendix 1: Participant Information Sheet

Appendix 2: Background Information Sheet

Appendix 3: Participant Consent Form

Appendix 4: Pilot study Questions

Appendix 5: Research Study Questions

Appendix 6: Salient Analysis

Appendix 7: Codebook\\Phase 2 – Generating Initial Codes

Appendix 8: Codebook\\Phase 3 – Generating Initial Themes

Appendix 9: Codebook\\Phase 4 – Reviewing Themes

Appendix 10: Codebook\\Phase 5 – Defining and Naming Themes

Appendix 11: Ethics Approval

CHAPTER 1: Research Problem

1.1 Background

In recent years the subject of food within primary schools has become an area of interest on a number of fronts. This has centred mainly around what children eat during their time at school and was brought to the public's attention in 2005 with the airing of 'Jamie's School Dinners' which highlighted the ultra-processed and unhealthy food that was being served in school dining halls across England. School food again caught the media's attention during the 2020 Coronavirus school closures where the quality of some Free School Meal (FSM) lunches were brought into profile (BBC, 2021) and statistics were reported indicating that more than half of primary school children miss out on a healthy school meal, many for reasons of poverty (Sustain, n.d.).

Further to this high profile media exposure of the nutritional quality of school lunches, the everyday experiences of food in English schools has concentrated on targeting children's food choices in an effort to help reduce worrying childhood obesity figures (Adab et al., 2018; Bleich et al., 2018; Chapman, Lindsey, Dodd-Reynolds, Oliver, & Summerbell, 2020; Day, Sahota, & Christian, 2019; Liu et al., 2019; Muzaffar, Metcalfe, & Fiese, 2018), the quality of the lunchtime experience (Berggren et al., 2020; Ludvigsen & Scott, 2009; Morrison, 1995; Pike, 2010b), children's access to healthy school food (Earl & Lalli, 2020; Muzaffar et al., 2018) and also children's lack of awareness regarding 'real food' (Earl, 2018). Unfortunately, the proliferation of school-based food programmes have only had a limited impact on children's behaviours in relation to "their values, pleasures and tastes associated with food" (Leahy & Wright, 2016, p. 234).

At present, within the English National Curriculum, Food Education appears as 'Cooking and Nutrition' and is a component of the Key Stage 1 and 2 Design and Technology programme of study, with its primary function being that "pupils should be taught how to cook and apply the principles of nutrition and healthy eating" (Department for Education, 2013, p. 4). There have been calls for a more holistic approach to the wider issues that relate to food such as the political, social, ethical and cultural benefits of including Food Education within the primary curriculum (McCloat & Caraher, 2020; Owen-Jackson & Rutland, 2017). However, the whole school approach to the teaching of Food Education, which includes learning about areas such as growing and cooking, is not an area of learning that has an important place in the primary school curriculum in England (Jamie Oliver Foundation, 2017; Owen-Jackson & Rutland, 2017). Indeed, in studies of Food Education curricular in six other countries - the Republic of Ireland; Northern Ireland; Malta; Japan; Finland; and Australia (State of Victoria) (McCloat & Caraher, 2020) it was evident that the teaching of Food Education within these nations had an underpinning pedagogical

approach which was absent from the approach followed in the English National Curriculum.

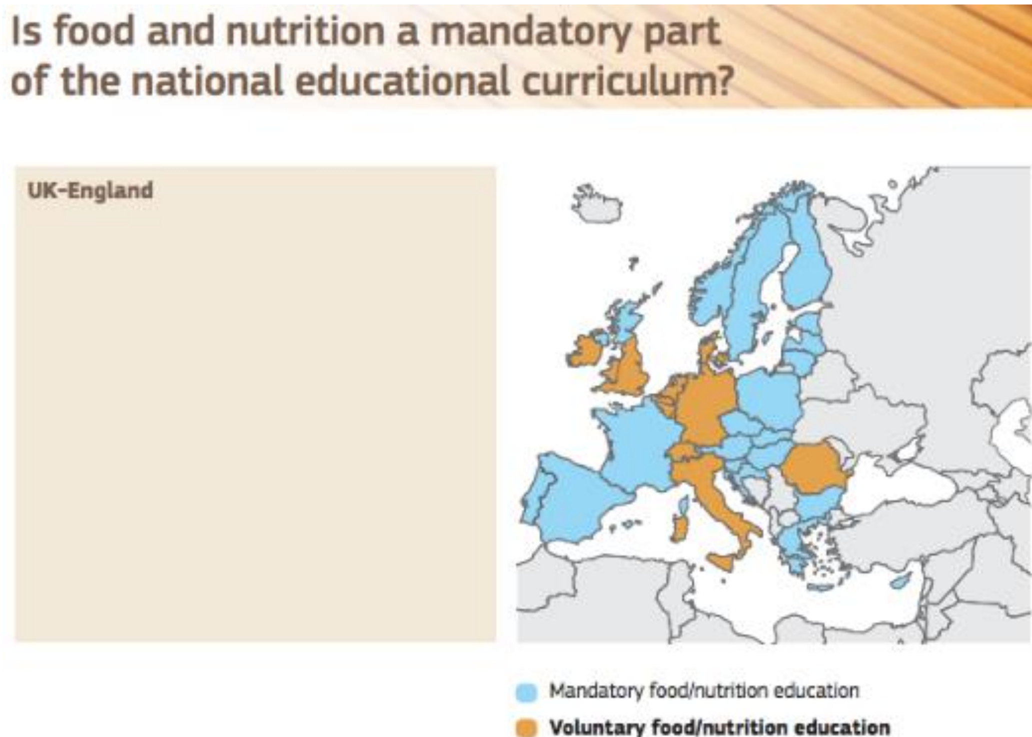

Figure 1.1 (European Commission, 2015, p. 7)

This has played a significant role in countries such as Norway, Finland and Sweden having more positive health outcomes for children and adults and also a much wider educational approach to the benefits of Food Education, “The stated aim of teaching Home Economics in Finland is the development of life skills to enable students to be responsible for their own health, finances, social and environmental relationships” (Stitt, 1996, p. 29).

Headteachers have a great deal of influence on the content of the curriculum that is taught in their schools; “Ultimately, the curriculum is the yardstick for what school leaders want their pupils to know and to be able to do by the time they leave school” (Spielman, 2018). Although the national curriculum is there to guide the programmes of study that are taught in all English school settings, there is flexibility in the focus of this content and an imperative to create a curriculum that is relevant to the children. With the publication of the new Ofsted Inspection framework in 2018, and the move to judge schools, not on the summative results of tests, but on the broad, balanced and relevant curriculum that the schools offer, there is now more emphasis on creating a bespoke teaching and learning programme that supports the needs of the children: “The national curriculum provides us with an important benchmark, but beyond it the content and structure of knowledge and how this is delivered is something for school leaders to decide on.” (Spielman, 2018). With the issues that

revolve around children’s physical and mental health and well-being, primary schools are able to play an important role in supporting children and their families through the teaching and learning curriculum that they implement.

1.2 Personal Motivations

As a current primary headteacher I have been interested in children’s engagement with food for the past 12 years at my current school. This has included the growing of produce, preparation of food, sensory Food Education, the teaching of cooking skills, a cross curricular approach to including food within the curriculum as well as the wider aspect of food within society. Having always had a personal interest in food and having worked and travelled in a number of countries, I have seen how food can be used as an expression of cultural heritage and identity and have always believed that it is an under-utilised teaching tool within the English primary school curriculum. I have witnessed first-hand the engagement and enjoyment that children experience when they are learning about an area that they are intimately familiar with and have seen how Food Education can have an impact on children’s food choices, their understanding of different cultures and communities and the ability to enhance their learning engagement. In my own school, I wanted to use food as a learning catalyst, as a familiar experience that all children have a relationship with – either good or bad. Even though Food Education is not a prominent subject area within the English National Curriculum, I have found that engaging in a multi-disciplinary, cross curricular approach is a compelling way to engage and support both children and staff’s skills and knowledge.

1.3 Aims and objectives - Contribution of this research

Although there is a great deal of time spent within the English state and academy primary schools on teaching the skills and knowledge of English and Mathematics, with the emphasis placed upon the end of Key Stage SATs (Standard Assessment Tests) which measure children's educational achievement in Years 2 and 6, headteachers have considerable influence on the content and the focus of the learning that is delivered within their schools.

There is a small but growing base regarding Food Education and the benefits that this has to children’s knowledge of food and the health aspects of its inclusion within the primary school curriculum (Earl, 2018; Gibbs et al., 2013; Hart & Page, 2020; Jamie Oliver Foundation, 2017; M. Rutland & Owen-Jackson, 2015; Sandell et al., 2016; Weaver-Hightower, 2011). However, very little attention has been focused on the pedagogical aspect of Food Education and the motivations of primary school headteachers who choose to focus their curriculum on this area. My research question focused on whether primary school headteachers who put Food Education at the heart of their own school’s ethos and vision do so because of the impact that it may have on children’s health and childhood obesity figures (which follows the English education system’s policy narrative) or whether there are other motivations that influence their decision in including Food Education so prominently within their teaching and learning curriculum.

1.4 Organisation of the dissertation

This opening chapter has been an introduction to Food Education in primary schools and the aims and objectives of my research question. The rest of the thesis is divided into chapters. In Chapter 2 my Literature Review is organised into two areas. The first part provides an outline of the literature in relation to the difference that school leaders make to children's outcomes and the preferred leadership styles adopted to achieve these aims. The second part looks at the literature relating to Food Education within the primary school curriculum. Chapters 3 and 4 outline the methodological approach used for this study and describes the methods used to find the motivations of the headteachers inclusion of Food Education in their curriculum. I justify a constructionist informed approach to my study and explain the methods of data collection and the approach to analysing the research data. In Chapters 5 and 6 I present the findings from my data and discuss them in relation to literature. Finally, Chapter 7 concludes the study by offering recommendations and areas for further study and identifying my contributions to knowledge in relation to school leadership and Food Education.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

This chapter will be presented in two parts, in order to provide clarity of focus within the two most pertinent research areas, organised into:

- Literature search 1: An overview of how 'Food Education' has been taught within English primary schools.
- Literature search 2: Research related to the difference that school leadership can make to children's outcomes.

This literature review begins by exploring how Food Education, within the English National Curriculum, has evolved into a subject that is currently being used to try and support the reduction in childhood obesity figures, whilst the wider benefits of this subject (the personal, social and cultural knowledge and skills) are not being fully utilised within the National Curriculum for English primary schools. The literature reviewed centred around food education practices in England and further afield and also on the social aspect of eating together.

In the second section of the literature review I will explore how successive governments since 2007 have introduced policy that has incentivized school leaders into creating autonomous schools that are measured by league tables. I will also look at how the education system has evolved into the provider of a workforce that will benefit the economy of the country, and how the influence of the Organisation for Economic Co-operation and Development (OECD) has shaped the emphasis on how schools are judged 'effective'. I will then provide an overview of current writing on the difference that school leadership can make to children's academic outcomes. This literature is relevant to the professional practice I am undertaking about Food Education and school leadership, asking whether headteachers can make a difference to outcomes of children's knowledge and behaviours relating to their health and wellbeing.

This will then be followed with a review of the different leadership models that headteachers use to ensure positive outcomes for children. This will focus on three prominent styles: instructional. distributed and values-based leadership.

In the final section I will reflect on how my research question addresses the gap in literature regarding school leadership practices and Food Education where there is very limited research that focuses on why some headteachers include Food Education within their school's curriculum.

2.2 Scope

I searched prominent journals and books pertaining to school leadership using the SHU Library Gateway Scopus, British Education Index, Education Databases on ProQuest, E-thesis online and Google Scholar during the years 2007 to 2020, limited to primary schools in England. Search terms included "food education', "school

food", "commensality", "school leadership," "educational leadership," "effective," "outcome*," "practices," "attainment*," "behaviours," "England" and "UK" as well as their combinations. I have not included the literature relating to learning theory within the review.

The search covered literature published between January 2007 and March 2021 and was relevant to the education system in England. This time period saw an educational shift towards school leaders being influential drivers of the government's economic reforms and to ensure that the UK is better placed in global educational PISA league tables devised by the OECD.

2.3 Food Education

The study of food within the school setting comprises many areas of a child's education. The Food and Agriculture Organization of the United Nations (FAO, 2020) details a vision of a world where:

> School based food and nutrition education contributes meaningfully not only to individual capacities but also to sustainable development as a whole - supporting educational, environmental and economic goals, as well as those related to food systems, health, gender and social justice. This is the "north star" for all school-based food and nutrition education and can serve for advocacy at all levels from policy makers to practitioners and parents. (p. 29)

Food education practices in schools involve feeding children at school, which includes lunches and wrap around care provision in the form of Breakfast Clubs and After-School Clubs, and formal lessons about food in the curriculum. In recent years these lessons have incorporated how food education can contribute to learning about sustainability issues which include the promotion of awareness about local, seasonal, organic, fair trade and higher animal welfare foods. (FAO, 2020; Jones, Jones & Ruge, 2021; Jones et al., 2012). There has also been a significant international focus on farm-to-school programmes with organisations such as LEAF Education promoting Farmertime sessions in UK schools, the National Farm to School Network in the USA , the National School Feeding Programme in Brazil, National School Feeding Programme in New Zealand and Model Vihti in Finland (Foodtank, 2017; Joshi, 2007).

This 'whole school approach' to food education, which involves integrating food into the life of the school through developments such as highlighting school meal procurement and preparation, the opportunity to learn about growing food and cooking within the school curriculum and improved opportunities for stakeholder and community engagement is one of the key recommendations of the National Food Strategy (DEFRA, 2021). This independent review of the whole UK food system encourages all schools "to adopt a 'whole school approach' to food" (p. 8) and recommends that "The Government should require all schools to work with

accreditation schemes - such as Food for Life - to improve school food and education using this whole school approach" (ibid).

The accreditation scheme offered by the Soil Associations Food for Life scheme focuses on four key areas that embody a whole school approach:

1. Food Quality
2. Food leadership and Food Culture
3. Food Education
4. Community and Partnerships

The policy enactments and literature surrounding school meals are beyond the scope of my research question which focuses on the pedagogical aspects of including Food Education within the taught curriculum and the social aspect of the whole school food approach.

2.3.1 Food Education in the English school system – a brief history

The concept of food being part of the school day first appeared in the form of the horticulture of fruit and vegetables from a school garden. Just over 100 years ago, it was understood that every school, that was able to, would have a garden to supply the school cookery class with fruit and vegetables, not only teaching the management of land and food production but demonstrating the superiority of food that was grown within the school grounds compared with shop bought (Burke, 2005).

However, as Fischler (2011) notes, after the Second World War the idea of schools being the foundation of teaching children about where their food comes from, through the inclusion of school gardens, was cast aside. As food became mass produced, through huge networks and the onset of massive advertising campaigns aimed at every consumer, the teaching of skills and knowledge around growing fruit and vegetables and learning how to cook in the school curriculum diminished. It was during this period that the medical discipline of nutrition emerged as the purpose of Food Education within schools "focusing its concerns and discourse on nutrients, calories, physiology and body weight" (Fischler, 2011, p. 532).

This emphasis continued through into the 1960s with even the child centred Plowden Report (Plowden, 1967) making no mention of Food Education within its recommendations. The industrial production of food had established itself as the way and the idea of children getting their hands dirty and working the land was associated with "exploitation, oppression, and the antipathy of freedom to learn" (Burke, 2005, p. 584). The image of a labouring child was seen as a backward step in providing children with a progressive education, one that aligned itself to a Victorian era and the gradual emergence of an academic education based around the 'three R's' was established.

2.3.2 Food Education in the National Curriculum

There were no major changes to the delivery of Food Education within the primary school until the introduction of the National Curriculum in the late 1980s (Department for Education, 1989). Following numerous discussions and debates, 'Home Economics' was introduced into the curriculum within the foundation subject of Design and Technology, which also incorporated, Art and Design, Craft, Design and Technology (CDT) and Business Studies. This alignment with Design and Technology meant that the majority of the teaching of 'food technology' was influenced by the other subjects within the Design and Technology programme of study. Children were asked to 'design' food products and 'draw' food dishes, rather than study the wider learning of Food Education (Rutland & Owen-Jackson, 2012; Rutland & Owen-Jackson, 2012).

Although a welcome addition to the new National Curriculum, a study by Jackson (1992) on the changes to Home Economics highlighted greater diversity of the content and teaching of the subject. This suggests that there was a lack of common understanding of the content and teaching of food technology within the English National Curriculum.

The use of Design and Technology to deliver the skills, knowledge and understanding of food through the concept of designing and making was impeded by the lack of relevant resources, teacher expertise, and the provision of specialist facilities (Rutland & Barlex, 2000). The learning potential of Food Education continued to have a disjointed footing on the National Curriculum (McCloat & Caraher, 2020) and Food Technology was included, as an optional subject (along with Textiles), within the Design and Technology curriculum of Secondary Schools after 2011.

With the current revision of the National Curriculum in 2014 (Department for Education, 2014), there was a requirement for children (5-14 years old), in all local authority-maintained schools (not academies), to study 'Cooking and Nutrition', again as a component of the Design and Technology curriculum (Department for Education, 2013). At primary school (where Key Stages 1 and 2 are taught), the subject of food focuses on:

Key stage 1

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from

Key stage 2

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

(Department for Education, 2013)

There was also a reference to instilling a love of cooking in children and that food can be “one of the great expressions of human creativity” (Department for Education, 2013).

Despite this inclusion of curriculum guidance for the implementation of Food Education within the National Curriculum (2014), an independent review of the impact on practice within schools – ‘Food Education Learning Landscape’ (FELL) (Jamie Oliver Foundation, 2017) highlighted areas of concern. Its findings found stark differences between an effective Food Education curriculum and schools which, again, struggled with its delivery through a combination of strains on time, resources and support (Ballam, 2018). The review’s recommendations focused on addressing pupils’ “‘capability’ (their development of knowledge and skills), ‘opportunity’ (their physical and social food environment) and ‘motivation’ (their values and aspirations) so that they will be better able to apply their food knowledge, including making healthy choices” (Jamie Oliver Foundation, 2017, p. 8) and proposed that the reporting and evaluation of Food Education, food culture and food provision should be made mandatory.

In the last 10 years, Food Education has gained more importance as the UK government became increasingly concerned about the increase in health issues developing from childhood obesity. The policy context for the inclusion Food Education evolved into a focus on the teaching of nutrition and developing healthy weight strategies to reduce the aforementioned childhood obesity figures and this became a political lever which focused on the health benefits of learning about food within the taught curriculum – a mechanism to reduce childhood obesity and live longer, healthier lives. However, despite the introduction of new curriculum guidance for Food Education in 2014, pupils still have limited practical cooking opportunities or the wider learning opportunities that Food Education can offer.

2.3.3 Food Education and Children’s Health

As stated earlier, with the wide-ranging public health challenges stemming from childhood obesity, the teaching of food within the National Curriculum now focuses on improving children’s health by teaching about healthy choices and a balanced diet. Much of the school based research focuses on the issues around children’s current and future health and how schools can intervene to decrease risk factors for obesity (Dixey, Sahota, Atwal, & Turner, 2001; Sahota et al., 2001). Studies have been carried out investigating children’s understanding of healthy eating and nutrition (Bordi, Cranage, Borja, & Cole, 2003; Ross, 1995; Stead, McDermott, MacKintosh, & Adamson, 2011; K. Stewart, Gill, Treasure, & Chadwick, 2006) and analysing interventions that encourage children to eat healthy food (fruit and vegetables)

during their lunch breaks (Harris et al., 2012; Hendy, Williams, & Camise, 2005; Moore & Tapper, 2008).

However, the curriculum programmes of study and interventions that have been put into place are making little difference to the obesity issue that children currently face (Adab et al., 2018; Clarke, Pallan, Lancashire, & Adab, 2015; Public Health England, 2020b) as families face barriers to adopting healthy lifestyles and need further support. Schools, although very well placed to provide support, lacked the required expertise and capacity (Clarke et al., 2015), and further studies have focused on the often confusing and contradictory discourse around the need to 'prevent' obesity (Cliff & Wright, 2010; Gard & Leahy, 2009)

There are various factors outside of the school that influence children's weight (Anderson & Butcher, 2006) such as genetics, marketing and advertising of calorie-dense convenience foods and soft drinks and children consuming more food away from the home environment. Further to this, there are a host of environmental changes have also contributed to reducing children's activity levels, such as the increase in children being driven to school and more time spent on sedentary activities such as gaming and social media.

2.3.4 Childhood Obesity Plan

The three chapters of the Childhood Obesity Plan (the third chapter was released within the Green Paper 'Advancing our health: prevention in the 2020s' (Department of Health and Social Care, 2019) refer solely to expectations and responsibility of schools to provide education focusing on healthy choices for children. In Chapter 1 (Gov.uk, 2016) it is stated that the 'school's culture' is paramount in promoting children making informed choices about eating. In Chapter 2 (Gov.uk, 2018), again, the focus on Food Education is for schools to offer a curriculum which provides "opportunities for pupils to develop knowledge and understanding of a range of health related matters" (Gov.uk, 2018, p. 28).

Importantly, the judgement of Ofsted inspections were also included in the Childhood Obesity Plans with the pedagogical curriculum focusing on healthy choices being used to inform the grade inspectors made on pupils' personal development, behaviour and welfare.

Following the publication of Chapter 1 of the Childhood Obesity Plan, Ofsted did produce a review of 'Obesity, healthy eating and physical activity in schools' (Ofsted, 2018) which focused on schools reducing obesity levels though their school food offer and their physical education curriculum. However, the lack of impact that schools could have, on their own, in reducing childhood obesity was highlighted:

Several projects promoting healthy eating or physical activity led to very few differences between the control and intervention groups or before and after interventions. The only studies successful in decreasing obesity levels within schools

were the comprehensive interventions that focused on both healthy eating and physical activity and that involved external support (Ofsted, 2018, p. 36).

This conclusion had already been reported by an evaluation report on the Food for Life partnership programme in schools (Orme et al., 2011) which confirmed that "most interventions are able to increase children's knowledge and attitudes but changing other factors which influence health, such as attitudes and behaviour, is much harder to achieve" (p. 7) and recommended that to have an effective impact on children's health, a multifaceted approach was needed that combined curriculum, changes in the school's ethos and the involvement of the wider school community – a 'Whole school approach' to Food Education.

2.3.5 Whole school approach

A school curriculum that combines growing, cooking and healthy eating is seen as the holy grail of Food Education (Earl, 2018) and there have been a number of programmes worldwide that have adopted this whole school approach (the Berkeley School Lunch Initiative in the USA, Phenomenon in Australia and the Food for life Partnership Programme (FFLP) in the UK). The focus of the evaluations of these programmes (Block et al., 2012; Gibbs et al., 2013; Orme et al., 2011) aimed at measuring the impact on children's food preferences with the emphasis on food consumption and their effect on children's health but did not look at the wider effects of a Food Education curriculum such as the cultural, historical and social benefits that it can have.

The concept of a whole school approach to Food Education was cited by Public Health England in 'Food teaching in primary schools: A framework of knowledge and skills' (Public Health England, 2015).

> These curriculum measures, together with the other action points of the School Food Plan, seek to promote a 'pro-food' ethos in schools and heighten awareness of the integral part that food and a whole school approach plays in children's health, wellbeing and attainment. (Public Health England, 2015, p. 4).

The framework goes on to suggest how this 'whole school approach' can be included in the school's curriculum. However, it limits the range of opportunities that food can be used for as a pedagogical tool to teaching children about diet and nutrition:

- Work collaboratively with colleagues to enhance learning opportunities, secure consistency of key concepts and healthy eating messages (such as using the UK healthy eating model)
- Ensure that the range of food, ingredients and recipes studied come from the major food groups and reflect the recommended guidelines for a healthy diet

(Public Health England, 2015, pp. 6–7).

The studying of food, ingredients and recipes also concentrates on the healthy eating agenda and does not expand on how these can also be used to support more wide-ranging learning opportunities.

2.3.6 Commensality

As I have identified earlier in this chapter, there has been a strong emphasis on food within the curriculum having the role of supporting children's health with the aim of reducing the childhood obesity levels we have within our society. The implementation of food within the curriculum, by placing it, not as a distinct subject, but by incorporating it into Design and Technology programmes of study emphasised the design and making aspect of the subject. Although there is wider research on the social benefits of eating together, there is very little on the social benefits of growing, cooking and eating together within the school classroom. This is in contrast with wider studies on the benefits of the social aspects of food – termed commensality (Fischler, 2011; Kravva, 2008; Ochs & Shohet, 2006; Sobal & Nelson, 2003).

Commensality, taken in its literal sense, means eating food at the same table (mensa). A broader and simpler definition offers that 'commensality is eating with other people' (Sobal & Nelson, 2003). Food itself has an inherently social and emotional meaning and has been studied extensively as a social phenomena (Niewiadomski, Ceccaldi, Huisman, Volpe, & Mancini, 2019). Morrison (1996) extends this idea of sharing food and mealtimes with other people indicating that commensality is an important way of assembling individuals together in communities; "Sharing meals together, both in terms of their social construction and the social rules which govern behaviour, is thought to be the essence of our sociality"(p. 648).

Commensality is often used to describe the social process of eating with other people (Fischler, 2011; Mestdag & Glorieux, 2009; Sobal & Nelson, 2003). There is agreement that the sharing of food "involves a sort of bonding mechanism" (Andersen, Holm, & Baarts, 2015, p. 398) that exhibits and symbolises 'togetherness' (Fischler, 2011; Morrison, 1996). Simmel (1997) expands on this further to suggest that a shared eating experience is fundamental as it is a social action that reduces or even removes social differences.

Most studies around everyday commensality concentrate on the private domain and pay particular attention to the most fundamental commensal unit – the family (Mestdag & Glorieux, 2009; Saunders, 2007; Sobal, Bove, & Rauschenbach, 2002; Sobal & Nelson, 2003). When individuals eat together outside of the family unit, such as at school or at workplaces this is termed as institutional commensality (Andersen et al., 2015) and is a neglected area of research (Grignon, 2001; Sobal et al., 2002). Lalli (2017) defines this within schools as "where the physical, organisational, and socio-cultural spaces, combine with meals, food, the eating environment and participants combine to create a socio-cultural environment in which learning can take place" (pp 6-7).

There have been a number of studies on commensality within the school setting, however, these have concentrated on school lunch provision and not the pedagogical Food Education curriculum. Anderson (2015) compares school lunchtime interactions when sharing meals, whilst Hansen et al. (2020) and Hart (2016) analysed the socializing aspect of commensality during the lunch break. Others have evaluated children's experiences of school lunch emphasising on emotions and how they relate to physical and social dimensions (Berggren et al., 2020) and the physical and organizational dimensions of school lunch experience (Berggren, 2021). The lunchtime space has also been studied with the influence of the 'school restaurant' on social practices (Lalli, 2017), and also the home/school dynamic and the differences in social interaction between home and school food experiences (Morrison, 1996), and the adoption of institutional commensality within a school meal context (Osowski, Göranzon, & Fjellström, 2012, 2013).

However, despite the literature that supports the value of commensality in the school lunch setting, there are, to date, no studies that focus on headteachers use of their schools teaching and learning curriculum to enhance and encourage the social benefits of Food Education and how this can be used to bring a sense of school connectedness and community cohesion. The key concept of commensality, in the way that it supports social interactions within a food related activity, has strong links with the whole school approach to food education. In particular, the focus on community and stakeholders, as well as supporting and developing children's key social and language skills.

2.3.7 Summary of literature review 1

Since the introduction of the National Curriculum in 1989 (Department for Education, 1989), the teaching of any type of Food Education has been very limited in English primary schools (Key Stages 1 & 2). The lack of the skills and knowledge around key Food Education opportunities, such as growing and cooking have resulted in generations of children not being educated in the basic skills of food preparation and also in the eating traditions of British society (Stitt, Jepson, & Paulson-Box, 1995).

The emphasis on performativity and the high accountability stakes being imposed on school leaders has resulted in the narrowing of the curriculum, as discussed in the second section of this chapter. This has, inevitably, resulted in the lack of emphasis on the wide-ranging learning opportunities that Food Education can offer and its inclusion has been limited to educating children about healthy eating and how this can have an impact on childhood obesity figures. However, teaching children solely about diet and nutrition can only have a limited impact as Ofsted's review of the effect primary schools have on childhood obesity statistics noted "We should not imagine that schools alone can have a direct and measurable impact on children's weight. There are too many factors beyond the school gate that make this impossible for them to control" (Ofsted, 2018, p. 3).

The wider benefits of including Food Education within the primary school teaching and learning curriculum, such as the social and personal opportunities and the benefits of commensality and using food as a catalyst to more extensive cross-curricular learning have not been fully utilised.

The implementation of a comprehensive and whole school approach to food education within a school's curriculum is strongly linked with the ethos and vision of the headteachers that lead the schools. The School Food Plan (Dimbleby & Vincent, 2013) sees the vision setting driven by the headteacher as a key factor in implementing food education within a school's curriculum:

> The only person with the power to orchestrate all this [food education] is the head teacher. They need support from their governors and leadership team, but if the head isn't behind changing the food culture in a school, it won't happen." (p. 8)

In the following section of the literature review I will look at how headteachers can have a positive impact on children's academic outcomes and the most effective leadership style to adopt to enact this.

2.4 Overview of school leadership styles that are adopted by headteachers within their school settings

Childhood obesity has become a "global epidemic" (Hind, 2015). If the current predictions play themselves out, the generation of children who are in schools today could live shorter lives than their parents due to obesity related illnesses (Devlin, 2008). In UK primary schools today, one fifth of the children enter Reception overweight or obese and one third leave their primary schools overweight or obese (NHS Digital, 2020), yet the outcomes of children in a 'successful' school by the government's current measure, through Ofsted, are that schools "continue to raise standards and improve lives" and "identify and promote exceptional leadership in each of our inspection areas" (Ofsted, 2016). The roles of headteachers and teachers to encourage the right culture for healthy eating to flourish play an important part in enabling these children to fulfil their potential.

In this section I argue that the research literature that I have examined suggests that certain styles of school leadership can have a direct and indirect impact on the outcomes of children but, to date, this has only been measured in relation to a specific dependent variable: the student's performance in 'exam' outcomes.

The study reviews literature from 2007 to 2020, focusing on research carried out in the English school system. I have chosen this timeframe as it was a period in educational policy making where successive governments made sweeping changes to the state education system and targeted school leadership to deliver its reform agenda (Gunter, 2011). In the last 10 years the role of school leaders and their responsibilities has been completely revised to accommodate policy that promotes more accountability, the decentralisation of the education system and a wider remit of areas for which they are now accountable (Ball, 2012b; Brundrett & Rhodes, 2010;

Courtney, 2015; C. Day, Sammons, Hopkins, Leithwood, & Kington, 2008). In an independent study of school leadership commissioned by the Department for Education and Skills, it was noted that, “The role of school leaders has become more challenging in recent years, and the complexity and range of tasks they are required to undertake has increased significantly” (PricewaterhouseCoopers, 2007, p. 1). The responsibilities and expanding role of school leaders has increased over the past ten years with the introduction of system leadership and the coalition and current Conservative governments’ preference for academies and free schools (Gove, 2012; Morgan, 2016; Williamson, 2021). This is where schools are independently managed and are set up by sponsors from business, faith or voluntary groups in partnership with the Department of Education (DfE). These new leadership roles and responsibilities Courtney (2015) argues is the culmination of “a 30-year project to corporatize school leadership in England” (Courtney, 2015, p. 214).

2.5 Policy Context

In the past fifteen years, successive governments have focused on school leadership to help support their educational reform agendas (Courtney, 2015; Earley & Greany, 2017; Gove, 2012; Gunter, 2011). Gunter (2011) quotes a conversation with a former UK government Secretary of State for Education who remarked “…we always knew we couldn’t do what we wanted in education unless we turned round leadership” (Gunter, 2011, p. 19). In this section of the literature review I will look at the shift in foci of school leadership, the policy changes that have been made to support the ‘discursive dominance of neoliberalism’ (Courtney, 2015, p. 214) and how the measures used to determine ‘successful schools’ have been shaped to make school leaders more accountable for their successes.

School leadership has become an educational priority around the world (Beatriz, Deborah, & Hunter, 2008; Brundrett & Rhodes, 2010; PricewaterhouseCoopers, 2007). As educational systems move more and more towards autonomy, and exam results are used as a success barometer, research and analysis has focused towards the role of school leaders who are seen as the “architects” of school improvement (C. Day et al., 2008).

In 2008, the OECD produced a detailed study (Beatriz et al., 2008) which set out four policy levers which, taken together, were seen as capable of improving school leadership and school outcomes. Their research into 22 education systems around the world resulted in key findings that urged policy makers to redefine the roles and responsibilities of school leaders in this new landscape of accountability, performativity and neo liberalist managerialism. The historical way of working with the ‘Traditional Model’ (PricewaterhouseCoopers, 2007) of a headteacher supported by deputy and/or assistant heads, although somewhat effective, was not considered suitable for this new, more accountable era. If school leaders were to have a positive effect on student outcomes, then policy and support needed to be put in place to make this happen. Their findings recommended that the roles and responsibilities of

school leaders were revised and were at the core of leadership practice. These included:

- Supporting and evaluating teacher quality;
- Goal setting, assessment and accountability;
- Strategic, financial and human resource management;
- Collaborating with other schools.

(Beatriz et al., 2008, p. 136)

In order to create this climate of comparison, policy needed to construct the model of an educational system where outcomes were measurable and could be displayed in tables and figures. This resulted in a move away from education being for the provision of social, emotional, moral development (Burke, 2005; White, 2007) and, indeed, the awareness of health education incorporating food and exercise, as this has very little immediate performative value. It is harder to 'measure' children's values, such as respect, friendship and health, but much easier to test children on their fronted adverbials and knowledge of multiplication facts.

In a speech outlining the purpose of education, Nick Gibb, the current Conservative Minister of State for School Standards, highlighted the three objectives of the government's educational policy drivers: "Education is the engine of our economy, it is the foundation of our culture, and it's an essential preparation for adult life. Delivering on our commitment to social justice requires us to place these three objectives at the heart of our education system" (Gibb, 2015). The emphasis on the role of education in contributing to the economy of the nation, and its involvement and influence in the global market place, accentuates Ball's argument of a shift in educational policy and that "Education is now seen as a crucial factor in ensuring economic productivity and competitiveness in the context of 'informational capitalism'" (Ball, 2013, p. 1).

The impact of private sector interests on many aspects of school leadership has raised concerns (Courtney & Gunter, 2015; Thomson, 2010). The shift in direction of accountability towards a standards based agenda, which uses test results as outcomes, and which government now use to measure effective leadership, poses a real threat to the leadership of educational institutions (Eacott, 2011; Gunter, 2015). In the same way, Barker (2007) asks the question whether the official emphasis on these measures has created an inaccurate picture of how leaders contribute to their school's improvement outcomes.

For this new policy paradigm to be successful, Nick Gibb's Brighton College Educational Conference address (2016) highlighted the move towards more school autonomy and robust accountability as a consistent feature of the world's most effective school systems. This further extended the push towards independent state-funded schools (academies) and setting up Multi Academy Trusts when the previous coalition government were in power (2010-2015). This direction of travel was a key

aspect of the shelved White Paper ‘Educational Excellence Everywhere’ (Morgan, 2016) which focused on improving the quality of school leadership in order to push forward autonomy and Gibb (2016) was clear in his message that “Good leaders are indispensable for turning schools around”.

The last 30 years has seen the role of education as a producer of labour and skills in response to the requirement of international economic competition. School leaders have been tasked to be conduits of this. It has been assumed that to increase our competitive advantage and vie with other OECD nations, education is the prime means to empower the workforce to have a competitive edge. This resulted in headteachers seeing themselves transformed into a “cultural hero of the new public service paradigm” (Ball, 2013, p. 53). The shift in the purpose of education, and the subsequent policies that supported this paradigm in transforming the state education system (Ball, 2012a), has resulted in a private sector ‘performativity’ regime which is the quintessential form of neoliberal practices; “Performativity invites an insight to make ourselves more effective, to work on ourselves, to improve ourselves, to feel guilty or inadequate if we do not” (Ball, 2012a, p. 31).

This can explain the emphasis of both the primary and secondary curriculum towards subjects which have a positive impact on the measurable outcomes of children. Subsequently, this has then seen the ‘narrowing’ of the curriculum with the focus in primary education on ‘teaching to the test’ and creating ‘exam factories’ (Berliner, 2011; C. Harris, 2017; Lepkowska, 2017; O’Connor & McTaggart, 2017). The emphasis placed on quantifiable academic outcomes diverted attention away from social, moral or health development which do not have easily measurable parameters; “The language of neoliberalism is unable to convey any human emotion including the most basic ones such as happiness, greed, envy, love” (Ball, 2012a, p. 32).

With the ideology of neo-liberalism fully embedded into the national schooling system, the styles of leadership and management had to evolve in order to deliver this vision. School leaders had to accommodate the new era of measuring output in the form of government directed parameters and the increasing focus of being judged ‘outstanding’ and the opportunities that arise from that judgement. This meant that the role of school leaders and their responsibilities had to adapt and their scope of responsibility increase, which was highlighted by the then Secretary of State for Education, Michael Gove, “I know that your roles are challenging and that this government is asking even more of you” (Gove, 2012). In order to do this, headteachers needed to adopt private sector techniques of performativity and managerialism (Courtney, 2015). The idea of bringing private sector methods of managing schools was pushed to the fore by New Labour when they came to power in 1997 and has been continued and extended by the subsequent Coalition and Conservative governments that followed.

The National College for School Leadership (NCSL), and its remodelled successor, the National College of Teaching and Leadership, were established in order to train and support headteachers and aspiring school leaders, to be the originators for improved student outcomes through rigorous performance management (eg performance related pay) (Gunter, 2015). This was a direct message to the 24,000 serving headteachers that these changes had to occur within the nation's educational environments, in order for the country to compete economically in the era of globalisation (Ball, 2012a). This was going to be driven by school leaders with rewards such as damehoods, knighthoods and higher pay being used as incentives for individuals who delivered "market driven 'solutions' to educational 'problems'" (Courtney, 2015, p. 217). Government were fully aware that to effectively deliver the new policy changes, training needed to be put in place that would change the way that headteachers saw their role. It needed to be seen as "the leadership of schools as distinct from school or educational leadership" (Gunter & Forrester, 2009, p. 497). The introduction and emphasis placed on the academies programme thus enabled corporate practices to be enacted within the educational arena. The purpose of education in the 21st century was, therefore, to produce a workforce that would enable the country to successfully compete in an international economic arena (Courtney, 2015).

