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It's a Changing Landscape A Trainee Educational Psychologist's Experiences of being Employed by an Academy: An Autoethnography

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Research thesis submitted in part requirement for the Doctor of Educational and
Child Psychology at the University of Sheffield, Department of Educational Studies

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ABSTRACT

Educational reforms and the emergence of Academy schools are changing the way Educational Psychologists (EPs) practise. I have been employed as a Trainee Educational Psychologist (TEP) by a federated primary and secondary Academy during the second and third years of my doctoral training. This is a unique role and a change to the 'traditional' training model where TEPs are employed by a Local Authority (LA) Educational Psychology Service (EPS). This gave me the opportunity to carry out an autoethnographic study exploring my experience of this new way of working. While working in the Academy I kept a reflexive diary and field notes and used a Grounded Theory method of analysis to generate theory to help conceptualise my experience of being employed as a TEP in an Academy. I triangulated this with data gathered from a focus group with experienced EPs. I used quotes from the focus group to support my findings and to help ensure the trustworthiness of my results. My experience suggested that there are three important areas to consider when being employed by an Academy; systemic issues and implications, ethics and power, and TEP professional development. It is hoped that my experiences as presented in this research will offer points for reflection within the discussion around the future of the EP profession and issues of best practice when working in Academies.

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INTRODUCTION AND RATIONALE

Trailblazer, unique, one-of-a-kind, ground breaker, path finder. These are just some of the words used to describe my placement for years two and three of my Educational Psychology training. At the start of my second year being a Trainee Educational Psychologist (TEP) I began a bursary placement within a federation of Academy schools. This is a change to the 'traditional' training model where a TEP's bursary is paid for and provided by a Local Authority (LA). This change was prompted by a Department for Education (DfE) review of initial training for Educational Psychologists (EPs) which stated that 'all employers will have the potential to offer bursarial placements' (2011a, p. 12). This is to reflect the 'more varied pattern of employment' (DfE, 2011a, p. 6) for EPs and help overcome the budgetary restraints which could prevent LA services offering TEP placements. I was based within a split-site high school and a federated primary school and was supervised by a senior EP employed by the LA in which the Academy schools are situated. This was the first bursary of its kind in the LA and indeed the first of its kind offered to any TEP from the University of Sheffield.

This put me in a unique position and offered me a valuable research opportunity. The history and structure of Academy schools will be outlined in the following literature review chapter however, there is very little research into the implications of Academy schools for practice and service delivery in Educational Psychology. I felt my position within an Academy would give me a unique insight into this developing area for EPs.

For the purposes of this research I consider myself to be employed by the Academy as they are directly funding my bursary. Similarly, I consider my peers to be employed by their respective LAs as they fund their bursaries. Although no TEPs are formally 'employed' this is how I will refer to our positions throughout this thesis. Although I worked within a primary school and a high school during my employment this thesis is concerned with my experiences within the high school. This is because the management structure of the federation was based within the high school and I spent more time working in this setting.

Within the Academy I received requests for involvement 'as and when' from Year Leaders, student support managers and the Special Educational Needs Coordinator (SENCo). Requests for my involvement often related to issues of challenging behaviour and social and communication needs. In line with the local EP service's delivery model, I aimed to begin all new cases with a joint consultation with parents and school staff in order to construct joint objectives and a shared view. However, this was not always possible (as will be discussed later), as such I often engaged in individual pieces of casework with a young person, such as therapeutic interventions, eliciting views or solution focussed conversations. I also ran group interventions, often relating to anger management, anxiety and social skills. Much of my work in the Academy involved me developing relationships with young people in order to create favourable conditions for them to make positive changes. Towards the end of my employment I was able to deliver some staff training and act in a consultative role to the SENCo.

Being employed by an Academy as a TEP gave me first-hand experience of the culture and ethos of the setting which meant I was well placed to engage in autoethnographic research. This research is concerned with the experience of a TEP employed by an Academy. I have kept reflexive records and ethnographic field notes of my work in the Academy and will use a Grounded Theory method of analysis to help construct meaning from my experiences. My aim is to develop a theoretical model to account for my experience. I think this research will be useful for TEPs or EPs employed by Academies or who are engaging in additional work for an Academy. This research could also be helpful for Principal Educational Psychologists (PEPs) embarking on new relationships with Academy schools in their locality and for Academy managers who may be considering employing an EP or TEP. This research cannot aim to offer a model of best practice for TEP Academy employment as the theory and discussion is constructed from my individual experience and is not intended to be generalizable. However, I hope this research sparks debate and that my experience can be used to inform future practice.

The structure of this thesis will reflect the stages and processes I have gone through as an autoethnographic grounded theorist. The literature review chapter

that follows this introduction focuses on the history and structure of Academy schools and how the practice of Educational Psychology has adapted to this change in the education system. I have not included a review of 'theoretical' literature as such, literature referred to in the discussion chapter will be guided by the data. I hope by doing this I am allowing the research to be grounded in my reflexive voice as studying the theoretical literature beforehand could have influenced my reflections. That is not to say that I overlooked my prior experiences in this area, and I must acknowledge my previous knowledge and ideas that have interacted with my reflective process. As a reflexive researcher I must be open about the reflective process and recognise the impact of my prior experiences. At the start of this process I thought it was important to outline the possible themes that could be found in my data in order to make the research as transparent as possible. As I had been working in the Academy before the start of the research process I had already begun to experience the role. I was concerned that this could unduly influence my reflective process and cause me to reflect with certain themes in mind. These themes are outlined in table 1.

Theme	Notes
Understanding of role	This relates to staff within the Academy not fully understanding my role, and vice versa. This also encompasses role boundaries.
Belonging	This refers to feeling a sense of belonging; it could be that due to the nature of the EP role one cannot 'belong' within a school and when employed by an Academy there is no LA to 'belong' to either. This could work the other way, not feeling a sense of belonging with other EPs/TEPs because of the difference in role and circumstance.
Competencies	This is concerned with the experience in the Academy offering me the opportunities to achieve the necessary competencies to complete my training.
Ethical Dilemmas	This is a very broad area and could relate to ethically compromising situations and issues around professional ethical guidelines but also relationships with staff and young people in the Academy and the issue of who is my 'client' and who owns the work I do.

Table 1 - Initial reflections on possible final themes

It should be acknowledged that this is a dynamic piece of qualitative research and not a linear journey. The structure of this thesis reflects that and it is intended that each chapter will elaborate on this dynamic process. The literature review

follows this introduction; the literature review chapter outlines the historical and political context of Academy schools and the development of the EP role. Following this, the methodology chapter introduces the research design including, the analysis process, ethical considerations and my epistemological and ontological position. Next, the findings chapter details the codes that were constructed from the data and includes a model to conceptualise the theoretical codes. The discussion chapter considers each theoretical code in more detail and discusses their implications in terms of TEP practice. A second discussion chapter has been included to help capture parts of my experience that occurred after the data collection period. Following this I have included some limitations of the research, and I conclude with a chapter detailing some implications for future practice which I hope will offer a point of reflection for other practitioners as they embark on work in Academy schools. Throughout this thesis I have included 'reflective notes' these were added as I wrote the thesis, they are intended as my reflections on the research process and to incidents I was writing about.

LITERATURE REVIEW

'The place of the literature review in grounded theory research has long been both disputed and misunderstood' (Charmaz, 2006, p. 165). There is a long established debate amongst grounded theorists as to the value and placement of a traditional literature review. Classic proponents such as Glaser and Strauss (1967) suggest that the literature review should not be completed until after data analysis so as not to be influenced by received theory. Delaying a review of the literature in this way helps to avoid inputting preconceived ideas and encourages the researcher to explore their own ideas and those grounded in their data. However, others such as Dey (1999) argue that this view assumes researchers to be a *tabula rasa*. It seems unrealistic to think that researchers will have no prior knowledge or understanding of their chosen field of research, as Cutcliffe (2000) explains, 'no potential researcher is an empty vessel, a person with no history or background' (p. 1480). Moreover, as it is argued that grounded theory is an ideal methodology for areas within which there has been little research (Payne, 2007), McGhee, Marland, & Atkinson (2007) ask 'how can this paucity of knowledge be ascertained unless an initial review of literature is undertaken?' (pp. 339-340).

As such, I have chosen to include an initial literature review in this thesis to help clarify the key elements (Cutcliffe, 2000) of Academy Schools, Educational Psychology training and EP practice. This literature review chapter does not aim to offer an extensive critical appraisal of the empirical literature in this area but provides some background knowledge and identifies gaps to be filled (Smith & Biley, 1997).

BACKGROUND AND THE HISTORICAL CONTEXT TO ACADEMY SCHOOLS

Historically, education has been a political issue, with opposing ideologies being played out at a governmental, local authority and school level. For example, the Parochial Schools Bill (1807), Holdsworth & Britain (1888), Cox & Dyson (1971), Barber (1994) and the Academies Act (2010) offer a limited example of Governmental Bills and legislation relating to Educational provision in recent history. This 'battle ground' has significant implications for parents and teachers,

and the educational outcomes of young people. More recently, the emergence of legislation relating to the creation of Academy schools has affected the practice of Educational Psychology.

Since the 1988 Education Reform Act all government education policy has encouraged the idea of private funders or 'sponsors' being involved in education (Gunter, 2011). This was propagated by the emergence of City Technology Colleges (CTC), a form of state-funded secondary school that received capital from private investors. The aim was for the Local Education Authority (LEA, now Local Authority or LA) to have no influence over these schools; instead they were run by independent trusts (Whitty, 2008). However, very few business sponsors nominated themselves and the government covered the majority of the funding for this initiative (Whitty, Edwards, & Gewirtz, 1993). This policy saw a blurring of the line between the state and the independent sector in education which would set a precedent for future governments.

While CTCs may not have been the success the Conservative government at the time had envisioned they paved the way for marketization. Schools could 'opt-out' of LA control and become grant-maintained, receiving funding directly from central government. With the publication of the 1992 White Paper (DfE, 1992) more schools were encouraged to become grant-maintained and yet more money was delegated directly to schools rather than the LA. This White Paper also proposed the idea of 'specialist schools' which would receive additional funding to aid their area of specialism. These schools were allowed to select pupils, with 10% being admitted according to their aptitude. This could have been the first signs that the Conservative government were planning to implement a policy which reverted to an academically selective education system.

