

SELF-FUNDED PhD OPPORTUNITY
School of Education, University of Worcester

The Role of Staffrooms in Early Career Teacher Interactions, Relationships and Wellbeing

Government data show that more than 10 per cent of teachers leave within one year of qualifying and 30 per cent of teachers leave within five years (DfE, 2016). Although heavy workload is a main reason that teachers cite for leaving teaching (House of Commons Education Committee, 2017), nearly half of respondents to a poll on teacher wellbeing said their mental health was poor, fuelling fears that growing numbers are struggling to cope with the profession's changing demands (Hepburn, 2017).

One location where most teachers and other school staff can meet outside of lesson time, identified as a key place in the working lives of many teachers, is the school staffroom. This space has been described as somewhere used by teachers to talk, relax and spend time together (Wood, 2014), socialise with colleagues, (Frankel, 2011), work away from pupils (Holland et al, 2007), escape or seek refuge (Clandfield & Foord 2008), share resources (Hansom 2012), develop professional learning (Lisahunter et al, 2011) and build a sense of collegiality (Ben-Peretz & Schonmann, 2000). Previous research has also recognised that this space and the interactions that take place within it are likely to factor in the emotional wellbeing of all teaching staff, especially those at the beginning of their careers (Chartered College of Teaching, 2017; Kington et al, forthcoming).

As teachers in England work on average 19 per cent longer than teachers in other OECD countries, with an average working week of nearly 50 hours (Sellen 2016), coupled with the fact that many new school settings are being built with no designated staffroom (Howard, 2012), identifying the role and importance of staffrooms for early career teachers (ECTs) would appear to be a high priority. Thus, in order to identify, describe and explain key features of the social interactions and behaviours evident within primary school staffrooms, the study has four overarching research questions:

- (i) What are the social and behavioural practices of ECTs regarding collegial relationships in staffroom settings?
- (ii) What are the characteristics of interactions of ECTs within this social condition?
- (iii) What do practitioners perceive as key features of, and influences on, these interpersonal relationships?
- (iv) How do the complex relationships developed and nurtured between colleagues relate to early career teachers' emotional health and wellbeing?

The successful candidate will be required to consolidate their methodological approach derived from a review of existing literature, along with discussions with supervisors. However, it is proposed that the most effective way of addressing the research will be by adopting an integrated mixed methods design, utilizing a combination of data collection tools. Through a range of methods (for example, questionnaire surveys, classroom observations, and a range of interviewing techniques), sources of data will be generated that could then be used to analyse and provide insights into the role and nature of

staffroom interactions, the development of teacher peer relationships, and the impact on early career teachers' emotional wellbeing. For this reason, findings will be of interest to policymakers, advisors, researchers engaged in primary education, school teachers, headteachers and ITE providers.

References

Ben-Peretz, M. and Schonmann, S. (2000). Behind closed doors: teachers and the role of the teachers' lounge. Albany: State University of New York Press.

Chartered College of Teachers (2017):

<https://twitter.com/CharteredColl/status/844447806337122304/photo/1>

Clandfield, L. & Foord, D. (2008). Humanising your Staff Room. *Humanising Language Teaching*, 10 (4). <http://www.hltmag.co.uk/aug08/>

DfE (2016) School Workforce in England: November 2015.

<https://www.gov.uk/government/statistics/school-workforce-in-england-november-2015>

Frankel, H. (2011). The staffroom: enter if you dare...TES Newspaper 29.10.2011, updated 08.03.11. <http://www.tes.co.uk/article.aspx?storycode=6061809>

Hansom, M. (2012). Why teachers need a staff room. *The Guardian online*. <http://www.theguardian.com/education/shortcuts/2012/apr/09/why-teachers-need-a-staff-room.09.06.2012>

Hepburn, H. (2017). Nearly half of teachers struggling with mental health, suggests survey. TES 27.02.17. <https://www.tes.com/news/school-news/breaking-news/nearly-half-teachers-strugglingmental-health-survey-suggests>

Holland, J., Gordon, T. & Lahelma, E. (2007). Temporal, spatial and embodied relations in the teacher's day at school. *Ethnography and Education*, 2(2), 221-237.

House of Commons Education Committee (2017) Recruitment and retention of teachers. Fifth report of session 2016-17. HC 199.

<https://www.publications.parliament.uk/pa/cm201617/cmselect/cmeduc/199/199.pdf>

Howard, C. (2012) The influence of new school buildings upon the motivation, morale and job satisfaction of their teaching staff. Birmingham University, Unpublished PhD. Thesis

Kington, A., Buckler, S. Watkins, M. Howarth, S. & Howard, C. (forthcoming). Inner Sanctum or Place to Hide? The role and impact of primary school staffrooms. *Social Psychology of Education*. Lisahunter, T. R., Tinning, R., Flanagan, E., & Macdonald, D. (2011). Professional learning places and spaces: The staffroom as a site of beginning teacher induction and transition. *Asia-Pacific Journal of Teacher Education*, 39, 33–46.

Sellen, P. (2016) Teacher workload and professional development in England's secondary schools: insights from TALIS. Education Policy Institute report. epi.org.uk/report/teacherworkload/

Wood, A. (2014) The vital place of the staffroom, Sec.Ed. <http://www.sec-ed.co.uk/blog/the-vitalplace-of-the-staffroom/>

Supervisory team

The supervisors for this research would be Professor Alison Kington and Dr Karen Blackmore, both of whom have extensive experience of conducting mixed methods research utilising narrative, observational, and repertory grid techniques. Alison's research, which is cross-disciplinary in its theoretical and methodological approaches, focuses on the nature, quality and dynamics of educational relationships and identities. She has a particular focus on the experiences and perceptions of children and staff in schools, with an emphasis on the

utilisation and application of research to improve professional practice. Karen has taught in a range of schools and university academic departments as a science educator for the past 20 years and this is reflected in her research into science pedagogy and identity.

Links to current areas of research

This research would fit within the Social Psychology of Education Research Group, which is undertaking an ongoing programme of activity. Members are involved in a wide variety of projects covering issues such as professional identity, career phase, teacher-pupil relationships, and peer/friendship interactions.

Further information

If you would like to discuss this opportunity further, please contact Professor Alison Kington (a.kington@worc.ac.uk).