We have seen an increasing 'economization' of educational policy and the OECD has been well positioned to provide data on comparative schooling performance. The organisation also encouraged the necessity of international comparative data as a basis for national policy-making and as a complement to national testing programmes (Sellar & Lingard, 2014). However, this international testing comparison has produced mixed results, with the current 2018 data showing few signs of improvement. In the UK pupils' performance data (OECD, 2018), the long-term trend (the average rate of change in performance, per three-year-period) showed there were minimal gains in students' outcomes in English, Mathematics and Science.

This emphasis on measurable outcomes has had an impact on the practices of school leaders as the 'architects' of delivering better academic test results, through the use of private sector accountability practices to produce the government's desired outcomes for students. In order to do this, headteachers have had to deploy different leadership styles to provide positive student outcomes. In this next section, I will look at how effective three of the most prominent leadership models are in raising student outcomes.

2.6 School leadership practices/models

With the afore-mentioned policy driven interest in performativity and accountability in the state school system, there has been scholarly interest in understanding how leadership practices and models have contributed to providing the outcomes of students that will meet the economic and competitive educational policy emphasis. In this section of the literature review I will look at the literature concerning the

relationship between differing school leadership models and the effect that they have, directly or indirectly, on student outcomes.

There have been many international studies that have indicated that headteachers play a key role in improving school outcomes during the timeframe 2007-2020 (Eilers & Camacho, 2007; Hallinger & Huber, 2012; Hendriks & Scheerens, 2013; May, Huff, & Goldring, 2012; Nettles & Herrington, 2007; Robinson & Gray, 2019; Robinson, 2007; Robinson, Lloyd, & Rowe, 2008; Scheerens, Hendriks, & Steen, 2012; Thompson, 2020; Wu, Gao, & Shen, 2020). An influential study carried out by Day et al (2009), 'The Impact of School Leadership on Pupil Outcomes: Final Report', the seven papers leading up to its publication, and the 2020 revisiting of the original research (K. Leithwood, Harris, & Hopkins, 2020), has been, to date, the largest and most comprehensive study of contemporary leadership to be conducted in England. This three-year research project, commissioned by the Department for Children, Schools and Families (DCSF) in conjunction with the National College of School Leadership (NCSL) in England, looked at the student outcomes in 378 primary English schools. The conclusion of this extensive work revealed that neither 'top down' or 'bottom up' leadership are effective on their own, but need to be used in a balance. This balance will be dependent on the headteacher's analysis of the development phase the school is in and the layering of strategic actions.

Many of the studies (Hallinger & Heck, 2010; K. Leithwood & Mascall, 2008; May et al., 2012; Pashiardis et al., 2011) focused on certain leadership styles that have been adopted by school leaders and were analysed to see the effect that they ultimately had on student outcomes. Bush & Glover (2014) noted that "leadership theory is subject to fashion and that models increase and decrease in perceived importance over time" (p. 564). A systematic review of numerous studies on leadership models from 1980 to 2014 by Gumus et al. (2018) found that distributed leadership, instructional leadership, teacher leadership and transformational leadership were the most studied models of leadership.

Teacher leadership became a prominent area of interest in the 2000s and "suggests that teachers rightly and importantly hold a central position in the ways schools operate and in the core functions of teaching and learning" (York-Barr & Duke, 2004, p. 255). It involves teachers being active decision makers within the school, sharing their knowledge and expertise with their peers and generating new ideas for the development of the schools they work in (Leithwood & Jantzi, 2000). A new understanding of both curriculum leadership and teacher leadership has adopted a distributed leadership view (Gumus et al., 2018) with teachers and school staff actively involved in aspects of decision making (Ho, 2010; Law, Galton, & Wan, 2007)

I will look at three of these leadership models: instructional leadership, distributed leadership (incorporating teacher leadership as detailed above) and values-based leadership (moral and ethical leadership) and examines how they have been seen to

have an effect on the outcomes of pupils. I chose both the instructional and distributed leadership styles as they have been the most studied models of leadership receiving significant attention in the last 20 years. The increased attention of instructional leadership can be argued "might have been influenced more by the current accountability demands and internationally increasing emphasis on student achievement, since it specifically focuses on leaders' roles in instructional processes" (Gumus et al., 2018, p. 41), whilst the distributive leadership model represents an important shift in the understanding of the school leadership phenomenon away from the "heroic leadership genre" (Spillane, 2005, p. 143) and more towards a "collective performance" (Gronn, 2002, p. 437). The decision to include values based leadership stemmed from the acknowledgement that my research question on why some headteachers include food education within their school's curriculum can also have an impact on children's physical, mental and social development and can be argued to be based on the headteachers behaviour traits of "doing the right thing, showing concern for people… concern for society and following ethical decision rules" (Gumus et al., 2018, p. 32) and not solely on the academic outcomes of the children.

I have not included an analysis of system leadership within the literature review as it has many similarities with distributed leadership. The principles of this model of system leadership, whereby school leaders and teachers have an influence beyond their own base school setting is a powerful concept, but there has yet to be any research into how the cross fertilisation of influence has improved the outcomes of students. System leaders, by the nature of their role, will have less direct influence of the day to day running of the school and will therefore have less influence on the pedagogical leadership, as their role is to carry out managerial and organisational tasks.

2.6.1 Instructional leadership

Instructional leadership involves a strong, directive school leader who is focused on curriculum and instruction. It consists of emphasising "teacher quality" (Cruickshank, 2017, p. 3) and procedures on hard data to inform decisions and has been cited as the key to increase student outcomes by researchers and policy makers (May et al., 2012). This is due to the influence that headteachers have on the communication of high expectations for the children, which then filters down to the teacher within the school. If one sees leadership as a process of mutual influence (Day, Gu, & Sammons, 2016), instructional leaders, through their direct shaping of the school mission and deploying structures and systems to envisage this culture, positively promote the teachers' focus on raising the quality of teaching and learning and therefore improving the outcomes of children. This relationship between instructional school leaders and student outcomes, however, is often indirect (Cruickshank, 2017; Hendriks & Scheerens, 2013; K. Leithwood, Harris, & Hopkins, 2008; May et al., 2012) and emphasises the first of seven claims made about successful school leadership by Leithwood et al (2008) that it is "second only to classroom teaching as

an influence on pupil learning" (p. 27). Existing research highlights an intricate relationship between school leaders and student achievement – headteachers' influences on student learning outcomes are often indirect, facilitated through their influence on recruitment, the quality of teacher pedagogy and a school's organization (Hallinger & Heck, 1996). In the same way, Louis et al. (2010) found that leaders' impact on student achievement is mediated through their impact on teachers' motivation and working conditions.

In a review of empirical evidence (Day et al., 2016), suggests that instructional leadership has been shown to directly and indirectly achieve and sustain improvement over time. This is done primarily through understanding and analysis of individual school's needs and contextual variables (Wu et al., 2020) which have been very clearly articulated and shared with the school organisation over a period of time; "Instructional Leaders influence the quality of school outcomes through shaping the school mission and the alignment of school structures and culture. This in turn promotes a focus on raising the quality of teaching and learning" (Day et al., 2016, p. 252). However, it was critical of the effects of Instructional Leadership on the school and the outcomes of children as it indicated that it typically focused on the individual school leader rather than a shared leadership model, which results in "a more centralized, more directed, and more controlled educational system [that] has dramatically reduced the possibility of realising a genuinely transformational education and leadership" (Bottery, 2001, p. 215). The headteacher's understanding of the school environment and context is reiterated by Kwan (2020) whose findings indicate that "instructional leadership by the principal will not lead to considerable improvement in student outcomes unless the principal has already made available a school environment in which teachers are competent and motivated" (Kwan, 2020, p. 21).

A negative aspect of modern education is that instructional leaders are viewed as the prime source of knowledge (Bush, 2011) and this model is set apart from other leadership models in that it is focused on the direction, rather than the process of leadership. Schools' results and children's outcomes were the main purpose for educational institutions and the focus was very much on the application of teaching rather than learning. Both Day et al. (2016) and Scheerens et al. (2012) see this 'integration' (Printy, Marks, & Bowers, 2010) of both transformational and instructional styles as the preferred model for improving students' outcomes.

Although this leadership style has been largely successful in improving academic student outcomes with its "impatient" and "relentless" approach, Courtney (2015) points out that "it is increasingly clear that whatever 'educational' gains may have been produced are not translating into better economic or social conditions for young people who have experienced this leadership" (Courtney, 2015, p. 228), or indeed to their physical and mental well-being, with the increase in obese and overweight children.

It can be argued that, with the ‘post-neo-liberalism’ agenda, keeping the measures of success at a government level in the form of floor targets, the emphasis on Multi Academy Trusts and the push to grow these further (Morgan, 2016; Williamson, 2021) will mean that the needs of the organisation will outweigh the outcomes of the children. The purpose of leaders will be about, as Gunter argues, strategic positioning in a competitive market place: “The rationales are about delivering education in ways that meet national standards and market choices, with narratives about learning outcomes and effective teaching” (Gunter, 2015, p. 33). The more detached school leaders become from the everyday influence of the performance of children and the more they become involved in the running of a large organisation/business over a number of sites and geographical areas, the more this model of leadership will be adopted. Arguably, the current direction of travel of the UK educational policy that emphasises ‘command and control’ coupled with tighter budget constraints will result in a greater focus on this leadership model.

2.6.2 Distributed leadership

With the role of the headteacher expanding through the corporate models that were put in place, it was deemed untenable for one person to fulfil this ever-expanding role. This resulted in distributed leadership becoming the preferred model for the 21st century, “the theory of choice for many” (Lumby, 2013, p. 581), with both Hallinger and Heck (2010) and MacBeath and Dempster (2008) citing this style of leadership over the hero headteacher role.

Distributed leadership is where hierarchical levels have been removed and the focus is on the team (Avolio, Walumbwa, & Weber, 2009). It is not a leadership style that can have instant effect, as it evolves over time and varies on the participation of all in its processes and outcomes. This model of ‘lateral leadership’ (Conger & Pearce, 2003) is in contrast to the traditional models of a top down influence and relies very much on the capacities of the individuals within the organisation; “This aspect of leadership portrays it as a fluid process, potentially emanating from any part of the school, independent of formal management positions and capable of residing with any member of the organization, including associate staff and students” (Bush, 2008, p. 554).

As school leaders’ responsibilities expand into more and more areas, such as finance, marketing, preventing radicalisation, creating business plans etc, the need to use the expertise within the school to ensure that children’s outcomes are kept as the core purpose of the institution becomes more and more important.

Distributed leadership’s prominence as a problem solving leadership model was highlighted in NCSL publications (J. MacBeath, Oduro, & Waterhouse, 2004) and was seen as the preferred model for schools to achieve an ‘outstanding’ grade from Ofsted (Bush & Glover, 2013).

Distributed leadership is also seen as an effective mechanism of focusing individuals on the school's goals and targets that are aimed towards improvement of students' outcomes and raising standards. This model uses the psychology of the majority of teaching staff wanting to better themselves and having a sense of pride in the success of the organisation in which they work. However, this can also result in a work force where the loyalty and competitive nature of the school they are in, when compared with other schools in the wider community, overrides their commitment to working for the greater public good. Bottery (2006) found that as teachers in the UK were working in a more competitive and business focused organisation, their views of professionalism were increasingly defined through loyalty and competition with other schools, rather than the intrinsic moral value of 'doing good' .

Hendriks and Scheerens (2013) comment that, in the development of school leadership concepts over time, the focused action of one central leader has practically disappeared from the scene. In their review of empirical studies, they note that these traditional leadership roles have been replaced by a 'lean' management model which ties in with the federated and multi academy push, where Executive Headteachers are replacing headteachers and leading over a number of school sites. This maximises the skills of other senior leaders and middle managers. This 'meta control' of leadership can be seen to help develop staff and help to enhance the impact of structures and systems to benefit children's outcomes. Of course, this development depends upon key understandings and relational trust being in place. Day et al (2009) focused on four factors that needed to be in place for distributed leadership to have an effect on the outcomes of students, which also have a similar ethos to values based leadership:

i. **Values and attitudes:** beliefs that (most) people cared for their students and would work hard for their benefit if allowed to pursue objectives to which they were committed;
ii. **Disposition to trust:** a history of received and observed benefits derived from previous trusting relationships;
iii. **Repeated acts of trust:** enabling the increasing distribution of leadership roles, responsibilities and accountabilities and broadening of stakeholder participation;
iv. **Building and reinforcing relational and organisation trust:** through interactions, structures and strategies which demonstrate consistency with values and vision and result in observable and felt successes.

(Day et al., 2009, p. 190)

Bush and Glover (2014) place distributed leadership in the realm of influence rather than authoritarian methods of instructional/managerial styles of leadership. The organisation of senior leadership teams and the expertise stemming from all parts of the school is a fluid process (Bush, 2008) that supports the claims that classroom instruction is the biggest influence on pupils' learning (Day et al., 2008; Leithwood &

Day, 2008; Leithwood et al., 2020) only when headteachers are aware of the needs of the child and can put measures in place to support their positive outcomes. Although Leithwood et al (2008) openly support the notion of widely distributed leadership, through indirect effects on student performance, as the best method for positively influencing schools and pupils (with two to three times more variation than individual headteachers effects), they are keen to point out that “some patterns of leadership distribution are more effective than others” (Leithwood et al., 2008, p. 28) and that “Performing this function depends on opportunities for discretionary decision making by those enacting leadership” (K. Leithwood et al., 2020, p. 7).

Rhodes and Brundrett (2009) take a different view with their emphasis on a ‘learning centred’ institution where a leader’s focus on the linkage between leadership and learning of staff, as well as pupils, emphasising the shared aspect of responsibility of all for the outcomes of children. This is taken further with Frost (2008) arguing that ‘teacher leadership’, which stems from distributed leadership practices, is the key to better outcomes for children.

For all its perceived merits of division of workload, reducing the elements of mistakes made by one single leader (Leithwood & Mascall, 2008) and the formation of broader leadership “to stress lateral as well as vertical relationships” (Bush & Glover, 2014) and creating coherence and leadership “density” (Bush & Glover, 2013), empirical studies have shown that distributed leadership has minimal impact on the outcomes of students (Leithwood & Mascall, 2008). The existing power structure within schools, and the historical perceptions of roles within education, provide a potential barrier to the successful implementation of distributed/collective leadership (Bush & Glover, 2014). It can be argued the power status quo is maintained by the implementation of this model (Lumby, 2013) as, “there is (as yet) no empirical justification for advocating more planful distribution of leadership as a strategy for organizational improvement beyond those important efforts to enlist the full range of capacities and commitments found within school organizations” (Leithwood & Mascall, 2008, p. 557). Lumby (2019) extends this further to suggest that there are still answers to be found on how distributive leadership’s “formal and informal hierarchies interact and impact on learners” (Lumby, 2019, p. 15) and how individuals employed in an organisation that adopts this style can work effectively with the ‘bureaucracy’ that it entails.

Distributed leadership has remained popular, partly due to the notion that it shares the institute’s values with professionals within the school, but as Bush and Glover (2014) point out, “Difficulties arise when the assumption of shared values is contradicted by the reality of conflicting values” (p. 561).

2.6.3 Values-based leadership

Values Based Leadership is a model in which the school community is motivated by connecting the school’s organisational goals with the teachers’ personal values. In order for staff to believe in the organisation’s values, headteachers must lead by

example and communicate their own personal and professional values on an ongoing basis to the entire workforce. The effectiveness of this model lies in how well the high expectations and the outcomes of children are embodied by the organisation as a whole. Other terms to describe this type of leadership include Authentic Leadership (Begley, 2007) and Ethical Leadership (Starratt, 2007; Stefkovich & Begley, 2007).

The theory of Values Based Leadership has received increased attention, as Instructional Leaders have been seen to either act on the instructions of the government at the time (Bush, 2008), or have lacked a moral, authentic and ethical dimension (Brown & Treviño, 2006). Values Based Leadership is underpinned heavily by the individual leader's own personal values, and presumes that they will act with integrity, utilising their own firmly held professional and personal values to the benefit of the organisation and the staff and students.

In Copeland's literature review of Values Based Leadership (2014) she concludes that leaders that exhibit this leadership model "are more effective than their counterparts that lack a values based dimension to their leadership" (Copeland, 2014, p. 131). Although there is no quantifiable measure to show the impact of this leadership model, she notes that "disposition influences follower behaviour and impacts overall leader effectiveness" (Copeland, 2014, p. 127). As it widely believed that school teachers have the greatest impact, within the school setting, on children's outcomes, (Leithwood et al., 2008) then if there is a positive moral lead on the purpose of the school and the success of children, which puts the children and their achievements at the core of all that the school does, this model can be seen to be a powerful leadership approach that engages stakeholders in the purpose and vision of the school.

However, it assumes that the leaders have strong personal and professional values and that they lead with integrity. It is not guaranteed that all staff within the school will 'buy into' the school's vision and mission. Difficulties may arise when staff do not support the values of the leader, which is likely to be uncomfortable for the individuals concerned and may lead to dissonance within the school and a diversion from improving student outcomes (Bush, 2011). In their review of Instructional and Transformational Leadership, (Day et al., 2016) highlighted the common values and traits that successful school leaders possess that can lead to improved outcomes. These include moral integrity, fairness and strong levels of trust. They add that "their work was informed and driven by strong, clearly articulated moral and ethical values that were shared by their colleagues" (Day et al., 2016, p. 251). The creation and nurturing of a favourable climate, one built around shared purpose and values, which highlights positive learner motivation (Pashiardis et al., 2011) and sets high expectations, is seen as an indirect effect of leaders' influence on positive outcomes. However, concerns have been raised regarding the impact of policy driven private sector interests on a range of aspects of educational leadership, including values (Courtney & Gunter, 2015; Thomson, 2010).

There have been studies into other measures of student outcomes that focus more on promoting positive values such as fairness, compassion and integrity (Pashiardis et al., 2011) as measures of 'successful' schools. These personal attributes, which are modelled and focused on by moral and authentic leaders, are likely to be seen as important as the development of pupils' academic outcomes: "Studies carried out by members of the 20-country 'International Successful School Principals Project' over the past decade provide rich empirical evidence that leadership values, qualities, and strategies are critical factors in explaining variation in pupil outcomes between schools" (Day et al., 2016, p. 6).

In the final report on the 'Impact of School Leadership on Student Outcomes', Day et al (2009) noted that all of the case study headteachers in their expansive mixed methods research study possessed "a consistent, common set of core values: a strong sense of moral purpose; belief in equity and inclusivity; commitment to people as well as to action; respect; care; trust and a passion for improvement" (Day et al., 2009, p. 184), and that these characteristics had a positive effect in improving pupils' outcomes.

2.7 Summary of literature review 2

Although Leithwood et al.'s review of the 'Seven strong claims about successful school leadership revisited' (2020) point to the fact that "that school leadership matters greatly in securing better organisational and learner outcomes" (K. Leithwood et al., 2020, p. 16), one of the inherent issues about the difference school leadership practices can make to children's outcomes are the conclusions made from quantitative studies. The student 'outcomes' are measured in virtually all educational systems by examinations and tests, yet the qualities and skills of headteachers are used as proxies for leadership. This results in trying to ascertain whether certain traits and dispositions of headteachers are key to student performance in tests. The exclusion of 'creative' subjects such as music, art, drama and, indeed, Food Education, including children's health and wellbeing, in favour of curricular areas that lend themselves more easily to quantification, has narrowed the influence of school leaders on outcomes further. These subjects, such as Mathematics, Grammar, Punctuation and Spelling (GPaS) and Literacy, are now used as indictors of a school's success. As I have experienced as a primary school headteacher, they play a prominent part in the focus of the teaching and learning within schools, which can distort the breadth of learning by further narrowing the curriculum (Berliner, 2011; Lepkowska, 2017; O'Connor & McTaggart, 2017).

To connect leadership and learning, there is a need to look at other measures of children's outcomes (MacBeath & Dempster, 2008) and also to be intuitive for the needs of society and children. As stated at the beginning of this literature review, there is a health issue in today's schools that is predicted to get worse in the next few years with over 23% of children entering the school system (aged 4) overweight or obese. These figures get worse by the end of year 6 (aged 11) with over 35% leave primary education falling into the category of overweight or obese (NHS

Digital, 2020). If headteachers' leadership influences were measured by the value added of children's weight, and consequently their health, rather than solely on literacy and mathematics, then many headteachers would find that their school's Ofsted rating would be reclassified as 'Requires Improvement' or 'Inadequate'.

While activity was a key part of staving off diseases such as diabetes, heart disease and dementia, its impact on obesity is minimal (Malhotra, Noakes, & Phinney, 2015). Instead excess sugar and carbohydrates are seen as providing the biggest impact on childhood obesity figures and the UK government has stated in its 'Childhood Obesity Plan' (Gov.uk, 2016) that "schools are a vital part of our plan, and have opportunities to support healthier eating, physical activity and to shape healthy habits" (Gov.uk, 2016, p. 8). Headteachers came into the profession to make a positive, meaningful difference to children's lives and outcomes, yet there is currently very little research into the impact they are able to have on the health and wellbeing of children.

My literature review has indicated that a hybrid model of school leadership, which uses a combination of Instructional and Values Based Leadership, combining a range of educational values, moral purpose, personal and interpersonal qualities and a program of internal and external key actions, can have a positive effect on children's academic outcomes. The values-based model helps define the instructional practices of raising achievement. Day (2009) states that school leaders' "educational values and leadership practices shape the internal processes and pedagogic practices that result in improved pupil outcomes" (p. 18). This is reiterated by Leithwood et al (2020) who believe that successful headteachers need to take from many different styles to develop responses and their school's pedagogical curriculum to their own unique contexts; "the focus should be on the precision with which school leaders adapt pedagogic strategies and curriculum considering their diagnosis of the learning needs and challenges of their students, in their context, in order to create evermore more powerful learning experiences for them" (K. Leithwood et al., 2020, p. 10)

2.8 Literature review conclusion

This literature review has identified the key strands of research related to the influence of school leaders on children's academic and learning outcomes and the most effective leadership styles to adopt to that end. It has also looked at various aspects of Food Education within the English schooling system - the purpose behind it and the reasons for its inclusion.

With government policy emphasis towards Food Education being a curriculum area that can support better health outcomes for children, there is currently no research that looks at the motivations of primary headteachers into why they choose to include Food Education in their curriculum. As we have seen from the literature review, school leaders can make a positive difference to the academic outcomes of children through the raising of the quality of teaching and learning. By shaping the

school ethos and culture through the communication of their personal and professional vison, they are also are able to extend their influence to other aspects of the school and the wider community.

The benefits of Food Education extend to many areas such as personal, cultural and social development (DES, 1978). My research question looks at why recognised leaders in the field of Food Education choose to include it in their school's ethos and vision. As noted by Dimbleby & Vincent in the School Food Plan (2013), headteachers are recognised as the architects of change for school food: "The power to transform a school's food lies, first and foremost, with its head teacher" (Dimbleby & Vincent, 2013, p. 76). With this 'power', what are the motivations of school leaders to include this learning within their school's curriculum?

1. Are primary school leaders including Food Education within their curriculum merely to educate children about healthy food choices, as the current inclusion of food related learning in the National Curriculum focuses on, or are they looking at the wider learning opportunities that learning about food can provide? (RQ1)
2. Does the inclusion of a Food Education curriculum in the schools that they lead result from the personal and professional values that these headteachers espouse? (RQ2)
3. What other benefits do they see for their children's educational development and the wider school community in placing a strong emphasis on the inclusion of Food Education in their school's pedagogical curriculum? (RQ3)

In the next chapter I will share the methodology and methods used to answer the question of the reasons why some primary school headteachers include Food Education so prominently in their school's curriculum and what benefits they see to the children in their schools and the wider community to pursuing its inclusion even though it is not an area that has a direct impact on the measures that their schools are judged on by outside agencies such a Ofsted, local authorities and the Department for Education.

CHAPTER 3: METHODOLOGY

3.1 Introduction:

This research aims to contribute to the knowledge and understanding of Food Education and school leadership within a primary school setting – why primary school headteachers choose to include this area within their own school's curriculum. In this chapter, I will begin by detailing my role and positionality as a primary school headteacher, as well as a researcher, and then explain the methodological approach that I have adopted towards my research question (qualitative), considering the theoretical and philosophical justification for using this approach. Through the method I chose (interview), I will then critically analyse its effect and value in eliciting the answers to my research questions and will provide details of the criteria used to choose the interview participants and how I recorded, transcribed and analysed the data. Finally, I will review the ethical issues I considered during the research process, and will consider the issues of trustworthiness and authenticity of the methods I have engaged.

3.2 Interviewer positionality/role, position and reflexivity

I was very aware of my positionality and the importance for me to be reflexive, recognising that as a current headteacher, who also focuses on Food Education in my school setting, I cannot help but approach this research with pre-conceived notions of why I personally emphasise this area of teaching and learning and the reasons for including it in my own school. This resulted in approaching the interviews and the data analysis from the standpoint of an 'insider' and being very aware that my personal and professional views should not have a negative impact on my research.

From my initial engagement with participants in my study, I was conscious that the headteachers that I had chosen to interview may respond in a different way to me than if I were a full-time researcher carrying out this research. As a fellow headteacher that includes Food Education as part of my own school's curriculum, I was mindful that my persona as a headteacher/researcher may also affect the interview situation. Any data collection can be seen as, "an intrusive act by the researcher; even in the course of an interview, the researcher's biography imposes an order on how the social actor understands their life" (Scott & Usher, 2010, p. 49). This is because I am not able to separate myself from what I am or from what I know (Strauss & Corbin, 1998). My specific foci and political/social viewpoint will have affected the interview questions as well as my chosen methodological approach (Diefenbach, 2009; Pyett, 2003). My background also adds to my prior understanding, resulting in my inability to fully stand outside the scope of the research (Scott & Usher, 2010).

I was also aware that the interview process would hopefully provide my interviewees them with the opportunity to reflect on their own work and, by discussing with a fellow headteacher and exponent of Food Education, they might better explicate their

motivations and school developments around this area (Holstein & Gubrium, 2011). This was noticeable in a number of the interviews as they were conducted, as far as possible, in a non-judgemental conversation and it was clear that the headteachers welcomed the opportunity to have a fellow professional to share thoughts and ideas with.

I was aware that the interviewing of these headteachers may reveal multiple realities, due to the emphasis on everyday interactions and their use of language to construct their own social reality - with none having precedence over another in terms of claims to represent the truth about a social phenomenon (Braun, Clarke, & Rance, 2014). As an insider-researcher I needed to be aware of the possibility of bias emerging in the study as I am interviewing individuals in the same profession as myself. I was also aware that I might want to hear certain things and thus unintentionally 'lead' the participant. Throughout the whole process, I was aware of how power and positionality shape all stages of the research process, including the face-to-face act of interviewing, the data analysis and the writing process. By being self-reflexive, I needed to acknowledge the nature of my relationship with my research participants, "How our presence influences and/or changes people and practices and how their presence influences us – intentionally or otherwise" (Cunliffe & Karunanayake, 2013, p. 365) and acknowledge the intentional or unintentional effect of my presence and how this impacts on and/or changes the interviewer and how their presence may influence me (Cunliffe & Karunanayake, 2013). This inevitably led me to develop a critical self-reflection component which would enable me to illuminate any potential assumptions, actions, decisions and presumptions and how they might affect the research process. This is important to my research, as reflexivity is essential to counter the greatest underlying risk to the authenticity of qualitative research outcomes – the social interaction component of the interviewer-interviewee dynamic, or what Kvale calls "the asymmetrical power relations of the research interviewer and the interviewed subject" (Kvale, 2002, p. 9). I am fully aware that when carrying out a qualitative research interview, the interviewer upholds a 'monopoly of interpretation' (Kvale, 2002, p. 13).

For this reason, I made use of a reflexive journal as I acknowledge the existence of my own personal biography and I believe that all these influences are not necessarily a limitation but do need to be considered during the interview process and the analysis of the data. This helped me reflect on how I may have influenced the interviews carried out. It was important to analyse my own prejudices and subjectivities which helped to inform me of the impact these influences had on the credibility of my research outcomes and question the assumptions supporting my knowledge claims and how they may influence my whole research practices (Cunliffe, 2016). I was fully aware that I would make presumptions on why I focused on this area within my professional life, however the process of listening to others allowed me to "become aware of the conceptual shackles imposed by my own identity and experiences" (Takacs, 2003, p. 29). I wanted to have a documented first-

hand account of possible interviewer bias and the preconceptions that may unconsciously negatively influence the findings.

3.3 Theoretical framework/Philosophical stance

The aim of my research, to understand why some headteachers put Food Education so prominently in their schools curriculum, lent itself to a methodology that does not use quantitative data but rather one that is capable of giving an understanding of the world (with an emphasis on Food Education in an English primary school setting) from the point of view of those who live it – the headteachers (Schwandt, 1994).

In the framing of my research question, I was keen to understand the lived experiences of the headteachers and the reality that stems from their views, experiences and practices of introducing Food Education into their school's curriculum. I was also interested in why they choose to make it central to their ethos. From this perspective, each insight from the participants will be unique to the individual, but within a group of headteachers focusing on Food Education, trends and patterns may emerge.

My ontological standpoint focused on what I am looking at – "the kind of events that exist in the social world" (Thomas, 2013, p. 120). As researchers, we are asked to question what it is that we see as the very nature and essence of the social world – what our ontological position is. This is challenging as, inevitably, we all have pre-conceived ideas about the nature of our social world through the experiences we have and our personal understanding of the world we reside in. It is only when we get 'beneath the surface' and analyse alternative perspectives that we will be able to understand that our ontological position may be different from any universal truth that can be taken for granted. At the heart of my ontology is the view that all knowledge and our perceptions of reality, are dependent on human practices, which are formulated by humans' social interaction and their experiences of their world. This perception is then evolved and communicated within their social environment; a position well-crafted by Crotty (1998):

"… all knowledge, and therefore all meaningful reality as such, is contingent upon human practices, being constructed in and out of interaction between human beings and their world, and developed and transmitted within an essentially social context." (Crotty, 1998, p. 42)

In considering an enquiry into Food Education within primary schools, I am faced with alternatives about the nature of my research. Being a practitioner and fellow headteacher who has included Food Education in my own school's curriculum, I can make positivist assumptions that the way that it has been introduced can be measured in quantifiable ways that are the same in every setting. Or, I can see the social world as being constructed by individuals through their experienced reality. By taking the latter stance, this led me to approach the study from an interpretivist epistemological position. I am looking to "begin with individuals and set out to

understand their interpretations of the world around them“ (Cohen, Manion, Morrison, & Morrison, 2007, p. 22), suggesting that “reality is socially constructed” (Thomas, 2003, p. 6) and through using an interpretivist approach, I am looking for understanding of a particular situation or context (Willis & Jost, 2007) much more than the discovery of universal laws or rules. The inclusion and development of a Food Education curriculum within an educational setting is always going to be an active process where the knowledge is constructed through social interaction and through collaboration. Through the process of asking questions about the motivation behind the development of the teaching and learning programme, I would be enquiring about the cultural and social context of its inclusion. By working within a school environment, which is in itself a knowledge community, I was curious as to the social interactions that take place. I saw the use of an interpretive approach as suitable as I would be investigating the reasons why the individual has taken this approach and the way that they have introduced and developed will be interpreted through their responses.

With this intent, the aim of my research lends itself more to a qualitative methodology that does not focus on “research using numbers” (Thomas, 2013, p. 116) but rather a constructionist paradigm, which places the origin of knowledge in social processes (Gergen, 1999). With this epistemological perspective, I wanted to approach my study from the perspective of social constructionism as my planned focus is to understand and decipher meaning through the experiences of practising Food Education school leaders. With social constructionism being concerned with the nature of knowledge and how meaning is socially constructed within a specific community (Crotty, 1998), primarily within a social setting rather than by individuals (Gergen, 1999; Young & Collin, 2004), the introduction of an ethos within a school setting will inevitably involve the collaborative nature of learning and the importance of the cultural and social context in which the participants reside. This situation reinforces the interactions that take place within the community, an emphasis on the social context in which linguistics and relationships create reality (Crotty, 1998) and helps shape how knowledge is constructed.

This study takes an interpretivist approach since the knowledge gained will be restricted to making claims between particular experiences and consequences, and limits its predictive claims about the probability of phenomenon appearing again within the given culture, or across similar cultures, in future. The research questions ask for an account and understanding through the exploration of their experiences in developing a Food Education culture within their schools. As Bryman (2015) suggests, there is a double interpretation going on with myself as a researcher “providing an interpretation of others” (p. 15). This thesis will not just reveal the participants’ interpretation of their own world, but will also provide my interpretation of that data.

By taking a constructionist approach to my research I have the intention of understanding “the world of human experience” (Cohen, Manion, & Morrison, 2013,

p. 36), signifying that “reality is socially constructed” (Mertens, 2014, p. 12). I want to understand and gain an understanding into my interviewee’s backgrounds, beliefs and experiences (Creswell & Creswell, 2017; Yanow & Schwartz-Shea, 2011). As a constructionist, I will not begin with a theory but rather “generate or inductively develop a theory or pattern of meaning.” (Creswell & Creswell, 2017, p. 8) throughout the research process.

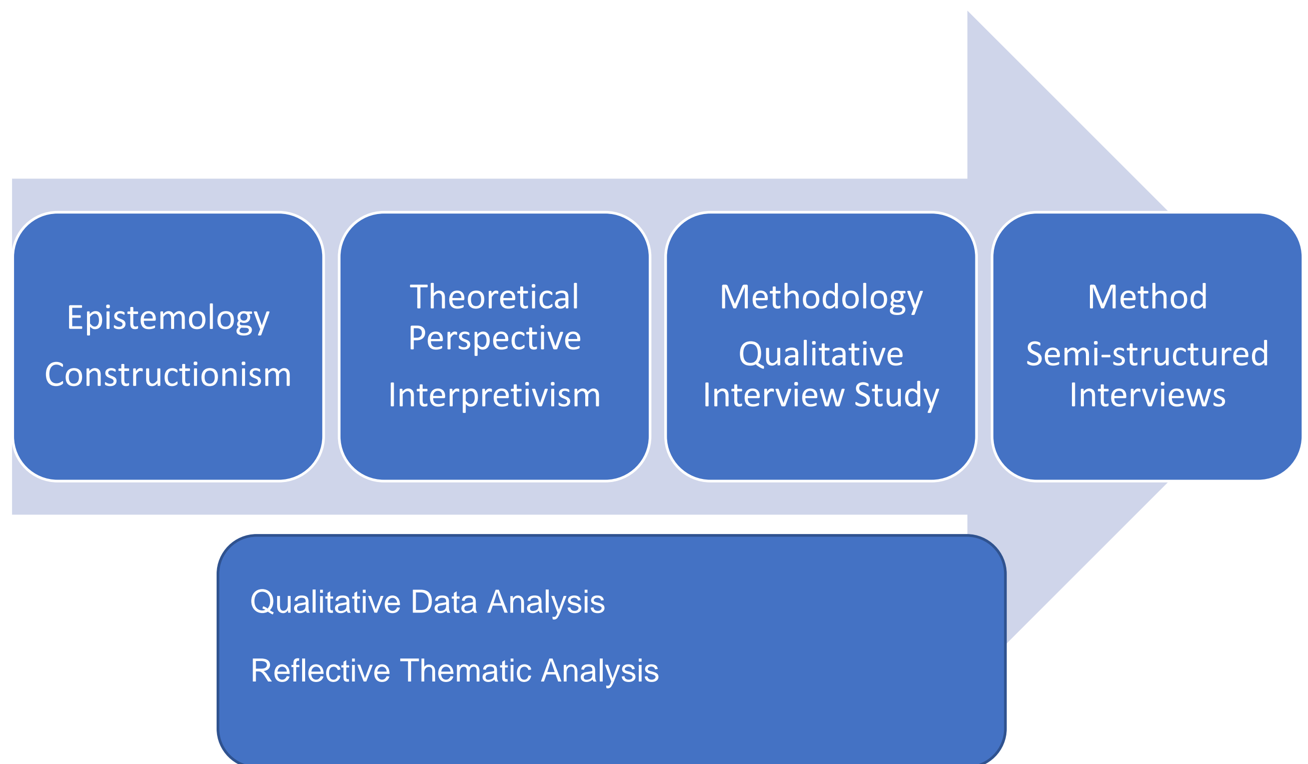

Figure 3.1: Elements of the study design [adapted from Crotty (1998)]

In the following section I will set out how I approached my research using a qualitive interview study.

3.4 Research design

In this section, I will explain my choice of research design and the use of semi-structured interviews, the interview model I chose to use (section 3.5) and the sampling criteria of the headteachers that I selected for interview (section 3.6). I will also discuss the development of the interview questions (section 3.7), my ethical considerations (section 3.8) and the trustworthiness and authenticity of my research methods (section 3.9) and the choice of using Braun and Clarke’s (Braun & Clarke, 2006) ‘Reflective Thematic Analysis’ (Braun, Clarke, Hayfield, & Terry, 2019) to analyse the responses (section 3.10).

The diversity and broad range of theoretical and disciplinary approaches to collecting and analysing qualitative data is a reason why qualitative data analysis is "difficult to address or make sense of" (Gibson & Brown, 2009, p. 7). Indeed, Wolcott (1994) offers a list of over 50 different distinct approaches to analysis. Therefore, it is essential that the approach chosen to conduct my data analysis has my research question at the forefront of my decision making (Speziale, Streubert, & Carpenter, 2011). Further to this, the considerable overlap among qualitative approaches in terms of methods, procedures and techniques can encourage a generic view of qualitative research in which similarities are more significant than differences and where flexibility is important. However, there is another viewpoint in that flexibility can lead to inconsistency and lack of coherence (Holloway & Todres, 2003). The method that I chose needed to produce evidence of the highest possible quality (Høye & Severinsson, 2007; Polit & Beck, 2004) in order to provide a suitable basis for the analysis of that data and ensure credibility.

Throughout the process of deciding on a data analysis approach, there were three methods investigated that could have been used in both content analysis and thematic approaches. These were Interpretive Phenomenological Analysis (IPA) (Jarman, Smith, & Walsh, 1997; Smith, 1996), Grounded Theory (Charmaz, 2014; Glaser, Strauss, & Strutzel, 1968; Strauss & Corbin, 1998) and Thematic Analysis (TA) (Boyatzis, 1998; Braun & Clarke, 2006; Guest, MacQueen, & Namey, 2011). Through my review of similar research studies, these three data analysis approaches were aligned with the methodological approach I had chosen to use. I will now explain why these methods were explored.

I considered the use of interpretive phenomenological analysis (IPA) as, although different from thematic analysis, the end result of an IPA and a TA analysis can be very similar. The benefits of using IPA are that it provides a complete framework for conducting research and that it is better thought of as a methodology (Braun & Clarke, 2013; Jonathan, Flowers, & Larkin, 2009), being a theoretically informed framework for how to do research, whereas thematic analysis is seen solely as a method that is 'theoretically flexible' (Braun & Clarke, 2006). This said, the epistemological foundations of IPA are focused around critical realism and contextualism (Larkin, Watts, & Clifton, 2006), which do not lend themselves readily to my chosen interpretivist approach. IPA is also best used in smaller interview samples of under 5-6 participants (The School of Psychology, University of Auckland, n.d.) whereas my proposal was for a larger number of interviews.