While reducing LA control over state schools could have been in an endeavour to increase their autonomy and self-efficacy, McKenzie (1995) suggested that this was simply a way of centralising power and establishing the dominance of the prevailing government. This was a regime that saw the introduction of the National Curriculum and the associated system of assessments, restoring 'direct

state intervention' to the education system (Whitty, 2008). This could be seen as a way of preparing for increased marketization in the future (Whitty, 1989), 'streamlining' educational practices and improving expected outcomes in order to make education a more attractive commodity. This trend towards marketization was continued by New Labour (Power & Whitty, 1999), paving the way for increased levels of privatisation and ultimately the City Academies programme (subsequently referred to as the Academies programme).

The Academies programme originated as part of the previous Labour government's (1997-2010) pledge to tackle educational underperformance in deprived areas. The original programme, termed 'City Academies' was launched in 2000 by the Labour government;

The Academies programme aims to challenge the culture of educational underachievement and to deliver real improvements in standards. All Academies are located in areas of disadvantage ... Academies *will* break the cycle of underachievement in areas of social and economic deprivation. (DfES, 2004)

The programme was described as the radical approach needed in the most challenging areas (Blunkett, 2000). During the launch of the programme, Blunkett (2000) explained that 'they will offer real change through innovative approaches to management, governance, teaching and the curriculum' (paragraph 42). Gorard (2005) further explains that these were to be re-launched or new schools; either new versions of one or two secondary schools which could be merged with a primary school or sixth form. Essentially, failing schools in deprived areas would be replaced by a City Academy run by central government in partnership with a voluntary, business or church sponsor. These new Academies would be independent of the LA and thus free to operate outside of their control, meaning they could determine their own ethos, curriculum, specialism, governing body and teacher pay and conditions among others.

Academy sponsors entered into a partnership with the government; the sponsor invested £2 million and the remaining funding was provided from the public purse. The school buildings and land previously owned by the LA was transferred to the 'partnership' who would then own and run the school. Sponsors of

Academies included private for profit companies, charities, religious groups and philanthropic individuals. Ball commented that these sponsors personified the values of New Labour, particularly embodying the possibilities of meritocracy, individual success from humble beginnings and creating wealth through innovation and knowledge (Ball, 2008). The government presented these sponsors as community minded capitalists, paying something back into deprived areas.

The Schools minister at the time, David Miliband, added to the notion of 'rescuing' the deprived areas from underachievement by stating that,

The Academies programme is targeted at our communities at greatest disadvantage, and there they need more than a new building or a new head or a new curriculum or a different set of governors. What they need is all of those things at the same time, and that's why the Academies are a systematic attempt to tackle educational underperformance (BBC, 2004).

The Academies programme was born within a wider context of vast public sector reforms by Labour, and seems to have been a reaction to the idea that previous measures to improve the educational opportunities in economically deprived areas were not radical enough to affect such entrenched underperformance. The whole agenda was linked to Labour's pragmatic approach at the time, illustrated by the Prime Minister's comments that 'what matters is not who delivers the service but the outcome it secures' (Blair, 1999). This then is a suggestion that radical change cannot occur under state control, that innovation and dynamism can only be offered by a third party, independent provider. Here it was argued that by offering schools freedom and autonomy from LA control, they could offer a wholly differentiated provision that could be responsive to the needs of their learners and the local community.

Since the change of government in 2010, the Academies programme has been expanded to include all primary, secondary and special schools, regardless of where they are or their performance (DfE, The Academies Act, 2010).

RHETORIC IN THE DEVELOPMENT OF THE ACADEMY SCHOOL AGENDA

The Academies programme builds directly upon the CTC's initiative. The 'original' Academies share many features originally seen in CTCs, such as being based in deprived inner city areas, being run by independent trusts and being free from LA control with the governing body being able to decide on staffing, pay and conditions. The similarity between the two agendas is magnified when considering the rhetoric used in relation to them. Their markers of failure and success, and the notions of innovation and improvement are analogous. Similarly, the way the two schemes were described by their respective prime ministers' was essentially identical; Thatcher referred to CTCs as 'state-independent schools' (Whitty, Edwards, & Gewirtz, 1993) and Blair described Academies as 'independent state schools' (Blair, 2005a). In addition to this, similar criticisms and fears that were originally espoused in relation to CTCs have been revisited in relation to Academies. In 2005, the Education White Paper seemed to suggest that mainstream education would be restructured on the basis of the Academy model (Education and Skills Committee, 2005), similarly, 'many supporters and critics in 1986 assumed that [CTCs] were a prototype for reshaping the entire education system' (Whitty, Edwards, & Gewirtz, 1993, p. 2). There have also been concerns regarding Academy sponsors failing to provide their financial commitment (Mansell & Stewart, 2004; Taylor & Evans, 2006), as was similarly claimed about CTCs.

The mirrored rhetoric continues when looking at the way the two schemes have been compared to comprehensive schools. It seems as though governments have made an attempt to dichotomise the comprehensive education system and their education reform agendas. Thatcher's government portrayed the 'traditional' comprehensive as mediocre and bureaucratic, whereas the CTC was seen to represent choice and diversity (Weiner, Chitty, Gleeson, Whitty, Edwards, & Gerwitz, 1994). Similarly, Blair described 'the straightjacket of the traditional comprehensive school' (2005b). This fits with the 'innovation' that was promised by the introduction of Academies and suggests a more 'exciting' alternative for educational provision. This could also imply that Academies would be able to offer something different and more flexible to learners with additional needs.

This symmetry in rhetoric has been used as a case in support of the implementation and acceleration of the Academies programme. CTCs were popular with parents (Whitty, Edwards, & Gewirtz, 1993) and produced above average GCSE results (Jesson & Moran, 2009). This has been used in defence of Academies, with Kiley (2005) suggesting that a model of independence within the education system has been proven successful by the implementation of CTCs. It could be a cause for concern that a major argument in favour of the Academies programme is built merely on mirrored rhetoric and 'old' philosophies. This shows that despite a significant change in government and a shift in societal priorities educational policy has remained relatively unchanged. The Labour government had in fact extended their predecessor's ideas far beyond what the Conservatives had managed while in power. It is important to explore the politics and rhetoric entwined within the educational system in order to better understand the climate in which educationalists work. EPs are embroiled in a political framework that often dictates their remit and certainly shapes the environment within which they work.

THEORETICAL BASIS OF ACADEMY SCHOOLS

The closest comparison to the Academy model is the 'Charter School' in the USA. Charter Schools operate under similar conditions to Academies; they are established on the basis of a contract that is held between them and a private board, as part of this contract they are released from many of the regulations that govern traditional state schools (Gleason & Silverberg, 2010). Their origins seem similar to those of the Academy, much of the reading and research around Charter Schools discusses themes such as alternative and innovative education, parental choice, school autonomy and self-management and of course, the privatisation of educational services. It therefore seems appropriate to compare the two systems and as there are over 6004 Charter Schools to date (National Alliance for Public Charter Schools, 2013) the research in this area seems a better indicator of Academy prospects than the rhetoric detailed above.

A major ideological influence behind the suggestion of Charter Schools is the notion of school choice. Lane (1998) suggests that the idea of school choice had been promoted as a way of improving student achievement, increasing diversity

and encouraging the development of innovative curricula. Just as with Academies, Charter Schools were seen as a progressive move towards greater school choice. In the UK, converting failing inner city schools into Academies was perceived as a viable way of making them a more attractive prospect to parents, thus increasing school choice. Gorard (2005) found that social segregation within a LA declined following a schools conversion to an Academy. This seems to be a positive outcome of the Academies programme in terms of their aim to promote school choice and raise standards in deprived areas.

This notion of diversity links with the theories of Shanker (1988) who suggested that to 'produce more learning for more students', schools would have to use different methods and adapt their organisation of time and human resources. Shanker's ideas seem progressive and somewhat radical but fit well with the theoretical basis for Charter Schools; schools free from regulation with the autonomy to create individually attuned learning environments. This is echoed by Wells et al. (2005),

Freedom from federal, state or school district regulation...means freedom to create a curriculum that reflects the history and culture of the students served, to create an environment that respects the integrity of the individual students and diverse cultures, and to create partnerships and bridges among educators, students, parents and the local community (p. 227).

However, Shanker later worried that Charter Schools had been used as a way of privatising and restricting state education rather than improving it. Charter Schools were funded per pupil and budget restrictions impacted on their ability to deliver creative and diverse curricula. In response to these pressures private sponsors and profit making companies were recruited to operate Charter Schools. In addition, Schwartz (1996) notes that while Charter Schools are not permitted to charge for tuition, some impose other fees and aggressively petition for donations from families and put pressure on parents to fundraise. These practices could render the school inaccessible to certain families thus negating the original premise of the Charter School as an inclusive institution, increasing parental choice in education. This poses questions for the potential for Academy schools to become exclusive in similar ways; for example, Academies who enforce strict uniform requirements may be inaccessible to parents who cannot afford such provisions. Possibly a more concerning outcome of budgetary

restrictions is a suggestion from Ford (2005) that potential investors in Charter Schools were asking 'what were the Charter's strategies for keeping out problematic students' (Ford, 2005, p. 24). This highlights the impact of the monetary cost of inclusion and private investment and has implications for the inclusivity of Academy schools. This could be especially significant in those 'original' sponsored Academies in deprived areas where the implications of social disadvantage could impact on students' individual needs.

In an analysis for the Department for Education and Skills (DfES), PricewaterhouseCoopers (2003), a multi-national professional services firm, concluded that Charter Schools had effected only a modest improvement in educational outcomes for their young people. They added that the Charter School model posed a risk of creating a two tier system in which the middle classes benefitted from better schools (PricewaterhouseCoopers, 2003). By the time 'City Academies' became the 'Academies Programme' they were no longer being linked to Charter Schools and instead were claimed to solely be a 'development of the successful City Technology College model' (DfES, 2005, p. 3); a sharp turnaround from Blunkett's original claims that Academies would '...take account of the best lessons of City Technology Colleges and Charter Schools' (DfEE, 2000a, p. 4). This suggests that while the theoretical basis for the Academies agenda was in line with the origins of Charter Schools the government could not extol the benefits of this system when research demonstrated such meagre outcomes. In fact, this questions whether or not there was a sound basis for the continuation of the Academy model. These evidentially questionable foundations to the Academies programme suggest a motivation other than the improvement of educational outcomes.

THE COALITION GOVERNMENT AND THE CHANGING FACE OF ACADEMIES

In 2010 the current government passed legislation allowing all schools to become Academies. They even went as far as inviting all outstanding schools and good schools with outstanding features to convert into Academies; a marked contrast to the deprived and underperforming schools of the original New Labour vision. This rapidly expanded the Academies programme and data up to February 2014

shows that there are now 3,657 Academies in England. In some LAs such as Darlington and Runcorn 100% of their secondary schools have converted to Academy schools (DfE, 2014b). These are now often referred to as 'converter Academies' and no longer require the financial backing of a private sponsor. These new Academies can operate independently or join together in 'chains' or 'clusters' to support one another, either financially, organisationally or academically.

In addition to existing LA maintained schools that have converted into Academies, three new types of school have been introduced by the government and are covered under the Academies Act (2010). These are; Free Schools, Studio Schools and University Technical Colleges. These types of schools open in response to parental and employer demand and serve the same aim of raising standards. They are funded in the same way as Academies and are also free from LA control.

Currently the DfE is hoping to match all underperforming primary schools with sponsors in order for them to convert to an Academy. It is hoped that by having a sponsor the school will be offered the support and be given the knowledge to make innovative changes and improve outcomes for their students. There also remains a focus on turning underperforming secondary schools into Academies. Anecdotally it seems that schools in deprived areas are being pressured into converting into Academies, often against the wishes of the teachers, governors and the LA. For example, in a story about Academy conversions a local press article reports that;

XXXX XXXX Council had wanted to keep XXXX Primary under its control but it is understood the Department for Education (DfE) insisted the school should become a sponsored Academy. Councillor xxxx xxxx, XXXX XXXX Council's portfolio holder for local authority schools, said: "We would very much like to have kept XXXX Primary on but the DfE is quite adamant it wants it as a sponsored Academy". (XXXX XXXX Mail, 2013, anonymised)

This suggests that the Government intend to further increase the number of Academies, and values their claimed ability to raise standards in a way that it claims cannot be achieved through LA governance.

In a time of stringent economic cutbacks and significant pressures on LAs to limit spending it could be that Academy schools offer local governments value for money. Figures for 2012-13 show that local government spending in education 'has dropped rapidly from 2010-11, this is likely to be at least in part due to schools converting to Academies' (LGiU, 2014, p. 13). With one of the DfE's policies being 'increasing the number of Academies and free schools to create a better and more diverse school system' (DfE, 2013b) one must consider, better for who, and how? With the government's agenda to save money, increasing the number of Academies and free schools is certainly a 'cheaper' option. However, the government argues that 'there is evidence that giving heads and teachers greater freedom over their curriculum, budget and staff can help improve the quality of the education they provide and reduce the attainment gap' (DfE, 2013b). They view Academy schools as central to raising educational standards in the UK. This jars with the language used to discuss Academy conversion by groups such as the National Association of Schoolmasters Union of Women Teachers (NASUWT), who talk about Academies as a 'threat' (NASUWT, 2011). Moreover, the cross party Public Accounts Committee highlight several weaknesses of the coalition's expansion of the Academies programme including; confusion over who is responsible for what, inadequate accountability, perverse incentives and opaque and inefficient funding processes. Articles in the local and national press (e.g. Guardian Teacher Network, 2014) comment on the process of being forcibly coerced into Academy conversion and the subsequent pressures to demonstrate improvement. This seems a contrast to the freedom and autonomy extolled by the government and the original ethos of the Academies programme.

The Academy structure and governance differs significantly from that of a LA maintained school which has implications for their admissions policies and exclusion policies, among others, which whether written or assumed could impact on inclusion practices. As such, the Academy school may offer the EP a different set of challenges in both their structure and their relationship with the LA. The following section of this chapter will consider how this new landscape could impact on the EP role and how these changes fit within the new legislative context of EP practice.

THE PRACTICE OF EDUCATIONAL PSYCHOLOGY

HISTORICAL CONTEXT

In the UK, the practice of Educational Psychology dates back to 1913 when Cyril Burt was appointed to the role of psychologist to the London County Council. His primary role was to assess children's ability and offer advice on the placement of children in special education. The profession grew slowly until the publication of the Summerfield report (Department for Education and Science, 1968) which offered recommendations on psychologists in the education services (Boyle, MacKay, & Lauchlan, 2008). This saw an increase in training places and thus the number of EPs grew. Initially, in a role similar to that of Burt's, EPs were involved in individual psychometric assessment and intelligence testing. This changed in the late 1970s when EPs made a shift away from individual work 'to a wider role based on consultation, in-service training, preventative work and involvement in policy-making' (MacKay & Boyle, 1994, p. 187). This way of working prevails to date but often seems to contrast with the expectations and wishes of teachers and school staff who value individual casework and assessment (MacKay & Boyle, 1994).

It seems that the practice of Educational Psychology had been shaped by legislative structures which served to label and categorise children but these were not directly related to EPs. The 1981 Education Act offered a significant shift in the role definition of EPs, by legislating their statutory function (Leadbetter, 2002). The Warnock Report, published in 1978 formed the basis of the 1981 Education Act. The report made attempts to deconstruct labels for children and introduced the notion of special educational needs (SEN), rather than maladjusted or educationally subnormal children. This seems to be a move away from the medically based labels that EPs felt restricted by. The Warnock Report was also the first suggestion of inclusion in terms of SEN. This legislation outlined the statutory duty for EPs to assess and advise the local authority on the most appropriate educational provision for children with SEN. The legislation also introduced statements of SEN, which would require psychological advice from an EP. While this provided EPs with job security and an assurance over the

longevity of the profession it 'did little to further the cause of applied Educational Psychology in schools' (Leadbetter, 2002, p. 87).

The introduction of the SEN Code of Practice (DfES, 1994; further adapted in 2001) brought established procedures for schools and EPs when working with young people with additional needs (Boyle, MacKay, & Lauchlan, 2008), and further outlined the statutory duty of EPs in this process. In 2000 a report by the DfEE defined the role of EPs as;

To promote child development and learning through the application of psychology by working with individual and groups of children, teachers and other adults in schools, families, other LEA officers, health and social services and other agencies (DfEE, 2000b, p. 5)

This highlights the multi-agency and systemic aspect of the EP role without discounting the value of individual work with children and young people. These governmental reports and statutory duties serve to provide a national framework of shared practice for EPs which aim to promote inclusion and equality (Boyle, MacKay, & Lauchlan, 2008). However, as Leadbetter (2002) notes, the numbers of statements issued has increased year by year since they were introduced, leading to 'a battle [for EPs] to meet the new statutory requirements to assess children within specific time limits, as well as maintaining a balance of other tasks that legitimately fall within their remit' (pp. 87-88). It could be that the statutory duty of the EP has limited their capacity to engage in other activities, such as those outlined above. Dessent (1994) comments that,

The work of an Educational Psychologist is linked to the requirements of the special educational system. However, EPs have rarely been comfortable in confronting this fact of life viz that their purpose is largely to serve social, political and economic functions (p. 51).

This highlights the importance of legislation and changing political agendas on the role of the EP, and the restriction that can be placed on the practice of psychology by Governments and the LA. With this in mind, this chapter will go on to explore the current and emerging legislative context and the implications of this for EP practice.

A NEW CODE OF PRACTICE

The change in government in 2010 brought a change in thinking about education, SEN provision and children's services which resulted in publication of the Green Paper 'Support and aspiration: a new approach to special educational needs and disability' (DfE, 2011b). This document highlighted the importance of the early identification of SEN to ensure a pro-active approach to intervention and a more collaborative approach to assessment and meeting outcomes for young people. The changes sought as a result of this consultation were enshrined in law through the Children and Families Act in March 2014 (DfE, 2014a), in time for implementation in September 2014. This will mean that a new SEN Code of Practice will come into force for the start of the school year in 2014-15. This has significant implications for the practice of Educational Psychology as the Children and Families Act sees the introduction of Education Health and Care (EHC) plans which are 'part of the biggest reforms to SEN provision in 30 years' (DfE, 2012). EHC plans will replace statements of SEN and cover young people from 0-25 years. This in itself could pose a challenge to EPs who currently tend to cease their involvement with a young person at 16, when their statement stops providing statutory support.

The Draft SEN Code of Practice (DfE, 2013a) stipulates that as part of the new single assessment process, advice must be sought from an EP. However, the Code of Practice does not require that this information be provided by an EP employed by the LA. The draft code outlines the role of the EP in supporting schools and within that section notes that;

Most educational psychologists are employed by local authorities but some work directly in schools, are self-employed or work as consultants for social services departments, voluntary bodies, or parents (DfE, 2013a, p. 89)

This suggests a recognition of the role of EPs other than those employed by the LA and could signal a move by more schools to choose to commission or employ their own EP support.

ACADEMIES AND THE IMPLICATIONS FOR EP PRACTICE

With Academies being afforded more autonomy than LA maintained schools they have much more freedom to employ a range of professionals on their own terms.

Indeed, converted Academies receive a grant from the government to allow them to procure the services that would ordinarily be provided by the LA. Many EP services have now developed a traded offer which allows both LA maintained and Academy schools to buy additional work from LA EPs to supplement their statutory offering. For example, I have experienced a LA EP service providing a traded service to an Academy in their locality which included, 'drop-in' consultation sessions to teachers and parents, therapeutic interventions to students and policy making consultations with senior leaders. In these situations the EP remains employed by the LA and still adheres to their service guidelines and models of practice. However, Academies can also employ their own EP directly. With an ever increasing number of Academies the role of the EP could need to adapt to these new ways of working and new ways of being employed. This is a significant change to practice. However, there is very little research into this developing aspect of the EP role.

This differing role has links to MacKay's (2002) vision of the future for EPs as a broad and flexible remit that is not limited to the area of SEN. This takes the EP beyond performing a 'servicing of bureaucratic educational functions' (MacKay, 2006) and could be seen as a 'freeing' of professional autonomy. MacKay (2006) extends this idea by suggesting that a removal of largely bureaucratic duties could give the EP time for 'the practice of psychology itself'. Moreover, Fallon, Woods and Rooney (2010) add to this by suggesting that 'local authority statutory assessment processes have been viewed as having constrained the range and development of EP's other functions'. This resonates within EP services and is certainly reflected in my experience of shadowing practicing EPs. It could be that working within an Academy setting would allow the development of these 'other functions' and contribute towards the advancement of the profession.