The second method investigated was grounded theory. The two versions of grounded theory that may be applicable to my research question are as follows. The first, developed by Strauss and Corbin (1998), is firmly situated in interpretive epistemology as "they acknowledge and include the perspectives and voices of the individuals that they study" (Arthur, 2012, p. 101). The second is Bryant and Charmaz (2007) with their foundations in a constructionist ontology and interpretivist epistemology. Their similarity with thematic analysis and its systematic method of

analysing data would lend themselves to my research question, but the recommended practice of not engaging with the relevant literature (Charmaz, 2014; Glaser et al., 1968) so as to avoid the analysis being formed by predeterminations from existing data would be limiting, as I am keen to explore prior literature and examples that could support and benefit my own research question.

Further to this, although I used an inductive ‘bottom up’ (Braun & Clarke, 2006) approach to analysing my data, where the themes identified within the interview data are strongly linked to the data themselves (Patton, 1990), which is very much how grounded theory is developed, in reality, coding and analysis often use both inductive and deductive ‘top down’ approaches. This entails identifying the themes directly from the data itself, as opposed to the theoretical or deductive ‘top down’ approach advocated by Boyatzis (1998) and Hayes (1997). This is because the data that I collected is specifically for the research (Braun & Clarke, 2006) and not motivated by my theoretical interest in the area - “Inductive analysis is therefore a process of coding the data without trying to fit it into a pre-existing coding frame, or the researcher’s analytic preconceptions.” (Braun & Clarke, 2006, p. 83). I am interested in the interviewees’ reasons and motivations for the introduction of Food Education into an already packed timetable, therefore their first-hand responses to the interview questions will be used to develop the codes and themes needed to explore my research question.

As Braun and Clarke (2012) note, “It is impossible to be purely inductive, as we always bring something to the data when we analyse it, and we rarely completely ignore the data themselves when we code for a particular theoretical construct” (p. 58) – at the very least, we have to know whether or not it is worth coding the data for that construct. Although I predominantly analysed my data with an inductive approach, prioritising participant (data-based meaning), as opposed to prioritising researcher (theory-based meaning) (Terry, Hayfield, Clarke, & Braun, 2017), I did not carry out pure inductive analysis, which would have made a grounded theory approach difficult. I also need to acknowledge that as someone new to research, grounded theory is not recommended due to its complexity (Arthur, 2012; Braun & Clarke 2012).

My research question focuses on the perceptions of a range of experts and thematic analysis, with its initial coding carried out across the whole dataset, gave me more relevant information to support the development of my themes. This approach, which enables the researcher to identify patterns across a complete dataset, also best addressed my own research question around commonalities in headteachers’ motivations and approaches to Food Education.

Braun and Clarke (2006) argue that TA is an accessible and theoretically flexible approach to analysing qualitative data and “does not require the detailed theoretical and technological knowledge of approaches, such as grounded theory and DA [discourse analysis]” (p.81). Furthermore, it can offer a more accessible form of

analysis, particularly for those early in a qualitative research career. The use of thematic analysis also fits well with the purpose of my research question; "Thematic analysis allows the interpretive social scientist's social construction of meaning to be articulated or packaged in such a way, with reliability as consistency of judgement, that description of social "facts" or observations seems to emerge" (Boyatzis, 1998, p xiii). This accessibility and flexibility coupled with the nature of my research question further supported the choice of Thematic Analysis as my chosen method of analysing my data.

The flexibility of Thematic Analysis (Braun & Clarke 2006), in that it allows the researcher to define themes and incidence in a number of ways, and particularly how it can be used to "acknowledge the ways individuals make meaning of their experience, and, in turn, the ways the broader social context impinges on those meanings" (Braun & Clarke, 2006, p. 81), was particularly relevant to my research question as to the interpretation of the headteachers' motivations and actions within a climate of increasing childhood obesity (Conolly & Neave, 2016) and concerns over children's physical and mental health (Weichselbaum & Buttriss, 2014).

There are persuasive critiques of Thematic Analysis (Vaismoradi, Turunen, & Bondas, 2013), regarding its clear purpose and position in the canon of approaches. These differing opinions arise from "a lack of consistency in the absence of a clear boundary between thematic analysis and qualitative content analysis, and other analytical qualitative approaches" (Vaismoradi et al., 2013, p.400). The flexibility of TA which provides a rich and comprehensive account of data (Braun & Clarke, 2006) worked well with my analysis of semi-structured interviews and its further appeal was the way that it could be used across an entire set of interviews to elicit the common threads and themes (DeSantis & Ugarriza, 2000).

Having decided upon Thematic Analysis as my data analysis method, I needed to decide which approach of TA I would adopt, as there are at least two different ways of carrying it out. I settled on using Braun and Clarke's (2006) six stages of 'Reflective' Thematic Analysis (Braun, Clarke, Hayfield, et al., 2019) having also investigated the 'content analysis' approach to Thematic Analysis as promoted by Joffe (2012) and Boyatzis (1998). Joffe (2012) advocates the use of a 'coding frame' where two or more coders independently analyse the dataset and then the inter-rater reliability scores are calculated to determine the authenticity of the coding frame. This approach would not be applicable to my data analysis as I am planning to carry this out independently, as a headteacher 'expert' interested in Food Education, and therefore it would not be an appropriate approach for the purpose of my study. Boyatzis method follows a similar approach, with the use of multiple independent coders and the use of a codebook, however as Braun & Clarke (2014a) point out "With no one 'accurate' way to code data, the logic behind inter-rater reliability disappears (it can be argued that it shows that two researchers have been trained to code data in the same way, but not that coding is accurate)" (p. 4).

Thematic Analysis, as an autonomous qualitative descriptive approach, is described as “a method for identifying, analysing and reporting patterns (themes) within data” (Braun & Clarke, 2006, p.79). It has also been introduced as a qualitative descriptive method that provides core skills to researchers for conducting many other forms of qualitative analysis (Vaismoradi et al., 2013). This approach makes it particularly useful in answering my research question as to why headteachers adopt Food Education practices, as I wanted to adopt a data-driven inductive approach to my data (Boyatzis, 1998). In addition, there is a need to fully interpret the data, not just merely reporting on it; “good TA involves more than simply reporting what is in the data; it involves telling an interpretative story about the data in relation to a research question” (Clarke & Braun in Michalos, 2014, p. 6626).

Braun and Clarke (2006, p.87) advocate a six-phase approach to thematic analysis:

1. Familiarizing yourself with your data
2. Generating initial codes
3. Searching for themes
4. Reviewing themes
5. Defining and naming themes
6. Producing the report

This step-by-step process of data analysis is an effective method of demonstrating transparency “of how the researcher formulated the overarching themes from the initial participant data.” (Fereday & Muir-Cochrane, 2006, p. 82).

3.5 Interview models

Given my epistemological position of social constructionism, with its strong emphasis on everyday interactions between people and how they use language to construct their social reality and my qualitative methodology, I chose to use interviews to answer my research question. I considered the use of unstructured interviews, questionnaires, semi-structured interviews, email interviewing and case studies. I chose semi-structured interviews primarily because it allows for the flexibility to explore the responses of the interviewees (Bryman, 2015; Flick, 2015). My own experiences in educational leadership make me very aware that introducing new ideas into a school’s curriculum is a complicated process that involves many facets. The use of semi-structured interviewing allowed the flexibility of questioning and the conversational approach but within the structure of a general interview schedule. I wanted to engage the interviewee to be more open with their responses from which I would expose more in-depth analysis of their motivations and approaches. Further to this, my chosen method allowed for modifications and flexibility to take place within the interview process and validity checks to occur after the event if there has been confusion or misinterpretation of responses (discussed below). An important advantage was also the opportunity to discuss leadership within the context of a curriculum area that they have developed and in which they have been recognised as a national leader (the qualifying factor of inclusion in the study is achieving the

Food for Life Gold Schools mark) which can be seen as 'therapeutic' in that they may also get an insight into their own actions and achievements through the discussion that would take place.

The interviews can be termed as 'expert interviews' as the headteachers chosen were part of a very small group of individuals (17) who hold the Food for Life Gold School Award (see criteria for the sample below). Littig et al (2014) defines an expert interview as "a semi-standardized interview with a person ascribed the status of an expert" (p. 1088). This is particularly relevant to my own position as a recognised exponent of Food Education within my own work setting. I needed to be aware that the information that is gathered will be shaped by the way I am viewed in the eyes of the expert. I may be seen as a co-expert who is regarded as holding a similar status as the interviewer and therefore someone who shares a "communicative universe" (Pfadenhauer, 2009, p. 85) enabling the interviewee to assume knowledge of basic facts regarding school leadership and implementing new curricular ideas, or a potential critic whose aim is to 'steal' ideas resulting in the interview being characterised by reserve from the interviewee who is afraid to disclose, what Pfadenhauer (2009) calls "trade secrets" (p. 86). In practice, I believe the fact that I was a Food Education headteacher worked to my advantage as all of the pre-interview phone calls and the actual face to face interviews were very positive with a good rapport and sense of trust, which is seen as important for creating effective interview data (Kvale, 2008; Wengraf, 2001). It was also important that the interview technique I used ensured that the interviewee complies as closely as possible to a 'normal' conversation, which further supported my choice of semi-structured interviewing.

As a practising headteacher I am aware that there is a great deal of time pressure and, in my professional role, I do not fill in many of the questionnaires that are sent to me for various surveys. Through my own experience, I know that I would respond to a one to one interview in a different way to answering questions on a paper or survey and interviewees may respond in an entirely different way from how they would a questionnaire (Thomas, 2013). My experience is that by talking to individuals about something that they feel is key to their own setting, an individual is more inclined to give their opinions and will be energised to help the research process.

My pilot study interview further reinforced my belief that by interviewing face to face as opposed to telephone interviews, I would be able to hear and understand (Gray, 2013; Kvale, 2008; Thomas, 2013) what my interviewees were saying and see if there were any nuances in behaviour that may give me further non-verbal cues to their oral responses. In using individual interviews, I was able to carry out face to face meetings and be best placed to revisit any questions, in situ, if I needed clarification on any responses. It also allowed the interviewee the permission to open up on a one to one basis which may not be as easily achieved within a group interview scenario. Further, the chosen headteachers were located in various parts

of the country and have other demands on their time and the practicalities of getting them all together for a group interview would be extremely challenging. The piloting of this face to face approach affirmed my initial thoughts as I felt it was a more personal conversation with the headteachers about the inclusion of food education in their schools curriculum as opposed to a phone call, which by its very nature, is distant.

The interviews were carried out within the period of 2 months – from the 21st May 2019 to the 23rd July 2019.

3.6 Identification of participants

As my research question focuses on why headteachers include Food Education within their school's curriculum it was essential that the headteachers that I approached for interview included this area of learning in their schools. As Food Education is not a 'standard' primary curriculum subject there is a very small number of headteachers who are recognised as promoters of its inclusion in their school's curriculum. The only nationally food related programme that does recognise champions of Food Education is the Soil Association through its Food for Life programme (Soil Association). This is a national programme that promotes and supports the development of a whole school food approach within the UK education system. They have created an awards system to showcase the depth of the how a food culture and Food Education is embedded within a school curriculum and community. With this in mind, the Food Education leaders I chose to interview were from Food for Life Gold schools who have been acknowledged as leaders in their field. At the time of contacting my participants (March 2019), there were 24 schools in the UK that have achieved the gold standard. This comprised of 18 primary schools, 3 special schools and 3 secondary schools. My own school is amongst that number, so that left 17 headteachers to approach. 13 of these schools were primary (5-11), two infant (5-7) and 2 Junior (7-11). I contacted the Soil Association and asked their 'Awards Programme Officer' if I could have the names of the schools that currently hold the Gold standard. This information was sent through but without the names of the headteachers. I searched all 17 primary schools for their location within the UK and the names of the headteachers. The geography of these schools ranged from Devon to North Yorkshire and from the West Midlands to Suffolk. Of the 17 contacted, four headteachers did not return my calls, one had recently been appointed and had not led the school on the inclusion of Food Education in the whole school curriculum, one was on maternity leave and one was based a long distance away which would have proved difficult for travel purposes. The final sample size of 10 headteachers was supported by Braun and Clarke's (Braun, Clarke, Hayfield, et al., 2019) view of a practicable number of participants to work with within my choice of method and also the practicality of interviewing this many busy professionals. There is well argued scepticism (Braun & Clarke, 2016) over simple sample formulas (Fugard & Potts, 2015) to determine the number of participants in a thematic analysis qualitative study. The number of participants in a

study will be affected by “what you want to know, the purpose of the inquiry, what’s at stake, what will be useful, what will have credibility, and what can be done with the available time and resources” (Patton, 2014, p. 244). The small ‘pool’ of qualifying headteachers to interview had a big impact on my sample size, however most phenomenological studies involve 10 or fewer participants (Rudestam & Newton, 2014).

Apart from one of the headteachers, I did not have any professional or personal relationship in any capacity with the individuals interviewed. I had met one headteacher previously, but only at around 4-5 events over a period of four years.

I made the first contact with the participants via telephone call to the school. I felt that this more personal way of making the initial approach to ask the headteacher to take part in the research was key to establishing a positive relationship with the interviewees (Kazmer & Xie, 2008; Seidman, 2013). It also enabled me to establish my own background credentials, as a fellow Food for Life Gold headteacher, which I hoped would make them feel more at ease with the prospect of being interviewed about an area of their professional practice. All of the headteachers I spoke to responded favourably and they also seemed pleased that a fellow headteacher was looking at an area of their curriculum and school ethos in order to share the practice more widely.

A week prior to the agreed date I sent through, via email, the ‘Participant Information Sheet’ (Appendix 1), ‘Background Information’ (Appendix 2) and the ‘Consent Form’ (Appendix 3).

The interviews were carried out at the headteachers’ place of work. We agreed a time of dates during the summer term of 2019 to complete them. I set this ‘window’ as it was after the Year 6 SATs, when primary school headteachers do not have as much ‘pressure’ on them. In total, I managed to see all 10 of the headteachers in their own setting and acted purely on the researcher level. On occasion, some of the headteachers gave me a tour of their school, but due to the experience I had had in the pilot stage, where I had had an hour discussion about aspects of our shared leadership role which did influence some of the question responses, as one of the responses to a question included a viewpoint that myself and the pilot headteacher had shared on our tour of the school and my response was discussed. Consequently in the main study, I explained that I was here to interview the participants about their Food Education motivations and with each one, this happened virtually straight away. I felt that as the focus of the research was on an area that they obviously had a real interest in, this was one of the reasons why they responded so positively to it. The participants also seemed to be interested in the fact that I was carrying out the research and that they were included in the sample of leading practitioners.

Before I began each interview, I reiterated with the interviewee that they have given me consent to record the interview and assured them afterwards that the recordings would be stored securely.

Whilst the interview was being carried out, I was conscious to verbally indicate that I was interested in their responses as well as also being aware of the timings and how the interviewee was feeling (Seidman, 2006). I was also aware not to openly get involved in a conversation about our shared interest as this could distract from the core purpose of finding the participants motivations for including Food Education in their school's curriculum; "The researcher, again according to traditional techniques, should avoid getting involved in a "real" conversation in which he or she answers questions asked by the respondent or provides personal opinions on the matters discussed" (Fontana & Frey, 1994, p. 371). On one occasion this did occur with the interviewee asking my opinion on a question I had poised and also what I did in my school. I had to politely decline the query and said that I would be more than happy to discuss this after the interview and made a note of this on my question sheet.

I was very aware of myself as a listener within the interview setting. I knew that my body language and verbal comments were important to the process (Nathan, Newman, & Lancaster, 2018) and that a feeling of trust and rapport between myself and the participant (Johnson, 2002) would be important in generating "a productive personal climate" (Minichiello, Aroni, & Hays, 2008, p. 82). I was conscious of my eye contact with the participant ensuring that I only made minimal written notes so that, coupled with my verbal assurances, I was able to put them at ease and ensure that they knew I was interested in what they had to say. This was also reflected in the order of the questions that I posed, which I will describe in the next section

As all the headteachers were very interested in the outcome of the research, I offered to send them a copy of the thesis once it was completed. Once the transcripts of the audio recordings had been completed, I emailed all of the interviewees with a copy of the interview script.

Finding the time to interview the participants did not prove to be an issue. However, because of distance and my own full-time work commitments there was a period of just over two months between carrying out the first interview and the last, although the last one was delayed by a number of weeks due to illness. I thought that this showed a high degree of commitment from the participants about taking part in the research and also the fact that I was visiting them at their schools helped facilitate this.

3.7 The Participants

Pseudonym	Type of School	Size of School	How long they have held the Food for Life Gold Award
Sandra	Infant	>300	2 years
Raymond	Primary	>300	5 years
Jon	Primary	>300	3 years
Abby	Primary	<100	7 years
Emma	Primary	<300	3 years
Vicky	Primary	>300	8 years
Nick	Primary	<300	3 years
Lorna	Primary	<300	4 months
Helena	Primary	>300	8 years
Kristina	Primary	>300	3 years

Table 3.1: Participant Information

With the headteachers agreeing to face to face interviews and the 'expert interview' nature of the narrow field that I was working with, it would have been very unlikely to guarantee total anonymity. I explained that I would be using pseudonyms for their interview scripts and referring to these names in the data analysis and that also place names that could associate their school to a particular geographical area would be changed. I confirmed that, at most, I was able to offer confidentiality. This was explained to the participants at the initial stages of invitation so that they could make an informed decision on taking part in the study. I took heed of Cooper and Schindler's (2001) suggestion of a non-disclosure statement which restricts the access to the data which identifies respondents without their approval. I was also mindful of avoiding concrete information about the interviewee (Flick, 2015) and when such information was given I ensured that it was anonymized in the interview transcript. I saw the possible loss of anonymity as being alleviated by the positive nature of the comments that were being made and how they saw themselves as Food Education leaders. This meant that if they were identified, there would be very little chance that their comments would cause embarrassment or undermine their role as a headteacher. However, Josselson (1996) questions whether guaranteeing confidentiality and anonymity is at all possible when carrying out interviews:

> There are no easy answers to these questions. Merely waving flags about confidentiality and anonymity is a superficial, unthoughtful response. And the concept of informed consent is a bit oxymoronic, given the participants can, at the outset, have only the vaguest idea of what they might be consenting to. Doing this work, then, requires that we find a way to encompass contradictions and make our peace with them. (p. xii).

Chase (1996) concurs and argues that informed consent forms are not able to “capture the dynamic processes of interpretation and authorship” (p. 319). It is within the nature of the interview process that one is often “conflicted ethically about how to do justice both to their own and their participants’ very different understandings of their life experience” (Josselson, 1996, pp. xii–xiii).

With this in mind, I ensured that the participants were fully aware of the scope of the research and that every effort would be made to ensure that their responses were to be made anonymous.

I also needed to take into account the issue that I was interviewing individuals who were in the same field as I am with school leadership and Food Education and that I needed to be true to the interviewee’s interpretation of events but also to relate the narratives to larger, theoretically significant categories (Bar-On, 1996; Smythe & Murray, 2000). There is an argument that once the analysis had taken place, the text is mine as well as theirs (Bar-On, 1996) as the interviewer gives their unique perspective on the interviewee’s stories and that they need to claim ownership and control over this.

I wanted to give the interviewees as much information about the aims, nature and procedures of the research as appropriate. Prior to my pilot study interview, the headteacher had contacted me as to the questions being asked at the interview, so that she could be well prepared. I was conscious that if I gave her the exact questions then that could influence the outcome of the responses as there was time to prepare practised answers. Flick (2015) observes that a possible way that expert interviews can fail is when “the expert gives a lecture on his knowledge instead of joining the question-answer game of the interview” (p.142). I was concerned that, with prior knowledge of what was being asked, the responses may be very planned and follow a set pattern. However, after reflection, I did send them through (Appendix 4) and did the same in the main study (Appendix 5). This was done, via email, one week before the interviews took place, as well as a ‘Background Information’ sheet (Appendix 2) and the ‘Consent Form’ (Appendix 3). I wanted to give the interviewees a full disclosure of the questions before the interview so that they could have the opportunity to critically reflect on their responses, which would hopefully result in more relevant responses. I did not want to create a “conspiracy of silence” (Cohen et al., 2013) and by being very open from the start regarding the themes and the questions, it allowed the participants to self-reflect on the responses that they shared. With the nature of my research question, I wanted to get as detailed

responses as possible and giving the interviewees more time to reflect on their own experiences and thoughts would hopefully produce richer data.

I was conscious that during the interview process and the discussion around the Food Education provision that had been introduced, participants may have felt that they were not doing enough in this area or may start to compare themselves with other organisations. To counteract this, I was mindful of engaging in a very positive approach to the work that the participants had done and also having at hand contact details of organisations they could help support the work that they were already doing, which could offer further advice.

Having discussed my decision for using semi-structured interviews and the justification and criteria for using the interview participants in my study, I will now discuss the development of the interview questions.

3.8 Development of the Interview Questions

The questions that were used in the interview were aimed at being as open as possible and focusing on the both the importance of Food Education within their school's curriculum and the leadership styles that were adopted by the headteachers. My constructionist approach meant that I saw the interviews as an opportunity for the co-construction of knowledge (Crotty, 1998) and I was aiming to develop open ended questions that would allow the headteachers to fully express their views, opinions and experiences. I was conscious of the structure of the questions and the ways that they were framed as I did not want to create any sense of ambiguity or confusion (Kvale, 2008). One question that did need further clarification was the one pertaining to leadership styles – 'Do you believe that there was a particular leadership style that you adopted and, if so, which one was it?'. When I had trialled this question in my pilot interview, the participant asked for prompting on what type of leadership styles I was referring to, so as an aide memoir in the main study I decided to include three leadership styles (Instructional, Distributive and Values-based leadership) as ones to either choose from or to dismiss and reflect on the one that they felt they had adopted. The sight of the questions before the actual interview proved effective in that the majority of the participants stated that they had given this question some thought and that they were appreciative of the leadership style prompts. The first headteacher, I interviewed (Lorna) commented that *"I'm thinking back to Hay McBer and all that stuff? Which is not very fresh in my mind."* which reinforced the inclusion of the leadership styles options prompt. This question also prompted Nick to comment "*Oh, that's a good question"*. This was said in a way to indicate that it was one he had spent some time thinking about.

In developing the open-ended questions, I wanted to give the headteachers the opportunity to share aspects of their motivation and any specific events that could have triggered them including Food Education into their curriculum. I also wanted to look at the wider aspect of policy and Ofsted's education inspection framework

guidance to highlight that this is not an area that their schools' performance is measured on.

The piloting of the questions was very useful as it helped build a framework for the themes that I wanted to explore further in the main study and also to test that the structure of the questions were open ended. It also helped emphasise that the meaning of the question is more important than the format (Foddy & Foddy, 1994). The first question I asked in the pilot interview was, 'What is your understanding of Food Education?', which prompted a response from the pilot study headteacher about the impact it had on the children in her school which did not elicit the personal aspect of what the curriculum area means to her on a wider level. I altered the opening question in the main study to, 'What does Food Education mean to you?', therefore putting more of an emphasis on the personal aspect of its inclusion, which leant itself more to my research question of why some primary headteachers make Food Education a priority in their schools. The pilot interview also enabled me to develop any relevant probing questions that could support the main questions if I felt the responses needed more detail (Brundrett & Rhodes, 2010). Being an 'insider' and knowing the area of school leadership and Food Education within the primary school setting made me more confident in asking these follow-up questions because it allowed me to interpret, understand and respond to the answers and questions provided by the people interviewed (Arksey & Knight, 1999).

3.9 Ethical considerations

Although ethical issues are mainly focused on the procedures of the research design, it must also be recognised that they run through all aspects of the research process (Cohen et al., 2013; Creswell, 2015; Silverman, 2013). In keeping with my Institution's 'Research Ethics Policy and Procedures' (2017), I completed the internal ethics application and risk assessment and was granted permission to carry out the research by the Research Ethics Committee. I was very conscious during the whole data gathering process of following the procedures that were set out to ensure that I upheld high standards of integrity, impartiality and a respect for the data. As Cohen et al (2013) points out:

> Ultimately, it is researchers themselves, their integrity and conscience, informed by an acute awareness of ethical issues, underpinned by guideline codes and regulated practice, which should decide what to do in a specific situation, and this should be justified, justifiable, thought through and defensible. (p. 73)

One cannot wholly predict what situations, events or discussions would arise within the interview. However, I was conscious of unforeseen situations occurring and had ethical considerations at the forefront of my actions and responses.

Prior to my research interview, I had received approval from the University's ethics committee on my research proposal.

The general issues that informed my ethical dimension to my research were:

- Informed consent (which I referred to earlier when discussing the perceived issues with interpreting responses)
- Confidentiality and anonymity
- Avoiding harm
- Integrity and professionalism

(Gibson & Brown, 2009)

The study was based on informed consent (Flick, 2015) and every attempt was made to mitigate harm. I informed all the interviewees for the pilot and main study of the aims of the research and that their inclusion was based on their position as recognised leaders in the area of Food Education. When discussing the research question and purpose with the participant, the interviewees were made fully aware that their time and expertise was voluntary and that they had access to all the information behind the proposed study. This was facilitated by clear documentation that gave the background to the study and consent forms completed before the interview took place. There was also a time lag between the agreement to be part of the research and the actual interview taking place. The interviewees were made aware that the interview would be recorded and the recording would be kept in a password protected secure databank and they were made fully aware of both the background and situation that they would be in by being interviewed.

Letters of invitation to take part in the study and informed consent forms were sent via email to ask the interviewees for permission to be interviewed at their own school. These were signed prior to the interview taking place and reiterated at the start of the interview.

3.9 Trustworthiness and Authenticity

Traditional positivist concepts of validity and reliability do not lend themselves easily to the methodology that I used. The use of semi-structured interviewing allows for themes to be explored with the interviewee and can therefore not be fully replicated in a similar interview with a different individual. The constant would be the structure of the interview questions and the research queries. That being said, in my pilot study I was conscious of the '*way*' I was asking the questions in an effort to counter the 'interviewer effect' (Gray, 2013, p. 376) however it is difficult to justify reliability within the semi-structured interview method as when conducting interpretive research "you are interpreting on the basis of you being you, interviewing someone else being them" (Thomas, 2013, p. 139).

In addition,I was conscious of my role as a primary school headteacher who also includes food education within the school that I lead. This was reflected in the open-ended questions that I devised and ensuring that my communication and how the interviews were carried out could not be interpreted as leading towards my own inherent motivations and beliefs of why I include food education within my own school's curriculum. It can be argued that prior knowledge and experience of a

subject area is an advantage (Coe, Waring, Hedges, & Ashley, 2021) and that the real objective for researchers should be to reveal sources of bias rather than pretend they can be nullified. In each of the interviews, I was very conscious of my position as a fellow headteacher and did explain that I was interviewing as a researcher interested in their own motivations. As mentioned earlier, having learnt from my pilot interview where I spent time discussing leadership matters with the pilot headteacher, I altered my approach with the main study interviewees and reserved the discussions around leadership (and tours of the school) until after the interview had occurred. As my chosen methodology was one of interpretivism, I am fully aware that there may be different views on the potential leadership models used and that the findings I interpreted from the dataset are from my own perspective as a practising headteacher.I was aware that given my own position as a practising primary headteacher who is passionate about incorporating Food Education within my own school setting there may be elements of bias. However, my rigorous approach towards my coding and analysis can be seen to mitigate this to some degree.

When designing my study I used Guba's four criteria of trustworthiness – credibility, transferability, dependability and trustworthiness (Guba, 1981) and Guba and Lincoln's (1994) analysis of these which were a more effective measure of qualitative research using interpretive measures. I was clear in using a recognised method of research, ensuring there was ample time spent with the interviewee in their own setting and working on developing rapport before and during the interview process.

Every qualitative research approach has particular techniques for conducting, documenting, and evaluating data analysis processes, and it is the individual researcher's responsibility to assure rigor and trustworthiness. I demonstrated how my data analysis has been conducted through recording, systematizing, and disclosing the methods of analysis with sufficient detail to enable the reader to determine whether the process is credible (see Appendix 7-10) (Côté & Turgeon, 2005; Ryan, Coughlan, & Cronin, 2007). I used the step by step approach described by Lorelli et al (2017) for conducting a trustworthy thematic analysis. This approach uses the trustworthiness criteria outlined by Lincoln and Guba (1985) and involves a constant moving back and forward between Braun and Clarke's (2006) linear six phased model and involves prolonged engagement with the data. How I approached this is illustrated in the table below:

Phases of Braun & Clarke's Thematic Analysis (Braun & Clarke, 2006)	**Means of establishing trustworthiness**
Phase 1: Data familiarisation	▪ Extended engagement with the data ▪ Recording theoretical and reflective thoughts in a journal ▪ Recording initial ideas about potential codes and themes ▪ Ensuring raw data (interview recordings) are in well organised archives ▪ Ensuring that all records of interview notes, transcripts and reflective journals are kept
Phase 2: Generating initial codes	▪ Reflexive journal ▪ Use of a coding framework ▪ Developing an audit trail of code generation
Phase 3: Searching for themes	▪ Using diagrams/mind maps to make sense of theme connections ▪ Detailed notes created of development of hierarchies of concepts and themes
Phase 4: Reviewing themes	▪ Reviewing original transcripts for referential adequacy
Phase 5: Defining and naming themes	▪ Documentation of theme naming
Phase 6: Producing the report	▪ Describing the process of coding and analysis in appropriate detail ▪ Thick descriptions of context ▪ Description of the audit trial ▪ Reporting on the reasons for theoretical, methodological and analytical choices throughout the whole study

Table 3.2: Trustworthiness criteria for Thematic Analysis (Nowell et al., 2017, p. 4)

3.10 Process of data analysis/Data techniques and procedures

This study used 'Reflective Thematic Analysis' (Braun, Clarke, Hayfield, et al., 2019). In this method, the data is broken down into discrete "incidents" (Glaser et al., 1968) or "units of meaning" (Maykut, Maykut, & Morehouse, 1994), these are then coded into 'themes' and 'sub-themes' (Braun & Clarke, 2006). As Taylor and Bogdan (1984) summarise: "using this method, the researcher simultaneously codes and analyses data in order to develop concepts; the researcher refines these concepts, identifies their properties, explores their relationships to one another, and integrates them into a coherent explanatory model" (Taylor & Bogdan, 1984, p. 126).

Once the all the interviews had taken place, I proceeded to use Braun and Clarke's (2006) six phase approach to thematic analysis as illustrated below in Table 3.3.

Analytical Process (Braun & Clarke, 2006)	Braun & Clarke Practical application in NVivo
Phase 1: Familiarising yourself with the data	Transcribing the data and importing it into NVivo data management tool. Reading and re-reading the data and recording any initial thoughts and ideas
Phase 2: Generating initial codes	Coding interesting features of the transcripts using 'complete coding' across the entire data set
Phase 3: Searching for themes	Active searching of themes from the initial coding phase by reviewing coded data to identify areas of similarity and overlap between codes.
Phase 4: Reviewing themes	Reviewing the themes in relation to the coded data and the entire dataset. Generating a thematic map of the analysis
Phase 5: Defining and naming themes	Deep analytical work involving selecting extracts to present and analyse and setting out 'story' around these themes.

Phase 6: Producing the report	This is an ongoing process interwoven into the whole analysis process. It will result in producing a compelling 'story' about my data, using notes, memos and the more formal process of analysis and writing the findings.

Table 3.3: Practical application of using NVivo with Braun and Clarke six stages of analysis (2006)

3.11 Using Qualitative Data Analysis Software

I decided to use NVivo which is Computer Assisted Qualitative Data Analysis Software (CAQDAS). It must be noted that when using such software, the researcher does not surrender the interpretative task to the logic of the computer; rather the software is used as a tool for efficiency and not as a tool which in and of itself conducts analysis and draws research conclusions. As I am familiar and comfortable in my professional role of using different technologies (Mangabeira, Lee, & Fielding, 2004), I was confident that if used in a critical, creative and flexible way, that was driven by my research question and choice of thematic analysis as my research design, it would help support the outcome of my analysis (Braun & Clarke, 2013). NVivo's logging of data actions, coding decisions, and thought progression, result in all stages of the analytical process being traceable and clear, facilitating the researcher in producing a more thorough and complete audit trail (codebook) than manual mapping of this complicated process can feasibly allow (see Appendix 7-10).

There are some issues in its use, as highlighted by Fielding & Lee (1998), who indicate that by using CAQDAS software, the researcher is in danger of becoming distant from the data and the original words of the interviewees. However the later versions of NViVo allow for this "jump back to the data to examine the context of coded or retrieved text" (Arthur, 2012, p. 251). NViVo is also well suited to thematic coding approaches (Arthur, 2012) that I used.

It must be stressed that in using qualitative data analysis software, the researcher does not capitulate the hermeneutic task to the logic of the computer; rather the computer is used as a tool for efficiency and not as a tool which in and of itself conducts analysis and draws conclusions. As Fielding and Lee (1998) explain, qualitative researchers "want tools which support analysis, but leave the analyst firmly in charge" (p167). Importantly, such software also serves as a tool for transparency. Arguably, the production of an audit trail is the key most important criteria on which the trustworthiness and plausibility of a study can be established.

This chapter has focused on the theoretical stance of social constructionism that underpins my research and how this informed the methodology used; the selection

of semi structured interviews as the research method and using ‘Reflective Thematic Analysis’ (Braun, Clarke, Hayfield, et al., 2019) of the data has also been discussed. I will now describe the analytical process I used in relation to my research question.

CHAPTER 4: ANALYTICAL APPROACH

In this chapter I will explain how I analysed my research data using Braun and Clarke's 'Reflective Thematic Analysis' (Braun, Clarke, Hayfield, & Terry, 2019).

4.1 Familiarizing yourself with the data

Using Braun and Clarke's (2006) six phase approach (Table 3.3), the first task of data analysis when carrying out semi-structured interviews is the action of transcribing the interview recordings. Through this process, I began to interpret the meaning from the interviews. My initial thoughts were to transcribe all of the interviews myself; going through this long, but necessary, process, I would be able to determine and gauge the qualification of meaning (Gillham, 2005), as sometimes during the transference of the spoken word to the written transcription, the semantic properties of the human voice, such as emphasis and tone, can be lost. As I am engaging in an interpretive analysis, the original audio recordings will be available as part of the chain of evidence. I did transcribe the first interview, however, this proved to be very time consuming so for the remaining nine interviews I used a professional transcript service.

Having had the 10 interviews transcribed professionally, I read through the transcripts alongside listening to the audio recording checking for accuracy, but also editing the text to correct misrepresented words and certain anacronyms. This process allowed me to 'immerse' myself in the interview transcripts through listening to the original recordings more than once, reading and re-reading the transcripts in order to thoroughly familiarise myself with the content. By doing this a couple of times, I was able to gauge initial thoughts on the dataset as a whole and pick out certain themes and features that were relevant to my research question. This immersion involves the initial processes of starting to "identify, and record, potentially interesting features of the data, relevant to the research question" (Clarke & Braun, 2014 in Michalos, 2014, p.6626). I did not code them in the chronological order of when the interviews took place as I did not want to view them through the lens of the first one I collected (Braun, Clarke, Hayfield, et al., 2019). Indeed, it can be argued that it is good practice not to order items in the order collected to counterbalance any 'order effect' (Braun & Clarke, 2013).

A key part of the 'familiarisation' process (Braun & Clarke, 2006) was reviewing the transcripts (Gillham, 2005) in order to ensure that there was a standardization in the punctuation, layout and style of the written versions; this made the process of analysis easier. The use of a professional transcribing service aided this as they were all formatted in the same way. I then went through all the transcripts and included different heading styles that would prove useful for comparing responses to individual questions and also to compare the participants' answers in relation to the criteria on the 'Background Information' sheet (Appendix 2). Secondly, reading them through one after the other not only gave a good oversight of the overall content of

all the transcripts, but also enabled me to gauge initial thoughts on apparent themes and categories that were pertinent to my research question (Gillham, 2005) such as accountability, children's health and the social aspect of Food Education. This 'immersion' (Braun & Clarke, 2006; Riessman, 1993) in the data enabled me to become much more familiar with the "depth and breadth of the content" (Braun & Clarke, 2006, p.87).

Gillham (2005) provides a very useful list of rudimentary rules for transcription that allows for meaningful interpretation:

- The need to transcribe as soon as possible after the interview, which will enable the "recency effect" meaning that my memory will be refreshed by the recording, thus supporting my interpretation and enabling me to make more sense of the conversation.
- The need to be realistic about the time that transcribing interviews will take.
- Ensuring that you ideally transcribe the day after the interview, as this allows for learning from one interview to the next. I can then make codes and notes from each one as I am going through the process of transcribing. (p. 123)

For each interview, I used a documentation sheet (Croker, 2009) for the purpose of recording the content of the data collection. This was a particularly useful as I was carrying out several interviews and all of them were in different locations and at different times and I wanted to gather key information about each participant that I could then use in the analyses (Appendix 2).

After formatting the transcriptions, I imported each transcription into Computer Assisted Qualitative Data Analysis (CAQDAS) software - NVivo 12. The anonymising of the interviews then gave me some clarity as I was then just looking at the data and not overly concentrating on the interview process and the individual that I had interviewed. It allowed me to concentrate more fully on the responses to the interview questions rather than the person.

4.2 Generating initial codes

Having transcribed and then familiarised myself with the data from the transcripts, I moved into Phase Two of Braun & Clarke's (2006) six stage process - developing codes. This was done by going through the transcript line by line and looking for single ideas associated with a segment of data - "Codes identify a feature of the data (semantic content or latent) that appears interesting to the analyst, and refer to 'the most basic segment, or element, of the raw data or information that can be accessed in a meaningful way…". (Boyatzis,1998, p.63). The process of coding primarily reduces the amount of raw data that is relevant to the research question (Vaismoradi, Jones, Turunen, & Snelgrove, 2016) and by condensing the data down into manageable segments, enabled me transform the raw data of the interview

transcripts into higher level interpretations to develop into the themes (DeCuir-Gunby, Marshall, & McCulloch, 2011; Forman & Damschroder, 2008).

There are two main approaches to the coding of pattern-based forms of qualitative analysis (Braun & Clarke, 2013) - selective coding and complete coding. The former focuses on identifying specific 'instances' that relate to your research question in relation to the pre-existing theoretical and analytical knowledge that you approach your data analysis with. Complete coding aims to identify "*anything* and *everything* of interest or relevance to answering your research question, within your entire dataset" (Braun & Clarke, 2013, p. 206). For my analysis I carried out complete coding of all the transcripts as I wanted to code all the data that I believed was pertinent to my research question.