This way of working also has links to community psychology (Bender, 1972). In this sense, an EP is based within a school community rather than offering occasional visits as would often be the case in a 'traditional' time allocation model. Here the EP is able to gain a greater understanding of the needs of the community and is potentially in a position to be more responsive. This is particularly pertinent in cases where an EP is working directly with a federation of Academies in close geographical proximity. This way of working could allow for

greater working relationships between multi-disciplinary teams in certain areas who are all contributing towards meeting the needs of that community. The EP is still essentially working within the school system but could be considered as part of a wider community team, with their psychological knowledge being applied to that community. This approach fits with what seems to be the dominant approach in Educational Psychology; positioning the child within the wider ecological context. Bender (1976) outlined several principles of community psychology which seem to resonate with the practice of Educational Psychology. One of these principles was the development of the role of the psychologist as a consultant. This seems to correlate with the development of a consultation based model of service delivery, and could imply that the role is not dissimilar from the current EP role.

Working within an Academy or federation of Academies also has implications for the extent to which the EP would be able to affect systemic change. A review of the functions and contributions of EPs (Farrell & DfES, 2006) frequently mentions 'systemic' work as an identifying feature of the EP. There is a suggestion that EPs are well placed to work systemically as a means to increase their capacity and to offer a holistic view of a child or particular issue. This type of work can also help improve the schools' capacity for understanding and supporting their students. This would allow the EP to work proactively at a preventative level which to me, feels somewhat more empowering than an assessment and intervention view of the EP role. Stratford (2000) offers several suggestions as to what EPs can offer at a 'whole school' level, these include; consultation skills and collaborative problem solving, knowledge and understanding of systemic approaches and interventions, a psychological perspective, child focused input skills and research skills. He suggests that the main barrier to EPs working in this way is the constraints placed on them by LA duties and 'a misuse of psychological assessment as a key resource'. By working within an Academy an EP would be removed from some of those 'LA constraints' and thus be more able to work systemically, which Stratford (2000) suggests can lead to a more inclusive practice. It could be that working within Academy settings offers EPs the opportunity to work creatively, beyond the narrow field of SEN. Fallon, Woods and Rooney (2010) go on to suggest that the commissioning of EP's services could expand the influence of the EP role and promote development beyond previous LA budgetary limitations. This could increase an EP's sense of

professional identity by allowing them to develop a distinct skill set (Fallon, Woods, & Rooney, 2010). However, although an EP employed by an Academy would not have to work within the LA framework they would adhere to a job description and a framework imposed by the Academy. This could impact on the extent to which the EP could work 'independently', and could have implications for the degree of 'control' the Academy's management has over the EP's work.

HOW DOES THIS RELATE TO MY RESEARCH?

These changes in education policy and the increase in EPs being employed by Academies pose some interesting questions for the future of the profession which would benefit from qualitative research. This could help provide insight into the way EPs approach work within Academies and offer Academy staff insight into how an EP could be beneficial to their organisation. This research will be directly influenced by my experience as a TEP in Academy employment which could help to prepare other TEPs in the future as this type of bursary placement may become more common. In such an uncertain area and with little previous research, a grounded theory approach will allow my reflexive data to guide the research process. As such, I have no formal research question only the broad substantive area of 'my experiences as a TEP employed by an Academy'.

This literature review chapter began with a rationale for its inclusion in this thesis and has outlined the emergence and development of Academy schools in England and their relation to EP practice. I have linked this to my research area in justification of my chosen methodology which is explored in more detail in the following methodology chapter.

METHODOLOGY

RESEARCH DESIGN

This research is focussed on my experiences of being employed by an Academy. The design of the research was crucial in order to enable reflexivity whilst maintaining the essence of the research. An autoethnographic methodology was adopted and used with a Grounded Theory (GT) approach to data analysis. I kept reflexive diaries and field notes for analysis and triangulated this with data from a focus group with five EPs. This methodology chapter outlines and justifies the methodology and research methods used and critically examines the procedures I followed.

Principally this research is 'concerned with the quality and texture of experience, rather than the identification of cause-effect relationships' (Willig, 2008, p. 8) and the emphasis on reflexivity within this study 'requires an awareness of the researcher's contribution to the construction of meanings throughout the research process' (Willig, 2008, p. 10); something that would be impossible when employing the rigidity of a quantitative research design. In addition, when I first considered researching the role of EPs employed by Academies I found very few existing pieces of research relating to the area. Thus a quantitative methodology driven by empiricism, positivism or hypothetico-deductivism would be inappropriate and would not add to the body of theoretical knowledge in this field. I therefore decided to employ an exploratory qualitative framework to my research.

To explore the broad research area the chosen methodology needed to have a reflexive element at its core. Willig (2008) discussed the continuum of reflexivity in qualitative research, which ranges from the researcher being briefly visible within the research process to them turning the methodological gaze completely on themselves and becoming the object of the investigation. As this research relates to my experiences within an Academy the methodology needed to allow me to be the researcher and the object of the research. There are many methodologies that enable the researcher to be the object of the research

including; Action Research (e.g. Carr & Kremmis, 1986), Self-Study (e.g. Loughran, Hamilton, LaBoskey, & Russell, 2004), Phenomenological (e.g. Quicke, 2000) and Autoethnography (e.g. Ellis, 2004). For this research I chose to use an autoethnographic approach as this allowed me to situate the data within a wider social context, and offered an 'ontological and epistemological underpinning' (Devlin, 2013) to writing reflexively. My ontological and epistemological position is discussed on p. 30.

It was important for me to include some form of analysis to help offer a theoretical interpretation of the data. I wanted this autoethnography to be something other than a 'good story' (Ellis & Bochner, 1996). I decided against a narrative approach not because, as Ellis and Bochner (2006) suggest I viewed the story merely as data to analyse, somewhat like a realist privileging analysis over story but because I doubted my skills in writing an engaging and purposeful story. Ethically, I was also concerned that other individuals would be more identifiable if the data was presented in narrative form. As such, a GT framework of analysis was adopted which would allow for the development of theory grounded in my reflexive data. This theory is not intended to be generalizable beyond this data and this research, but could offer a point for reflection for other practitioners.

AUTOETHNOGRAPHY

Autoethnography is a methodology which seeks to use reflexive, autobiographical data as a means of inquiry. The term has been used for more than 30 years, originating from the work of Hayano (1979), and has become the term of choice in describing studies with a personal element (Ellis, 2004). Ethnography is an anthropological methodology used when studying a person or society alien to the researcher. With the added prefix 'auto' the ethnography derives its information from the self. Autoethnography can employ a range of ethnographic methods such as observations, field notes or personal diaries which in some form embrace the "self" (Ellis, 2004) of the research. This enables the researcher to use themselves 'to get to the culture' (Pelias, 2003, p. 372). Autoethnography is concerned with auto (the "I") and ethno (the "culture") relationships, which can be viewed on a 'continuum from a more separate researcher-*and*-researched to that where the researcher-*is*-researched' (Doloriert & Sambrook, 2009, p. 29). Sikes

and Potts (2008) note that autoethnography can be a particularly powerful type of insider research that can help to reveal organisational and institutional dynamics which could be difficult to access using other approaches.

In this study, autoethnography offered an epistemological and ontological foundation to writing about myself and my role. This methodology provided a way of exploring myself as the object of knowledge and the subject who knows. In epistemological terms autoethnography can be seen as a critical engagement with a socially constructed self (Reed-Danahay, 1997). It is not concerned with presenting or uncovering a universal truth but a representation of a constructed experience with the aim of making a difference or having transformative potential (Denzin, 2006).

Ellis and Bochner (2000) write passionately about the research potential of autoethnography and advocate the method for social science research. However, they offer very little guidance as to the process and procedures which posed a problem to me as a novice researcher. To help the methodology 'make sense' to me I turned to a framework suggested by Moustakas (1990) who labelled autoethnography as heuristic inquiry. Heuristic inquiry begins with a question that has posed a personal challenge to the researcher, the aim is to;

Awaken and inspire researchers to make contact with and respect their own questions and problems, to suggest a process that affirms imagination, intuition, self-reflection and the tacit dimension as valid ways in the search for knowledge and understanding (Douglas & Moustakas, 1985, p. 40).

For me, the advantage of considering autoethnography as a heuristic inquiry was the six stage research process suggested by Moustakas (1990). This helped me consider how to organise and process a non-traditional form of research while being 'open-ended [with] each research process unfold[ing] in its own way' (Moustakas, 1990, p. 43). Ellis (2004) likened autoethnography to being sent 'into the woods without a compass' (p. 120) and noted the complexity of the method. This caused me much anxiety as a novice researcher but applying a loose heuristic structure while maintaining the integrity of the methodology helped me proceed with the research. This structure is outlined in table 2 below.

1.	Initial Engagement	Aim to discover an intense interest that calls out to the researcher, that holds important social meaning and personal, compelling implications. The forming of questions requiring illumination.
2.	Immersion	Becoming immersed in the area of study, waking, sleeping and even in dream states. To develop an intimacy in terms of the questions posed.
3.	Incubation	Retreating from the intense, concentrated focus on the question. This period of incubation enables the inner tacit dimension to reach its full possibilities.
4.	Illumination	The process of illumination is one that occurs naturally when the researcher is open and receptive to tacit knowledge and intuition. A degree of reflectiveness is essential at this stage.
5.	Explication	The purpose of the explication phase is to fully examine what has awakened in consciousness, in order to understand its various layers of meaning.
6.	Creative synthesis	The researcher in entering this process is thoroughly familiar with all the data. This knowledge and a period of solitude and meditation focusing on the topic are essential preparatory steps for the inspiration that enables creative synthesis.

Table 2: The phases of heuristic research as outlined by Moustakas (1990)

Moustakas (1990) does not explicitly specify how the researcher should go about 'illumination' and 'explication' but it seems that these processes will occur with a genuine openness to unknown possibilities. I think this fits well with the use of autoethnography which, by definition is an immersive process, and GT which allows connections to be made between constructed themes. Adopting some of Moustakas' 'openness' could also reduce the possibility of 'forcing' data into preconceived themes during analysis. While Moustakas' phases seem very

philosophical and abstract I think they offer a flexible framework which helps structure an autoethnography for a time bound research project.