My first analysis of the whole dataset was done by using semantic coding throughout the whole dataset, which summarised the (surface) meaning of the data. This initially produced 99 codes with 1327 items of data individually coded to them. I then went through all the transcripts again and analysed the responses using latent codes which identify the 'hidden meanings' (Braun & Clarke, 2014). This produced 26 initial codes with 369 separate responses coded (Figure 4.1). The semantic coding carried out was data-derived (Braun & Clarke, 2013) which focused on the explicit content of the data, often mirroring the actual words spoken by the interviewees. This resulted in code names such as 'Educating parents' and 'Many learning opportunities', which reflected the exact phrases that the interviewee had used.

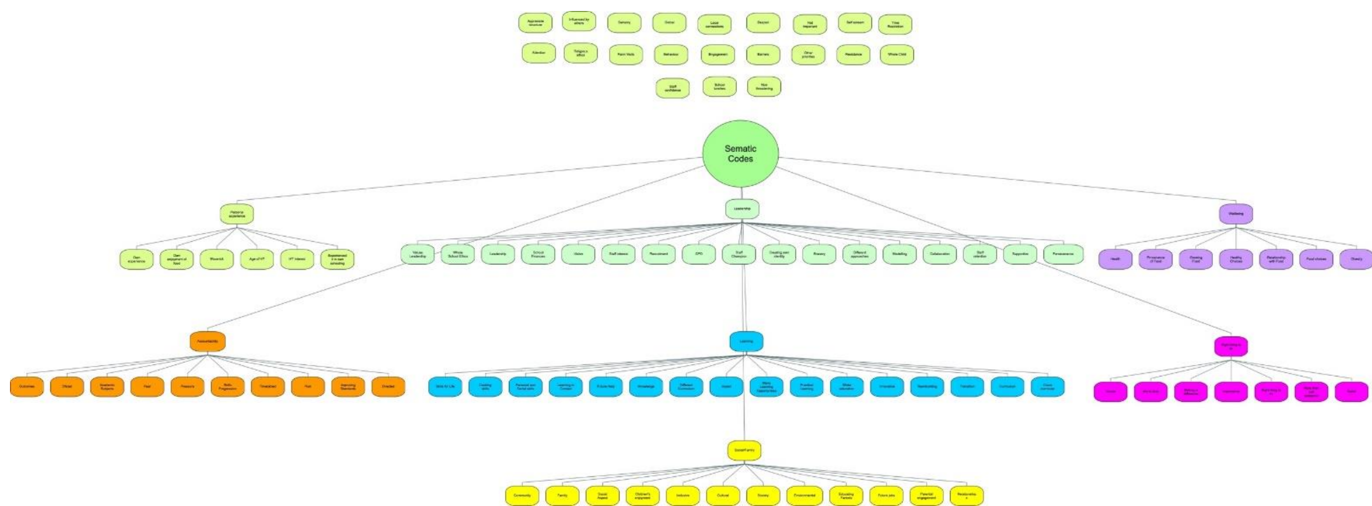

Figure 4.1: Initial semantic coding

The latent codes (Figure 4.2) were researcher-derived codes (Braun & Clarke, 2013) where I employed my own conceptual and theoretical frameworks to identify *implicit* meanings within the data. (Braun & Clarke, 2013, p. 207). (See Appendix 7: Codebook 'Phase 2 – Generating Initial Codes').

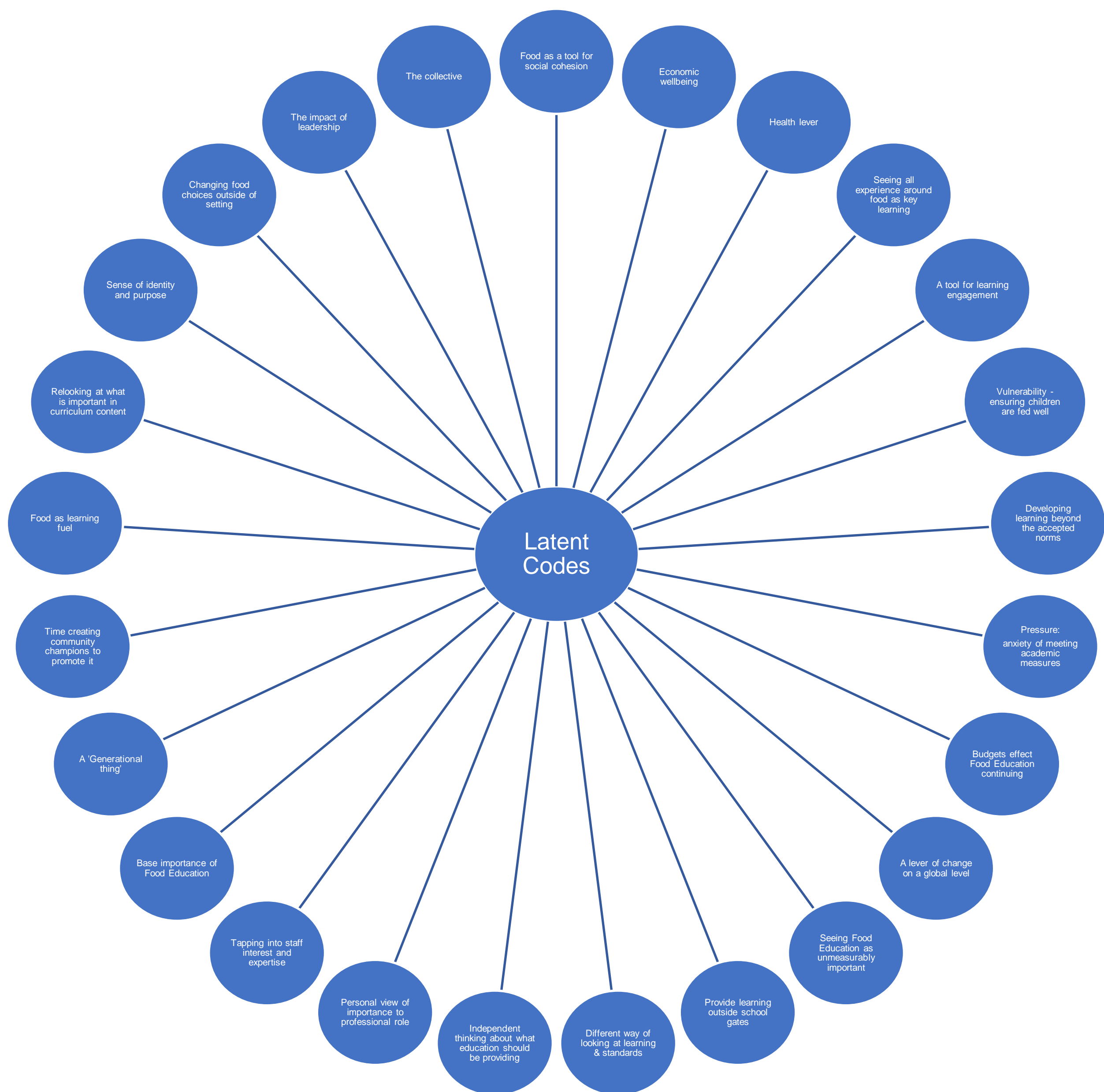

Figure 4.2: Initial Latent coding

In the process of working out the ideas and themes that work across the whole data set, in relation to my research question, it was important not to just focus on the codes which were most frequent. Although the rate of recurrence is significant, it is also important to capture elements that “are most *meaningful* for answering your research question” (Braun & Clarke, 2013, p. 223). To do this I conducted a ‘saliency analysis’ (Buetow, 2010) of the codes (see Appendix 6: Salient Analysis), which collates pertinent codes that are important to my research question but which may not appear frequently within the data set. I classed any code which had not been recorded over 20 times across the whole dataset as ‘not recurrent’ This resulted the 51 of the codes being considered as important for the next stage of identifying

patterns across the whole data set (see Appendix 6 for more detail on the saliency analysis).

SALIENT CODES			
Highly important and recurrent:	**Highly important but not recurrent:**	**Not highly important but recurrent:**	**Not highly important and not recurrent:**
Recorded in Appendix 6 as ‘1’	Recorded in Appendix 6 as ‘2’	Recorded in Appendix 6 as ‘3’	Recorded in Appendix 6 as ‘4’
19	32	6	68

Table 4.1: Saliency Analysis

4.3 Searching for themes

Having coded all the relevant items within the transcripts, I then collated these codes into themes that captured something significant in relation to my research question of why headteachers include Food Education in their school’s curriculum. The development of themes needs to capture “something important about the data in relation to the research question, and represents some level of patterned response or meaning within the dataset.” (Braun & Clarke, 2006, p. 82) with the themes that have been created being the “recurrent unifying idea” (Vaismoradi et al., 2016, p. 105) that identifies the experiences of the interviewees by a holistic insight from the whole of the data (Bradley, Curry, & Devers, 2007; Sandelowski & Leeman, 2012).

The process of grouping codes into themes that have a central organising concept (Braun & Clarke, 2013) which is meaningful in relation to my research question is an “active one” (Clarke & Braun, 2014, p.6626). There is no universal method of creating the themes from the codes and it was reliant on my interpretation of what is “*meaningful* and *important* for answering the research question” (Clarke & Braun, 2014, p.6626). Analysing the coded items to create these ‘candidate’ themes relied on my own analytical judgement about what was meaningful and central to answering my research question. These prototypes (candidate themes) (Braun et al., 2014, p. 192) did not represent every data item (Braun & Clarke, 2006; Buetow, 2010) and not all were excluded at this stage. I created a ‘Miscellaneous’ theme which included coded items which did not necessarily answer my research question at this stage of the analysis but may well be included as the analysis progressed.

One common pitfall in Reflexive Thematic Analysis theme development is determining a feature of the dataset, rather than meaning based patterns (Braun, Clarke, Hayfield, et al., 2019). The use of thematic maps to visually explore the connections between the candidate themes and their potential sub-themes helped alleviate possible analytical “thinness” or conceptual overlap (Braun, Clarke, Hayfield, et al., 2019, p. 855).

The first application in creating the candidate themes involved looking at similar codes and seeing if any could be collapsed or clustered into one code (Braun & Clarke, 2012). After carrying out the 'complete coding' I then looked to see if there was any similarity between the coded items and if any shared "some unifying features together so that they reflect and describe a coherent and meaningful pattern in the data" (Braun & Clarke, 2012, p. 63). An example of this were three separate semantic codes – 'Lifelong Skills', 'Personal and Social Skills' and 'Skills for Life'. All of these codes were highlighting very similar responses and were brought under the overarching code of 'Skills for Life'. This process enabled me to capture the developing conceptualization of the data (Braun, Clarke, Hayfield, et al., 2019). At this stage, these topic (or domain) summaries (Braun, Clarke, & Hayfield, 2019) are not conceptually founded patterns but ones which reflect the surface level meaning of the coded items and not identifying implicit or "unexpected unifying patterns of meaning" (Braun, Clarke, Hayfield, et al., 2019, p. 848).

I used NVivo 12 to assist me as I "constructed" (Braun, Clarke, Hayfield, et al., 2019) the themes in order to give the data meaning through relating the coding back to my research question, the connections between the data items, and my own experience. These candidate themes needed to "tell a coherent, insightful story about the data in relation to the research question." (Braun, Clarke, Hayfield, et al., 2019, p. 854). As this process involved the sorting of different codes into potential themes and thinking about the "relationship between codes, between themes, and between different levels of themes (e.g., main overarching themes and sub-themes within them)" (Braun & Clarke, 2006, pp. 89–90), NVivo enabled me to easily combine coded data and cluster similar codes (as described previously).

In my first attempt at developing the thematic map, there was a similarity and overlap between some codes and where they should reside in the development of the themes. For example, my initial thoughts were to locate the 'Sense of identity and purpose' code in both the 'Learning' and 'Leadership' theme. However, by doing this, I need to be conscious of the level of distinctiveness of the codes, as it could not reside in both themes. Vaismoradi (2016) refers to this decision making process as applying the principle of "mutual exclusiveness" (Vaismoradi et al., 2016, p. 105) where if a code initially attributes itself to one than one candidate theme, it needs to be assigned to the group that has the best fit (Insch, Moore, & Murphy, 1997; Krauss, 2005).

Table 4.2 illustrates how some of the codes were organised into the initial candidate themes of 'Food as a tool for community cohesion', 'Supporting Health' and 'The motivations of the Leader'.

Food as a tool for community cohesion	Supporting Health	The motivations of the Leader
Community Social aspect Cultural Society Parental engagement Relationships Family Sense of identity & purpose Base importance of Food Education	Health Health lever Healthy choices Obesity Food choices Provenance of Food Growing Food	The impact of leadership Tapping into staff interest & expertise Independent thinking Values Values Leadership Moral duty Vision Bravery Perseverance

Table 4.2: Combining codes

Once I had analysed the whole dataset and searched for the initial themes that were relevant to my research question on why some primary school headteachers include Food Education so prominently in their school's curriculum, I was able to see emergent thematic categories developing. This process of generating initial themes had engendered ideas around the dataset of Food Education being an effective way to support the development of knowledge and skills within their school's curriculum ('Learning'), to educate the children and families about the benefits of healthy food ('Supporting Health'), to develop school leadership ('The motivations of the Leader'), to use food as a method to bring the school community closer together ('Food as a tool for community cohesion'), to consolidate the headteachers' views on their responsibility for delivering academic as well as health and well-being outcomes ('Accountability') and to account for the headteacher's personal experiences which influenced their inclusion of Food Education within their school's curriculum ('The Personal'). As stated earlier, I also retained a 'Miscellaneous' theme of codes that did not automatically reside within the themes that related to the research question, at this stage of the analysis (Braun & Clarke, 2012; Maguire & Delahunt, 2017), but may end up as part of new themes or be discarded in the next stage of analysis.

The process of clustering the codes to identify the "salient features of the data" (Braun & Clarke, 2013, p. 223) and analysing larger patterns across the dataset, is represented in the 'Candidate Themes' map (Figure 4.3).

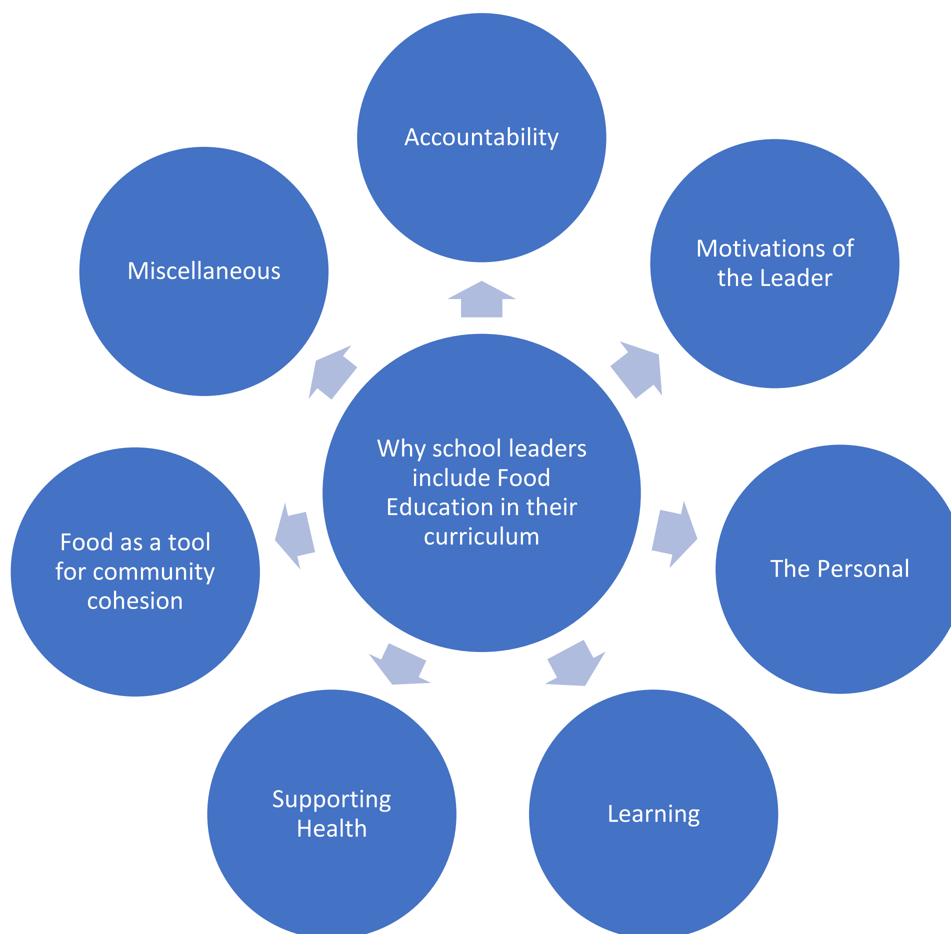

Figure 4.3: Candidate Themes

At the end of this stage of the analysis, strong 'overarching themes' were emerging that involved the headteachers' inclusion of Food Education within the school setting stemming from the aspect of learning, not just from a health and well-being perspective, but also from an academic viewpoint, the influence they had as professionals from their own life experiences, as well as their own moral duty as school leaders, and the impact that Food Education has on their school communities relationship with their school.

4.4 Reviewing themes

At this stage, I reviewed all of the candidate themes against the coded data using NVivo 12 software. I went through each coded item and related it back to the candidate theme to determine if it was a good 'fit'(Braun & Clarke, 2014a) and checked that the themes continue to tell a convincing and clear story about the coded data in relation to my research question. This recursive process (Braun & Clarke, 2012) continued by then repeating this procedure across the entire dataset and then collating all the data items that related to the codes and separating them into the candidate themes (documented in Appendix 8: 'Phase 4 – Reviewing

Themes' of NVivo codebook). This was useful as I was able to then focus on the coded items that best illustrated the themes and extract from the data the breadth of the theme as well as providing evidence of spread across the entire dataset, which is vital for the complete coding method of pattern-based analysis. I went through the transcripts line by line to gauge their relevance to the themes and then went through all of the interview transcripts to gauge if the themes still 'worked' in relation to the whole dataset (Braun & Clarke, 2006, 2012). This allowed me to code any additional data that may have been missed and to assign it to the candidate themes that had been generated in Phase 3 of the process (Braun & Clarke, 2006). This also enabled me to select the extracts that I would use to exemplify the different characteristic of each theme (Braun & Clarke, 2013) which would be used in my analysis of the selected themes, as they need to be a "deliberate and self-consciously artful creation by the researcher [which] must be constructed to persuade the reader of the plausibility of an argument" (Foster & Parker, 1995, p. 204).

It became clear at this stage that the candidate theme of 'Accountability', which was a very strong feature of the interview data with the school leaders, citing 'Ofsted', 'League Tables', 'Outcomes', 'Fear' and 'Risk' as key areas of relevance when reflecting on the inclusion of Food Education within their school's curriculum, could incorporate two of the other themes. Learning and supporting children's health sat within the accountability of primary schools and the headteachers saw the inclusion of a Food Education component to their curriculum as one that enhanced both these areas and one that they were, in part, held responsible for.

In addition to this, when reviewing the codes across the whole dataset, in relation to the candidate themes, the theme 'Supporting Health' was not only relevant to the headteachers' views on children's physical health, but also that the inclusion of the healthy eating aspect of their Food Education curriculum was an effective way to have a positive influence on the eating habits and choices of the families within their settings. This resulted in the 'Supporting Health' theme being divided into two independent themes which focused on the school's responsibility for providing pupils with the skills and knowledge that will enable them to support their own health and well-being ('Children's Health') and the impact their Food Education curriculum has on the awareness of healthy food within the wider school community ('Family & Community Health').

The relationship between the themes began to develop into one with a hierarchical structure (Braun & Clarke, 2013) with the candidate themes (six themes) being structured laterally and three 'overarching themes' being included that created a hierarchy (two layers) that "capture an idea encapsulated in a number of themes" (Braun & Clarke, 2013, p. 231). As previously noted, an 'Accountability' overarching theme was introduced that incorporated the 'Learning' aspect of Food Education and the 'Children's Health' theme. Within the 'Learning' theme I also created three sub-themes that were strong features of this pedagogical category – 'Pressure – Results driven', 'Skills for Life' and 'Risk'. 'The Personal' theme and 'Motivations of the

Leader' both shaped the way that the headteachers formed and developed the vision of their schools and involved creating an environment where Food Education became an integral part of their setting's ethos. The overarching theme of 'A distinctive USP' (Unique Selling Point) captured the idea of both these themes. Finally, an overarching theme of 'Society' was created to encompass the wider impact of a curriculum that has a strong focus on health and well-being – 'Family & Community Health' and the use of Food Education as a way of developing close links with the school's stakeholders and wider community – 'Food as a Tool for Community Cohesion'.

During this phase the initial establishment of links between the themes began to evolve. 'The Personal' theme had a strong connection with 'Motivations of the leader' theme and 'Learning' and 'Supporting Health' were both dominant influence within the 'Accountability' theme.

To summarise:

- Two subthemes evolved from the 'Supporting Health' – 'Children's Health' and 'Family & Community Health' which incorporated not just the responsibility for children's health, but also a clear focus on educating and supporting the health of the families and communities of the children.
- A hierarchical relationship between the themes was created with overarching themes of Accountability (incorporating 'Children's health' and 'Learning'), 'A Distinctive USP' ('Motivations of the leader' and 'The Personal') and 'Society' ('Food as a tool for community cohesion' and 'Family & community health') being created to support the organisation and structure of the analysis.

This phase of analysis is illustrated in the theme map below (Figure 4.4):

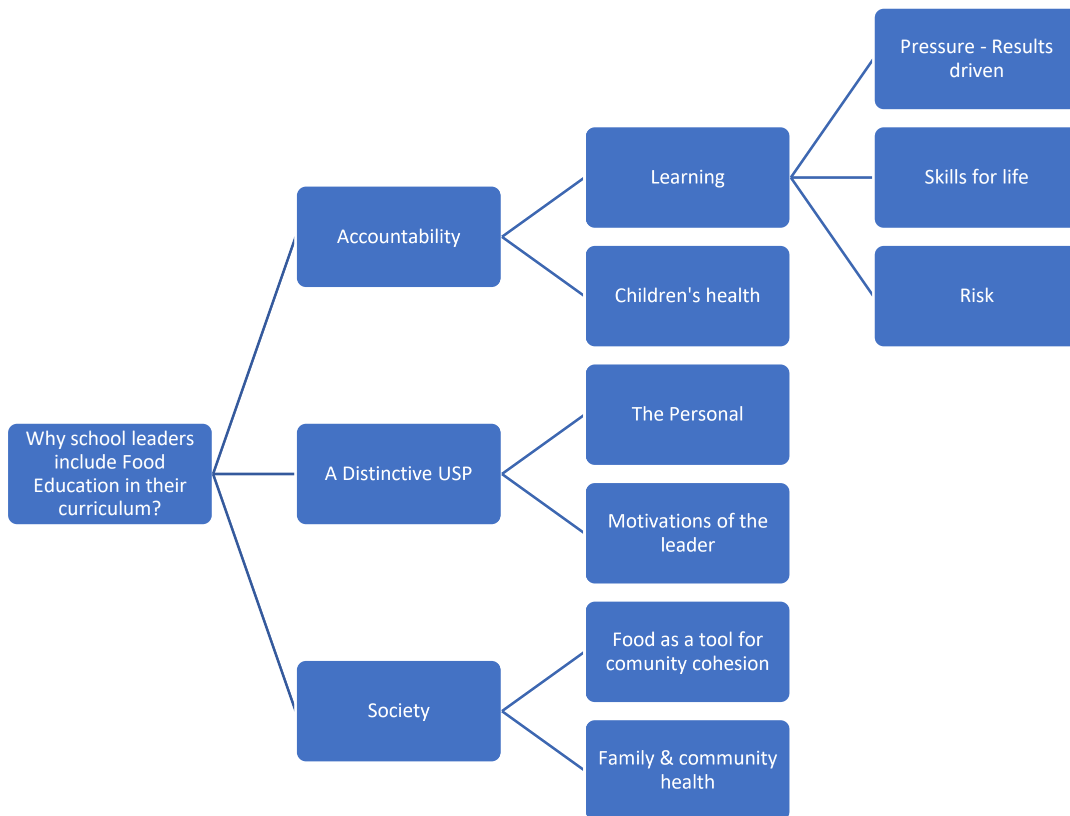

Figure 4.4: Initial Theme Map

4.5 Defining and naming themes

The development of the themes from my analysis (Figure 4.4) required me to keep referring to my research question and identifying the ‘essence’ of what each theme is and then defining that aspect of the interview data each theme encapsulates (Braun & Clarke 2006). To ensure that this stage of the selection process is meaningful and valuable, Braun & Clarke (2012) suggest a useful guideline to ensure that the final themes selected:

> (i) don’t try to do too much, as themes should ideally have a singular focus;
>
> (ii) are related but don’t overlap, so they aren’t repetitive, although they may build on previous themes;
>
> (iii) directly address your research question
>
> (p. 66).

Using this guideline, the themes that were identified created a “rich and complex story about the data in relation to the research question” (Braun & Clarke, 2014b, p. 1951) and gave me confidence that the questions I had used in the interview had helped to stimulate effective examples upon which to illustrate my findings in the next chapter.

Within the hierarchical structure that had included overarching themes and themes, there was the possibility of the inclusion of two sub-themes generating from the 'Supporting Health' theme that helped to incorporate the health and well-being aspect of the coding to encapsulate a wider spectrum of children and families (as discussed earlier). The decision to keep them as themes in their own right stemmed from the decision that 'Children's Health' is something that the headteachers believed was intrinsic to their responsibility both morally and because of the issues around childhood obesity, and therefore needed to remain within the 'Accountability' overarching theme. The impact that the inclusion of Food Education had on the wider community was much more of a societal benefit as it supported parental inclusion and was a way of engaging parents.

It was also at this stage of the theme development that the overarching theme of 'A Distinctive USP' was replaced with the title 'The Personal'. By ensuring that the names were directly addressing my research question, the headteachers' views on creating a distinct 'selling' feature for their schools and how their motivations were linked to their own emotional connection of how food can have a positive impact on the children in their schools and the communities they serve, meant that 'The Personal' theme was elevated to an 'overarching theme'. This enabled me to more clearly represent "how it fits into the broader overall 'story' that you are telling about your data" (Braun & Clarke, 2006, p. 92). The resulting sub-themes stemming from 'The Personal' were named 'An emotional connection' and 'An educational USP'.

This development of the structure of the larger and more complex themes created a "hierarchy of meaning" (Braun & Clarke, 2006) within the data, where some of the themes had more influence on the focus of my research question than others. This was especially true of the theme involving the social aspect of Food Education. which became a significant feature of my research findings.

My aim, having used an interpretive analysis approach, was not to just analyse the dataset at a surface level, but to use a more 'latent' approach and get underneath the responses to elicit what the respondent means from their responses. This required that I include narrative surrounding my data and examples from the transcriptions. This was noticeable in my pilot study, when the interviewee was discussing the motivation for headteachers to include Food Education within their curriculum. As this aspect of the study is key to my research question, it was essential that I rigorously 'unpick' the individual responses to the interview questions in order to extract further motivations. Braun & Clarke (2012) suggest that this can be presented either as a separate discussion section or incorporating this discussion into the 'analysis', thereby constructing a 'results and discussion' section.

The names that were selected for the themes are illustrated in Figure 4.5 and summarise both the content and my analytical 'take' on the data (Braun & Clarke, 2013). I wanted to capture an immediate and vivid sense of what the theme was about' (Braun & Clarke, 2013, p. 258) by using clear and succinct language and

notions. It also enabled me to give my interpretation of the key themes that I have selected from the dataset.

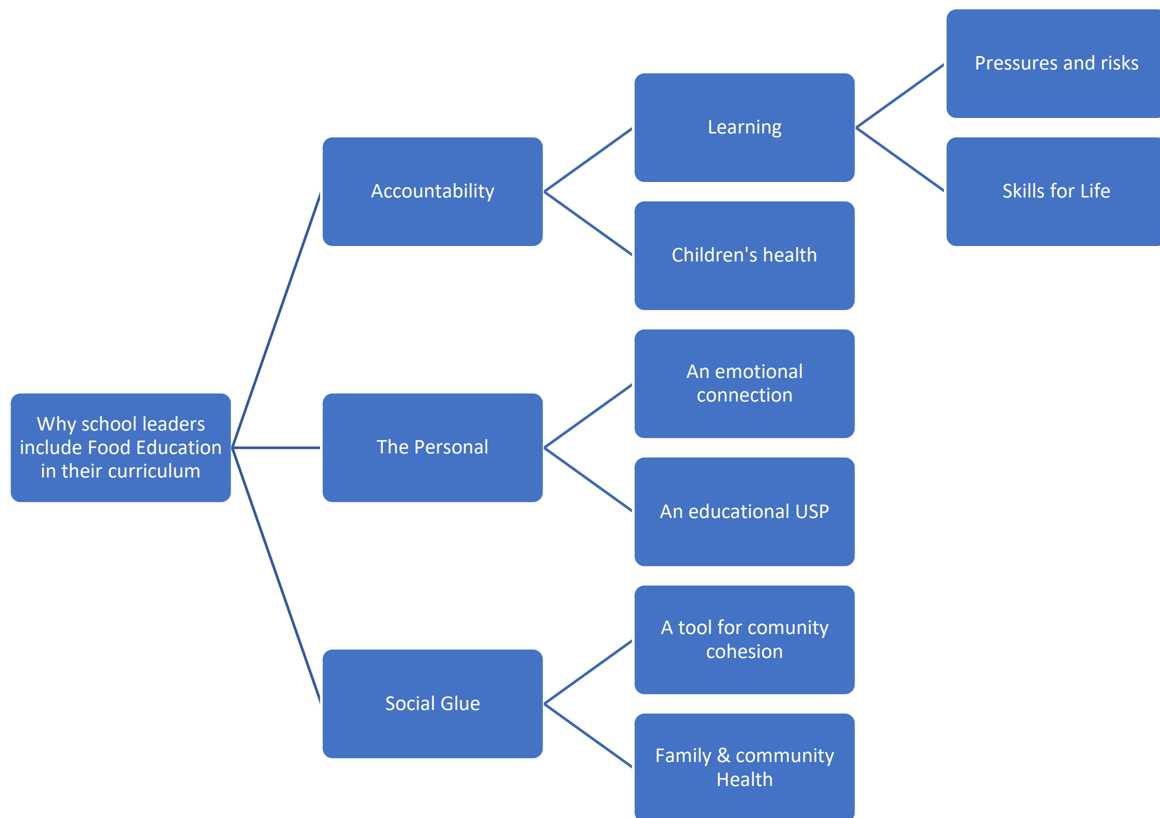

Figure 4.5: Thematic Map

This stage of the data analysis is when the most interpretive analysis work is done (Braun & Clarke, 2012; Clarke & Braun, 2014a). It was during this process that I selected the data extracts that were to be used in the final report and, through interpretive analysis of the definitive themes chosen, was able to “tell a rich, nuanced, conceptually informed interpretative story about the meanings embedded in and beyond the surface of the data” (Clarke & Braun, 2014a, p.6627).

This chapter focused on the research design and methods. The theoretical position of the social constructionism underpinning this research and how this guided the methodology; the selection of face-to-face semi-structured interviews has been discussed as a research method and the application of reflexive thematic analysis of the data.

Having also established how the themes evolved and developed through the process of data analysis, I will now discuss how the data was used as a fundamental part of the analysis of the findings from the research in Chapter 5.

CHAPTER 5: RESEARCH FINDINGS

5.1 Introduction:

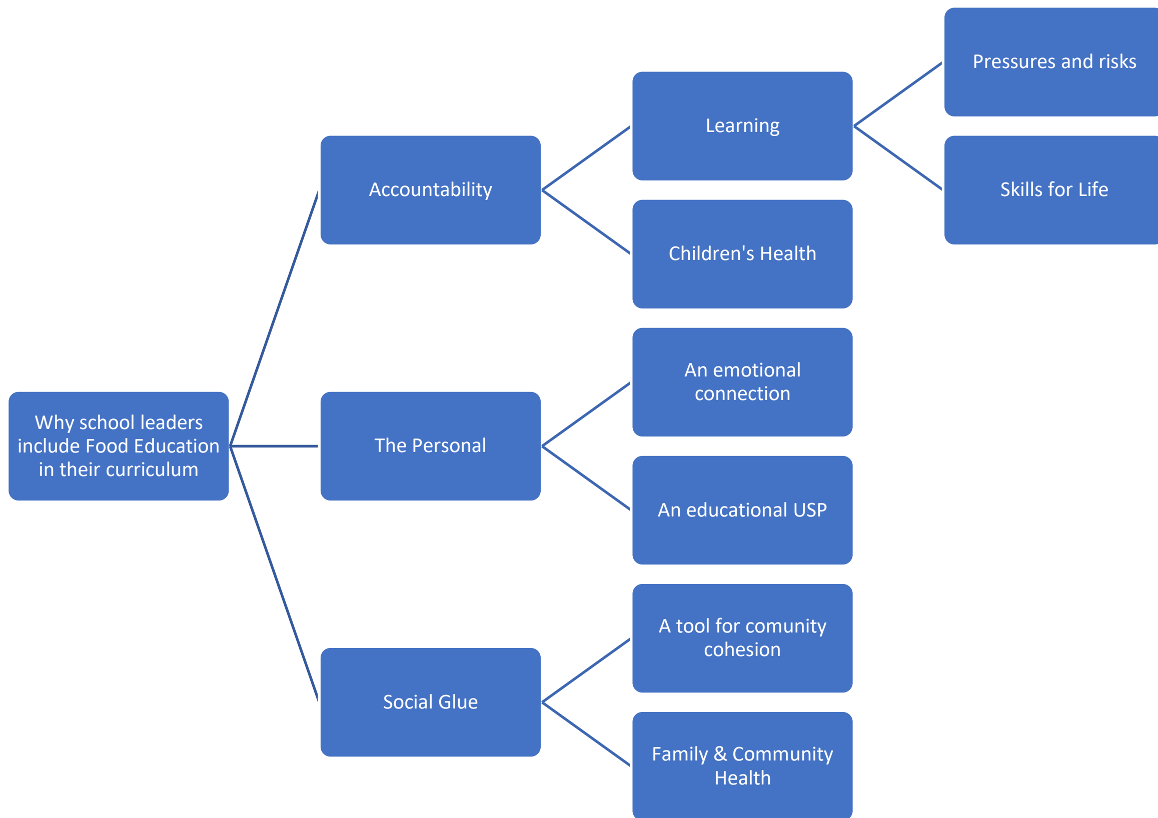

Figure 5.1: Thematic Map

My research is focused on why some primary school headteachers include Food Education in their school's curriculum. Through reading the literature I understood that whilst there is substantial research on the benefit of hot school meals, and the impact that headteachers have on the academic outcomes of children's learning, there is little on the inclusion of a Food Education component to the primary school's curriculum and the motivations behind its addition to an already packed curriculum offer. Further to this I wanted to discover why these headteachers pursue this course of action when the emphasis of their 'success' is weighted upon the 'academic' subjects such as English and Maths. How do they justify the learning of Food Education within their school setting? When analysing the interview data I wanted to focus on the three research questions (RQ) that evolved from the literature review focussing on the motivations of school leaders to include this food education within their school's curriculum:

1. Are primary school leaders including Food Education within their curriculum merely to educate children about healthy food choices, as the current

inclusion of food related learning in the National Curriculum focuses on, or are they looking at the wider learning opportunities that learning about food can provide? (RQ1)
2. Does the inclusion of a Food Education curriculum in the schools that they lead result from the personal and professional values that these headteachers espouse? (RQ2)
3. What other benefits do they see for their children's educational development and the wider school community in placing a strong emphasis on the inclusion of Food Education in their school's pedagogical curriculum? (RQ3)

Having gone through the process of how I developed the themes from the coded transcripts, I will now put forward the findings of my research.

In this chapter I begin with pen portraits of the headteachers that were interviewed for the data collection, giving a background to their motivations for including Food Education within their school's curriculum. I will then discuss the findings by presenting the 'overarching themes' (Braun & Clarke, 2013) that were identified in the construction phase – 'Accountability', 'The Personal' and 'Social Glue' and the themes and subthemes that relate to my research question of why primary headteachers include Food Education within their school's curriculum.

5.2 Pen Portraits:

The following pen portraits provide an illustrative background of each of the headteachers in my study and also brief contextual information about the schools that they lead.

Raymond

Raymond has been the headteacher of a large primary school in a London borough for the past 15 years. His interest in Food Education was formed when he became actively involved in the Jamie Oliver campaign to improve school dinners in 2014. As well as integrating Food Education within the whole curriculum, Raymond has also invested in a purpose-built teaching kitchen and numerous personnel who are employed to support the teaching of Food Education throughout the school.

The driving factors of Raymond's creation of a Food Education culture within his school are focused on the societal and cultural benefits of food:

"Food just brings everyone together and it becomes the focus as well, particularly when people are bringing in food from their own cultural background, they become very proud of it, they want to show it off… it's a really, really key important thing of developing an ethos".

And also developing a curriculum that serves the needs of the children in his school. He does see the importance of Food Education and its effect on children's nutritional habits, but understands the limitations of school's impact on children's food choices. He is a very keen advocate for developing children's cooking skills as he sees them

as life skills that will benefit the children when they are older. Raymond has also seen the benefits of the Food Education ethos he has developed on children's behaviour and communication skills within the school.

"The talk, the chatter amongst the children, the staff, the calmness of the corridors and even with - it's just every day I think, wow. And I think that staff are seeing that as well."

Jon

Jon has been the headteacher of a large inner-city primary school for the past 9 years. His school is in an area of high deprivation (amongst the 20% most deprived neighbourhoods in the country) (Open Data Communities, n.d.).

Jon began working on Food Education when he arrived at his current school as he saw a need for it within the community in which the school is situated. There were high levels of obesity and malnutrition as well as issues with dental care:

"I see our role as a community school to have an impact on the community, and that means educating these children for when they're adults and they look back at the time here but also educating their families and making a difference in the community."

Jon's motivation to introduce Food Education into the school was the lunchtime provision – '*the eating part of lunchtime has become part of curriculum'*. He saw that the offer from his local authority was not meeting the health needs of his children when he first arrived at the school and so put together a business plan with the governors to take the service in house.

He also sees it as a great way of reinforcing the learning within the wider curriculum - '*Well this is one of the best cross-curricula things you can do'*. However, he does feel that this has come at a cost. Although pragmatic about the benefits that Food Education brings to his children, both on health, social and economic terms, his school had recently been judged as 'Requires Improvement' in their latest Ofsted Inspection, with their past years' Key Stage 2 English and Maths outcomes an influential determining factor in the judgement – "*It's causing us some grief in terms of we're not getting the test results we want because we won't only teach the test, we won't narrow the curriculum, won't do some of those things"*.