JUSTIFYING A GROUNDED THEORY ANALYSIS

Having considered other approaches to analysis, namely thematic analysis I decided that GT would be the most appropriate method for this research. The main reason for this is that GT would facilitate theory generation in a relatively new research field. Thematic analysis as a method is 'theory free' and can fit within any epistemological framework (Braun & Clarke, 2006) and as such could have been applied in this research. However, Ryan and Bernard (2000) criticise the method by suggesting that thematic analysis is not an approach in its own right but a process that is adopted within 'major' analytic methods such as GT. I was also concerned that the reflexive nature of my data would direct the codes that would develop if I used a thematic analysis approach. I hoped that GT would allow me to maintain 'theoretical sensitivity' (Strauss & Corbin, 1998) to the research area while being flexible and open enough to enable unanticipated codes to be constructed from the data.

GT also appealed to me because of the specific techniques and procedures that could be followed to help guide my analysis, such as those outlined by Strauss and Corbin (1998) and Charmaz (2006). As a novice researcher having guidelines and suggested processes came as a comfort when considering how to approach unconventional data.

The GT approach also seemed to fit well with the practice of Educational Psychology and Miller's (1995) discussion of his use of GT seemed to epitomise the context of my research and highlight the value of the EP as a researcher practitioner;

Instead of always assuming a linear transmission from pure research to professional activity, the practice of educational psychology can form the starting point for theory building which can enhance and extend the scope of psychology, (Miller A. , 1995, p. 12).

This quote confirmed my use of GT as a method for theory building in a new area of Educational Psychology practice.

GT is a framework for inductively generating theory from data (Douglas, 2003). With roots in medical sociology, GT was developed by Barney Glaser and Anselm Strauss in 1967 to generate theory rather than verify it (Glaser & Strauss, 1967). According to Charmaz (2006, p. 6) they 'aimed to move qualitative inquiry beyond descriptive studies into the realm of explanatory theoretical frameworks, thereby providing abstract, conceptual understandings of the studied phenomena'. Theory is generated through constant comparison, coding and analysis of conceptual relationships amongst data (Hunter, Hari, Egbu, & Kelly, 2005). GT is a flexible method, in that data can come from a variety of sources. Thomas and James (2006, p. 767) claim that, 'there can be little doubt that it has been a major—perhaps *the* major—contributor to the acceptance of the legitimacy of qualitative methods in applied social research'.

Since the publication of Glaser and Strauss' seminal work 'The Discovery of Grounded Theory' (1967), there have been several adaptations to the approach and Charmaz (2006) argues that two main forms of GT have evolved; objectivist and constructivist. For this study I have used a constructivist approach to GT in order to build theories and guide knowledge development which has the potential to lead to changes in practice (Charmaz, 2006).

CRITIQUING GROUNDED THEORY

Willig (2008) states that one of the main critiques applied to GT as a methodology when used in psychological research is that it was designed for sociological research. However as Willig (2008) points out; GT is discussed in many psychological research methods text books (Hayes, 1997; Murray & Chamberlain, 1999) and has a dedicated chapter in her book (Willig, 2008). Traditionally autoethnography is an anthropological approach so the same criticism could be made here, however when used within an appropriate paradigmatic framework I think methods from any social science discipline are valid tools within psychological research.

Willig (2008) suggests that GT's positivist connections do not allow the method to adequately address reflexivity and the role of the researcher. In addition, Selden (2005) notes that;

A fundamental weakness in GT is connected to theoretical sensitivity. Conceptualizations do not emerge from data. Their source is within the researcher and is dependent on the extent to which he/she is widely read in scholarly matters (Selden, 2005, p. 126).

I think this is something that can be addressed by aligning with Charmaz's (2006) approach to GT which does acknowledge the role of the researcher and is open about theories being constructed rather than discovered. She draws upon a constructivist epistemology which dictates that knowledge is socially constructed and is dependent on individual experience (Gergen, 1999). Being transparent throughout the research process about my prior knowledge and experiences will help maintain a reflexive element while helping ensure consistency with the epistemological roots of Charmaz's (2006) method.

While noting some of the critical debate around GT it should be acknowledged that;

There is, of course, no method that does not have its own limitations. An acknowledgment of such limitations, however, encourages a reflexive awareness of the boundaries of our own and others' claims to knowledge and understanding (Willig, 2008, p. 159).

EPISTEMOLOGICAL & ONTOLOGICAL POSITION

It was with some trepidation that I began to consider the epistemological and ontological implications of this research. These are weighty and intimidating academic terms which I thought served to categorise my research. As Devlin (2013) experienced when writing his thesis, there seemed to be some pressure to 'come out and embrace a category...realist, critical realist, constructionist, constructivist, etc.' (p.14). To some extent this was peer pressure, as a cohort of novice researchers keen to 'do it right'. However, despite the trepidation;

Qualitative researchers have a responsibility to make their epistemological position clear, conduct their research in a manner consistent with that position, and present their findings in a way that allows them to be evaluated

appropriately. This may be particularly important with approaches such as grounded theory (Madill, Jordan, & Shirley, 2000, p. 17).

Having a basic understanding of the epistemological origins of the methodology used will help ensure a more coherent thesis which will promote rigour and trustworthiness (Yardley, 2000) in the research process.

GT is underpinned by symbolic interactionism (Alvesson & Skoldberg, 2000; Annells, 1996). This assumes that behaviour occurs within a social context and is influenced by socially derived concepts such as self, other and group (Bulmer, 1969). Symbolic interactionism asserts that 'human beings act toward things on the basis of the meanings that these things have for them' (Bulmer, 1969, p. 2) and that we are constantly engaged in a process of meaning making. Oliver (2012) adds to this by explaining that 'individuals and society are in a constant state of flux as our definitions of each moment shift through the continuous dialectical process of interpretation and action' (p. 411). As such, reality is actively constructed and meaning is an interpretive and social process that will change over time, depending on context and experiences.

Grounded theorists are interested in phenomena experienced in the everyday social world and the basic social processes underlying these phenomena. Benoliel (1996) explains that GT is concerned with social situations that people encounter and the processes they use to deal with them. As symbolic interactionism argues that reality is not static, but undergoes constant change as people interpret their world, GT sets out to explore the interpretive and interactional process that shapes this social understanding. In this way, GT is underpinned by symbolic interactionism as it employs inductive logic and data gathered in a localised context (Pascale, 2011).

In line with these philosophical underpinnings is the relativist ontological assumption within this research that knowledge is socially constructed (Burr, 2003), meaning that there are multiple truths and multiple realities. Social constructionism asserts that reality is socially constructed by and between the people who experience it (Gergen, 1999). As such, reality can be different for

each of us based on our unique understandings of the world and our experience of it (Berger & Luckman, 1966).

RESEARCH PROCESS

This process began at the start of my placement in the Academy when I discussed the prospect of this research project with the Academy's senior managers. They had no preconceived plans for my research and left me with the freedom to design the project. This reminded me of my unique situation within the Academy and how the role itself was a perfect subject for my research. I spent a long time deliberating over the usefulness of research 'all about me' and how I would even go about it.

After settling on an autoethnographic design I decided to keep a reflexive diary and field notes while working in the Academy to analyse using a GT model. I used a dictation app' called 'evernote' to record my reflections and transcribed them for analysis and made field notes by hand. I decided to dictate my reflexive journal as I found I talked more spontaneously than I wrote, and I was worried that a written reflective log would be more likely to be influenced by my preconceived ideas about themes. I made an average of one reflexive diary entry per week throughout the Academy's summer term and autumn term 2013. I tended to reflect on my week focusing on issues within the Academy, LA EPS and University; anything that related to the practice of educational psychology and my development as a TEP. I made field notes throughout the autumn term 2013 while working in the Academy. These were often written in response to specific incidents or noteworthy interactions during my working day. An example extract of data is shown in the table below; further examples of raw data can be seen in appendix A.

***Reflective Note:** I wonder now if the period of my reflexive diary was too short. I think this has restricted my data by missing reflections from the beginning of my employment within the Academy. It could have been interesting to capture some of the procedural issues I experienced at the start of my placement. While these have been reflected on in later diary entries it would have been better to begin my reflexive diary in the autumn*

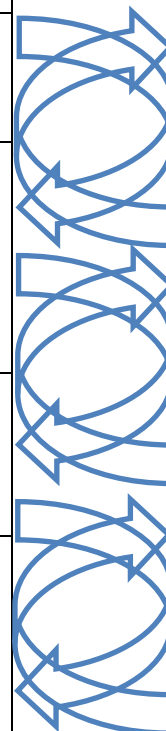
Source	Example
Reflexive Diary	I suppose another thing that came out of being at uni the other day was this thing with teachers not coming to meetings and meetings not even being set up properly for me whereas I know a lot of my peers seem to always be in meetings, meeting with school staff, meeting with parents and all these multi agency meetings that I just never seem to be part of (<i>In 177-181</i>)
Field Notes	Systems Working – the system is so rigid, feels like it will never change. Makes it feel futile to even try which pushes you towards individual working (<i>Field Note 1</i>)

Table 3: Examples of data

THE CODING PROCESS

The table below outlines the coding process I used, a more detailed explanation follows.

Coding Stage	Description
Level 1 – Initial Coding	Data analysed line by line and given a descriptive label. I did this electronically on the transcription of my raw data.
Level 2 – Focussed Coding	Initial codes grouped together according to similarities, differences and significance. These new ‘focussed’ groupings are given another label to encapsulate its meaning. I printed my data and cut out the initial codes so I could physically manipulate the groupings.
Level 3 – Theoretical Coding	Relationships are drawn between the focussed codes, this forms the basis of developing theory from the data. Again, I did this visually by physically mapping out the focussed codes.
Diagramming	This helped bring the data ‘back together’ and help demonstrated the relationship between the theoretical codes. Diagramming the theoretical codes helped to conceptualise my experiences of being employed by an Academy.



Cycle of constant comparison; returning to previous stages and re-examining the coding.

Table 4: An outline of the coding process

I followed the process for GT analysis as outlined by Charmaz (2006), but I was also influenced by reading Strauss and Corbin (1998). The first stage of my analysis was 'initial coding'. Charmaz (2006) explains that coding involves asking analytic questions of the data to help understand the process being investigated. Coding is the first part of developing an analytical interpretation of the data. Charmaz (2006) offers this definition of coding;

Coding means categorising segments of data with a short name that simultaneously summarises and accounts for each piece of data. Your codes show how you select, separate, and sort data to begin an analytic accounting of them (p. 43).