Jon sees the benefits of his school's ethos focusing on Food Education as one that supports the children's mental as well as their physical well-being, but does acknowledge that expectations from his local education authority on getting better academic outcomes creates pressure on himself and his staff. However, he can see the social, learning engagement and community benefits to the schools focus on Food Education - "*But even though where we are with Ofsted and results, I wouldn't go back and change what we've done."*

Abby

Abby is the headteacher of a small rural primary school which is in the 30% least deprived neighbourhoods in the country (Open Data Communities, n.d.). She has been the headteacher of her school for 18 years. Her focus for introducing Food Education within her setting revolves around the community aspect and also a wider view of the environment and climate change. She has used the provision of school lunches to make a positive impact on the behavioural choices of children to ensure that lunchtimes are a calm period during the school day.

"It's about it being a happy, caring family environment and central to family life is food and hopefully eating around the table and enjoying meals together. And I think the staff as well, we've got a very tight staff team and I suppose we model that with the kids as well because we often have quite big fancy staff meals during the day. People are invited in it. It's a real part of the culture."

Abby sees the creative aspect of Food Education as having a "*huge impact on our data*" and that it also relaxes the children: *"They're sort of mulling over those concepts in their head. It's giving them time to process knowledge without it going like this all the time"*.

Her school has also used the cultural aspect of Food Education to build strong external links, through the use of the school's Gardening Club and building relationships with refugees and the older members of the school community.

Emma

Emma has been the headteacher of a large multicultural inner-city Junior, Infant and Nursery school for the past four years. She had been a classteacher at the school for many years previously and it was the former headteacher of the school who began the school's Food Education ethos. Her school is in an area of high deprivation (amongst the 20% most deprived neighbourhoods in the country) (Open Data Communities, n.d.).

Emma sees the role of Food Education as one that develops community cohesion within the catchment that the school resides in. There is a strong gardening curriculum embedded and Emma has recently employed a dedicated person to support this aspect of the children's education. She sees the benefits of the global aspects around food access, affordability of healthy foods and the provenance of food. Emma's core focus is on the social benefits of Food Education and how it can support relationships, not only with children but also with adults – *"a lot of it is about working with new people, being with different people, understanding prejudices and racism and so on".* Emma sees the continuation of her Food Education as an important aspect of her curriculum in meeting the climate change element to the children's learning as well as supporting the development of children's mental health.

Vicky

Vicky has been the headteacher for the past 3 years of a large rural primary school which is in the 10% least deprived neighbourhoods in the country (Open Data Communities, n.d.). She has held many roles at the school including LSA, SENCo, deputy headteacher and now headteacher. The previous headteacher had introduced Food Education within the school, however Vicky, whilst being employed in her previous roles within the school, had experienced the benefits of its inclusion *"on many levels".*

Vicky sees the inclusion of Food Education as extremely beneficial to children with Special Educational Needs, especially the learning within their vegetable and fruit gardens. They have expanded the children's skills and knowledge to include a 'Food Enterprise Scheme' where the children take on all roles in a Community Kitchen that serves the older members of their village and develops the children's communication and enterprise skills as well as their knowledge of Fairtrade issues. Vicky sees the role that Food Education takes in these projects as the "*heart of their community links".*

Vicky places a lot of importance on the social aspect of their school meals.

"If children have a nice happy lunchtime and they're socialising well and eating then actually, they learn better. So, it's a very short-sighted thing to look at the lunch time as unimportant or less important part of the day. We actually regard lunch here as an important part of the day".

This is also a strong element of their Food Education ethos being a key aspect of their work on children's mental well-being: *"And for me, I think over time, it's become a lot to do with that whole mental health, well-being package as well".*

Nick

Nick has been the headteacher of a large multicultural inner-city primary school for the past 15 years. His school is in an area of high deprivation (amongst the 30% most deprived neighbourhoods in the country) (Open Data Communities).

Nick believes strongly in schools creating their own identity and focusing the uniqueness of their setting and catchment. His school has extensive grounds and over the years they have created many outdoor learning areas including individual class allotments. There are 29 languages spoken at the school and Nick has used his Food Education curriculum to *"celebrate the different cultures within the school"* and bring the community closer together. The school employ a gardener to support the outside education work that the children do in their vegetables gardens and see this aspect of the children's learning as a key role in supporting the children's mental well-being. Nick is a strong advocate for this being a positive influence on children's academic achievement

> *"You know resilience, confidence about taking risks, and all of those sorts of things and I think they make a massive difference…. because of all of the things that we do about building confidence and building self-esteem, about self-worth and all those sorts for things, they then impact gradually upon academic outcomes, takes a long time, and it's a risk."*

Kristina

Kristina has been the headteacher of a large inner-city multicultural primary school for the past seven years. Her school is in an area of high deprivation (amongst the 10% most deprived neighbourhoods in the country) (Open Data Communities).

Kristina's school is in a ward that has high levels of both obesity and malnutrition and she sees the work she implements around Food Education as one that can educate both the children and their families around healthy food choices. She also uses her Food Education ethos to further links within the school's diverse community *'We're a very multicultural school in our area and we identified several years ago that the one thing that bind us all together is food.'* She is a strong advocate for using learning around food in all curriculum subjects.

Kristina's interest in food is a personal one and this has very much influenced her inclusion of Food Education into the school that she leads. She had a strong influence in the design of the modern school building and was insistent that it had a state-of-the-art teaching kitchen included.

Lorna

Lorna has been the headteacher of an inner-city primary school for the past six years. Her school is in an area of high deprivation (amongst the 30% most deprived neighbourhoods in the country) (Open Data Communities).

Lorna's interest in the benefits of Food Education stemmed from the work a colleague was doing already in the school. This has influenced the inclusion of a Food Education programme within the school during the tenure of Lorna's predecessor and Lorna has continued this. A strong influence in the work that the school teaches in the Food Education curriculum concerns the provenance of food as many of the children's parents work in local frozen food processing factories, and the school had noticed that the children very little awareness of where their food comes from.

Lorna sees the influence that food can have on family relationships. The lunchtime provision that she has brought 'in-house' promotes the children socialising and eating together in a 'family service' setting. She sees food as a way of developing positive relationships and bringing people closer together - *'We're a primary school. We're a community. We're not just about getting good results. We're about teaching these children how to live good lives. And that comes through from teaching them to be inclusive, buying into the inclusive nature of the school, you know, valuing people of different abilities and different backgrounds.'*

Helena

Helena has been the joint headteacher of a large inner-city primary school for the past two years. Her school is in an area of high deprivation (amongst the 10% most deprived neighbourhoods in the country) (Open Data Communities).

Helena's driver for implementing Food Education was the poor quality of the local authority supplied school lunches and the amount of food waste that was occurring due to this. By changing the supplier and focusing more on the quality of the food, she saw a difference in the children' consumption and willingness to try different fruit and vegetables. She also sees this as a positive influence on the children's academic achievement - *'Our basic philosophy is if we can put a good quality meal in our children's tummy at lunch time, they're going to be better learners'.*

Sandra

Sandra has been the headteacher of a suburban primary school for the past 25 years. Her school is in an area of high deprivation (amongst the 20% most deprived neighbourhoods in the country) (Open Data Communities).

Sandra's motivations for including Food Education within her school are based on her own values and the health benefits it can bring both to the children within her school and also the wider community and the long-term effects that this can hopefully have.

> *"I feel we have a moral duty; that we're not a particularly healthy nation and it's all about starting young isn't it? The not so good things for me isn't you know, it doesn't always carry on, but you can only do what you can do while you've got those children and while they're at such an impressionable age and hope in the same way, I suppose, that you bring your own children up, that they take those values and ideas with them."*

Sandra uses her Food Education programme as a learning tool for the families within her school and regularly has cooking skills sessions to support the wider community in becoming confident to cook fresh food at home. She has a strong belief that the food that children consume has an influence on their academic achievements and that by including the cooking and growing elements to her curriculum, she is providing experiences that they will remember that can influence their food choices later on in life. She has made hot school meals compulsory at her Infant school and uses the lunchtime experience to enhance the children's social and communication skills.

Having given a brief background to the headteachers who participated in my research, I will now discuss the themes that developed from the interviews and link them with the participants in my study.

5.3 Themes

The themes that developed from the data focused on the three overarching themes of 'Accountability', 'The Personal and 'Social Glue' and within these there were sub themes.

The overarching theme of Accountability, which incorporated the themes of 'Learning' and 'Children's Health,', and the sub themes of 'Pressures and Risks' and 'Skills for Life' focused on the responsibility that the headteachers shared regarding the education of the children in their schools. This was both for the academic learning and the health education aspect of the curriculum requirements.

Within the theme of 'Learning', the participants talked about how they saw Food Education as a vital area of the children's learning. This not only included aspects of knowledge about their own health and well-being but also as a way to teach in a cross curricular approach through contributing to the core subjects of English, Mathematics and, to a lesser degree Science, which are the external indicators of their school's 'measured' success. This theme addresses the focus of my first research question (RQ1) into the wider learning opportunities that learning about food can provide as they discussed using food education to introduce and embed other subjects' key knowledge and skills. The headteachers also shared their views of the pressures they felt on their end of Key Stage results and how they justified the prominent inclusion of their Food Education pedagogy to their school's teaching and learning curriculum.

The theme of 'Children's Health' focused on the headteachers' views on support for the health of children within their school by the experiences and knowledge that the children were taught.

The overarching theme of 'The Personal' focuses on how the interviewees used Food Education as a way of making their school's ethos and vision distinct from other schools. This theme directly addresses my second research question (RQ2) regarding the headteachers personal and professional values being the motivators for including Food Education in their schools. The two separate elements that stemmed from this theme involved their personal experiences of the engagement and enjoyment they had of their own Food Education and gardening activities when they were at school and their own personal enjoyment of food, and also the wider educational and personal development and moral purpose of wanting to make a difference to their children's lives outside of purely academic success. In addition, in the competitive landscape where parents have a choice of the schools that their children attend, they wanted to create a distinctive 'Unique Selling Point' to their school's ethos.

The final overarching theme looks at the social benefits of Food Education: how developing pedagogical food-based lessons, family learning programmes and community food related events can be used as a positive learning experience for

both children and the wider community. These activities can support the way that parents interact with the school, how the school can bring the community stakeholders together and how they can support and enhance a family's awareness of the health benefits of cooking and gardening. This theme focussed on my third research question (RQ3) which centred on the further benefits of placing a strong emphasis on the inclusion of Food Education in their school's pedagogical curriculum.

5.4 Accountability

This theme involved the headteachers wanting to provide a learning environment where the children were able to gain the knowledge and skills of how to keep themselves healthy. They did this in a number of ways, through the formal eating experience that happened in schools – the lunchtime - and also through the pedagogical learning that occurred within the classroom – the curriculum offer

5.4.1 Learning

Improving the school lunch experience

The emphasis on children's health did not only relate to overweight and obese children but also children who suffer from malnutrition. A number of the headteachers' schools were situated in areas of high social economic deprivation (as previously highlighted in the pen portraits) and they were aware of children not having access to enough food within their home setting or eating unhealthy, non-nutritious food at home. For some of the headteachers this was a catalyst to begin their work with Food Education by starting with the meals that were offered to their children at lunchtimes. They felt that if they tackled the lack of healthy options available at lunchtimes, they could support the children's physical health. Helena describes this situation after observations of children throwing food away:

> *"It was because we were not satisfied with the quality of the lunch provision for our children, so we as I say, pre-Jamie Oliver, we looked at setting that, changing that, so we did very slowly with our provider, then eventually got some funding for a cooking kitchen, then pretty much went on our own."*
> Helena

A number of the headteachers talked about how they saw the lunchtime experience as a key 'lesson' of the day, where children's 'informal' learning could continue. Jon saw this time as an important part of the day, where learning continued to happen:

> *"The lunchtime experience has been absolutely key to what goes on and that's going to feel like it's part of curriculum and isn't a lunch break and I guess that's the biggest change we've made and that's been the driver about making the most of lunchtime to educate children in every sort of way we can."* Jon

Curriculum/Skills for life

As detailed earlier in Chapter 2, the aspects of 'Food Education' or 'Food Technology', are situated within two distinct subject frameworks within the English National Curriculum – Design and Technology and PSHE education (Department for Education, 2014). These headteachers who place a high emphasis on Food Education see this area in a much wider context and develop its use in a cross-curricular approach. The learning potential of food is, as Kristina observes, *"absolutely interwoven and embedded into everything… I wouldn't not have it in. It's in the curriculum because it's part of life."*

This is not only because food is constant within our lives and the creative potential of utilising it as a learning tool is there but also because most of the headteachers emphasised the shared belief that the purpose of a curriculum is not just to meet the narrow parameters of the subjects that are judged in Ofsted Inspections – Maths and English - but to ensure that their pupils receive a wider, relevant learning experience. This direction that they take their school curriculum in is described by Vicky.

> *"We will be driven by what we think is right for our children. And I think if you get…it's about that narrowing of the curriculum. You know, absolutely…if you narrow your curriculum and you take your Ofsted agenda only, then what would go? It would be Food for Life. But I think we have to be brave and we have to say, 'No, this is what we want to teach our children. I'm going to do it irrespective of what Ofsted say.' And you have to be brave and you have to stick to your guns about that."* Vicky

The emphasis on the academic subjects within the primary curriculum is expected to contribute to the future economic success of children for when they reach adulthood (Gibb, 2015). Without the skills and knowledge to support their own physical and mental well-being, including the potential consequences of illness resulting from poor diet, the financial benefits of education are hard to realise. The headteachers saw that if their curriculum supported the development of children's key life skills, such as being able to make informed choices about the food that they consume and also using food related activities to support practical skills in other curriculum areas (a cross curricular approach to learning), they are developing a synthesis of interdisciplinary learning – maths, history, geography, science, literacy skills being taught through lessons that have food as the catalyst to learning. In the following example, Lorna describes the enjoyment and engagement shown by children when they are able to learn in a cross-curricular approach.

> *"Look at the enjoyment our children get from doing this, and the learning that they get from it. Look at the impact that it's had on those children. Look at the wider picture that we've got in our country that we've got… we've got a crisis, a health crisis that's a lot to do with obesity. And this is something positive that we can do about it … you need to have children who are engaged, who*

are happy to come to school and have good experiences at school, that don't just sit down doing endless SATs mock tests." Lorna

Many of the headteachers talked about the benefits of the practical elements of delivering the skills and knowledge of other curriculum subjects through food centred activities. Raymond recognised that creating learning experiences whereby children understand the purpose to their learning and how it can relate to their lived experience is more beneficial than learning through a more intangible or abstract approach:

"I think what's happened with the academic teaching primary school is that everything's been taken out, or the context has been taken out". Raymond

Vicky goes on to expand on this by explaining how the practical activities that children engage in, be it through cooking, being out in the vegetable gardens, farm visits or the food related community events, give the children 'authentic' learning activities that can then be used to support other areas of learning within the curriculum.

"And we give them authentic… so, for example, authentic writing scenarios if they are writing to the local old age pensioners' home inviting them to afternoon tea, if they are writing adverts for the farmers market. So, I think in that way, it does. There's lots of maths links to measuring and ratios and all sorts of things. But I think that's probably the way it contributes to English. There's an awful lot of authentic opportunities the children write for." Vicky

Kristina relates this cross-curricular practical experiences approach where the children learn key concepts for other more 'academic' subjects as a fundamental benefit to the curriculum offer and one that does have an impact on the measured outcomes:

"I would say it does contribute significantly to the overall education because it is the practical and application of so many of the skills that they're learning in other places." Kristina

This theme of developing 'skills for life' was an important area for all the headteachers. This not only involved the practical cooking skills, but also the personal and social skills that can be delivered through food related learning experiences. Many of the participants believed that their Food Education centred curriculum, that offered these social and practical elements, made a real difference to both the children's physical and mental health outcomes resulting in them living a longer and more enjoyable life. This view did not undermine their aim to achieve the best English, Maths and Science results for the children, but with more engagement through a cross curricular interdisciplinary approach, they believed their curriculum was better positioned to meet both academic and health outcomes.

All of the headteachers saw their school's Food Education curriculum as providing key skills that the children could develop and use every day for the rest of their lives. This was powerfully put by Raymond:

> *"We're sacrificing lessons that we need to be teaching children that are going to be necessary for 100% of the population. Food education, nutrition and all of the rest of it is needed by everybody, they all need to have an understanding of that and yet some of those questions in SATs you can put down 6%, 2%, 5%, an engineer, author..."* Raymond

Vicky reflected on her own personal experiences and related that to what she saw as important skills to teach the children in her school:

> *"You know, I look back on my own education very much. And if I look at all my hours sat in a secondary school classroom, which are those skills that I use every single day? And it's my home economics skills, you know, my ability to plan a lesson. Yeah, not plan a lesson. My ability to kind of time a meal so it's all coming into one. So, for me, it's life skills."* Vicky

The headteachers commented on the range of skills that resulted from a curriculum that put food at the centre of it: this not only included the practical skills of making a meal, but also their social skills and their appreciation and understanding of other cultures, which many of the headteachers utilised their Food Education to support.

With the introduction of the current Education Inspection Framework (Ofsted, 2019), and its emphasis on creating a curriculum that is relevant to the children's needs, some of the headteachers felt enthused and invigorated with the ethos and curriculum offer that they had championed for so long. They saw it as a recognition of the approach that they had believed in and developed for their own settings. With the issues around childhood obesity and subsequent health problems that result from this, the inclusion of Food Education and its emphasis on health brought a feeling of hope to some of the interviewees:

> *"Well, with the new revised framework; with all the curriculum stuff and, I hate to say this, but I'm quite positive about some of the stuff that's coming out at the moment. On paper, it looks quite good. The stuff about the curriculum is quite an interesting thing. And if they are genuinely saying that they want every school to have a broad and balanced curriculum and one which is interesting and exciting and stuff and meets the needs of your kids, then great."* Nick

The practical elements and the outdoor learning possibilities of Food Education were also recognised as supporting a more inclusive approach for children who do not thrive in the more academic subjects of the primary curriculum. In the following example, Lorna describes how a child who did not excel in the academic lessons,

was given the opportunity to 'succeed' by being involved in learning opportunities that centred around growing:

> *"I've got a little boy, Noah. He springs to mind immediately because he was here a few years ago, and he…oh, he was…he just…he had…he was just low ability and he struggled the whole time in an academic classroom. His self-esteem was damaged. He couldn't express himself. I put him in the allotment. He was just a different child because he gardened with his granddad on his allotment. And you…and I'm still convinced today that will be his area of work. He came alive and he used to do all the chores. And he was just a different child. And that gave him that opportunity to succeed that he couldn't find in the academic classroom.*" Lorna

Pressures of delivering results

All the headteachers talked about the pressure that they and other headteachers feel about including a subject within their school's curriculum that is not used as an external measure of their school's success, and how they including this area so prominently within their school's curriculum offer.

The participants used words such as 'Risk' and 'Fear' in relation to accountability and the fact that Food Education is not something by which schools are measured. Despite these feelings, the school leaders still included Food Education as they want to provide their children with an engaging, immersive curriculum that involves an area that every child has experience of and one that can have an effect on their academic outcomes.

> *"I think the lack of the, not the pressure, but a lack of accountability from Ofsted onto schools plays a big part. I think that Ofsted don't make schools accountable for Food Education, food provision, so schools think well we don't need to do it, and I think it should feature more strongly in there."* Raymond

The participants' sense of 'fear' and school leaders being 'scared' of delivering key learning within their school's curriculum that were not used as measure of their school's effectiveness was an area that most of the headteachers commented on. Abby shared her feelings of pressure from the local authority about what needs to be taught in her school.

> *"The pressure on getting those 'scores on the doors'. So, we've just got to - you know, the authority are telling us we've got to do this, this, this, and this, and even though we'd really like to, it's just a bit of 'fear culture'."* Abby

Whilst Emma echoed this view of the pressure from outside agencies such as Ofsted and how their schools are judged by their English and Maths SATs results:

> *"I think it's largely to do with the external pressures of getting results to be honest, which is so damaging I think on so many levels. People are scared. They've got to get the results because otherwise, it's out there. These league*

tables just tell you such a ridiculously small snapshot of a school… and that number, that ranking, counts so much. That Ofsted label counts so much that people just seem to be totally focused on English outcomes and Maths outcomes and I really do think it's extremely damaging." Emma

The interviewees all felt that the delivery of an effective Food Education curriculum was so important to their children's learning that they would take the 'risk' of pursuing it even though it may not have a recognisable effect on their school's outward performance in league tables and inspection gradings.

However, Jon acknowledged that using Food Education as a cross curricular approach to support English and Maths learning may not be the most effective way to increase his school's standing in the national league tables, which use SATs scores to measure a school's effectiveness:

"So, I don't think it is having an impact on test outcomes. I think it's having an impact on general educational outcomes, but I think I will just learn to accept that that if we want to get better test results this isn't the way necessarily to do it." Jon

Every one of the headteachers talked about how they used a values-based leadership model in their approach to justifying continuing to include Food Education within their curriculum offer. They recognised and understood that this approach was not one that was taken up by headteachers who were led by a curriculum that met the needs of what their local authority or Ofsted deemed as a 'Good' or 'Outstanding' school. Jon, whose school had recently gone from a 'Good' grade to 'Requires Improvement' still felt that the direction he and his school had chosen to go on was the right one and he had no regrets:

"But even though where we are with Ofsted and results, I wouldn't go back and change what we've done…. if we value it, we've got to do it even if somebody else doesn't value it because it's not education…. Too many schools are bothered about what other people value - 'What does Ofsted value? We'll do it. What does the local authority value? We'll do it.' Our view is, what we value and it's just unfortunate this time that it doesn't necessarily fit." Jon

5.4.2 Children's health

As described in Chapter 2, the current focus of the knowledge and skills regarding 'Food Technology' is located within the Design and Technology foundation subject in the English National Curriculum. As well as the broad outcome of children learning how to cook, there is a requirement for schools to teach children's understanding of "how to apply the principles of nutrition and healthy eating" (Department for Education, 2013).

Further to Food Education's inclusion within the Design and Technology curriculum, the concept of food is also included in the non-statutory personal, social, health and

economic education programmes of study (PSHE) as providing learning about a 'diet for a healthy lifestyle' (Department for Education, 2020d). However, there are no standardised frameworks or programmes of study provided for this subject as

> Teachers are best placed to understand the needs of their pupils and do not need additional central prescription. However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils (Department for Education, 2020d).

By developing the food aspect of the curriculum, which resides within the Design and Technology Programme of Study, the headteachers in my study are widening its scope by incorporating it into the non- statutory curriculum subject of PSHE, as they believe strongly that the wider aspects of Food Education benefit the children's personal, social and health education.

The interviewees recognised the physical health needs of the children in their schools, be it obesity or malnutrition. Kristina's school, which is located in an area that is classed as amongst the 10% most deprived neighbourhoods in the country, sees the curriculum that her school provides as essential to supporting the physical and mental needs of her children. She also acknowledges that, through the Food Education provision, the children are more likely to be successful learners in other areas of the curriculum.

> *"Absolutely for health aspects. We're in a ward, we've got 25% obesity in our ward. So, we know that in our child measurements for us with a number of children overweight. Interestingly, we also have children underweight through malnourishment, so we've also got to bear in mind, but definitely for the health perspective, yeah. I think I—there's—I use a tag line sometimes where it's that kind of healthy body, healthy mind, healthy learner…"* Kristina

And this also extended to dental health concerns as Jon shares:

> *"It feels absolutely vital to addressing a lot of the issues in our local community and some of that is about obesity, some of that is about dental care, some of it is just about general fitness."* Jon

The headteachers were also concerned about the long-term implications of childhood obesity and how this can have a negative impact on the children's future health with illnesses and conditions that stem from this. Raymond looked beyond the immediate issue of childhood obesity and argues that the work that is done regarding children's health and nutrition within school has the potential to positively influence the long-term health prospects of the children in his school.

"But also, I also think the thing is childhood obesity is an easy thing to pick up on, however, for me the worry is all those other illnesses that are attributable to poor diet, but we don't make such a big thing of. I think with a healthy diet all the way through life you could empty so many hospital beds." Raymond

It was not only physical health that was seen as a reason for including Food Education within the interviewee's school curriculum. Schools have increasingly been seen as appropriate institutions to promote positive mental health programmes and teachers are regarded as well placed to identify issues concerning students' social and emotional well-being. However, whilst schools are expected to be reactive to a wide range of student needs and circumstances, they receive little in their Initial Teacher Training (ITT) or subsequent professional development to effectively prepare them for such realities (Graham, Phelps, Maddison, & Fitzgerald, 2011).

> *"We talked about one of the biggest things in education and generally is mental health, emotional health. For me, what bit of the curriculum ticks some of that better than Food Education, you know? There's so many benefits from a mental and emotional point of view. Not only are you learning these skills, not only is it multisensory, you know. You're making this and you're smelling this and tasting this. You're eating healthily and it makes you feel better. Yet there still seems to be this sense, certainly in [LA], in the authority and amongst Ofsted, that better mental health, better emotional health will come from better test results which somehow gives people higher self-esteem."* Jon

This was not only reserved for the positive influence of eating healthily on children's mental well-being, but also the outdoor element to Food Education and the growing of fruits and vegetables. The headteachers who included gardening in their whole school approach to Food Education recognised that children's engagement with nature and the seasons had many positive outcomes on their acquisition of skills and their own well-being:

> *"All of those skills around the gardening and around the Forest Schools are all about, you know resilience, confidence about taking risks, and all of those sorts of things and I think they make a massive difference."* Nick

This led Vicky to suggest that the physical and mental aspects of the non-statutory PSHE primary curriculum need to have a much higher importance:

> *"But now, I think it's coming…it's being encompassed with a bigger umbrella with all the new PSHE and the mental health stuff all in one. So, we're coming towards a well-being kind of policy."* Vicky

All the headteachers recognised the impact that they could have on influencing children's health, but also were realistic in acknowledging that there were other influences outside of the school day that impacted on children's health.

5.5 The Personal

This overarching theme focused on the headteachers' views on creating their own ethos and vision for their schools. By developing a whole school approach to the importance of Food Education and the benefits it can have, this helped shape and form the ethos of their school and made it an area that the school was seen as a

specialist in. Their schools were seen by the wider community to 'stand out' from the schools who focused primarily on the teaching of English, Maths and SATS results. The headteachers expressed that they wanted to make a difference to the children's lives and by placing an emphasis on their Food Education teaching and learning curriculum, they believed that this could have a positive effect on children's physical and mental health.

5.5.1 Using their own values to direct the curriculum provision

In my Literature Review, I discussed the evidence that the most beneficial leadership style to support the outcomes of children was a values-based model, which pulled on the core values of the headteacher and was used to support and benefit the children within the school setting. These values help to form the vision for the school which has been described as a mental picture of a preferred future for the school (Caldwell & Spinks, 1992, p. 50). The vision that any headteacher has for their school is an embodiment of their "own view of what constitutes excellence in schooling" (Crawford, Kydd, & Riches, 1997, p. 36) and Leithwood et al (2008) note that the building of a vision and the setting of directions "carries the bulk of the effort to motivate leaders' colleagues. It is about the establishment of shared purpose as a basic stimulant for one's work" (p. 30).

All of the headteachers talked about setting a distinct vison for their school based on the importance they believed that Food Education had on the lives of their children and the community. Sandra makes the point that this confidence of 'setting your own path' may be derived from the experience of the headteacher and how long they have been a school leader.

> *"I think it is to do with age and values, because I find that a lot of younger colleagues are totally obsessed with English and Maths results and I think there's not time for everything and I'm not judging everybody in that way and I know we've got a lot of pressure on us, but you've got to be quite brave haven't you, I feel, to stand up and find the time for additional things other than those things that you're going to be judged on as a school."* Sandra

To create their vison for what the educational provision would be for their school, all the headteachers talked about using their own values to shape and mould the experiences and learning of the children in the school. Raymond highlighted this by talking about, what he refers to as, the difference that he can make in children's lives through the decisions that he makes:

> *"The thing you put first is I want to make a difference in these children's lives, something that's going to improve their outcomes, something that's going to make them healthier, longer life, all that sort of stuff and enjoy life as well. So, I think the values."* Raymond

Both Jon and Nick agreed that their values-based leadership style was a key tool in helping them create their own personal educational vision and one that they applied

when making the decisions about the inclusion of a Food Education component to their curriculum.

> *"I would say the one that matters the most is the values one because it's about going, "I really value this. We need to value this, and because we value it, we've got to do it."* Jon

> *"Yeah, it's values led because it's about what are the most important things for the children. That's what we're doing."* Nick

However. Kristina recognised that this distinctive vision and ethos that she had for the children in her setting and the wider school community was not one that was *shared by other schools.*

> *"A different vision of leadership and I don't mean every school. I think probably somewhere in their mission line it says every child to achieve their own potential in everything they do, blah, or words to that effect. So, I don't think it's ever about somebody not wanting to do it; I think it's just a different priority."* Kristina

The school's vision and values depend on personal choice and what the headteachers and governors believe will make a positive difference to their children's learning and their future, even though it is not seemed a high priority by the institutions that pass judgement on their school's effectiveness.

As mentioned earlier, there is a perceived risk factor to using this values-led method to support the vison and ethos that you create within your school. Some of the headteachers acknowledged this and Jon, whose school went from a 'Good' Ofsted rating to a 'Requires Improvement' grade, articulates a potential drawback to this approach.

> *"We've taken a hit I think, not just about food, but the curriculum generally and what we value. I think there's a downside to it and we've sort of accepted - you know, when Ofsted came and we didn't keep our 'Good' status, we sort of said to staff, "It's no surprise really because we set ourselves up as a school that goes against the system so we can't be surprised when the system turns around and kicks us up the arse. What do you expect?" But that's, I guess, why other schools don't do it because it's easier not to."* Jon

However, as Sandra points out, you do have to commit yourself to your principles and not waver when you are being pressurised from outside agencies:

> *"Certainly, during my career I've seen a lot of things being squeezed out and pressure on me at times as a Head to consider squeezing certain things out, so you have to stand firm."* Sandra.

All of the headteachers demonstrated a strong commitment to creating a curriculum that was relevant and meaningful for the children in their school and the communities they serve. They displayed a confidence in what they believed was right for their children and creating an ethos within the school community that acted upon the uniqueness of their setting. There was a strong agreement between ensuring that you are using a values-based leadership model and being true to what you believe is right for the children in your school.

However, this did not always comply with the Ofsted agenda of judging schools by the small parameters of two subject areas summative assessment results. Jon felt that there was a misplaced emphasis on the summative assessments of two curriculum areas that stopped other schools from offering a curriculum that was similar to the one that his school had.

> *"But I think it's become the norm now that schools and heads want to get good results and a good Ofsted to keep people off their backs and I think everyone's too preoccupied with that… A lot of heads in [LA], when I talk to them, a lot of them say to me, "I wish I had the balls to do things how you do it."* Jon

Raymond expands on this and argues that if Ofsted viewed Food Education as an important subject to be taught in primary schools and included it more prominently, within their judgement criteria, then more school leaders would include it in their curriculum.

> *"I don't think they see the importance of Food Education, they can't see the link up. And I think…and again, I think the lack of the… not the pressure, but a lack of accountability from Ofsted onto schools plays a big part. I think that Ofsted don't make schools accountable for Food Education, food provision, so schools think well, we don't need to do it and I think it should feature more strongly in there."* Raymond

As Vicky notes, the decision to pursue an area that is not judged by Ofsted or the LA, relies on a strong set of personal principles and values and an ethos that supports the wider education of a child.

> ***"****They [headteachers] get too tied up with the Ofsted agenda. For me, we have always had a very strong ethos here… But I think we have to be brave and we have to say, 'No, this is what we want to teach our children. I'm going to do it irrespective of what Ofsted say.' And you have to be brave and you have to stick to your guns about that."* Vicky

Kristina expands on this and suggests that it is the motivation and the vision of the individual headteacher that is the most powerful influence on their decision to include Food Education so prominently in their schools curriculum.

“Because it will be down to the headteacher. The headteacher will be the reason why they do or don’t follow that… I think it takes Leaders that are passionate about it to continue whereas other people go, “Well, actually, now it’s not in that particular section, I don’t have to worry about it as much” … So, I do think a lot of it comes down to the vision of the headteacher and leadership.” Kristina

5.5.2 Their core leadership purpose

The purpose of leadership and the impact that school leaders can have on their children’s outcomes (as discussed in Chapter 2) is a very powerful motivator for the interviewees decision to include Food Education within their school’s curriculum offer. As Lorna argues, the purpose of school’s curriculum goes beyond the academic impact it can have on the individual child.

“We’re not just about… we're a primary school. We're a community. We're not just about getting good results. We're about teaching these children how to live good lives. And that comes through from teaching them to be inclusive, buying into the inclusive nature of the school, you know, value people of different abilities and different backgrounds.” Lorna

As well as the aforementioned values led leadership that headteachers use to set the vision of their school ethos, the interviewees also talked about the moral aspect of their decision making. Sandra talks here about it being the headteacher’s ‘moral duty’ to ensure that the children are educated about food and how it can have a positive impact on physical and mental health.

“I think it is our duty to try and encourage them… I don’t think that if children are eating a lot of rubbish, they’re going to be doing their best work in school and also we have, well I feel we have, a moral duty that we’re not a particularly healthy nation and it’s all about starting young, isn’t it.” Sandra

As Kristina observes, they believed that if this type of learning and knowledge is not being delivered at home, then there is a duty for schools to include it within their curriculum to support the health of both the children and their families within their communities.

“And, if parents aren't doing it, we need to be doing it.” Kristina

The headteachers see the inclusion of Food Education as something that is essential to what the children should be taught. By taking this view, they are adding more depth and substance to the curriculum that their schools offer. With successive government focus being on the academic subjects and foundation subjects taking a minor role, these headteachers are displaying a sense of personal ownership of the learning that is planned for in their own schools. Lorna articulates this belief in taking control of their own children’s education.

"Are we just a school that churns out results, that is a sausage machine if you like, that, you know, the children come in and we send them out with level fours as it was then or level five, whatever, or are they going to leave with something else… We're not just here to teach them Maths and English, we want to teach them skills and values, and give them opportunities that are going to stay with them forever." Lorna

This sentiment is echoed by all of the headteachers interviewed. They see their schools as places where the children can experience more than what external agencies judge them on. They, of course, value, and see the importance of the progress children make in the academic subjects that the league tables and Ofsted judge them on, but they also recognise that there are other areas of a child's education that will make a positive difference to their future.

"And while education is a political tool…. We talked about one of the biggest things in education and generally it's mental health, emotional health. For me, what bit of the curriculum ticks some of that better than Food Education." Kristina.

The headteachers were also aware that communicating their own vision and values of what they believed to be important aspects of their school's pedagogical curriculum required clear direction and instructional leadership traits:

"And it's made absolutely clear you've got to include your food education in there, that's part of the template that you have to do." Lorna

Debbie discussed how once the direction has been shared, it is the role of the leadership within the school to instruct and support how Food Education is going to fit into an already packed curriculum:

"Then, we said, 'Okay, everybody needs to do so much per year' and the leadership were able to then show staff that weren't sure where they could fit it in." Debbie

Raymond expands further on this, sharing his thoughts on the need to 'drive the staff' to enact the values led vison of including Food Education within his school beyond the limited remit of the National Curriculum:

You know that it comes from the top, your school is successful because you have a belief in it and you drive the staff for it and you inspire them, you make funds available for those areas and all the rest of it, that's the same with me. It's about really making sure staff are on board with it, staff know, and it takes a while to get there… The thing you put first is I want to make a difference in these children's lives, something that's going to improve their outcomes, something that's going to make them healthier, longer life, all that sort of stuff and enjoy life as well…you have to have that instructional bit where you say,

this is what we're doing, this is where we're going to go, this is how I want it to happen…" Raymond

This combination of using their own personal and professional values to form the vision for their school (RQ2) and incorporating an instructional leadership approach to integrate Food Education into practice supports the hybrid approach discussed in Chapter 2.

5.5.3 Engagement of children

The interviewees all saw the pedagogical methods used to deliver Food Education lessons as one that enthuses and excites children in their learning. This is opposed to the more formal style that some schools adopt with 'teaching to the test' and the approach that was lauded by the then Secretary of State for Education, Michael Gove, when the National Curriculum was reviewed in 2013 (Garner, 2013) with its emphasis on 'rote learning without understanding'. Lorna sees this less formal approach as one that engages children in their own learning.

"It is having an impact on engagement of children." Lorna

Raymond expands on the idea that, when not restricted by having to get through a very prescriptive programme of study within a short time frame, the teachers felt that the Food Education lessons became more innovative and relaxed.

"The lessons became more creative, more imaginative and when they could do more because they realised their time was much freer then." Raymond

Abby agrees and felt that this was much more beneficial to the children retaining knowledge as they were given time to process the information.

"Because it relaxes the children a lot. They're sort of mulling over those concepts in their head. It's giving them time to process knowledge without it going like this all the time." Abby

As they are not lessons that are so formal in their structure, it gives the children opportunities to express themselves and develop their learning in other ways. Nick relates the experiences that he had witnessed when children were engaged in Food Education lessons in the school's vegetable gardens where they felt they were more able to share information as the learning situation was less formal.

"Janet [school gardener] always says whenever she gets the children outside, she works with Year Three and Year Five, so when the Year Three kids come outside, suddenly they start talking, and they will talk about things that they would never dream of talking about within school and within the classroom, and that could be like, you know, some of the safeguarding type stuff, you know, what goes on at home, some of them used to do what happened in their original country and things like that as well, it's really interesting, the children will just talk. And then all of those skills around the gardening and

around the Forest Schools are all about, you know resilience, confidence about taking risks, and all of those sorts of things and I think they make a massive difference." Nick

5.5.4 Communicating this vison to staff

The headteachers, having set the particular direction of travel, need to ensure that their staff are on board with their vision for the children's learning and are motivated to deliver the curriculum to support it. Jon sees one of the main purposes of the headteacher's role as having the 'bigger picture' and to ensure that this vision is shared with staff.

> *"So, I think we just say it to staff, "This is what we do and this is why we do it," and I think they accept that and I think everybody can see the benefit of it. I think any change, when you first introduce it, people will go, "What's the point? Why? It seems fine. Why change it?" But that's not staff's job to have a, you know…. to have a bigger picture… I think they come along because they trust us in terms of what we do."* Jon

Raymond expands on this and comments that this is not something that can be done quickly, but takes time:

> *"I think it's about getting teachers on board, teachers and leadership. You know that it comes from the top, your school is successful because you have a belief in it and you drive the staff for it and you inspire them, you make funds available for those areas and all the rest of it, that's the same with me. It's about really making sure staff are on board with it, staff know, and it takes a while to get there."* Raymond

This approach, shared by all the headteachers, displays a clear vision for what learning their children need to have to be successful, not just academically, but also to support their personal, social and health needs. As Vicky shows here, the individual direction that the headteachers take their school on is one that is vitally important to the settings they lead and needs to be developed and enacted upon by all stakeholders. The headteachers are setting the learning content for others within the school to follow and adopt an instructional leadership approach to ensure that it is implemented.

> *"It's just a non-negotiable, really. And it's a bit like, 'Well, if you don't buy into it, this isn't the school for you."* Vicky

Nick recognised the influence of the school leader in the setting of the direction and developing the uniqueness of his school's curriculum offer, but also acknowledged that this approach is not a universal one.

> *"It relies on the head doing it, isn't it, it just does. And because I've got like a commitment to it, because I got it going for the school and stuff, but quite a lot of teachers come from other schools and sort of say like, "I wish my head was*

really into this and I really wish my head would do this and this, and this, and stuff." Nick

And as Lorna and Jon explain, this leadership approach appears to have a positive impact of staff retention, as the teachers believe that the Food Education that their school is delivering to the children is one that is very different to the curriculum on offer at other schools.

> *"I think the celebrating what we're doing, and the fact that it's something special, they know that they're part of something that's a bit different, that's not happening everywhere."* Lorna

> *"A part of the reason that a lot of our staff like working here is because of what we do with the curriculum, because we do go against that and we should be a school really where…. You know, you might think it's difficult to retain staff, or morale's low because it's really hard work with the catchment."* Jon

5.5.5 A Personal connection

Many of the headteachers cited the motivations to include Food Education within their settings curriculum as one that came from their own personal experiences and enjoyment of food and their awareness of the wider benefits that it could bring to the children if it was included more prominently in their learning.

For Kristina it was her own experiences, as a child, at primary school and the excitement and long-lasting effect of the cookery lessons she had at the age of five years old.

> *"I remember it vividly from being 5. You went - you had six of you, you went out like - I can see that Mrs Gunn, that's what she was called, Mrs Gunn, short lady, glasses, and she'd come to the door and, "Is it your turn? Is it your turn to go?" and she'd take you out and then you'd have it all stapled in a nice grease-proof paper bag... And, I always said when I became a teacher that if I was ever a headteacher I wanted a cooking kitchen for children because my own memories of going and doing that was so special in primary school. So, that was - it literally stems back to being a child myself and that being really important to me, and then I then went on and did - I did Food Tech at GCSE and etcetera, but I just - I have a passion for people, children learning to cook."* Kristina

Kristina is using the own personal experiences of food and the pleasures it brings her and wanting the children in her school to have the same experiences. Her own enjoyment of Food Education lessons made such a strong impression on her when she was at school that, when becoming a headteacher and being in the position to influence the learning that goes on in her school, she ensured that the children would have the facilities and the curriculum to experience this 'special' learning opportunity.

Lorna also had a positive experience during her own childhood education which had an impact on how she viewed the importance of Food Education and its learning potential.

> *"I had the opportunity to go to school in France and experiencing food in that situation and how vastly different it was - certainly then, and how much that did… that was a way into the culture, you did learn about - not just the way they lived their lives, but their values."* Lorna

Raymond's motivation came, not from his own interest in cooking, but from his involvement in the Jamie Oliver School Dinners Programme which was piloted in his education authority.

> *"That really resonated with me the fact that actually there's more to food than just something that we have to do… Once I've started, that was it. It was like, whoa, I could see it and I think the more I did, then it opened up more avenues and you think, wow, yeah, we haven't explored this or that yet."* Raymond

And for Jon, it was the particular needs of his school community that influenced the specific curriculum that his school needed to offer that was the motivating factor in developing a learning programme that focused on Food Education skills and knowledge.

> *"I guess my interest really piqued while I've been here, so I've been here for nearly nine years and it was in the first year or two here that I guess I was really became more interested in it, which was partly to do with the community, partly just to do with when I came in as Head and looked at the quality and what we were doing with an external contractor providing meals. Really then thinking about sort of our curriculum and with a lot of children who really kind of struggle to access or really engage with some of the more formal aspects of learning, how do we use something that is…. It's nearly tricking children into learning things, isn't it? … I mean the driver for that essentially has been the catchment and the families."* Jon

5.6 Social Glue

This overarching theme concentrated on the way that schools use Food Education as an effective way of bringing their communities together and directly linked with my RQ3 addressing benefits that the inclusion of a Food Education curriculum can bring to the children's educational development and the wider school community. This theme was a surprising finding from the data analysis and was one that was not expected, and it developed into the most significant motive for why the headteachers included Food Education so significantly in their school's teaching and learning curriculum. Previously it was highlighted that Food Education can be utilised to support the development of social and personal skills within the lessons. Headteachers talked at length about how they also used food centred events and

activities to develop and support the cohesiveness of the whole school community. The concept of commensality, the act of eating together and the social sharing of food as discussed in Chapter 2, where food is used as a way of bringing people and communities closer together was a strong influence on why the headteachers included Food Education within their school's curriculum. They saw this also, as being a positive influence on their children's mental health as, by eating together, they were countering the increasing individualisation of mealtimes which has evidence that indicates it is "detrimental to health and wellbeing through [it's] impact on psychosocial factors such as personal control and social support" (Eckersley, 2006, p. 252).

5.6.1 Food Education used a social tool

The concept of food being used as a way to bring people together as a social group is one that has been used throughout the whole of human history, as Raymond articulates here, arguing that "*society was built around food*":

> *"But then that really resonated with me the fact that actually there's more to food than just something that we have to do. There is a need there but it became more than that for me. It became about society was built around food. When we go back from the earliest days, before we even learned to talk, speak or whatever, we were eating and we were eating in groups because that's what made us strong. We were celebrating in groups and that's continued up to the present day with weddings, anniversaries, birthdays, it's always with food."* Raymond

The realisation that the inclusion of food-related learning within the school curriculum is not based solely on the nutritional benefits of food intake and how this can affect the physical health of children is shared here by Jon. He charts the evolution of the Food Education learning at his school, from one that started as Food Technology lessons as a unit in the programme of study for Design and Technology in the National Curriculum for England, into a key component that is 'beyond just the curriculum bit'.

> *"It started about just being I guess those standalone Food Technology lessons that you would just do as part of the curriculum, and then I guess it developed into actually saying, "Well this is one of the best cross-curricula things you can do." But actually, I think for us now it's much more about the whole, you know, how it fits in with your way of life beyond just the curriculum bit, because, you know, I think for us as adults…. I mean for me, you know, and for a lot of us as adults, food is a social thing as well. It's not just a nutritional thing."* Jon

Jon expands on this further and shares how he sees food as educating children about common customs or informal rules that guide behaviour in society.

> *"And I think it's really easy to get bogged down and when you talk about food stuff, particularly to children, it's just about eating healthy stuff and you've got…. It's also about let's say for children that social side of things, so when we have lunchtime, what that looks like and actually not only what you are eating and how you eat and how you use a knife and fork but the whole social thing of "Can you pass the bread please?" and just, you know, chatting and waiting and being patient. And for me Food Education is not just about education about food but how does food educate us with all sorts of other things, a lot of which I think is the social side of things which is how essentially, as adults, we often use food."* Jon

The headteachers did not see the positive use of food related experiences being confined to the classroom activities. Lunchtime was also seen as an invaluable 'lesson' to continue and support the social benefits of learning for their children. Vicky also uses this time to help build the relationships between children and the adults within her school.

> *"Sitting down, you know, talking. I can't bear schools where lunch hour's the hole in the middle of the day that isn't valued. Lunch for me is key. Because if children have a nice happy lunchtime and they're socialising well and eating together, is a whole part of that, then actually they learn better. So, it's a very short-sighted thing to look at the lunch time as unimportant or less important part of the day. We actually regard lunch here as an important part of the day. So, all teachers receive free school lunches throughout the week, so that they go and eat with the children, so they get that better relationship, that kind of like more informal relationship with the staff."* Vicky

A tool for community cohesion

All of the headteachers talked about how their Food Education ethos was used to develop positive relationships with their school's stakeholders and the wider community. This focused on the relationship between the individual, their community and wider society. In addition, it also provided opportunities for people to interact, work together, develop positive relationships and contribute to their community. This concept of community cohesion is expressed by Emma:

> *"I believe it gives us that freedom to look at our community. So, a lot of it is about community cohesion, a lot of it is about working with new people, being with different people, understanding prejudices and racism.*" Emma

The curriculum that the headteachers had created that focused on learning about the wider aspects of food, then became a fulcrum for further engagement with their whole school community.

Supporting Cultural awareness and Intergenerational relationships

All of the school leaders recognised that food is an excellent way to celebrate ethnic diversity. One of the key reasons Lorna integrates Food Education into her school's

curriculum is because she sees it as an effective way to teach children about different cultures.

> *"I have always felt that food is a way in to learning about a new culture."* Lorna

Abby also used this approach to includes the children's families within the extended learning projects.

> *"Certainly, with some understanding of different cultures, understanding the needs of others… We do sometimes Food Homework projects and families will do things together. Like an example would be we were doing a homework project on Europe and a family made a different loaf of bread for each country, one a week, to bring in and do a taste tasting on and talk about why the bread was special to that country. And it's about getting families engaged in learning as well."* Abby

Lorna drew on her own personal experience from when she was a teenager and how the culture of the country she visited left a lasting impression on the benefits of commensality.

> *"I had the opportunity to go to school in France and experience food in that situation and how vastly different it was - certainly then, and how much that did… that was a way into the culture, you did learn about - not just the way they lived their lives, but their values, you know, the fact that in a French family, you know, sitting around together at the end of the day, having a proper meal together, spending a couple of hours over it. How important that was, and in our fast food culture now, it's not something that families do much is it?"* Lorna

Other schools, in more culturally diverse catchments, used their focus on Food Education as a pedagogical tool to celebrate the different cultures within their school. This enabled them to support their community's understanding and appreciation about each other's cultures, celebrating differences and commonalities through the sharing of food traditions and meals and also supporting the inclusive, cohesive nature of their school's ethos. Kristina believed that food is the "*one thing that bind us all together".*

> *"I mean, in school, we're a very multicultural school in our area and we identified several years ago that the one thing that bind us all together is food. And so, when we have our Autumn Food Festival, when we have our Spring Country Fair Festival, food is the thing that binds us together."* Kristina

Emma used the social dynamic of food to bring her community together after a tragic event that happened within the area that created tension and fuelled animosity.

> *"I believe it gives us that freedom to look at our community. So, a lot of it is about community cohesion, a lot of it is about working with new people, being with different people, understanding prejudices and racism."* Emma

This way of bringing the community together through food does not have a direct emphasis on the academic aspect of school life – these are not maths evenings or events where the children's academic progress is supported or discussed. These are school-initiated community occasions that have food as the focal point – one of the key areas of society that everyone has an experience of and can take part in and, subsequently, one where parents and carers may not feel that their own academic experiences may be seen as a barrier to engagement. Raymond sees this as a vital way of further supporting and developing the ethos of the school.

> *"You want an ethos that's going to develop a close community which is what schools are about. It's developing a trusting, close community which together supports the children to develop to become participants in the world. And for me it's not just about within school, it's within the locality, so it's within the community. So sometimes it's inviting, as we do once a week, inviting elderly, vulnerable people in to have dinner with the children. It's about having meals and dinners with parents, but the food just brings everyone together and it becomes the focus as well, particularly when people are bringing in food from their own cultural background they become very proud of it, they want to show it off. Yeah. So, it's a really, really key important thing of developing an ethos."* Raymond

Vicky further supports this view that her school's emphasis on Food Education not only enhances cultural aspects of the community but also by developing strong links with the older members of their community creates positive intergenerational relationships.

> *"And I think it makes a difference certainly socially. Definitely socially. When the children go out and they're digging up things together or they're composting together or they're eating lunch together, it absolutely makes a difference. It absolutely makes a difference when they cook for the old age pensioners and they come in, and you see them together, that kind of multi-generational thing. So that brings in people from the local community. Children prepare food for the local old age pensioners' home. It's just an annual cycle that is there, and it happens relentlessly. So, you can't really be here and not take part."* Vicky

Developing community links

All of the interviewees used their established emphasis on food within their curriculum and whole school ethos to support the community becoming more involved in the life of the school with the latent aim being that this will have a positive impact on the education of the children as the parents are engaged in their school life. This concept of school connectedness (McNeely, Nonnemaker, & Blum, 2002;

Neely, Walton, & Stephens, 2016; Rowe & Stewart, 2009; Stewart, McWhirter, Rowe, Stewart, & Patterson, 2007) was a strong influence for all the headteachers and I will expand on in its impact in Chapter 6.

> *"It's been a catalyst, it's been a kind of magnet for how you want the community to come in."* Abby

This can be used in different ways for different communities. Jon saw it as something that was needed for the particular catchment that his school was situated as a way to support the health of the families - the driver and focus of food related community engagement was led by the needs of the community.

> *"I think it's having a clear vision of what's right for your community and like I say, what we've done here in [local area] is probably different to what I would've done 10 years ago in [previous school] where I was head before."* Jon

Whereas for Vicky, in a totally different catchment, the community links that support her schools Food Education activities was a way to foster good relationships with and invite local businesses and organisations into the school to support the curriculum that they had developed, as well as enhance the children's learning with field visits.

> *"I think out of everything we do, the Food for Life [programme] actually brings the community into school… We're surrounded by farms, we're surrounded by local bakeries, and they all come into school and we send children out to them. So, for me, it's the heart of the community links."* Vicky

Emma sees the community activities that are set up as a way to get 'buy in' and engagement from parents and to get them more involved in their child's learning.

> *"I don't know why people don't do that because it really takes the pressure off. You've got your parents on-board."* Emma

Raymond agrees with this and, although he acknowledges that there were some parents who did not fully engage, this created 'a great feeling' within the school community that here was an initiative that everyone could access and enabled more parents to be engaged in their child's learning.

> *"I think seeing that it was really, really met well by parents, met well by - eventually, obviously there are still some parents that sort of kicked against it and there's still some now. But generally, it was a great feeling for the parents to be supportive of it and for the staff to be supportive of it."* Raymond

The notion of meals as a time to sit together as a family and take time to talk and listen to one another is a strong message that all the headteachers shared. The headteachers were conscious that this was something that was not always done at

home and therefore, by creating events and opportunities where this can happen within school, they were modelling how the commensality of meal times can counteract “the essential, basic, biological, ‘exclusive selfishness of eating’ and turns it into, at the very least, a collective, social experience” (Fischler, 2011, p. 531). Lorna explained how her school actively encouraged parents to attend events where they could support the social interaction that comes from eating together.

> *“They can have a family meal for two pounds. But what did they miss out as well? You know, they miss out on the good food but they also miss out on that time as a family sitting together, developing relationships, learning to have a conversation, learning to negotiate with each other... the fact that we involve parents in that - we try and get them to come and sit around the table and eat with the children.”* Lorna

Abby expands on this theme and talks about food being one of the key areas within the school that supports the development of a ‘human connection’.

> *“I think it’s about developing human connection to us. That’s something I’ve become really interested in in the last few years. Like developing children’s life skills and their understanding of their place in the world, and I think Food Education builds into that whole programme of stuff that we’re doing.”* Abby

While Kristina believed that her school’s Food Education focus creates stronger ties with her school community.

> *“That’s why I think it is really important for children to learn to cook and I have always done that. It joins us together.”* Kristina

The positive impact on staff

The emphasis on commensality and eating together was not confined to the children’s lunchtime experiences or the food centred social events within the school year. Abby and Jon recognised the benefits of both strengthening the relationships between staff through shared meals.

> *“When I came to this school, it was about building connections with staff and the actual sharing of food because I like cooking myself at home… Central to family life is food and hopefully eating around the table and enjoying meals together. And I think the staff as well, we’ve got a very tight staff team and I suppose we model that with the kids as well because we often have quite big fancy staff meals during the day. People are invited in it. It’s a real part of the culture.”* Abby

and also recognising the uniqueness of their curriculum as one that developed a sense of pride and belonging with the adults within the school and also supported staff retention:

"A part of the reason that a lot of our staff like working here is because of what we do with the curriculum because we do go against that and we should be a school really where…. You know, you might think it's difficult to retain staff, or morale's low because it's really hard work with the catchment." Jon

5.6.2 Family Learning and Community Health

Influencing food choices in the home environment

Within the overarching theme of Food Education supporting the wider community, the school leaders also shared their views of how they use their curriculum's teaching and learning programme to have a positive impact on the health and well-being of their school community. Through the children's exposure to the Food Education programme, they could see that this was having a positive impact on the food choices and awareness that parents and families have of the benefits of a healthy diet. Emma recognised that this culture change in school has to happen first through the imparting of the headteacher's vision and the development of the curriculum, and then influencing the families and wider community.

"It's about working with parents because changing the culture in the school is one thing but actually influences outside are huge as well, and that's a very slow process, but I think it's all very much part of it." Emma

This influence is transferred in various ways depending on the different catchments. The driver and focus of food related community engagement is led by the needs of the community. Jon saw it as important for his school as a way to support the health of the families.

"I see our role as a community school to have an impact on the community, and that means educating these children for when they're adults and they look back at the time here but also educating their families and making a difference in the community… it feels absolutely vital to addressing a lot of the issues in our local community and some of that is about obesity, some of that is about dental care, some of it is just about general fitness." Jon

Jon expanded on his school's aim to '*have an impact on the community'.* He discussed how the pedagogical learning opportunities that his school included in their Food Education lessons impressed upon the children how important it is to eat healthily and how that message is taken home and influenced the parent's choices of food that they either, include in the children's packed lunch boxes, or the mealtimes that they have at home.

"You open that pack or box and they've got three mini rolls and two bags of crisps and that's lunch, or a whole pack of jammy dodgers and it's very difficult to be that sort of 'nanny state', isn't it, and just saying to parents, "This isn't right". But actually, by talking to the children about what a good meal looks like and a healthy meal looks like, that would seem the best way to change parents' views on it as well." Jon

Helena reiterates this vison of the impact that lessons about healthy food choices can influence the choices that parents make at home.

> *"Our overall aim is that they will go home, educate their parents to being able to provide better food."* Helena

As Raymond recounts, there can be resistance encountered by parents to schools trying to educate children experiencing and eating food that might not be one of choice at home.

> *"I think what supported the thing a lot was that children [were] eating the wrong thing and obesity was on the cards. I think the main kickback from parents was that, "Well he won't eat that. Well he won't eat that. Well I try." It's almost like you're being judgemental and I think in the end they realise that you're not. All you're doing is trying to help them and support them and encourage them."* Raymond

However, if this type of approach becomes ingrained within the culture of the school and is delivered in a non-judgemental way it can make a real difference, as Kristina and Sandra relay.

> *"From the longer term and looking - starting to look at outcomes in terms of life chances for children, we've had parents say to us anecdotes like, "My child - they've come home and they want to help me cook dinner now." We've had parents say, "Can we have the recipe that you used for X."* Kristina

> *"If their child goes from coming to school and only wanting chicken nuggets and chips or a McDonalds to actually asking them "Can you buy some broccoli?" and going to the supermarket and pointing it out and saying "I want some of that, and I eat organic carrots you know at school, can we have organic carrots at home?" then they're actually pleased by it."* Sandra

Family learning opportunities

As well as the lessons that children receive as part of the school's Food Education curriculum, and the positive messages that go home from these, many of the headteachers had developed additional food related homework activities and parental workshops to further support the message of healthy eating and the social benefits of eating together.

The headteachers wanted to communicate this message and the benefits to their community in as many ways as possible. By inviting parents into food family learning workshops, Vicky was actively trying to engage with some of the 'disadvantaged' families that were typically 'hard to reach' if the focus of the event was more academically based.

> *"It's just unbelievable to watch. Yeah, it makes a difference all of the time. And it's the community spirit. We'll set a whole school home learning task some*

weeks and it will be 'Make your family a dinner' and they have to take a photo and get feedback from their family. And I guess it's a way of reaching out. We have to think very carefully about disadvantaged people in activities like this because as always, they are the ones who don't necessarily… they're the ones that won't do their homework task, so we have to think really carefully. So, we have initiatives like 'Cook with your Kids'. We ran a club for a term this term, in the autumn term, where…and we purposefully targeted our disadvantaged pupils. And they came… and we ran a club for them and their parents. And they came and then they did cookery every week and you see the parent's enjoyment, 'Oh God! I've not made biscuits for years.' And they have a great time." Vicky

Sandra reiterates that these workshops are better attended by parents than the family learning sessions that they deliver for English and Maths:

"Well the cooking is an important part of it, because we found that our family learning cooking has been a very popular aspect of family learning. I think parents feel less threatened by coming in and doing food activities with the children that we have a much higher take up than we do for English and Maths and reading type activities… When the parents say to you 'Oh, I used that fish cake recipe last night as well, that one that we did the other week, it's really good, isn't it? I don't have to go and buy my fish cakes now at Aldi.'" Sandra

This way of extending their Food Education ethos into the wider community shows a desire by these school leaders to really make a difference to the families that their schools serve. They are not 'just' focusing their curriculum on the academic subjects and concentrating on the areas that their school is measured by. They have a deeper understanding of the health and societal issues within the community that their school is in and try to make a positive impact on improving them.

"I guess just like any change I think it's something about evolution, not revolution, isn't it? I think you've just got to gradually do a bit at the time. I think it's having a clear vision of what's right for your community and, like I say, what we've done here in [local area] is probably different to what I would've done 10 years ago in [previous school] where I was head before. I would say it's definitely worth it for what the children gain from it and I think what it does for the school community but I think it does come with some risks because it doesn't feed in directly enough to the academic test side of things." Jon

5.7 Summary

The focus of my research is to interpret why some primary school headteachers include Food Education within their school's curriculum offer. The findings that resulted from my analysis of the dataset focused around the three key themes of

‘Accountability’, ‘The Personal’ and ‘Social Glue’. The Accountability theme focused on how the school leaders saw this subject area of a children’s learning as a vital to the children’s holistic education and an effective way to involve a cross-curricular approach to their curriculum offer. It was seen as a key tool to support children’s awareness of how they can have a positive impact on their own health and well-being. As Food Education was so important to the headteacher’s vision of what effective education should include, its inclusion and the impact it had was seen an extension of their own shared values based on, equality, cultural diversity, tolerance, and creating a sense of belonging and created a distinctive ethos for their own school. Finally, the headteachers described how they used Food Education as a way of bringing their school communities together around an experience that everyone has in common. Their Food Education curriculum was able to cross cultural boundaries and also have the benefit of supporting the whole community’s awareness of how healthy food can have such a positive impact on the families and the wider community’s own health and well-being. The concept of commensality and using food as a social tool also supported the distinctive ethos of their school, which is referred to earlier in the overarching theme of ‘The Personal’.

In the next chapter I will draw conclusions from the findings and offering recommendations for future practice and policy.

<table>
<tr><td colspan="2"><u>Accountability</u>

The accountability of school leaders and the responsibility they hold for educating children within their schools.</td></tr>
<tr><td>Learning</td><td>Children’s Health</td></tr>
<tr><td>This theme looks at the wider provision of the school curriculum and how the headteachers see their role as providing skills and knowledge that go beyond the perceived narrowness of the primary curriculum where the academic subjects are the measures that schools are externally judged upon.</td><td>This theme focuses the perceived ‘risk’ that school leaders take by supporting the development of Food Education within their school’s curriculum to support children’s health and well-being.</td></tr>
<tr><td colspan="2"><u>The Personal</u>

The participants’ leadership of their schools and how they have developed their ethos and vision of their setting with Food Education as an important cornerstone.</td></tr>
<tr><td>An emotional connection</td><td>An educational USP</td></tr>
<tr><td>This theme examines the headteachers’ personal experiences that influenced their decision to introduce Food Education into their school’s curriculum.</td><td>This theme focuses on how a practical and inclusive Food Education curriculum is not seen as an add-on to the Maths and English dominant curriculum but becomes part of the Unique Selling Point of the school.</td></tr>
<tr><td colspan="2"><u>Social Glue</u>

The commensality aspect of developing a Food Education curriculum which supports community engagement.</td></tr>
<tr><td>A tool for community cohesion</td><td>Family & community health</td></tr>
<tr><td>This theme examines how school leaders use their Food Education curriculum to support community cohesion and parental engagement</td><td>This theme explores how the inclusion of a Food Education curriculum has positive benefits for educating the wider school community about health and well-being</td></tr>
</table>

Table 5.1: Summary of research findings

CHAPTER 6: DISCUSSON AND INTERPRETATION OF FINDINGS

6.1 Introduction

Having presented and analysed the research findings, in this chapter I will discuss these in relation to the literature and my research question on the reasons why some school headteachers make Food Education central to their setting's ethos and vision.

I will begin by discussing the accountability measures that primary headteachers are subject to within the UK national curriculum and how this has powerful implications on the curriculum decisions made and the motivation of the headteachers in this study. I will then discuss the vision setting and values led leadership approaches that these headteachers shared and how this led them to creating a curriculum that had Food Education so prominently involved to support children's physical, mental, personal and social well-being. This contribution to the literature on school leadership will focus on how the drive to include Food Education in their school curricula appears to be related to their values-based leadership and the moral purpose that the headteachers have embraced and can be seen as an embodiment of their leadership style. Finally, I will share my contribution to the knowledge on Food Education by discussing how the headteachers used their curriculum to bring their school communities closer together, drawing on the literature around commensality and how 'pedagogical commensality' was used to develop a sense of school connectedness.

6.2 Summary of findings

The overarching aim of this study was to develop a better understanding of why some primary headteachers in England have a focus on Food Education in their school's taught curriculum. Through the interviews carried out and the thematic analysis of the data, three themes emerged from the data.

The theme of accountability highlighted two sub themes of 'Learning' and 'Children's Health'. Within the 'Learning' theme the headteachers talked about the 'pressures' and 'risks' they felt by concentrating curriculum time on an area that does not have measurable outcomes on the core subjects that determine a schools perceived success. They also discussed that the teaching and learning that came from the Food Education lessons developed and supported 'Skills for Life' for the children within their school setting. This sub-theme focussing on 'Learning' and 'Skills for Life' built on RQ1, examining the wider opportunities that incorporating Food Education within the taught curriculum brought. The interviewees shared their views on the wider scope of their Food Education pedagogical curriculum by sharing how it supported areas such as cross-curricular learning, the enhancement of the children's personal and social skills, developing key skills of cooking and gardening and their appreciation and understanding of other cultures. The 'Children's Health' theme referenced the English National Curriculum's focus on Food Education being an area to educate children about nutrition and their own physical health.

‘The Personal’ theme was identified as a theme because of the participants’ focus on ‘An emotional connection’ being a strong factor of why they included Food Education within their curriculum offer and also the sub theme of ‘An educational USP’, which focused on their school creating a distinct curriculum identity towards the learning that they offered. This theme developed from my RQ2 of how the headteachers in my study draw on a ‘hybrid’ leadership approach by drawing on their own personal values but also their professional responsibilities to ensure that the teaching and learning around food education is fully incorporated within their school’s curriculum.

Finally, ‘Social Glue’ was identified as a theme. The sub-themes of ‘A tool for community cohesion’ and ‘Family and Community Health’ concentrated on food being used as a way of bringing the school community into the life of the school and the Food Education curriculum being a way of positively supporting the community’s health choices. This emphasised aspects of RQ3 as it enabled the school leaders to use the pedagogical component of their food education curriculum to benefit the children’s educational development and engage the wider school community.

6.3 Interpretation of findings

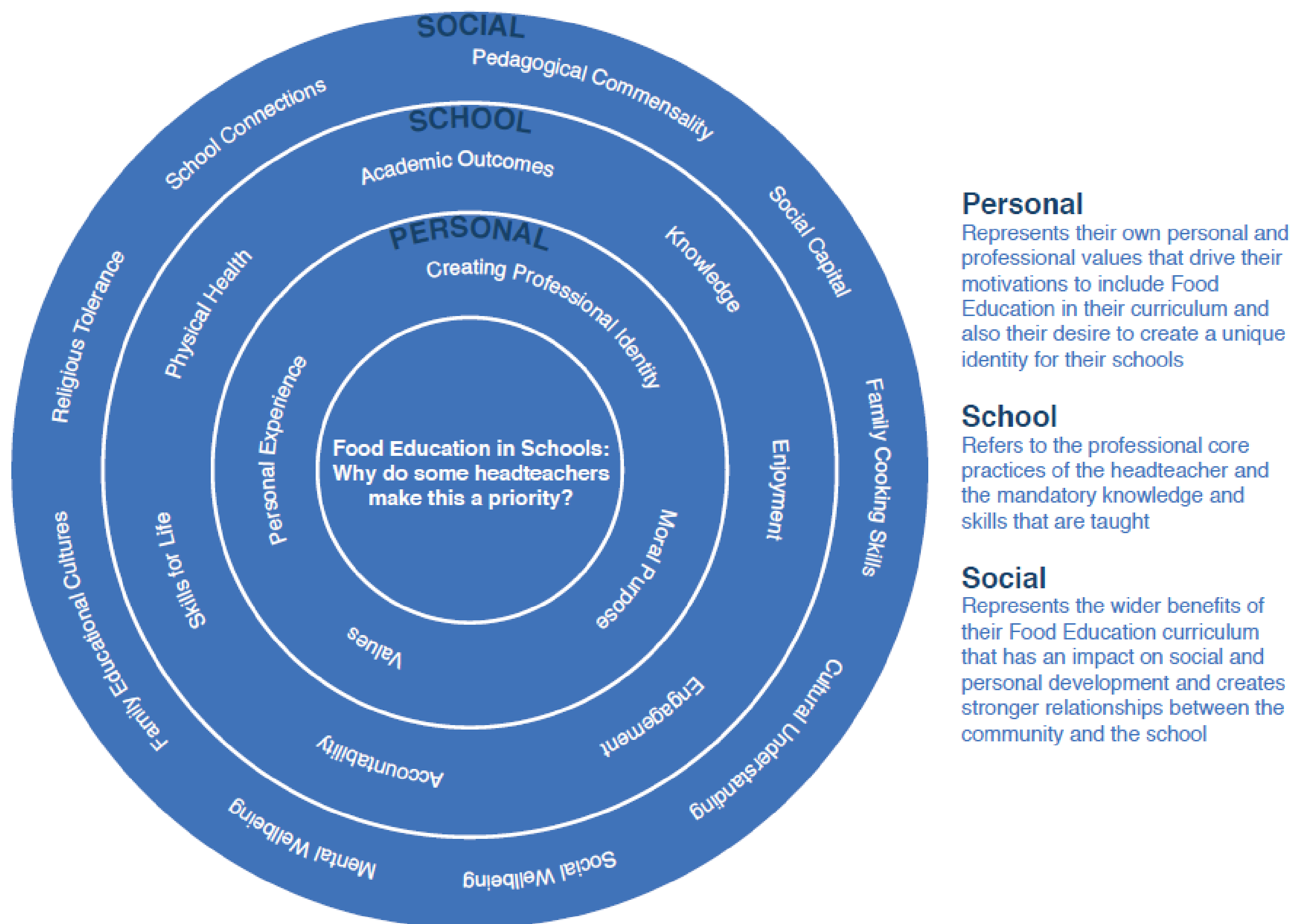

Figure 6.1: Interpretation of findings

The representation in Image 6.1 shows the interconnectedness of the reasons why the headteachers in the study included Food Education within their school's curriculum. They are all interrelated and play powerful parts in the motivations and justification for its inclusion. The driving force behind the headteacher's decision to support and direct the choices that they make are the values that they hold – their moral compass. This communication, through Food Education, becomes a tangible embodiment of their own personal and professional values which provides a contribution to the knowledge on values-based school leadership. The 'School' aspect refers to the mandatory offer that all schools have to enact and deliver, the priorities that are set by governments and the policy enactments that need to be delivered to continue to flourish. A way of developing and enhancing these requirements is to create a stronger connection with the children's families and communities. The 'Social' aspect of the headteacher's Food Education supports this area creating a sense of 'school connectedness' that has an impact on not just the physical, mental, personal and social health of the children but also can benefit the

academic outcomes of the children (Blum, 2005; Niehaus, Rudasill, & Rakes, 2012). The development of a Food Education teaching and learning curriculum that supports and encourages the involvement of parents and the wider community in food related learning activities and events, what I have termed 'pedagogical commensality', contributes to the literature around Food Education.

6.4 Inner resilience and moral purpose – risk taking

Since the 1988 Education reform Act (ERA), the English schools system has been driven by an accountability system that includes the testing of children within very narrow subject areas (English, Maths and to a lesser degree Science) and a graded inspection system (Coldwell & Willis, 2017). Alexander (2011) points out that the accountability measures within the English education system are as important to politicians as performance of students: "tests are the instrument of choice in policy-makers' efforts to do the two things which they believe they must always be seen to do: raise educational standards and call teachers and schools to account" (Alexander, 2011, p. 266). The 'performativity' of curricula and pedagogies (Ball, 2003; Hill, 2006; Stevenson & Wood, 2014) was a strong influence in all of the interviewees' responses to why they include a Food Education element in their schools, as they did not want to limit the children's learning to an increasingly prescribed 'narrow curriculum' (Berliner, 2011; Fuller, 2019).

The view of the headteachers, in this study, that the focus of the primary curriculum was being limited to the teaching of a small number of core subjects, corresponds with Boyle and Bragg's (2006) study indicating that the increase in timetabled teaching time dedicated to the 'core' subjects of English and Maths has resulted in a marginalisation of the foundation subjects. The lack of teaching time dedicated to foundation subjects, such as Design and Technology where Food Education is located, also reinforces Berliner's (2011) study that noted that a great deal more time was spent on the subjects that were tested resulting in this time being subtracted from those subjects that are nor tested. Raymond articulates this viewpoint in response to the curriculum time spent on the core subjects of Maths and English:

> *"Obviously the big focus in schools at the moment is Maths and English, you know that and I know that, and the drive is always Maths and English."*
> Raymond

These timetabling restrictions, in relation to Food Education, have been reported in other studies (Berggren, 2021; Hart & Page, 2020; Sepp & Höijer, 2016) and were viewed as a challenge. The headteachers knew that this approach had elements of 'risk' as they were including more Food Education lessons than other schools in an already very full timetable. This fear resulted from their understanding that, in the high stakes environments of test results and performativity, they were dedicating more time towards skills and knowledge that they deemed as important and consequently more time away from subject areas upon which their schools were judged. This corresponds with the evidence shown by Clarke et al (2015) and Griffin

et al (2015) where primary teachers also perceived time taken away from core curricular subjects as a risk.

Although a number of the headteachers linked the teaching of the nutritional and diet aspect of Food Education with improved academic attainment, which is consistent with several studies linking the association between health and academic attainment (Caird et al., 2011; Florence, Asbridge, & Veugelers, 2008; Healey, 2004; St Leger & Nutbeam, 2000; WHO, 1996) and also a number of studies that show evidence that poor health can inhibit learning (Feinstein et al., 2008; Healey, 2004; St Leger & Nutbeam, 2000), the majority of the participants included Food Education in their curriculum to support their cross-curricular multi-dimensional approach to learning.

The participants saw the inclusion of the Food Education lessons as intrinsically valuable in its own right, which reinforced the findings of Neely, Walton and Stephens (2016) and Berggren (2021). The headteachers expressed that the Food Education experiences created authentic, purposeful and meaningful experiences where the practical 'Skills for Life' not only supported the children's physical and mental health but also created a relaxed setting in which staff and children felt comfortable, incorporated real-life and child-centred activities and promoted positive relationships throughout the school.

The lack of statutory guidance on delivering Food Education outside the Design and Technology curriculum could be seen as an advantage as it enabled the headteachers to include Food Education in a wider capacity. By implementing it without the tight restrictions of policy and detailed learning outcomes and programmes of study, they were able to be more creative with the learning activities and how it could benefit the children. Although, over the past ten years, the government's rationale for the teaching of Food Education reflected political concerns about the levels of obesity in England, the headteachers in this study included it in their school's curriculum as they believed that it had much wider benefits than nutritional and dietary purposes.

> *"[Food Education] really resonated with me. The fact that actually there's more to food than just something that we have to do. There is a need there but it became more than that for me. It became about society was built around food."* Raymond

The interviewees saw the inclusion of Food Education as a balancing act between what could be termed as 'practice and principles'. They felt a strong personal and professional motivation to include this area within their children's learning, however they knew that to do so could risk their schools academic standing. This "ontological insecurity" (Fuller, 2019, p. 33) was a strong feature of all of the headteacher's responses, for example:

> *"The emphasis is too much on standards for us to be able to feel that we can have that leeway. I firmly believe that you can do it through this way of*

working, but I can understand if you've got pressures that that's not going to be easy, so I think we need a big sea-change in terms of what is Education." Emma

The participants in the study were very aware that their external measures of success were confined to the results that the children received at the end of Key Stages within two subject areas – Maths and English, as Abby indicates here:

"We've got to get English and Maths and writing buttoned down and yeah, I hate it." Abby

This tension between performativity and the personal passion expressed by the school leaders could be depicted as oppositional (Blackmore, 2004, p. 454). The focus on the performative measures of teaching and learning is based on regulation, whereas their passions and motivations come from their own reasons for becoming educators - a sense of duty and obligation (Nias, 1999). There was a sense that due to these pressures, there was so much time spent on a very narrow curriculum that was tested which did not align with their own vison of what a 'broad and balanced' curriculum offer should entail.

Raymond voiced this 'fear' around the performative measures of academic subjects and also believed that by focusing the vast majority of learning on the subjects that were 'measured' this was resulting in schools abandoning the creative aspect of the whole curriculum and, subsequently, the children's learning. In schools that aim to be Ofsted rated 'outstanding', this meant that the children's knowledge and skills, planned for through the curriculum, were being aimed solely at achieving the measures that they would be externally judged on, as illustrated by Raymond's comments here:

"My concerns are that Maths and English are an easy one to look at and think, oh yeah, they've done that well in the test so that's a good school and this is a poor school. Well, you and I know that if you're focusing on an area within a school to test it on, then the schools who are not as imaginative, whatever, creative, whatever you want to call us, or our schools, will focus just on that area because that's the bit I'm being measured on." Raymond

As Earl notes (2018) Food Education learning activities are not measured in a performative way. They offer sensory experiences and pleasures that fall outside the parameters of easily graded quantitive measurement. The pleasure involved in Food Education learning is not one that needs to be, or indeed should be, measured by a numerical score. As Rich and Evans (2015) argue "the idea that pleasure of eating should be disciplined, controlled and overcome, should be of concern" (p.45) and indeed, the fact that it is not part of a teacher's performance management objective statement, enhances the "the pursuit of pleasure, the enjoyment of food, and food related activities" (Earl, 2018, p. 172).