Initial coding (level 1) focuses on fragments of data which are assessed by their analytic importance. Initial coding involves close reading of the data and Charmaz (2006) suggests that during this stage the researcher needs to be open to all possible theoretical directions. Initial coding can be word-by-word, line-by-line or incident-to-incident depending on the amount and type of data being analysed. Charmaz (2006) explains that careful initial coding helps the researcher refrain from inputting their motives, and fears to the data during the analysis process. I began coding my data line-by-line; although this was a time consuming process I felt that as a novice researcher it would ensure I did not miss something important in the data. At this stage, the codes were mostly descriptive (see Appendix B for a table including initial codes). An example of direct quotations from the data and their corresponding initial code can be found in appendix C.

The second stage of analysis is 'focused coding', this helps synthesise the initial codes and explain larger segments of data. Charmaz (2006) explains that;

focused coding means using the most significant and/or frequent earlier codes to sift through large amounts of data. Focused coding requires decisions about which initial codes make the most analytic sense to categorise your data incisively and completely (p. 57).

Focused codes (level 2) are more directed and selective than initial codes and could prompt a return to initial coding for some parts of the data. As this is part of the constant comparative cycle, throughout the coding process data is compared with data and then with codes. This comparison should confront similarities, differences and degrees of consistency. During this phase of the analysis initial codes were constantly compared and the data was re-read and questioned. This

helped group the initial codes and conceptualise the data. An example of coded data can be seen below;

<i>Example Data</i>	<i>Initial Code (level 1)</i>	<i>Focused Code (level 2)</i>
<i>I know more about them and I know more about the way they work than I would do if I was just a visitor to the school and I think that does help my EP work to some extent (In 34-35)</i>	Systemic understanding as positive	Understanding the processes and ethos of the Academy: positive and negative implications for practice
<i>Unfortunately one member of our group has been excluded for 3 weeks for an incident that happened with a teacher (In 108-109)</i>	Long term fixed exclusions	Processes that disempower and exclude key stakeholders: issues of power, autonomy, blame and oppressive discourse

Table 5: Examples of initial and focused codes

Overall, 13 level 2 codes were constructed from the data. A table showing all initial codes and the corresponding Level 2 codes can be seen in appendix B.

Following this, Strauss and Corbin (1998) suggest a third stage, ‘axial coding’. Axial coding relates categories to subcategories and aims to bring the data back together after the initial coding process. However, Charmaz (2006) notes that while axial coding can provide a frame for researchers to help them make conceptual links, the process can limit the researchers’ vision. Whilst I did not engage in a formal process of axial coding, I did bring the data back together. Strauss and Corbin (1998) suggest that the distinctions between types of coding are ‘artificial’ and only used for explanatory purposes, to indicate that data is broken apart to identify concepts then put back together by relating those concepts. I took this as another indication that axial coding is not a necessary part of the GT process. Following level 2 coding I began theoretical coding.

The fourth stage outlined by Charmaz (2006) is 'theoretical coding' (level 3) during which relationships are drawn between categories developed during focused coding. This is almost a higher order form of coding which helps clarify analysis and develop theory from the data. For the purposes of this study 'theory' refers to the understanding of a process rather than the explanation of it. I will be adopting Charmaz's (2006) definition of theory as, 'the imaginative understanding of the studied phenomenon...this assumes emergent, multiple realities; indeterminacy; facts and values as linked; truth as provisional; and social life as processual' (p. 126). From the 13 level 2 codes, I developed three level 3 codes which form the basis of a theoretical understanding of my experience of being employed by an Academy.

TRIANGULATION USING FOCUS GROUP DATA

To help triangulate the themes constructed using my reflexive data I collected data from qualified EPs using a focus group. The focus group discussed EPs being employed by Academy schools and I asked experienced EPs to anticipate what it might be like to be employed directly by an Academy. Typically, focus groups bring together 4-8 people with similar characteristics which are of interest to the researcher (Gibson & Riley, 2010). In this case, the focus group consisted of six EPs from the same LA service recruited through opportunity sampling. My aim within the focus group was to act as a facilitator, allowing the dynamics of the group to guide the discussion (Parker & Tritter, 2006). In this way, I hoped that it would be more likely that issues I had not previously considered could be explored (Gibson & Riley, 2010). I chose to use a focus group over other methods such as individual interviews as I thought it would be valuable to allow participants to respond to each other's comments by challenging, affirming or extending points in order to jointly construct meanings (Kidd & Parshall, 2000).

Supporting quotes from the focus group data have been used to support the codes constructed from my reflexive data. These quotes also add to the descriptive nature of this research and offer a way of triangulating my data to add an element of rigor. I think collecting data through the focus group influenced my own reflections and my practice within the Academy. I feel this should be

acknowledged, as my experience and the final codes will have been influenced by the focus group process.

ETHICAL CONSIDERATIONS

Due to the autoethnographic nature of this research there were some significant ethical considerations to take into account before initiating this research journey and throughout the process. Much of this relates to what Ellis terms 'relational ethics' (2007) and the sensitivities of discussing other people who could be identified within the data. Guillemin and Gillam (2004) suggest two dimensions of ethics; procedural ethics and situational ethics. The former is concerned with issues around consent, confidentiality, deception and protection from harm etc., whereas the latter relates to the often unpredictable and subtle ethically important moments that can arise in the field. In April 2013 I submitted my ethical review and application to the University's ethical review board. This form outlined the measures I planned to take in relation to the procedural ethics such as, the use of pseudonyms for any individual or organisation who could be identified within my data. This also detailed how I would ensure participants of the focus group were fully informed in order to give their consent. Examples of the participant information sheet and consent form can be seen in appendix E.

Chang (2008) poses an interesting ethical question to autoethnographers; 'do they own a story because they tell it?' She goes on to comment that 'your story is never made in a vacuum and others are always visible or invisible participants in your story' (Chang, 2008, p. 69). She further suggests that protecting the privacy of others is much more difficult within autoethnographic research because the researcher assumes the focus is on themselves (Chang, 2008). This links with Ellis' (2007) warning that while we write about ourselves and our experiences, we will inevitably write about others in a way that could make them recognisable to the reader. This poses an ethical dilemma if those around us during the research process have not consented to their inclusion in the research or depiction within the data. Ellis (2007) describes how this process can be complicated further by the relationships that exist or develop during the research process; she terms these 'intimate others'. I consider the other individuals that are represented within my data as intimate others as they are colleagues, friends, family members or supervisors. The Academy staff became intimate others as I worked with them and relationships developed. While I am not divulging details about their lives, I

am offering my interpretation of their work environment which may feel uncomfortable to some.

I sent an email to all the staff in the Academy with whom I had regular contact explaining that I was beginning my research process and outlining the aims and methods of the study. I noted that while they would not be interviewed directly they could feature as part of my reflections. I did not receive any replies to my email nor did I receive any general inquiries about my research from staff within the Academy. Where I have reflected on conversations or incidents with identifiable individuals I have referred to them using a pseudonym to help protect their identity. To help guard against other ethical concerns I used Tolich's (2010) guidelines for ethical autoethnographic research, these include;

- Consult with others, like an Internal Review Board (Chang, 2008)
- Do not publish anything you would not show the person mentioned in the text (Medford, 2006)
- No story should harm others and if harm is unavoidable, take steps to minimise it
- Those unable to minimise risk to self or others should use a nom de plume as the default
- Treat any autoethnography as an inked tattoo by anticipating the author's future vulnerability
- Assume all people mentioned in the text will read it one day.

With these in mind I include reference to others based on my reflections on personal experiences. I have not been unduly defamatory and would be comfortable with those individuals reading this thesis. I used supervision in service and in research tutorials to reflect on this process throughout my research in order to maintain a critical stance towards the ethical implications of this thesis.

***Reflexive Note:** I wonder how informed the Academy staff felt or how much they felt included in my research journey. I was surprised by the lack of interest in my research but I now wonder if that was due to a lack of understanding around the purpose and methods. This now raises new ethical questions about the extent to which their consent to feature in my data was gained.*

A 'GOOD ENOUGH' DESIGN

Based on Winnicott's (1964) notions of 'good enough' mothering, Lutterell (2001) proposes a good enough standard of ethnographic research which posits that the notion of a perfect researcher is fantasy. Instead, she suggests that research can be viewed as a series of losses and gains, which are documented reflexively throughout the ethnographic process. This is echoed by Mathner and Doucet;

The best we can do is to trace and document our data analysis processes and the choices and decisions we make, so that other researchers and interested parties can see for themselves some of what has been lost and some of what has been gained, (Mathner & Doucet, 1997).

It is my aim that this thesis reports good enough research. That is, that I have documented my ethnographic process in terms of mistakes and successes, both in my professional practice and in my research journey. It is through this reflexive accountability that this research will demonstrate transparency and trustworthiness. Lutterall (2001) explains that being reflexive enables a researcher to 'sustain multiple and sometimes opposing emotions, keeping alive contradictory ways of theorizing the world, and seeking compatibility, not necessarily consensus' (p.516). To me, being a good enough researcher means embracing this element of reflexivity rather than seeking to eliminate or account for the inconsistencies within my data.

SUMMARY

In this chapter I have outlined and aimed to justify my choice of adopting an autoethnographic design with a GT method of analysis. I have also explained the research process including data collection and the stages of analysis, including the use of supportive quotes from a focus group in an effort to triangulate my reflexive data. I then outlined some of the ethical considerations within this research and highlighted how these have been reconciled. The chapter ended with a brief overview of the concept of good enough research and how this model has been applied within this thesis.

The following results chapter outlines the focused, level two codes (as described on p.34) constructed from my reflexive data. The level three, theoretical codes are discussed in more detail in the discussion chapter.

FINDINGS

Following the analysis process, 13 focussed level 2 and three theoretical level 3 codes were constructed from the data. This chapter aims to expand these codes, offer examples and explain my analytic journey. I will outline each of the 13 level 2 codes and cite examples from my data and memos to demonstrate how I constructed meaning and how codes interrelate. Later in this chapter I will explain the level three codes, which will be discussed further in the following chapter. The table below offers an overview of the level 1 and 2 codes constructed from my data and demonstrates how they were refined through the analysis process, an overview of the level 3 codes is offered later in this chapter.