In their strong emphasis on whole school food related activities within their schools, the headteachers in my study are not overtly resisting government policies but are attempting, in their own way, to improve the education system from within by modelling a different curriculum that can still deliver academic results but also have wider social benefits too. By creating a curriculum, with Food Education as a main driver, the headteachers could see the wider benefits that this brings in supporting and enhancing, not just the more academic learning, but also other key areas such as physical and mental health and social and personal skills. This corresponds with Fuller's (2019) study which indicated that headteachers' 'critical reflections' were connected with their personal and professional experiences, their educational vison and their own values, as Nick indicates here.

> *"Certainly, during my career I've seen a lot of things being squeezed out and pressure on me at times as a Head to consider squeezing certain things out, so you have to stand firm because, for me, I'm about the whole child, it's not just about what they achieve in English and Maths."* Nick

By taking this approach, the headteachers were in more control of the teaching and learning curriculum that they want their children to experience, and not being led by the "economic and instrumental" focus that policy makers value (Blackmore, 2004, p. 441).

Government led policy directives and measures of academic success are based on performativity measures and the narrowly defined, predetermined criteria of effectiveness, were not the overall priorities and driving force for the headteachers in this study. In that sense, these school leaders are experiencing the emotionally conflicting and counterintuitive impulses (Blackmore, 2004) of making the choice between performativity and 'being seen to be good' through compliance with the standards expected by government, local education authorities and Ofsted, and their own professional values and judgements about what effective education should include – 'doing good'. Their driving force is led by their moral and ethical evaluation of what is right for the children in their schools, as Vicky illustrates here:

> *"We will be driven by what we think is right for our children…. I'm going to do it irrespective of what Ofsted say.' And you have to be brave and you have to stick to your guns about that."* Vicky

This 'courage' of doing what the individual headteacher believed was the 'right thing to do', in spite of the pressures put upon them resulted in their desire to provide a more expansive curriculum that does not just focus on healthy eating and nutrition but also includes wider aspects of Food Education pedagogy, such as issues around sustainability, food production within the school grounds, foraging, lessons in reducing food waste and composting, linking up with the farming community and food industry businesses (Jones, Jones, Ruge, 2021) and extending their influence to support their schools families and wider community. Through these learning

opportunities, the headteachers felt they were able to support the physical, mental and social health of the children and were seen by fellow school leaders as admirable bravery:

> *"A lot of heads in [LEA], I mean when I talk to them, a lot of them say to me, 'I wish I had the balls to do things how you do it.'"* Jon

The sense that the accountability around performance measures has resulted in school leaders, who entered the profession with the view that education should focus on social or intrinsic benefits, becoming actors in a system that increasingly values education it for its economical and instrumental benefits (Blackmore & Sachs, 2012). By taking back control of the curriculum content that is taught in their schools and focusing on what they believe to be important, these headteachers were determining their own path and not compromising their own intrinsic values. This approach supported what Sergiovanni (2007) calls the 'moral imperative that [headteachers] face' (p.28), where the challenge of school leadership requires individuals to make peace with the two competing necessities, the managerial and the moral.

This position of pursuing what they thought were the right learning experiences for their children, gave the headteachers more passion for making their children's learning experiences richer, by focusing their energies towards more creative pursuits as opposed to the performative work of risk management and market accountabilities. This view is described here by Lorna as supporting children's learning as they are happier and more engaged:

> *"Look at the enjoyment our children get from doing this, and the learning that they get from it. Look at the impact that it's had on those children... it's just the impact that it has on engaging children, you know, okay, you're really concerned about your results, you're really concerned about, you know, Maths and English scores, but you want to have children - you need to have children - who are engaged, who are happy to come to school and have good experiences at school, that don't just sit down doing endless SATs mock tests."* Lorna

Some of the participants talked about elements of "everyday resistance" (Johansson & Vinthagen, 2016; Scott, 1989) from either parents *"of course not all the parents were happy about it"* (Sandra) and how they developed after school workshops for parents to engage them, or from members of staff who did not fully buy into the vison of the headteacher:

> *"I think then I've learned the hard way that it's not just about launching with everybody. It's about saying, "Right, which teachers are probably going to be on the side with this and who is going to understand it?"* Jon.

This pursuit of enacting the vision that they have for their schools demonstrates how they were able to find solutions and openly justify their vision for what they believed

good learning was and elicit buy in from the educators who would be teaching the curriculum and the parents of the children who will be benefiting from the leaning.

The qualities that the participants expressed and showed are comparable with a number the qualities found in exemplary leaders identified by Gardner (2011). These included their readiness to confront authority in the way that they question the over-emphasis on the academic focus of learning within English primary schools, their confidence in their own instinct and intuition about what they feel is important learning opportunities for their children, their ability to see and keep in mind the big picture of mental/physical health issues and supporting the wider community. By arguing that their Food Education programme not only advanced the measurable outcomes within the core subjects, they were following their own moral compass and taking risks by following their own instinct about what learning is relevant to the children in their settings. Extending Gardner's observations, these headteachers were not only mediating government policy through their own values systems but were also driven by the strong belief that their decisions and actions could have a positive impact on the wider issues of children's development. Their awareness of the alarming childhood obesity figures, their observations of the decline in children's mental health and the emphasis on creating opportunities to bring their school community closer together, illustrated an understanding of current issues in society. By enacting their own values-driven leadership, they were working with, managing and searching out change (Gold, 2003).

The persistence that the school leaders showed in the face of policy that has focused on the results that children get at the end of Key Stages, and their inherent conviction that their school's focus is not only on academic excellence, but also has a long-lasting impact on the individual's health and well-being reflects MacBeath & Myers' (1999) belief that these type of school leaders are:

> marked out by their ability to strike out in new directions, with enough self-confidence to ignore the forces of inertia and conservatism pushing them back to shallower waters. They also had the inner resilience to confront the possibility of failure and recrimination (p.4).

The drive and determination of the participants in the study not to submit totally and implement the expectations of government policy and the inclination for resisting them on the basis of their own professional judgment (Blackmore, 2004) again reflects these headteachers displaying their professional ethics and judgement as articulated by Emma:

> *"We need to ask ourselves the questions 'Why are we educating children?' and I think if anybody answered that question, we'd sort it if they were truthful and [we] would get rid of all this narrow curriculum."* Emma

6.5 An embodiment of vision and values

A strong driving force behind the headteachers decision to include Food Education so prominently in their school's teaching curriculum was shaped by their educational vision and their own personal values – their own moral compass. All the school leaders shared a vision for how they saw their children's learning and future life chances to be improved and enhanced through the learning opportunities that they experienced at their school. This was enacted through the individual curriculum that the school plans and delivers.

The choices that all school leaders make will inevitably relate to their own beliefs, values and leadership style (Harris, 2002). The headteachers in my study talked about an educational vision that embodied their own view of what constitutes excellence in education incorporating their own educational and personal values. This was evidenced by a common vision shared by all the participants which included the improved physical and mental health of the children, the enhanced dynamic between the school and the families and better health outcomes for the communities that their schools serve.

As discussed in the literature review, studies indicate that headteachers that adopted a leadership style that incorporated a values base made the biggest impact on children's academic outcomes. The school leaders in this study were very aware of how accountable they were to outside agencies such as Ofsted and the local authority, but also towards their own communities and the children that were in their schools. This accountability meant that they had to draw upon their own personal values to develop the vision they had for their own schools, as Raymond explains:

> *"I think you've got to be values driven. I think first of all the things that you notice about the heads that drive these… I'm sure it's about you as well as the values."* Raymond

This values led leadership approach was coupled with an instructional style that emphasises having clear communication of the vison and ethos of the school and through their direct shaping of the school mission, creating a process of mutual influence (Day et al., 2016). As mentioned earlier regarding pressures on timetabling, the headteachers in my study gave much more time towards Food Education learning within their school's curriculum, as they felt that there was a pressing need for the children and the wider community to gain knowledge and skills in this area. This reinforces the findings by Sheive and Schoenheit (1987) who found that school leaders not only create a vision related to their own setting and to the world beyond their own setting but also one that is focused on 'righting a wrong'. It is also consistent with Stefkovich & Begley's (2007) work on 'Ethical School Leadership' where school leaders placed children's best interests and their well-being as a major influence on their leadership practices.

By developing a Food Education curriculum that supports the holistic education of the children in their schools, the headteacher's vision could be viewed as enacting the model for leadership proposed by Starratt (1986) which suggested that 'the leader's power is rooted in a vision that is itself rooted in something basic to human life' (p.15). One can argue that including Food Education in your school's teaching and learning curriculum is highlighting an area that is a 'basic to human life'.

The adoption of a moral/values based approach to leadership assumes that the critical focus of a headteacher's authority and influence are to be derived from justifiable notions of what is right or good (K. Leithwood, Jantzi, & Steinbach, 1999, p. 10; Sergiovanni, 1991) and by demonstrating principles of responsibility (Davies, 2007). It is possible, therefore, that the headteachers in my study used their values-based approach in leading their schools as they believed that they had a responsibility not only for the education of their own children in the school but also to the wider education system (Davies, 2011). This view of the influence of the curriculum they have developed is consistent with the work of Crawford et al (1997) in creating a desirable future state. This approach to leading their schools further supports Bottery et al.'s (2012) view that these headteachers were showing the courage to develop their school's curriculum and learning experiences from the moral position they take, rather than solely to meet academic outcomes. As noted in my Literature Review, this hybrid approach of incorporating values-based and instructional leadership supports the work of Leithwood et al (2020) who recommend that school leaders adapt their leadership approaches to support pedagogic strategies and the curriculum in relation to the learning needs and challenges of the children in their settings (Hopkins, Craig, & Knight, 2015).

By using Food Education as an embodiment of their own values and vison, these headteachers can be seen to extending the concept of what Connolly et al. (2019) terms 'Educational Responsibility'. Although there is a growing interest in this notion within the corporate sector (Voegtlin, 2016), "such a perspective on educational leadership has yet to feature in the literature" (Connolly et al., 2019, p. 514). It can be argued that the headteachers are using the teaching and learning around food as a tangible enactment of what they believe effective education should entail and also an external representation of their values led approach to leading their schools.

As discussed earlier, there is a clear acknowledgement that my interviewees need to meet the measurable academic outcomes for the children in their schools. However, due to their belief, commitment and articulation of the more multi-faceted learning opportunities of Food Education, the headteachers can use it as a way to engage and commit staff to their overall vision for the children in the school. Their commitment to the personal, social and health benefits that Food Education supports, generates a focus that staff believe in – it brings confidence in the leadership that the headteachers display. This is not just being a facilitator to government academic targets, but is creating a trust and respect that the

headteacher, and therefore the school focus, is committed to doing more for the overall well-being of these children.

Staff are engaged as they can see a tangible enactment of what their headteacher's educational vision is – Food Education becomes the perceptible embodiment of the headteacher's values. This can enhance and support the 'buy in' of the leadership and management decisions of the headteacher in other areas of the school. By committing themselves to the whole school approach to Food Education and championing an area that is not high on educational policy makers' agenda, the teaching staff's focus is not absorbed solely on the academic enactments from government - they have a commitment to the less lauded personal, social and health development of the children. As Nick observes from comments teachers who have visited his school from other settings, this is welcomed:

> *"Quite a lot of teachers come from other schools and sort of say like, "I wish my head was really into this and I really wish my head would do this."* Nick

Raymond expresses this enactment of the headteacher's values and the way that it can inspires staff:

> *'Your school is successful because you have a belief in it and you drive the staff for it and you inspire them.'* Raymond

The headteachers' focus on Food Education gives staff within the school a sense of meaning - it drives the values into action. For staff, Food Education can be seen to be a tangible representation of the school's moral purpose and contributes towards the values of the school: "*It is an emotional appeal to some of the most fundamental of human needs - the need to be important, to make a difference, to feel useful, to be part of a successful and worthwhile enterprise."* (Bennis & Nanus, 1997, pp. 92–93)

The view of the headteachers in my study was that the reduction in childhood obesity figures was not the primary motivating factor in including Food Education lessons in their school's curriculum. This is consistent with Howard Drake & Halliday's (2016) and Clarke et al.'s (2015) study of obesity prevention in English primary schools. Although the participants recognised that schools are key settings to support the reduction in childhood obesity figures, they are only a small part of a society wide solution and, therefore, could only have a very limited impact. This view is also corroborated by Ofsted who do not see schools, on their own, as the 'silver bullet' in reducing childhood obesity figures (Ward, 2018) but see it as a complex societal issue. which include public health teams and school nursing services. The participants in my study saw the health aspect of their Food Education learning as their moral responsibility and a key component of the children's wider, holistic development.

However, as childhood obesity figures have continued to rise and, as discussed, educational policy has continued to be centred on healthy eating and what is

consumed, there has been less focus on “the role of food-related activities in education settings as social practices” (Hart, 2016, p. 211) and the “social context of food and eating” (Daniel & Gustafsson, 2010, p. 268). The social aspect – the commensality advantages of the Food Education teaching and learning that the school leaders developed - was a significant factor in why they included this area in their school’s curriculum offer.

6.6 Pedagogical Commensality

This subsection captures an unexpected but highly significant set of findings that resulted from my research and relates to my RQ3 enquiring about what other benefits these headteachers see for their children's educational development and the wider school community by placing a strong emphasis on the inclusion of food education in their schools political curriculum. The headteachers’ responses regarding their Food Education curriculum enhancing the social aspect of their school, and through this the mental and personal well-being of the children and wider community, were not expected, however this became the most notable reason for including Food Education so prominently in their school’s teaching and learning curriculum.

The aforementioned values-led leadership approach that the headteachers adopted was a strong influence on the inclusion of community-based events that feature so prominently in all of the headteachers’ responses as to why they include Food Education in their school’s curriculum. The food related activities enabled the participants in my study to communicate and transmit their school’s values and ethos to the wider community as Vicky indicates here:

> *“And very, very much linked to our school values of respect and community. I mean, I think out of everything we do, [Food Education] actually brings the community into school.”* Vicky

To support the healthy food choices for the children, the headteachers understood that it was important to get the engagement of parents as they make the food choices at home. By including parents and other community members in the Food Education curriculum, the headteachers were extending their personal and professional reach and influence by engaging in a communal process to further support not just the children’s academic learning that they are measured on, but also the physical, mental and social health of the children. This expansion of the learning beyond the confines of the classroom to include the children’s families can be viewed as an enactment of their moral purpose to improve the holistic education of the children and extends the work of what Furman (2003) terms an ‘Ethic of Community’, where leadership actions are informed by an ethical framework. This distribution of their moral leadership to include the children’s families and community creates multiple benefits for the holistic development of the children in their schools.

This creation of a strong school community is seen as crucial to engaging and motivating children within the school to learn (K. Leithwood & Riehl, 2003). By establishing communal cultures through food related events and learning, it can be argued that this supports and expands on the children's 'social capital' which enhances children's academic outcomes (K. Leithwood & Riehl, 2003). There is also considerable empirical evidence (Ferguson, 2006) that indicates that community-based interactions and relationships can have a positive impact on children's overall wellbeing. Similarly, of all the predictive factors associated with children's well-being, social capital (second only to poverty) has the highest influence on children's development and attainment of future outcomes (Putnam, 2000).

The food related communal events, such as food based homework activities celebrate the racial, religious and cultural diversity of the school's community and social network, amongst other aspects and, by reinforcing this, the headteachers can be seen as acknowledging the potential of it as an educationally useful tool to influence learning. Kristina illustrates how the inclusion of food related activities helps reinforce the sense of school connectedness and the social collective:

> *"We're a very multicultural school in our area and we identified several years ago that the one thing that bind us all together is food."* Kristina

The community and family-based opportunities that the headteachers in my study used their Food Education curriculum to support, extend what Leithwood (2003) calls "family educational cultures" (p.7) by planning events and projects that promote trust and communication between families and schools. This is created by providing opportunities for the parents to come into school for a non-academic focused purpose, as illustrated by Sandra and Raymond:

> *"I think parents feel less threatened by coming in and doing food activities with the children."* Sandra

> *"It's developing a trusting close community which together supports the children to develop to become participants in the world. And for me, it's not just about within school, it's within the locality, so it's within the community. So sometimes it's inviting - as we do once a week - inviting elderly vulnerable people in to have dinner with the children. It's about having meals and dinners with parents, but the food just brings everyone together and it becomes the focus as well, particularly when people are bringing in food from their own cultural background, they become very proud of it - they want to show it off."* Raymond

For many of the activities, the parents are the 'expert resource' where food homework activities revolve around, for example, food that represents and celebrates their cultural heritage, or gardening. By promoting trust and communication between families and schools, the Food Education curriculum becomes a facilitator for the nurturing of 'family educational cultures' resulting in

further support of the children's learning as it is supported by both the school and the family.

The headteachers were creating situations where they were establishing positive relationships between the teachers and staff at the school, the children and their families and communities. It is by building this trust, familiarity and an appreciation of the families and communities, that the whole school community benefits. This is expressed here by Abby:

> *"Certainly, with some understanding of different cultures, understanding the needs of others. It's great for intergenerational understanding as well."* Abby

The use of community events was prominent within all the headteachers' responses. This ranged from homework projects that involved cooking the family meal using the skills and knowledge that they were taught in their Food Education lessons, to whole school events that engaged parents and children in food related activities based on cooking workshops or celebrations of cultural food eaten at home, as illustrated by Vicky's comment here:

> *"It's just unbelievable to watch. Yeah, it makes a difference all of the time. And it's the community spirit… Well, I think what we do, the things that I love doing, so we'll set a homework. We'll set a whole school home learning task some weeks, you know, at some point in the year. And it will be, 'Make your family a dinner.' Do you know what I mean?... And they go home and that's their homework."* Vicky

Through the use of Food Education activities and learning that actively include the parents and families of the children, the headteachers developed a strong sense of 'school connectedness' (Neely, Walton, & Stephens, 2015). This relationship encompasses an active engagement from the community resulting in the enhancement of the quality of the social relationships within the school community as expressed here by Jon and Lorna:

> *"I think for us now it's much more about the whole, you know, how it fits in with your way of life beyond just the curriculum bit, because, you know, I think for us as adults…. I mean for me, you know, and for a lot of us as adults, food is a social thing as well. It's not just a nutritional thing."* Jon

> *"It's about how they relate to each other as well isn't it? It's the social skills, the personal skills, I think it's very important. It's putting everything into a context."* Lorna

The active involvement of parents in school life that the headteachers facilitated through the Food Education activities that the children and the community engaged in, has been shown to predict a closer school connectedness (Thompson, Iachan, Overpeck, Ross, & Gross, 2006). Hart (2016) shares this view and notes that "parent participation in school food practices is inextricably linked to participation in other

areas of school life" (p. 221). By providing opportunities to work together and also invite the wider community into the school, the school is supporting children's mental health through developing positive social relationships, enhancing interaction skills and developing a sense of belonging to a group (Keyes, 1998; Lerner, Phelps, Forman, & Bowers, 2009). The placing of a social value on their Food Education curriculum and creating a whole school approach supports the findings of Neely et al (2016) as having the potential to promote a more holistic approach to support children's physical, mental and social health (McNeely et al., 2002; Resnick et al., 1997).

I have termed the use of Food Education lessons to support community involvement and engagement as 'Pedagogical Commensality' where the benefits of people coming together to share food and eat together – commensality (as discussed in the literature review chapter), is derived from the teaching and learning curriculum. Although there are numerous studies that focus on school lunches and commensality (Andersen et al., 2015; Berggren et al., 2020; Hansen et al., 2020; Lalli, 2017; Pike, 2010b) there are very few studies that focus on 'pedagogical commensality'.

'**Pedagogical Commensality**' focuses on learning opportunities that result in developing school connectedness they not only support children's physical, mental and social health (McNeely et al., 2002; Neely et al., 2015; Resnick et al., 1997) but also creates and develop learning opportunities where Food Education brings individuals together to reinforce, cultural, social and friendship ideals and enhance wider connections with the school.

Pedagogical commensality counters some of the documented issues with school lunch commensality such as the mixed messages that involve the dining room rules and regulations of sharing food (Maher et al., 2020). Preparing, cooking and eating food in the classroom is distinct from the lunchtime experience as it involves smaller groups of children and teacher's knowledge of the cultural and allergy related needs of the class, enabling positive messages around food to be communicated. In addition, the headteachers who all supported the 'whole school approach' to Food Education, were easing the 'rules' around food that were typically experienced in schools. By engaging in learning activities that involved children growing, harvesting and preparing food, the joy and pleasure of the engagement in food and the understanding of the provenance of the food that is consumed counters Maher et al's argument. The 'family aspect' (Fairbrother, Curtis, & Goyder, 2016) of sharing food can be reinforced in the projects and recipes or growing activities that are included in the curriculum. By also incorporating the community food related events and the lessons in making food that the children prepare within curriculum time to share, these 'social meals' can be seen as a nutritional and social platform to promote public health and counter social inequality (Benn, 2010; Carlsen, 2011; Gullberg, 2006; Raulio, Roos, & Prättälä, 2010). This is illustrated in my study by Vicky and Nick who share the experiences children get in the school garden:

> *"And I think it makes a difference certainly socially. Definitely socially. When the children go out and they're digging up things together or they're composting together... it absolutely makes a difference. It absolutely makes a difference when they cook for the old age pensioners and they come in, and you see them together, that kind of multi-generational thing."* Vicky

> *"So, Janet, you know, who is our gardener, she will try and grow - the kids will bring things in sometimes from home as well and then Janet will try and grow them. It's harder to grow some of the things in our society but she will give it a bash. But yeah, children will talk about food and vegetables for example that they've had in Africa or in Pakistan or India or whatever which is, you know, really difficult to get here."* Nick

This way of using their Food Education curriculum can be argued to be a further extension of their values-based leadership approach for including this area so prominently within their school. Through the creation of activities and events that increase positive intergenerational and culturally diverse social relationships, the headteachers are further supporting community cohesion by displaying a caring school ethos where community members feel valued and trusted.

The emphasis that the headteachers put on their Food Education practices is,

> *"The one thing that binds us all together is food."* Kristina

This highlights the way that commensality is a powerful way of creating groups, promoting togetherness and supporting the formation of relationships (Fischler, 2011; Lalli, 2017) which the participants in my study saw as beneficial to the whole ethos of the school. These headteachers are not attempting to follow the narrative of policy makers who see food solely as an instrument to tackle childhood obesity and other health related issues (the biological aspect of food) but are utilising it as a way of building relationships, and further enhancing the social aspect of gathering together and connecting with the school to develop and support the children's learning. By using their Food Education curriculum to create events that bring the school community together, they are creating opportunities which not only support and advance commensality, but also counter the individualisation of society (Fischler, 2011; Mennell, Murcott, & Van Otterloo, 1992). This in turn has the power to "strengthen the bonds between individuals, communities, and even countries" (Stajcic, 2013, p. 5). This is articulated by Emma here:

> *"I believe it gives us that freedom to look at our community. So a lot of it is about community cohesion, a lot of it is about working with new people, being with different people, understanding prejudices and racism."* Emma

Indeed the creation of a shared meal within a Food Education lesson not only teaches and imparts the actual preparation and cooking skills and knowledge, it also supports the sense of shared experience which Fischler (2011) emphasises - that

eating the same food makes individuals believe they are the same and brings the group closer together and develops a sense of belonging. This is in contrast to the commensality of school lunches, where children may be eating different choices from the lunch menu or eating food brought in from home.

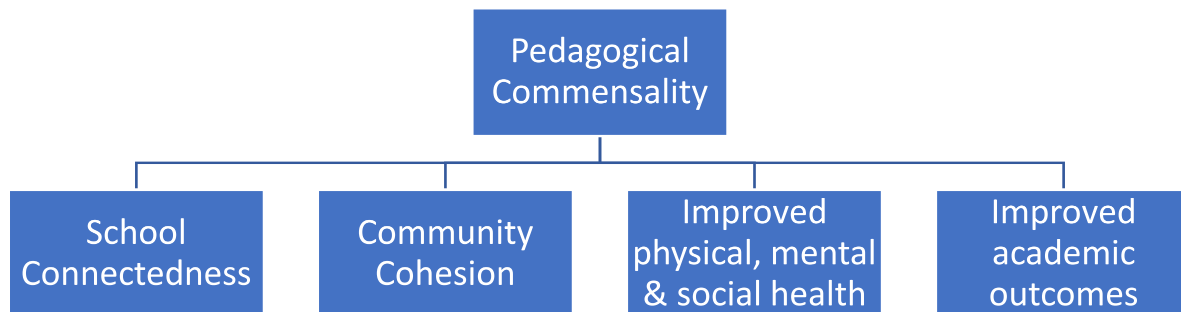

Figure 6.2: Pedagogical commensality

These headteachers saw that including Food Education so prominently within their school's curriculum could have a positive impact on children's health, both physically and mentally. In addition, they believed that their inclusion of Food Education took on a wider scope and purpose, in that it is had the ability to have an impact on the wider community. The headteachers in my study used their Food Education curriculum to support the cohesiveness of their school community and through this were able to actively engage with the community to generate change, which corroborates the work of Earl (2018). This resulted in multiple benefits in that it supported social capital, communicated the messages to a wider audience about healthy food, taught families cooking skills, developed cultural and religious understanding and supported mental and social well-being and improved academic outcomes. The school leaders saw their Food Education curriculum as an enactment of their own personal and professional values and central to their educational vision and also enabled them to communicate and transmit their school's values and ethos to the wider community.

Although the social side of school meals and the lunchtimes has been explored extensively (Andersen et al., 2015; Fossgard, Wergedahl, Bjørkkjær, & Holthe, 2019; Lalli, 2020; Pike, 2010a), these findings add to the very limited knowledge base of how the pedagogical aspect of Food Education has been used to support school connectedness and children's health.

CHAPTER 7: RECOMMENDATIONS AND CONCLUSION

7.1 Introduction

This study set out to explore why some primary school headteachers included Food Education so prominently in their school's teaching and learning curriculum. More specifically, it has sought to define the leadership approaches and motivations behind the headteachers including this area of learning in their schools, which is not measured or assessed by outside agencies. It is hoped that the findings will contribute to the knowledge and understanding of the importance and impact that an effective whole school approach to Food Education can have on children and the wider community.

Firstly, I will extract my knowledge from conducting this research and relate that to the traits and practices I use in my professional role as a headteacher who supports the inclusion of Food Education within my own school. I will then discuss the limitations of the research and also possible further studies. Lastly, I will evaluate the findings and suggest recommendations for policy and practice within primary schools and the wider educational sector and where this research could contribute to the knowledge and understanding of including Food Education more prominently in the English National Curriculum.

The research was carried out from a social constructionist perspective and semi-structured interviews were carried out with ten primary school headteachers in England who were recognised leaders in the field of incorporating a whole school approach to Food Education. The analysis of the data was carried out using Reflective Thematic Analysis. The study identified three main themes that resulted from the analysis of the headteachers interview responses:

1. How the headteachers saw Food Education as a vital to the children's holistic education and an effective way to involve a cross-curricular approach to the children's learning. It was seen as a key tool to support children's awareness of how they can have a positive impact on their own health and well-being.
2. The curriculum they had developed was important to the headteacher's vision of what they believed effective education should include. Its inclusion and the impact it had was seen an extension of their own vision and ethos and created a distinctive ethos for their own school.
3. The interviewees used Food Education as a way of bringing their school communities together around an experience that everyone can relate to. Their Food Education curriculum was able to cross cultural and generational boundaries and also support the whole community's awareness of how healthy food can have such a positive impact on the families and the wider community's own health and well-being.

7.2 Conclusion

Over 40 years ago, the Department for Education and Science saw the learning potential that food could have as an educational tool. In 1978, they noted that home economics and learning about food, in its wider context, was important as it related to pupils' lives and could develop their understanding of social, ethical and political issues (DES, 1978). However, as an area of study which was then incorporated into the Design and Technology Programme of Study of the National Curriculum ten years later, instead of utilising the varied aspects of food to its full potential, it became a way of imparting information about nutritional intake – a bio pedagogical tool (Wright & Halse, 2014). In the past ten years, the teaching and learning about food in English primary schools has been shaped by the worldwide childhood obesity epidemic and the way that children view food has been limited to theirs and others' healthy food choices. This focus on the health aspect of food has enabled governments to "individualise, rationalise and sanitise food and its consumption" (Leahy & Wright, 2016, p. 243) and has resulted in the holistic teaching and learning opportunities that Food Education can offer, as a means of imparting aesthetic, cultural, social and health benefits, not being fully utilised.

The focus on the teaching of food within the English National Curriculum and the policy assumptions that schools are perfect settings for childhood obesity intervention and prevention (Gard & Wright, 2005; Rich, 2010; Vander Schee & Gard, 2011) has not worked, as childhood obesity figures in England have continued to rise, with 1 in 3 children leaving primary school overweight or obese (Public Health England, 2020a). Indeed, the messages taught around food have, according to young people's responses, demonstrated "how such techniques have only a limited impact on young people's behaviours in the context of their values, pleasures and tastes associated with food" (Leahy & Wright, 2016, p. 234).

My research findings indicated that children's physical health was only one of a number of factors why the headteachers in this study, who are nationally recognised exponents of Food Education, included this type of learning so prominently in their school's curriculum. The policy focus on diet and learning about nutrition have displaced other ways of using food as an effective teaching tool. In my study, the headteachers' experience of placing a much larger emphasis on the wider pedagogical aspects – the academic, social and cultural benefits – enabled them to support much more than just the children's physical health. Their curriculum can be seen to have enabled a more holistic education of children that supports their mental, personal and social health, their cultural understanding and also brings pleasure, engagement and joy.

The report into The School Food Plan (Dimbleby & Vincent, 2013) stated that the motivation to improve school food always stems from the headteacher:

> "Behind any school with a vibrant food culture, there is always an equally vibrant headteacher… There are many different models for improving school

> food, but one constant: the catalyst is always the headteacher." (Dimbleby & Vincent, 2013, p. 76)

My study extends this viewpoint; the catalyst to creating a vibrant food pedagogy also rests with the headteacher. By showing commitment to their own personal and educational values, these headteachers believed they were making a significant impact on the wider educational opportunities for the children in their schools. They acknowledged that they were accountable for the children's academic performance, but they felt the emphasis has been placed too much on the core subjects of English and Maths, while the physical, mental and social health development of children had declined. The participants in this study acknowledged and understood that there were many factors involved in the high levels of childhood obesity and that school-based programmes were not effective at reducing these figures alone, as they are so many other factors to consider.

Even though the headteachers acknowledged that their approach had elements of risk, due to the emphasis on a curriculum area that is not measured by outside agencies, they felt that it was their moral duty and responsibility to continue pursuing this area of children's learning. Their values-based leadership approach (Copeland, 2014; Day et al., 2016) supported their commitment to wanting to make a difference to the children in their school through their pedagogical curriculum. In addition, the learning that the children engaged in equipped them with the knowledge and skills to be agents of change within the family context (Burrows, 2017; Gard, 2008; Wright & Halse, 2014) and through this extension, the headteachers were able to support the community's health and well-being.

The commensality community social theme that resulted from the inclusion of prominent Food Education learning within their school's curriculum was one of the more significant findings to emerge from this study. As modern western society was veered towards the individualization of meal times (Fischler, 2011; Mennell et al., 1992), we may have lost the benefits of the shared experiences around food preparation and consumption. By choosing to use their Food Education curriculum to further support and enhance the social benefits of their whole school approach to food through, growing, cooking and eating together - what I term 'pedagogical commensality' - these school leaders are not just teaching children about the nutritional aspect of food that is linked with the government led Food Education policy. They are also creating and supporting a closer relationship with the children's families - a school connectedness, which supports children's mental and social health (Jose, Ryan, & Pryor, 2012; Resnick et al., 1997; Weare, 2010). Through their Food Education pedagogical activities that support commensality, these headteachers are able to fulfil their moral objectives and professional purposes of supporting the holistic education of the children within their school and also have a positive influence on the children's families, be it through workshops in cooking skills, food based homework activities that celebrates the cultural diversity of the schools

stakeholders or the simple act of socialising together which supports the children's wider learning.

This thesis has provided a deeper insight into why some primary headteachers include Food Education so prominently in their school's curriculum. My literature review demonstrated that headteachers can make a difference to children's outcomes and a hybrid values-based approach may be the most effective way by which to achieve this. These school leaders are using their own personal and professional values to shape the focus of learning that is taught in their schools and they see that Food Education has a positive impact, not only on the academic outcomes of children though engagement, enjoyment and the skills and knowledge taught through a cross-curricular approach, but also the wider learning outcomes it supports. By extending their Food Education curriculum to include the wider school community, the headteachers have been able to create a school culture that supports pedagogical commensality– a curriculum that uses food to bring the school community closer together. This has enhanced a sense of school connectedness which is shown to have a positive impact on children's academic, social, personal, and mental health (Jose et al., 2012; Resnick et al., 1997; Weare, 2010). By looking at Food Education through the lens of the social benefits it can deliver, they see how food, if used effectively as a learning tool and catalyst, can have the power and capacity to positively engage and develop all members of their diverse school communities.

7.3 Limitations and recommendations for further research

This is an example of interpretivist research (Cohen et al., 2007) and therefore it is important to recognise that the understanding and knowledge gained for the reasons why headteachers choose to include Food Education so prominently in their schools curriculum relate to the ten headteachers that participated in the study. It would be interesting to study the same research questions, either with more primary school headteachers or with secondary school leaders, to see if the same questions were found or other traits and practices were demonstrated.

Food Education has the capacity to do more than teach children about healthy diets and the nutritional benefit of different food groups. It contributes a more sophisticated articulation of how headteachers use Food Education as means to benefit children and families in more areas than just the supposed physical health benefits that current policy includes it in the English National Curriculum. Future research could build on this work and further identify how Food Education teaching and learning can be used to support a whole-school approach to enhancing school connectedness through pedagogical commensality, and how this may contribute to having a positive effect on children's academic attainment and their own health and well-being.

An implication of the findings derived from my research identified that food related community activities and giving value to the wider benefits of Food Education can help facilitate positive social interaction and build relationships within school

communities. This work could be extended to include the findings of this study and would be an important contribution towards understanding the mechanisms by which a whole school approach to Food Education can affect parental engagement and how this can further support family engagement in their child's education.

As Food Education is a multidisciplinary approach, that incorporates many disciplines such as nutritional behavioural psychology, social behavioural science, pedagogical education and sensory science, further studies could be conducted to investigate how the inclusion of this area in a primary curriculum could provide new innovative ways to support both the children and the school's community's health, well-being and engagement in the school's learning programme.

7.4 Contribution to knowledge

The findings from this study make several contributions to the current literature. Firstly, to date, there has not been any research into the motivations for primary school headteachers to include a prominent Food Education curriculum within their school's teaching and learning programme. Secondly, my research findings have revealed that the headteachers who do include Food Education in their school's pedagogical curriculum do not use it solely to support the healthy eating agenda which is the current focus of Food Education within the English National Curriculum. As detailed in section 6.5, by using Food Education to shape their schools' ethos, they are using it as a tangible embodiment of their own personal and professional values and vision. It is an integral part of every headteacher's role to develop and communicate a vision for the schools that they lead and a set of core values underpins the ethos that they create for their settings. The development of a whole school Food Education curriculum that incorporates guiding principles such as respect, caring, co-operation and responsibility, enable these school leaders to include first hand experiences that represent these values. The school's values can be seen to be expressed through the Food Education curriculum that is central to these school's ethos.

As discussed earlier in Chapter 2, these headteachers used a hybrid values-based/instructional leadership approach to develop and then enact their approach to Food Education based teaching and learning within their settings. The interviewees acknowledged the 'risks' of placing an emphasis on an area that is not prominent within the National Curriculum in England and therefore by articulating to their school community why they believe it is important they also need to ensure that resources, professional development and timetabling issues are put into place for teachers to support the teaching and learning opportunities that derive from its inclusion.

Finally, as discussed in section 6.6, their use of the teaching and learning curriculum as a stimulus to support the wider benefits of Food Education has enabled them to create an ethos of 'pedagogical commensality' which supports school connectedness and has the potential to have wide ranging benefits to both the children's academic and health outcomes and the wider community.

As described in Chapters 5 and 6, the potential for food education to support the social aspect of schools is not fully realised within the majority of schools within England. As Kristina pointed out when discussing one of the key roles that food education has within her school "The one thing that binds us all together is food." The opportunities that can derive from consciously planning to use cooking and gardening activities not just for the skills that the children will acquire, but also to further support an engage the school community within the life of the school, are not fully utilised. The idea of 'pedagogical commensality', where educators actively use the school's food education curriculum to further engage with their school community, to support community cohesion, to get families more involved in the life of the school is an unexploited benefit of educating the school community about food. The use of Food Education to support 'social capital' where the school community is working together as a group to more fully support the children's social, emotional, academic and health outcomes is a very powerful model and one that schools could participate in. This new concept of 'pedagogical commensality' is a contribution of this thesis which extends the current conceptions of commensality into a school context which has the potential for wider applicability in studies of school food policy and practices.

7.5 Contributions to research

The method that I adopted of reflexive thematic analysis, which is an easily accessible and theoretically flexible interpretative approach to qualitative data analysis, can have a contribution in the way that practical research is managed within a school situation. This method involved applying a systematic approach to design and analysis to produce robust and clear processes that provided a secure basis for the interpretation of my results and subsequent findings. This necessitated a methodical recursive approach to the data as detailed in Chapters 3 and 4. The use of Braun and Clarke's (2006) six phase approach to thematic analysis which included familiarising myself with the interview data and generating initial codes from the dataset gave me a strong grounding in identifying the themes that formed my findings and the 'story' that evolved from the interviews. This detailed account of how I explicated and illustrated this approach within a qualitative interview-based study of headteachers adds to the methodological literature on reflexive thematic analysis.

7.6 Contributions to practice

The findings of this study have a number of practical implications that could benefit policy makers and practitioners within primary education.

There is a pressing need to look at reducing childhood obesity through a different lens. For the past 15 years policy has laid a proportion of blame at schools for the high levels of childhood obesity (Earl, 2018). School based intervention programmes have proved ineffective as the number of children who are overweight or obese has risen (Nuffield Trust, 2021). These ineffective results mirror the 689 wide-ranging policies that the UK government has proposed in the last 30 years to reduce obesity prevalence or health inequalities (Theis & White, 2020). If government want to use the primary school's curriculum to support the health outcomes of children and

reduce childhood obesity rates, they should not just be looking at it from a purely scientific approach that healthy nutritional intake equals healthy weight. Indeed as studies in nutrition advance, “the influence of social factors and context (the meal) appears more and more prominent on the nature and amount of intake” (Fischler, 2011, pp. 531–532). By creating a Food Education curriculum that encourages children to engage with food in its wider context that includes the cultural, political, social, environmental and aesthetic benefits of food, schools could provide learning opportunities that extend beyond the narrow bio-pedagogical focus that Food Education currently occupies.

Food is one of the few areas that all humans have a daily relationship with. Effective learning occurs when individuals are engaged in the area of study and food is one of the very few teaching tools where all the senses can be employed. This gives schools an opportunity to utilise it as a highly effective teaching resource to engage children and the wider community. At present, the social dimension of food – commensality can have a powerful role in not just the social health of children and their families, but also their mental and social well-being.

The opportunity for school-initiated food related activities to be employed as a social engagement tool was a very powerful motivator for the headteachers in this study and a key finding from my research. These school leaders have used their pedagogical curriculum to support cultural understanding, community cohesion and parental/stakeholder engagement.

My study has also highlighted how the participants have expanded on the narrow parameters of food education guidelines within policy and the National Curriculum. Through creative innovation and responding to the needs of the children in their schools and the families that they serve, they have developed a rich and diverse learning experience that support and engages their school’s community. Taken together, these findings provide a rich resource for senior leaders who are interested in developing their strategic approach to food education.

7.7 Recommendations for policy

As well as a more prominent focus on the wider aspects of Food Education learning within the National Curriculum, there is also a definite need to include the benefits of a much broader approach to the teaching of Food Education for prospective school leaders. Its inclusion in the training programmes for qualifications such as the National Professional Qualification for Headship (Department for Education, 2020b) and the National Professional Qualification for Senior Leadership (Department for Education, 2020c) could highlight the impact of including a more prominent Food Education curriculum could have on the children and the wider community of the schools these individuals will lead. This could then lead to its inclusion in the Headteachers’ Standards (Department for Education, 2020a). In addition, it could be valuable for Initial Teaching Training (ITT) institutions to include this area of learning within their training programmes for trainee teachers. As seen from my research

findings, the prominent inclusion of Food Education currently within an individual school's curriculum is determined by the headteacher. If this area is to be fully realised to support future children and school communities, then the next generation of school leaders would benefit from training and awareness in values-based leadership practices and the inclusion of a whole school approach to Food Education in the primary school curriculum, from an early stage in their teaching careers.

7.8 Concluding remarks/Final reflections

My research has revealed that the motivations for some primary headteachers to include a prominent place for Food Education in the pedagogical curriculum of their schools goes beyond the current purpose of Food Education within the English National Curriculum - teaching children about healthy food and nutrition.

Food is an expression of many areas within society. The headteachers in my study used their own personal and professional values of wanting to make a real difference to the children in their schools to develop a curriculum that makes the most of the wide scope of Food Education. By emphasising this familiar area of children's experience, they have supported and enhanced not just the physical health of the children, which is the purpose of learning about food in the current English National Curriculum, but also their personal, social and mental health. Through the development of and emphasis on a prominent, bespoke Food Education curriculum that is relevant to the children in their schools, they have also nurtured positive relationships with the children's families and wider community. The findings around pedagogical commensality and school connectedness may help contribute to the increasingly important discourses and policies relating to Food Education and create a cultural change in how food, as an essential element of many aspects of society, is viewed in the English education system.

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LIST OF APPENDICES

Appendix 1:

School Leadership and Food Education Research

Project Title***:*** **Leadership of Food Education in UK Primary Schools**

I would like to invite you to take part in the above research project. I would be grateful if you would please take time to read this sheet carefully, so that you understand what the project is about and please ask for clarification if necessary.

Background to the study:

There is a worldwide issue with Childhood Obesity and schools play a major role in awareness and programmes that can support the health and wellbeing of children in their setting. With nearly a third of children in England leaving primary school either obese or overweight and the diets of children being a cause for concern, the current UK government have cited that schools are at the forefront of helping to shape children's eating habits that will enable them to live healthier lives.

What is the purpose of the study:

This study is looking at how school leaders of schools that are focused on Food Education can support the health and well-being of the children within their setting. What is the motivation behind the ethos and vision they have set for their staff and stakeholders and is there a common leadership style that is shared amongst recognised effective headteachers?

Do I have to participate?

No. All participation in this study is voluntary and participants can withdraw at any time without giving a reason. If you decide to participate you will be given this information sheet and asked to sign a consent form. If you choose not to participate or later, decide to withdraw, you can do so without prejudice. Your decision about whether or not to participate will not be recorded in any way that may affect your relationship with myself or the university. The data collected, will be analysed soon after the end of your research input, as it will feed into the next research session. Therefore, you have 72-hours to withdraw your data, before it is used and can longer be reasonably withdrawn from the study.

What will happen if I agree to take part in the study?

If you agree to participate I will contact you to agree a suitable time to visit you at your school. At the meeting, you will be given instructions on how the interview will be carried out. I envisage that it will take no longer than an hour of your time. You will be audio-recorded throughout the task. The audio recordings will be transcribed and you be offered an opportunity to view a summary of the interview/ task. You may also request a copy of the thesis that will be produced from the study. This will be completed by March 2020. You will be sent an electronic-version of the thesis if you wish to receive one. At the conclusion of your part of the research you will invited to participate in a debrief.

Are there any risks involved in participation?

No

Will my participation be kept confidential?

All data will be stored and secured on an encrypted data drive that the university provides. This is a secure data drive. You will be given a number that links you to the research, but there are no identifying features on the material- it will be carried out in confidence. Your voice recording will be transcribed, so that there is no identification with it. On completion of the Doctorate, the anonymised transcripts will be stored securely in the University Research Data Archive and may be used in future research.

This study complies with the Freedom of Information Act 2000 and the Data Protection Act 2018.

Thank you for taking the time to read this information sheet. If you would like to take part or discuss this research in more detail then please get in touch with Jason O'Rourke at the following contacts

Contact details

Researcher: Jason O'Rourke

Email: Jason.Orourke@student.shu.ac.uk

Director of Studies: Mike Coldwell

Email: m.r.coldwell@shu.ac.uk

Telephone number: 0114 225 6054

<table>
<tr>
<td>You should contact the Data Protection Officer if:

• you have a query about how your data is used by the University
• you would like to report a data security breach (e.g. if you think your personal data has been lost or disclosed inappropriately)
• you would like to complain about how the University has used your personal data

DPO@shu.ac.uk</td>
<td>You should contact the Head of Research Ethics (Professor Ann Macaskill) if:

• you have concerns with how the research was undertaken or how you were treated

a.macaskill@shu.ac.uk</td>
</tr>
<tr>
<td colspan="2">Postal address: Sheffield Hallam University, Howard Street, Sheffield S1 1WBT
Telephone: 0114 225 5555</td>
</tr>
</table>

Appendix 2:

Background Information Sheet

Name:

Type of school (please tick)	Primary Infant Junior
Number on roll	
How many years as a Headteacher?	
How many years as HT at your current school?	
Did you bring the F4L award to the school?	
How long has the school held the Gold award?	
Do you actively lead on Food Education within your school?	
Do you subscribe to F4L or is it provided by the local authority?	
Age 30-40 / 41-50 / 51-60 / 61+	

Appendix 3:

Participant Consent Form

Research project

Leadership of Food Education in UK Primary Schools

To be completed by the participant:

Have you received information on the study? **Yes/No**

Have you been able to ask questions about this study? **Yes/No**

Have you received answers to all your questions? **Yes/No**

Do you give your permission for the interview to be audio-recorded? **Yes/No**

I understand that individual names will be anonymised in any reports/publications? **Yes/No**

I understand that my participation is voluntary and I am free to withdraw at any time, without giving any reason? **Yes/No**

I understand that fully anonymised data may be shared with other researchers using secure data repositories? **Yes/No**

Do you agree to take part in this study? **Yes/No**

Signed: Date:

Name (Block Letters):

Name of school:

Name of researcher taking consent:

Appendix 4:

Pilot Study Questions

- What is your understanding of Food Education?
- Has your understanding of this area altered?
- Please tell me about when your interest in Food Education first began?
- What does Food education mean to you?
- Food education is not in the KS1&2 National Curriculum and schools are not measured on its outcomes, why do you choose to include it in your curriculum?
- How important do you feel your emphasis on Food Education is to the overall education of the children in your school?
- How do you make this part of your school ethos?
- Can you tell me more about how you have introduced Food Education to your school staff?
- Is this different to the way you have introduced it to you school community?
- Do you communicate your Food education practice in any way?
- Is leading on Food education different to leading on other curriculum areas?
- Is there any advice you would give to prospective School Leaders about how they could introduce Food Education to their schools?
- What leadership style do you believe is important for the introduction of Food education into a school?

- How has your thinking developed?
- How does this fit with the academic outcomes that you are required to fulfil?
- How has your thinking developed?
- Have there been any issues regarding this introduction?

Appendix 5:

Research Study Questions

Food Education in school: why do some headteachers make this a priority?

- What does Food Education mean to you?
- Please tell me about when your interest in Food Education first began? Were there any triggers or event that you experienced that made you concentrate on this area of children's learning?
- Why do you choose to include it in your curriculum?
- Has your understanding of this area altered?
- How important do you feel your emphasis on Food Education is to the overall education of the children in your school?
- Do you feel that this aspect of the child's education is valued by policy makers/DfE/Ofsted?`
- How do you make this part of your school ethos?
- Do you believe that there was a particular leadership style you adopted and if so which one was it?
    - Instructional
    - Distributive
    - Values
- Can you tell me more about how you have introduced Food Education to your school staff?
- How do you bring people along with you?
- Were there any barriers to this and if so, how did you overcome these?
- How does this fit with the academic outcomes that you are required to fulfil?
- How do other headteachers respond to your food curriculum?
- Were there any occasions when you thought of abandoning the inclusion of food in your curriculum?
- Were there any moments when you thought that it was making a difference?
- Why do you think that other schools do not adopt this approach to learning?
- Is there any advice you would give to prospective School Leaders about how they could introduce Food Education to their schools?
- Is there anything else you would like to talk about?

Appendix 6:

Salient Analysis

SALIENT CODES			
Highly important and recurrent	Highly important but not recurrent	Not highly important but recurrent	Not highly important and not recurrent.
1	2	3	4

Semantic	
Latent	

Code	Occurrence	Semantic / Latent	Saliency
Food as a tool for social cohesion	79		1
Leadership	67		1
Outcomes	64		1
Whole School Ethos	62		1
Health	59		1
Ofsted	47		1
Pressure - Anxiety of meeting academic standard measures	46		1
Skills for life	44		1
Values Leadership	43		1
Curriculum	39		1
Accountability	36		1
Values	36		1
Cross curricular	35		3
Engagement	33		3
Sense of identity and purpose	32		1
Base importance of Food Education	29		3
Community	27		1
Family	27		1
Lifelong skills	26		1
School Lunches	26		3
Social aspect	26		1
Moral Duty	25		1

School finances	23		3
Academic subjects	22		3
Personal experience	21		1
Cooking skills	19		2
Seeing Food Ed as unmeasurably important	19		2
Fear	18		4
Provenance of Food	18		4
Vision	18		2
Tapping into staff interest and expertise	18		2
Different way of looking at learning and standards	18		2
Obesity	17		2
Personal and Social Skills	17		2
Children's enjoyment	16		2
Growing Food	16		4
Inclusive	16		2
Learning in context	16		2
The right thing to do	16		2
healthy choices	15		2
Recruitment	15		4
staff interest	15		2
Developing Learning beyond the accepted norms	14		4
Personal view of importance to professional role	14		2
CPD	13		4
Cultural	13		2
Future help	13		4
Importance	13		4
Making a difference	13		2
Health Lever	13		2
Seeing all experiences around Food as key learning	13		2
Independent thinking about what education should be providing	13		2
Personal enjoyment of Food	12		2
Knowledge	11		4
More than just academic	11		4

Budgets effect Food Ed continuing	11		4
Appreciate structure	9		4
different curriculum	9		4
Educating Parents	9		2
Environmental	9		4
Family finances	9		4
Impact	9		4
Society	9		2
Time restriction	9		4
A lever of change on a global level	9		4
A tool for learning engagement	9		2
Behaviour	8		4
Pressure	8		4
Staff Champions	8		4
Future jobs	7		4
Barriers	6		4
Skills progression	6		4
Changing food choices outside of setting - wider influence	6		4
Bravery	5		4
Many learning opportunities	5		4
Maverick	5		4
Parental engagement	5		4
Practical Learning	5		4
Risk	5		4
Timetabled	5		4
Food as Learning Fuel	5		4
The Impact of Leadership	5		4
Farm visits	4		4
Other priorities	4		4
Relationship with Food	4		4
Religious ethos	4		4
Provide learning outside of the school gates	4		4
A 'Generational thing'	4		4
Different approaches	3		4
Improving standards	3		2
Perseverance	3		4
Resistance	3		4
Sensory	3		4
Staff confidence	3		2

Wider Education	3		2
Perpetuate that message into their adult lives	3		2
Age of HT	2		4
Despair	2		4
Directed	2		4
Food choices	2		4
Global	2		4
HT interest	2		2
Innovative	2		4
Local connections	2		4
Modelling	2		4
Not important	2		4
Relationships	2		4
Teambuilding	2		4
Whole Child	2		2
Vulnerability - ensuring children are fed well	2		4
Time creating the community champions who promote it	2		4
Relooking at what is important in curriculum content	2		2
Attention	1		4
Belief	1		4
Collaboration	1		4
Experienced in own schooling	1		2
HT experience	1		2
Influenced by others	1		4
Non threatening	1		4
Self esteem	1		4
Staff retention	1		4
Supportive	1		4
Transition	1		4
Economic Wellbeing	1		4
The Collective	1		4

Appendix 7:

NVivo Codebook:

Food Education

Nodes\\Phase 2 - Generating Initial Codes

Name	Files	References
A 'Generational thing'	2	4
A lever of change on a global level	4	9
A tool for learning engagement	6	9
Academic subjects	6	22
Accountability	8	36
Age of HT	2	2
Appreciate structure	4	9
Attention	1	1
Barriers	4	6
Base importance of Food Education	7	29
Behaviour	4	8
Belief	1	1
Bravery	4	5
Budgets effect Food Ed continuing	7	11
Changing food choices outside of setting - wider influence	6	6
Children's enjoyment	8	16

Collaboration	1	1
Community	9	27
Cooking skills	7	19
CPD	6	13
Cross curricular	10	35
Cultural	6	13
Curriculum	9	39
Despair	1	2
Developing Learning beyond the accepted norms	6	14
Different approaches	3	3
different curriculum	4	9
Different way of looking at learning and standards	7	18
Directed	1	2
Economic wellbeing	1	1
Educating parents	4	9
Engagement	8	33
Environmental	4	9
Experienced in own schooling	1	1
Family	10	27
Family finances	7	9
Farm visits	4	4
Fear	9	18

Food as a tool for social cohesion	10	79
Food as learning fuel	2	5
Food choices	2	2
Future help	7	13
Future jobs	6	7
Global	1	2
Growing food	8	16
Health	9	59
Health lever	6	13
healthy choices	7	15
HT experience	1	1
HT interest	2	2
Impact	5	9
Importance	5	13
Improving standards	3	3
Inclusive	8	16
Independent thinking about what education should be providing	7	13
Influenced by others	1	1
innovative	1	2
knowledge	5	11
Leadership	11	67
Learning in context	6	16
Lifelong skills	9	26
Local connections	1	2

Making a difference	8	13
Many learning opportunities	4	5
Maverick	3	5
Modelling	2	2
Moral duty	8	25
More than just academic	7	11
Non threatening	1	1
Not important	2	2
Obesity	7	17
Ofsted	10	47
Other priorities	3	4
Outcomes	9	64
Parental engagement	2	5
Perpetuate that message into their adult lives	1	3
Perseverance	2	3
Personal and social skills	7	17
Personal enjoyment of food	7	12
Personal experience	9	21
Personal view of importance to professional role	6	14
Practical learning	4	5
pressure	4	8

Pressure - anxiety of meeting academic standard measures	10	46
Provenance of food	9	18
Provide learning outside of the school gates	2	4
Recruitment	5	15
Relationship with food	1	4
Relationships	1	2
Religious ethos	2	4
Relooking at what is important in curriculum content	1	2
Resistance	3	3
Risk	3	5
School finances	8	23
School lunches	9	26
Seeing all experiences around food as key learning	5	13
Seeing Food Ed as unmeasurably important	4	19
Self esteem	1	1
Sense of identity and purpose	11	32
Sensory	3	3
Skills for life	11	44
Skills progression	2	6
Social aspect	9	26
Society	5	9
Staff champions	6	8

staff confidence	2	3
staff interest	7	15
Staff retention	1	1
Supportive	1	1
Tapping into staff interest and expertise	8	18
Teambuilding	1	2
The Collective	1	1
The impact of leadership	1	5
The right thing to do	8	16
Time creating the community champions who promote it	1	2
Time restriction	6	9
Timetabled	4	5
Transition	1	1
Values	11	36
Values leadership	10	43
Vision	3	18
Vulnerability - ensuring children are fed well	1	2
Whole child	2	2
Whole school ethos	10	62
Wider education	2	3

Appendix 8:

Nodes\\Phase 3 - Generating initial themes

Name	Files	References
Accountability	11	279
Academic subjects	6	22
Accountability	8	36
Budgets effect Food Ed continuing	7	11
Directed	1	2
Fear	9	18
Food as learning fuel	2	5
Improving standards	3	3
Ofsted	10	47
Outcomes	9	65
pressure	4	8
Pressure - Anxiety of meeting academic standard measures	10	46
Risk	3	5
Skills progression	2	6
Timetabled	4	5
Food as a tool for community cohesion	12	455
Base importance of Food Education	7	29
Changing food choices outside of setting - wider influence	6	6
Children's enjoyment	8	16
Community	9	27
Cultural	6	13

Developing learning beyond the accepted norms	6	14
Different way of looking at learning and standards	7	18
Educating parents	4	9
Environmental	4	9
Family	10	27
Food as a tool for social cohesion	10	79
Inclusive	8	16
Independent thinking about what education should be providing	7	13
Parental engagement	2	5
Perpetuate that message into their adult lives	1	3
Personal and social skills	7	17
Provide learning outside of the school gates	2	4
Query on food as social glue	9	30
Relationships	1	2
Relationships (2)	1	2
Relooking at what is important in curriculum content	1	2
Seeing all experiences around food as key learning	5	13
Seeing Food Ed as unmeasurably important	4	19
Sense of identity and purpose	11	32
Social aspect	9	26
Society	5	9

staff interest	7	15
Learning	12	337
A lever of change on a global level	4	9
A tool for learning engagement	6	9
Changing food choices outside of setting - wider influence	6	6
Cooking skills	7	19
Cross curricular	10	35
Curriculum	9	39
Developing learning beyond the accepted norms	6	14
Different curriculum	4	9
Different way of looking at learning and standards	7	18
Food as learning fuel	2	5
Future help	7	13
Future jobs	6	7
Impact	5	9
Innovative	1	2
Knowledge	5	11
Learning in context	6	16
Many learning opportunities	4	5
Practical learning	4	5
Provide learning outside of the school gates	2	4
Relooking at what is important in curriculum content	1	2

Seeing all experiences around food as key learning	5	13
Seeing Food Ed as unmeasurably important	4	19
Skills for life	11	44
Lifelong skills	9	26
Personal and social skills	7	17
Tapping into staff interest and expertise	8	18
Teambuilding	1	2
Transition	1	1
Wider education	2	3
Miscellaneous	11	182
Appreciate structure	4	9
Attention	1	1
Barriers	4	6
Behaviour	4	8
Belief	1	1
Collaboration	1	1
CPD	6	13
Despair	1	2
Different approaches	3	3
Economic wellbeing	1	1
Engagement	8	33
Family finances	7	9
Farm visits	4	4
Global	1	2
Influenced by others	1	1

Local connections	1	2
Modelling	2	2
Non threatening	1	1
Not important	2	2
Other priorities	3	4
Religious ethos	2	4
Resistance	3	3
School finances	8	23
School lunches	9	26
Self esteem	1	1
Sensory	3	3
staff confidence	2	3
Staff retention	1	1
Supportive	1	1
The Collective	1	1
Time restriction	6	9
Whole child	2	2
Supporting Health	11	199
Base importance of Food Education	7	29
Food choices	2	2
Growing food	8	16
Health	9	59
Health lever	6	13
Healthy choices	7	15
Obesity	7	17

Perpetuate that message into their adult lives	1	3
Provenance of food	9	18
Relationship with food	1	4
Relationships	1	2
Seeing Food Ed as unmeasurably important	4	19
Vulnerability - ensuring children are fed well	1	2
The influence of the Leader	11	577
A 'Generational thing'	2	4
A tool for learning engagement	6	9
Age of HT	2	2
Appreciate structure	4	9
Bravery	4	5
Developing learning beyond the accepted norms	6	14
Different way of looking at learning and standards	7	18
Directed	1	2
Experienced in own schooling	1	1
Food as a tool for social cohesion	10	79
HT experience	1	1
HT interest	2	2
Independent thinking about what education should be providing	7	13
Leadership	11	67
Maverick	3	5

Moral duty	8	25
Perseverance	2	3
Personal enjoyment of Food	7	12
Personal experience	9	21
Personal view of importance to professional role	6	14
Recruitment	5	15
Relooking at what is important in curriculum content	1	2
Seeing all experiences around food as key learning	5	13
Seeing Food Ed as unmeasurably important	4	19
Sense of identity and purpose	11	32
Staff champions	6	8
Tapping into staff interest and expertise	8	18
The impact of leadership	1	5
Values	11	36
Values leadership	10	43
Vision	3	18
Whole school ethos	10	62
The Personal	9	46
Personal and social skills	7	17
Personal enjoyment of food	7	11
Personal experience	9	18

Appendix 9:

Nodes\\Phase 4 - Reviewing Themes

Name	Files	References
A distinctive USP	11	196
The influence of the Leader	11	150
Appreciate structure	4	9
Directed	1	2
HT interest	2	2
A 'Generational thing'	2	4
Age of HT	2	2
Experienced in own schooling	1	1
HT experience	1	1
Maverick	3	5
Personal enjoyment of food	7	12
Personal experience	9	21
Leadership	11	67
Bravery	4	5
Independent thinking about what education should be providing	7	13
Moral Duty	8	25
Perseverance	2	3
Personal view of importance to professional role	6	14
Tapping into staff interest and expertise	8	18
The impact of leadership	1	5
Values	11	36

Values leadership	10	43
Vision	3	18
Recruitment	5	15
Relooking at what is important in curriculum content	1	2
Developing learning beyond the accepted norms	6	14
Different way of looking at learning and standards	7	18
Seeing all experiences around Food as key learning	5	13
A tool for learning engagement	6	9
Seeing Food Ed as unmeasurably important	4	19
Sense of identity and purpose	11	32
Food as a tool for social cohesion	10	79
Whole school ethos	10	62
Staff champions	6	8
The Personal	9	46
Personal and social skills	7	17
Personal enjoyment of food	7	11
Personal experience	9	18
Responsibility	12	560
Accountability	11	180
Academic subjects	6	22
Accountability	8	36
Improving standards	3	3
Outcomes	9	65

Risk	3	5
Anxiety of meeting academic standard measures	10	46
Fear	9	18
Pressure	4	8
Budgets effect Food Ed continuing	7	11
Directed	1	2
Food as learning fuel	2	5
Ofsted	10	47
Skills progression	2	6
Timetabled	4	5
Learning	12	380
A lever of change on a global level	4	9
A tool for learning engagement	6	9
Changing food choices outside of setting - wider influence	6	6
Cooking skills	7	19
Cross curricular	10	35
Curriculum	9	39
Developing learning beyond the accepted norms	6	14
Different curriculum	4	9
Different way of looking at learning and standards	7	18
Food as learning fuel	2	5
Future help	7	13
Future jobs	6	7
Impact	5	9

innovative	1	2
Knowledge	5	11
Learning in context	6	16
Lifelong skills	9	26
Many learning opportunities	4	5
Personal and social skills	7	17
Practical learning	4	5
Provide learning outside of the school gates	2	4
Relooking at what is important in curriculum content	1	2
Seeing all experiences around food as key learning	5	13
Seeing Food Ed as unmeasurably important	4	19
Skills for life	11	44
Tapping into staff interest and expertise	8	18
Teambuilding	1	2
Transition	1	1
Wider Education	2	3
Society	12	529
Food as a tool for community cohesion	12	375
Base importance of Food Education	7	29
Changing food choices outside of setting - wider influence	6	6
Children's enjoyment	8	16
Developing learning beyond the accepted norms	6	14

Different way of looking at learning and standards	7	18
Educating parents	4	9
Environmental	4	9
Family	10	27
Food as a tool for social cohesion	10	79
Community	9	27
Cultural	6	13
Parental engagement	2	5
Social aspect	9	26
Society	5	9
Inclusive	8	16
Independent thinking about what education should be providing	7	13
Perpetuate that message into their adult lives	1	3
Personal and social skills	7	17
Provide learning outside of the school gates	2	4
Query on food as social glue	9	30
Relationships	1	2
Relationships (2)	1	2
Relooking at what is important in curriculum content	1	2
Seeing all experiences around Food as key learning	5	13
Seeing Food Ed as unmeasurably important	4	19
Sense of identity and purpose	11	32

staff interest	7	15
Supporting Health	11	154
Base importance of Food Education	7	29
Food choices	2	2
Growing food	8	16
Health	9	59
Health lever	6	13
Healthy choices	7	15
Obesity	7	17
Perpetuate that message into their adult lives	1	3
Provenance of food	9	18
Relationship with food	1	4
Relationships	1	2
Seeing Food Ed as unmeasurably important	4	19
Vulnerability - ensuring children are fed well	1	2

Appendix 10:

Nodes\\Phase 5 - Defining and Naming Themes

Name	Files	References
Accountability - Scores on the Doors	12	560
CHILDREN'S HEALTH - That balance of practice & principles	11	180
Academic subjects	6	22
Accountability	8	36
Improving standards	3	3
Outcomes	9	65
Risk	3	5
Budgets effect Food Ed continuing	7	11
Directed	1	2
Food as learning fuel	2	5
Ofsted	10	47
Pressure - Anxiety of meeting academic standard measures	10	46
Fear	9	18
Pressure	4	8
Skills progression	2	6
Timetabled	4	5
LEARNING - It's not English & Maths only	12	380
A lever of change on a global level	4	9
A tool for learning engagement	6	9
Changing food choices outside of setting - wider influence	6	6

Cooking skills	7	19
Cross curricular	10	35
Curriculum	9	39
Developing learning beyond the accepted norms	6	14
Different curriculum	4	9
Different way of looking at learning and standards	7	18
Food as learning fuel	2	5
Future help	7	13
Future jobs	6	7
Impact	5	9
innovative	1	2
Knowledge	5	11
Learning in context	6	16
Lifelong skills	9	26
Many learning opportunities	4	5
Personal and social skills	7	17
Practical learning	4	5
Provide learning outside of the school gates	2	4
Relooking at what is important in curriculum content	1	2
Seeing all experiences around food as key learning	5	13
Seeing Food Ed as unmeasurably important	4	19
Skills for life	11	44
Tapping into staff interest and expertise	8	18

Teambuilding	1	2
Transition	1	1
Wider education	2	3
Society - Social Glue	12	529
It binds us all together	12	375
Base importance of Food Education	7	29
Changing food choices outside of setting - wider influence	6	6
Children's enjoyment	8	16
Developing learning beyond the accepted norms	6	14
Different way of looking at learning and standards	7	18
Educating parents	4	9
Environmental	4	9
Family	10	27
Food as a tool for social cohesion	10	79
Community	9	27
Cultural	6	13
Parental engagement	2	5
Social aspect	9	26
Society	5	9
Inclusive	8	16
Independent thinking about what education should be providing	7	13
Perpetuate that message into their adult lives	1	3
Personal and social skills	7	17

Provide learning outside of the school gates	2	4
Query on food as social glue	9	30
Relationships	1	2
Relationships (2)	1	2
Relooking at what is important in curriculum content	1	2
Seeing all experiences around food as key learning	5	13
Seeing Food Ed as unmeasurably important	4	19
Sense of identity and purpose	11	32
Staff interest	7	15
You are what you eat	11	154
Base importance of Food Education	7	29
Food choices	2	2
Growing food	8	16
Health	9	59
Health lever	6	13
Healthy choices	7	15
Obesity	7	17
Perpetuate that message into their adult lives	1	3
Provenance of food	9	18
Relationship with food	1	4
Relationships	1	2
Seeing Food Ed as unmeasurably important	4	19
Vulnerability - ensuring children are fed well	1	2

The Personal - It's a non-negotiable	11	196
They're not luxuries	11	150
Appreciate structure	4	9
Directed	1	2
HT interest	2	2
A 'Generational thing'	2	4
Age of HT	2	2
Experienced in own schooling	1	1
HT experience	1	1
Maverick	3	5
Personal enjoyment of food	7	12
Personal experience	9	21
Leadership	11	67
Bravery	4	5
Independent thinking about what education should be providing	7	13
Moral duty	8	25
Perseverance	2	3
Personal view of importance to professional role	6	14
Tapping into staff interest and expertise	8	18
The impact of leadership	1	5
Values	11	36
Values leadership	10	43
Vision	3	18
Recruitment	5	15

Relooking at what is important in curriculum content	1	2
Developing learning beyond the accepted norms	6	14
Different way of looking at learning and standards	7	18
Seeing all experiences around food as key learning	5	13
A tool for learning engagement	6	9
Seeing Food Ed as unmeasurably important	4	19
Sense of identity and purpose	11	32
Food as a tool for social cohesion	10	79
Whole school ethos	10	62
Staff champions	6	8
When I was young...	9	46
Personal and social skills	7	17
Personal enjoyment of food	7	11
Personal experience	9	18

Appendix 11:

Leadership of food education in primary schools: Why some school leaders make this central to their settings ethos and vision

Ethics Review ID: ER6580691

Workflow Status: Application Approved

Type of Ethics Review Template: Very low risk human participants studies

Primary Researcher / Principal Investigator

Jason O'Rourke
(Faculty of Social Sciences and Humanities)

Converis Project Application:

Q1. Is this project ii) Doctoral research

Director of Studies

Michael Coldwell
(Faculty of Social Sciences and Humanities)

Supervisory Team

Karen Daniels (Teacher Education)

Q4. Proposed Start Date of Data Collection: 10/04/2019

Q5. Proposed End Date of Data Collection : 17/07/2019

Q6. Will the research involve any of the following

i) Participants under 5 years old: No **ii) Pregnant women:** No
iii) 5000 or more participants: No
iv) Research being conducted in an overseas country: No **Q7. If overseas, specify the location:**

Q8. Is the research externally funded?: No
Q9. Will the research be conducted with partners and subcontractors?: No

Q10. Does the research involve one or more of the following?

i. Patients recruited because of their past or present use of the NHS or Social Care: No
ii. Relatives/carers of patients recruited because of their past or present use of the NHS or

Social Care: No

iii. Access to data, organs, or other bodily material of past or present NHS patients: No **iv. Foetal material and IVF involving NHS patients:** No
v. The recently dead in NHS premises: No
vi. Participants who are unable to provide informed consent due to their incapacity even if the project is not health related: No
vii. Prisoners or others within the criminal justice system recruited for health-related research: No

viii. Prisoners or others within the criminal justice system recruited for non-health-related research: No

ix. Police, court officials or others within the criminal justice system: No **Is this a research project as opposed to service evaluation or audit?:** Yes

Q11. Category of academic discipline:
Social Sciences

Q12. Methodology: Qualitative

P2 - Project Outline

Q1. General overview of study:

The aim of the research is to discover why some primary school leaders make food education central to their settings ethos and vision.

Objectives

The above aim will be achieved through addressing the following objectives

• To find out from recognized 'expert' primary headteachers why they have chosen to make food education central to their settings ethos and vision

• To discover if there are similarities, amongst the headteachers, between the motivation and reasoning behind its inclusion

• To investigate if there are similarities in the leadership approach that is used by the school leaders to introduce and develop food education in their settings

• To see if there are lessons to be learnt that can be included in ITT curriculum delivery to support future leaders in introducing food education into their schools

As a primary headteacher, I have noticed first-hand the reluctance of a large proportion of children to engage positively with healthy food, with an aversion to try new foods, the easy access to processed food and food that is high in sugar, and the unhealthy food choices that were being made by children at my school. I began to introduce food education into my school about six years ago, as I saw it as a positive way to engage children's learning, in all curriculum areas, in a setting in which they felt comfortable. I have seen the positive effects that this food education has had on the choices children make. They are now more willing to try new foods and understand the beneficial effects of positive food choices on their own health and well-being. My study will aim to see what motivates other headteachers to carry out Food Education in their settings, when it is not an area that they are made accountable for.

Q2. Background to the study and scientific rationale (if you have already written a research proposal, e.g. for a funder, you can upload that instead of completing this section).: Childhood obesity has become a 'global epidemic'. The World Health Organisation regards childhood obesity as one of the most serious global public health challenges for the 21st

century with almost a quarter of reception children (4-5 year olds) and over a third of year 6 children (10-11 year olds) in the UK being overweight or obese. If the current predictions play themselves out, the generation of children who are in schools today will live shorter lives than their parents due to obesity related illnesses.

School leaders are seen as the 'architects' of school improvement and my planned research will look to explore how individual headteacher leadership practices can have a positive influence on children's health and well-being outcomes.

Q3. Is your topic of a sensitive/contentious nature or could your funder be considered controversial?: No

Q4. Are you likely to be generating potentially security-sensitive data that might need particularly secure storage?: No

Q5. Has the scientific/scholarly basis of this research been approved, for example by Research Degrees Sub-committee or an external funding body?: NA e.g. there is no relevant committee governing this work
Q6. Main research questions: 1. What are the motivations behind some primary headteachers decisions to include food education in their curriculum?
2. What are the biggest barriers to introducing this type of initiative as a whole school approach?
3. How did their passion for food education begin?
4. Are there common themes in the responses of the school leaders?
5. What advice would they give future school leaders regarding introducing food education into an already overloaded curriculum?

Q7. Summary of methods including proposed data analyses: Using thematic analysis of semi structured interviews
Carrying out up to 10 number of semi structured interviews with primary school headteachers and from the recordings of these interviews looking at themes that arise from their experiences.

P3 - Research with Human Participants

Q1. Does the research involve human participants?: Yes **Q2. Will any of the participants be vulnerable?:** No
Q3. Is this a clinical trial?: No
If yes, will the placebo group receive a treatment plan after the study? If N/A tick no.: No
Q4. Are drugs, placebos or other substances (e.g. food substances, vitamins) to be administered to the study participants or will the study involve invasive, intrusive or potentially harmful procedures of any kind?: No

Q5. Will tissue samples (including blood) be obtained from participants?: No **Q6. Is pain or more than mild discomfort likely to result from the study?:** No

Q7. Will the study involve prolonged testing (activities likely to increase the risk of repetitive strain injury)?: No

Q8. Is there any reasonable and foreseeable risk of physical or emotional harm to any of the participants?: No

Q9. Will anyone be taking part without giving their informed consent?: No **Q10. Is it covert research?:** No

Q11. Will the research output allow identification of any individual who has not given their express consent to be identified?: No

Q12. Where data is collected from human participants, outline the nature of the data, details of anonymisation, storage and disposal procedures if these are required (300 -

750): These will include transcripts of semi-structured interviews and the recordings of these interviews. The recordings will be held in the SHU secure q drive. All personal information or details that may be lead to participants being identified will be anonymised.
All interviews will be recorded on password/encrypted device

P4 - Research in Organisations

Q1. Will the research involve working with an external organisation or using data/material from an external organisation?: Yes

Q2. Do you have granted access to conduct the research?: No **Q3. If no, is this because:** You have not asked yet

P5 - Research with Products and Artefacts

Q1. Will the research involve working with copyrighted documents, films, broadcasts, photographs, artworks, designs, products, programmes, databases, networks, processes, existing datasets or secure data?: No
Q2. Are the materials you intend to use in the public domain?: No

P7 - Health and Safety Risk Assessment

Q1. Will the proposed data collection take place only on campus?

: No
Q2. Are there any potential risks to your health and wellbeing associated with either (a) the venue where the research will take place and/or (b) the research topic itself?: None that I am aware of **Outline details of risks to your health and wellbeing:** Travelling to and from the primary schools where I will be carrying out the research. This will be done by private car.

Q3. Will there be any potential health and safety risks for participants (e.g. lab studies)? If so a Health and Safety Risk Assessment should be uploaded to P8.: No

Q4. Where else will the data collection take place? (Tick as many venues as apply)Researcher's Residence: false

Participant's Residence: false
Education Establishment: true

Other e.g. business/voluntary organisation, public venue: false **Outside UK:** false

Q5. How will you travel to and from the data collection venue?: By car **If other travel - please specify:** Train

Q6. Please outline how you will ensure your personal safety when travelling to and from the data collection venue.: Either by car or by train dependent on the location of the schools I am visiting across the country. Ensure car is road worthy and all risks taken into account when travelling by public transport.

Q7. If you are carrying out research off-campus, you must ensure that each time you go out to collect data you ensure that someone you trust knows where you are going (without breaching the confidentiality of your participants), how you are getting there (preferably including your travel

route), when you expect to get back, and what to do should you not return at the specified time. (See Lone Working Guidelines). Please outline here the procedure you propose using to do this.: Informing my work colleagues and wife of what my plans are for the day visits to the schools to carry out the interviews. **Q8. How will you ensure your own personal safety whilst at the research venue, (including on campus where there may be hazards relating to your study)?:** Taken all precautions to ensure that my own H&S are covered while visiting the venues and carrying out the interviews.

P8 - Attachments

Are you uploading any recruitment materials (e.g. posters, letters, etc.)?: Non Applicable **Are you uploading a participant information sheet?:** Yes
Are you uploading a participant consent form?: Yes
Are you uploading details of measures to be used (e.g. questionnaires, etc.)?: Non Applicable **Are you uploading an outline interview schedule/focus group schedule?:** Non Applicable
Are you uploading debriefing materials?: Non Applicable
Are you uploading a Risk Assessment Form?: Non Applicable
Are you uploading a Serious Adverse Events Assessment (required for Clinical Trials and Interventions)?: Non Applicable
Are you uploading a Data Management Plan?: Yes

P9 - Adherence to SHU Policy and Procedures

Primary Researcher / PI Sign-off:

I can confirm that I have read the Sheffield Hallam University Research Ethics Policy and Procedures: true

I can confirm that I agree to abide by its principles and that I have no personal or commercial conflicts of interest relating to this project.: true
Date of PI Sign-off: 11/02/2019

Director of Studies Sign-off:I confirm that this research will conform to the principles outlined in the Sheffield Hallam University Research Ethics policy: true

I can confirm that this application is accurate to the best of my knowledge: true

Director of Studies Sign-off

Michael Coldwell

P12 - Post Approval Amendments

Amendment 1

In my judgement amendment 1 should be: Select Amendment Outcome

Amendment 2

In my judgement amendment 2 should be: Select Amendment Outcome

Amendment 3

In my judgement amendment 3 should be: Select Amendment Outcome