Level 2 codes	Level 1 codes
Understanding the processes and ethos of the Academy: positive and negative implications for practice	Insider knowledge Day-to-day understanding of the school Empathy with teacher role Systemic understanding as positive Open and honest dialogue with teachers Systemic understanding as positive Not part of the team Not feeling like a colleague Systemic understanding as negative Negative Ofsted Negative atmosphere in school Teachers engaging in negative dialogue with yp Insecure teaching staff Stress and pressure Negative Ofsted inspection School needs to improve Negative atmosphere in school Academy employment as negative Systemic understanding as negative Young people's behaviour being blamed for negative Ofsted
TEP developing professional identity, skills and sense of belonging	Not feeling part of the school community TEP not wanting to be seen as part of the school Uncomfortable as being identified as part of the school community Needing to be part of a team Not identifying as an Academy employee ID badge to identify as school staff Positioning TEP with the problem Seen by others as part of the school community Being positioned by others as part of the school TEP positioned by others Positioning as negative TEP valuing reflective practice TEP feeling as though adding to teachers stress TEP new to role TEP lack of confidence TEP unsure of role and responsibilities The need to be assertive Lack of tenacity TEP as reliable

	<p>Reflective</p> <p>Needing to be assertive</p> <p>Reflective practice TEP</p>
<p>Limited professional experiences and lack of opportunity to use emerging skills are a barrier to TEP training and practice within the Academy</p>	<p>Lack of multi-agency working</p> <p>Lack of understanding about policies</p> <p>Constrained practice</p> <p>Constrained by expectations of others</p> <p>Incompatible ways of working</p> <p>Lack of access to IT</p> <p>Barriers to EP practice</p> <p>Incompatible ways of working</p> <p>Differing agenda</p> <p>TEP research/evidence based knowledge not used</p> <p>TEP not used as a valuable resource</p> <p>TEP not involved in school improvement/Ofsted action plan</p>
<p>De-valuing the practice of psychology: limited understanding within the Academy about how EPs work</p>	<p>Difficulty in evaluating EP work</p> <p>Evidencing impact of interventions</p> <p>EP work not appreciated by the school</p> <p>EP work not fully understood by the school</p> <p>TEP way of working needs to be explicit</p>
<p>Processes that disempower and exclude key stakeholders: issues of power, autonomy, blame and oppressive discourse</p>	<p>Unethical practice – YP ‘has’ to work with TEP</p> <p>Working with YP as opposed to doing something to them</p> <p>TEP giving yp autonomy and choice/school limiting it</p> <p>Offering a young person autonomy to make decisions about their involvement</p> <p>Uncomfortable with the idea of a yp taking part in an intervention against her will</p> <p>Teachers dictating that YP will work with TEP</p> <p>Ethical practice – not being directly involved with YP against their wishes and finding alternatives, not compatible with school’s way of working</p> <p>Ethical practice - school staff dictating that YP will be involved in interventions</p> <p>Young person’s reservations about group intervention</p> <p>Young people feeling blame</p> <p>Ethical dilemmas – teacher’s negative discourse with parents and yp</p> <p>Oppressive discourse between teachers</p> <p>Negative discussions about SEN</p> <p>Lack of understanding around SEN</p> <p>Long fixed term exclusion</p> <p>Secret Exclusions</p> <p>TEP/EP not involved in exclusions</p> <p>Feeling like a tickbox before exclusion</p> <p>TEP interventions not used to prevent exclusion</p> <p>Wondering if reports have been sent to parents</p> <p>Parents not fully involved</p> <p>Parents not invited to meetings</p> <p>Negative discourse with and about parents</p> <p>TEP role confusing for parents</p> <p>Confusing for parents</p>
<p>Complex relationships and staff affect within the Academy impacting on TEP role</p>	<p>Relationships with teachers different to other TEPS</p> <p>Constructive relationships</p> <p>Positive relationships making positive differences for yp</p> <p>Managing different relationships</p> <p>Lack of colleague relationships</p> <p>Building meaningful relationships with yp</p> <p>Teachers under pressure, heavy demands</p> <p>Negative feedback from school staff</p>

	<p>Teachers under pressure</p> <p>TEP bothering teachers</p> <p>Not wanting to bother teachers</p> <p>Feeling like hassling teachers</p>
<p>Propensity of the Academy to identify difficulties 'within child' and place the 'problem' with the TEP to 'fix'</p>	<p>Able to practice therapeutically</p> <p>Not seeing an alternative to individual casework</p> <p>Young people positive about working with TEP</p> <p>Anger management</p> <p>Group work</p> <p>Disliking consultation</p> <p>TEP not seen as a partner</p> <p>Seeing students as a problem</p> <p>The need for more collaboration</p>
<p>The ethics of consent and who can refer</p>	<p>Ethical practice and consent</p> <p>Self-referrals from young people</p> <p>Ethical dilemmas - self referrals and parental consent</p>
<p>Independence and criticality pose dilemmas in Academy employment</p>	<p>Unable to be critical friend</p> <p>LA EP as independent</p> <p>Teachers dictating how TEP works</p> <p>Unethical practice – systemic knowledge restricting what could in the YP best interest</p> <p>TEP unable to be independent from school</p> <p>Unethical practice – collusion with staff</p>
<p>Academy employment offering a different way of practising</p>	<p>Different ways of practicing than other TEPS</p> <p>Different ways of practicing/unable to practice like an EP?</p> <p>Opportunities for informal consultation with staff</p> <p>Office chat informing practice</p> <p>Different role to other TEPS</p> <p>LA EP time important as it's rare</p> <p>TEP time treated differently to LA EP time</p> <p>Different ways of working</p> <p>Having more time in school</p> <p>Positive opportunities for working differently</p> <p>Differing issues to LA EPs</p> <p>Able to respond quickly in a crisis</p> <p>Role offers a different perspective</p> <p>Offers a chance for systemic understanding</p>
<p>Schools' internal support networks working in isolation</p>	<p>Different ways of working than other support networks in school</p> <p>Lack of clarity around support staff</p>
<p>TEP employment and management issues: who owns the work?</p>	<p>Managed by school staff</p> <p>Senior leader passionate about the placement</p> <p>Who has responsibility for the problem</p> <p>Working for the federation</p> <p>TEP as an Academy employee</p> <p>Line managed by school staff</p> <p>Commissioners as managers</p> <p>Who decides what TEP should do</p>
<p>The importance of supervision and peer support networks</p>	<p>Time at uni as a resource</p> <p>Time to reflect with other TEPS</p> <p>Valuing EP supervision</p> <p>Enjoying time in EP service</p> <p>Needing peer supervision</p>

Table 6: An overview of coding levels showing how meaning was constructed from the data

LEVEL TWO CODES

UNDERSTANDING THE PROCESSES AND ETHOS OF THE ACADEMY: POSITIVE AND NEGATIVE IMPLICATIONS FOR PRACTICE

This code relates to systemic practices and my increased understanding of how the Academy works. This has positive and negative implications for practice and in some ways my understanding of the processes and ethos of the school shaped my practice and my development as an EP.

In a positive sense, being embedded within the Academy offered more insight into the systemic opportunities available to EPs, although these were not always available for me to act upon. Gaining a greater understanding of the processes and ethos of the school, while in a sense restricting in terms of increased awareness limiting the scope of my interventions, allowed me to be responsive and reactive to the specific needs of the school and individual students;

I get a greater understanding and knowledge of how the school works realistically on a day to day level and the different needs and demands of the teachers and how that affects the students and the learning and that sort of stuff (reflexive log, lines 7-10)

I suppose one of the advantages of being based within the school is knowing more about what's going on and what the more general issues might be, so social things that are going on within the school community and negativity that is being perpetuated through social media. I can be more clued into that which helps me be more aware of what's happening for a particular young person at that time (reflexive log, lines 65-69)

This code also encompasses the implications of being part of a team within school and reacting to the pressures and stress of the school staff, as highlighted by this example from the data;

They've [teachers] got other things to think about and I'm acutely aware of that because I'm in it, I'm in their office on a weekly basis and that really does put me off hounding them and repeatedly asking them about individuals (reflexive log, lines 232-234).

There is also a positive element to this. Being part of a team in school allowed me to develop relationships with staff in a different way to how other EPs might. Staff tended to be more open with me and honest about factors affecting interventions or their approaches to young people. While this supported my practice, at times I think it restricted my suggestions as I already had an expectation of what would and would not be 'possible', and these relationships were often not conducive to

a consultation model of practice. These ideas will be discussed further in the following chapter.

I know more about them, and I know more about the way they work than I would do if I was just a visitor to the school and I think that does help my EP work to some extent, so I think the teachers are maybe more open to talking to me and being honest about the way they feel and the way they approach things which is interesting. (reflexive log, lines 33-37)

In a negative sense this code relates to the restrictive nature of systemic understanding limiting the scope of my practice, and the lack of opportunities for systemic practice within this particular Academy. This was evident in my reflections on feeling as though there were certain interventions I could not suggest because they did not fit with my understanding of how the school works which also poses significant ethical dilemmas;

Actually, maybe having that understanding and knowing those different aspects does that (sic) impact or affect the interventions and strategies that I might suggest the school puts in place. So if I know that the school won't be able to implement a strategy will that stop me suggesting something that could be in the best needs of that young person? (Reflexive log, lines 11-15)

This code also includes reflections on my frustrations about being unable to work systemically. These barriers are considered in more detail in the following chapter. In a positive sense I was able to see the opportunities for systemic EP work which could influence my practice in the future. However, it was frustrating to be unable to practise in a way that could have had a wider positive impact than individual casework, as documented in the following field note extract;

They always seem so intent on changing the YP so think I can do something 'to' them to make them better/make a significant change in the individual. Often it's been more important to change the environment or implement new strategies in the classroom. Then they wonder why there's been no impact/minimal impact. (Field Note 11)

EPs in the focus group noted the potential positives of being part of an Academy system;

it is a good idea to have an EP embedded in a school because you get to understand the systems and you get to do rather than just coming at the edge a little bit through a SENCo and that is a good idea (focus group, lines 188-191)

TEP DEVELOPING PROFESSIONAL IDENTITY, SKILLS AND SENSE OF BELONGING

This code relates to my development as a trainee; my emerging skills, the formation of my professional identity and my sense of belonging. I think this is a process that will be similar for every TEP during training however this code reflects how being employed by an Academy has impacted on this process. This code also includes the impact of me as a TEP being positioned by others, often Academy staff or parents.

At the beginning of my employment in the Academy I was unsure of my role and responsibilities and was still developing my understanding of the role of an EP. This has had some impact on my professional identity and my sense of EP work and practice. I lacked confidence and the assertiveness to practice in my preferred way (although I am not sure that was or even is now, a formed concept) and instead began engaging in the type of work the Academy asked for.

Reflexive Note: I now think I should have made more field notes or reflected more explicitly on my developing understanding of the role of an EP. During my employment I did not really consider the impact of embarking on a new role for a TEP with school staff who did not fully understand the role of an EP while I was still defining that myself. It was difficult to explain my role within the school because I did not really know what an EP should be doing. I feel like this lack of clarity then came to define my role throughout my employment.

This is evident in the data through confusion over responsibilities and a lack of confidence in making decisions, such as;

maybe that's reinforcing that idea [of TEP as problem holder] or actually maybe it's not, I don't know maybe it's the opposite, if I'm on it all the time maybe we are more of a team and maybe things would happen more collaboratively because I'm part of that team (Reflexive log, lines 228-230)

Assertiveness is a major theme within this code and relates to my emerging skills and professional identity. There is a suggestion that I need to be more assertive and that assertiveness is an essential skill for carrying out my role effectively within the Academy.

I mentioned that maybe I should be, well I definitively should be more assertive with them (Reflexive log, lines 210-211)

Confidence is also mentioned several times in relation to my professional identity and emerging skills, for example;

I need to develop next year and hopefully I'll be feeling more comfortable and confident in the role having done it for a year. I'll feel more able to try and go in and integrate a little more (Reflexive log, lines 235-237)

There is a suggestion that confidence develops over time and perhaps it was unrealistic to think that I could begin in an Academy, assert myself and forge a new role for a TEP without first having some sense of professional identity or confidence in my skills and ability.

It was difficult to feel a sense of belonging in the Academy and this is reflected in the data. I did not feel like part of a 'team' or like an employee of the school.

she was just explaining how ridiculous she thought that was [lack of access to school IT systems] because I am an employee, no one's ever described me in that way before, as an employee, and I think that was a funny thing, a strange thing to hear. I don't know how it made me feel, it didn't resonate with me, I don't feel like an employee of the school as such. (Reflexive log, lines 41-45)

So, am I a colleague with these people? I don't particularly feel like they're colleagues in that sense, we haven't built up friendly relationships in the way you might with colleagues and the way that I have with my fellow trainees and have done with previous colleagues (Reflexive log, lines 29-32)

I was still viewed as an external visitor by some and as such was never given full access to the systems; on a practical level this relates to things like IT systems and on a more systemic level this relates to the embedded practices within the school. Small things added together to maintain my castigation as an 'outsider', however unintentional these may have been, they impacted on my sense of belonging. This also relates to the lack of opportunity for systemic practice, possibly because I was not a full or trusted member of that system.

LIMITED PROFESSIONAL EXPERIENCES AND LACK OF OPPORTUNITY TO USE EMERGING SKILLS ARE A BARRIER TO TEP TRAINING AND PRACTICE WITHIN THE ACADEMY

This code encompasses issues around the lack of certain opportunities and the limited experiences within the Academy which contributed to barriers to my training and development as an EP. These were mostly related to opportunities to

achieve professional competencies and gain a full range of professional experiences. This also includes opportunities where my professional skills were not used effectively within the Academy. Again, I think this relates to the lack of systemic opportunities; if these were open to me I would have gained a wider range of experiences and would not have had to seek experiences elsewhere in order to meet the course's training requirements.

it just seems strange I suppose that I wasn't involved in this process [improving a behaviour resource within the Academy] and I suppose in the wider Ofsted improvement Plan. I'm a resource in school that could be quite valuable in that sense. I have myself questioned the work that goes on in the learning centre and I've had quite a few ideas on how it could be improved, and then there's that research base I could bring to the plan and thinking of the different things that could be done. Really I don't know if I'm making any sense at all really but yeah, essentially there's this, I'm a resource that's maybe not being used as effectively as I could be in helping them make positive changes before the next inspection (Reflexive log, lines 259-267)

I know a lot of my peers seem to always be in meetings, meeting with staff, meeting with parents and all these multi agency meetings that I just never seem to be part of (Reflexive log, lines 179-181)

Barriers to practice was also a theme within this code, while lack of opportunity and experience are themselves barriers other barriers also existed. These mostly presented in the form of; appointments not being kept, strategies and suggestions not being actioned and requests not being followed up.

I suppose another thing that came out of being at uni the other day was this thing with teachers not coming to meetings and meetings not even being set up properly for me (Reflexive log, lines 177-178)

I will come in especially to see a teacher but then they're actually too busy to see me and I think that that's just because they know I'll be in again the next week (Reflexive log, lines 188-190)

Within the focus group, EPs noted that working in one Academy could limit the scope of their practice as they would miss the variety of experiences offered within a larger cluster of schools.

I think these barriers occurred as a result of the Academy's ethos and as an embedded part of that system I was expected to work in a way that maintained the homeostasis.

DE-VALUING THE PRACTICE OF PSYCHOLOGY: LIMITED UNDERSTANDING WITHIN THE ACADEMY ABOUT HOW EPs WORK

This code describes how there is very little understanding within the Academy about how EPs work, what EPs do or why a request for EP involvement should be made. In addition there seems to be a lack of appreciation for the psychology an EP can bring to a situation and even a lack of value for the practice of psychology. This is documented in my field notes, 'I am regularly referred to as the anger management lady and it is often joked that I should offer a counselling service for staff' (Field Note 13). It often seemed as though the Academy had employed a TEP to facilitate social skills groups and anger management programmes. While these were valuable experiences they offered limited exposure to 'real' EP work and gave the Academy very little psychology for their investment.

I've been asked to evidence impact, which is a very difficult thing to do with the type of work that we do as EPs and I don't think there's an appreciation of that from teaching staff (Reflexive log, lines 268-270)

In the focus group, one EP noted;

I was the EP for that school wasn't I, the year before. And I really felt like they didn't know what I did, as much as I tried to explain it to them. When they said they were wanting to buy one [a TEP] in obviously I thought 'Oh brilliant', but also I was thinking 'do you even know what you're buying'. Coz I just felt like they didn't (Focus Group, lines 176-180)

Linked with this is the notion that my way of working was very different to that of the Academy, and at times this seemed incompatible;

it's when things like that happen [undermining my attempts to offer a yp autonomy and voice within meetings] that it really brings it home, the difference between the way I work and the way the school works and I wonder at times how compatible that is and how that really impacts on what I do, and I'm sure the way school staff see me is affected by that sort of stuff (Reflexive log, lines 171-174)

Again, this links with the wider theme of systemic practice and the impact of being embedded in the Academy. There are also links here with the development of my professional identity and skills.

***Reflexive Note:** Writing this part of the thesis has made me consider the impact of being embedded in an environment that de-values psychology and mis-understands the role of the EP during my development. I wonder if I now assume the same of most educational establishments and as such am more selective or guarded of the psychology I choose to use in schools. This must have impacted upon my professional identity and my skills as a TEP. In University sessions I remember other TEPs talking about ways of making their psychology more explicit and thinking that I would be laughed out of meetings if I talked openly about psychology. I now wish I had been more assertive in my application of psychology but it really seemed to clash with the dominant behaviourist paradigm in the Academy at the time.*

PROCESSES THAT DISEMPOWER AND EXCLUDE KEY STAKEHOLDERS: ISSUES OF POWER, AUTONOMY, BLAME AND OPPRESSIVE DISCOURSE

This is a large code encompassing several elements of power and discourse, namely the exclusion and disempowerment of key stakeholders including young people, parents and other professionals. This occurred through the removal of autonomy, aggressive assertions of power, an embedded negative discourse and an ethos of blame which at times extended to the young people.

I think the result of that [Ofsted improvement plan] is a lot of pressure and it's really not a nice place to be at the moment, there's a lot of stress and huge restructuring...stress is, I think the best way to describe it, and pressure. And I think the young people are really feeling it, and I think in some circumstances when they're getting into trouble they're almost feeling like the Ofsted results were their fault, or is maybe now their issue. And several young people have told me that certain teachers have said the poor Ofsted is because of their behaviour (Reflexive log, lines 96-103)

A significant part of this code is 'exclusion', in the form of fixed term and permanent exclusions for young people and the exclusion of parents from decision making or discussions. Added to this is the secretive nature of some permanent exclusions, and the length of certain fixed term exclusions.

School staff asking for info from me and Stefanie, clearly for a perm exclusion but they wouldn't tell either

of us the reason for the info request. Can't feel like part of the team when you feel like you're being deceived. Makes you feel powerless and reminds me of our different mind-sets (Field Note 9)

unfortunately one member of our group has been excluded for 3 weeks for an incident that happened with a teacher (Reflexive log, lines 108-109)

This made collaborative working very difficult and presented barriers to parental involvement which in turn affected my professional development. There are links here with systemic understanding, as being aware of these issues made the system seem inaccessible, inflexible and thus resistant to change.

Exclusion seemed to be a theme within the focus group with EPs offering anecdotal experiences of Academies having an exclusion agenda;

You hear about schools, don't you, when they've converted to Academy status then they start excluding pupils and pupils with SEN (focus group, lines 30-31)

COMPLEX RELATIONSHIPS AND STAFF AFFECT WITHIN THE ACADEMY IMPACTING ON TEP ROLE

This code reflects the different types of relationships that I developed in the Academy and how these relationships and the disposition of Academy staff impacted on my role. Spending most of my time at work in the Academy I was able to build relationships with key staff members and young people in a different way to other EPs and TEPs. While at times this was a positive experience I think it affected my ability to be critical and independent and often led staff to believe I would collude with them.

it made me sort of reflect on the different relationships I have with teachers in school compared to other trainees, and how that might change the way I practice (Reflexive log, lines 3-5)

building up relationships with young people and being able to meet with them several times and really get to know them (Reflexive log, lines 146-148)

Being around the staff more often made me more aware of their mood, stress levels and workload which influenced the way I interacted with them and the demands I made as part of my practice.

I mentioned that it was a busy time in school and so maybe things aren't happening as quickly as they should be or as quickly as I'd like them to, possibly meetings with teachers and meetings with parents. And Jerry asked how I respond when things get hectic and things get busy and teachers look like they're under pressure, do I back away from them in those situations? And actually yes I do and maybe I shouldn't (Reflexive log, lines 205-210)

Reflexive Note: In view of my personal development I wonder how much being influenced by the Academy staff's affect has limited my practice and growth as a professional. Being more receptive and attuned to their disposition made me more likely to take responsibility for 'problems' rather than facilitating them to support individuals. This also links with my emerging skills as a professional; maybe a more experienced practitioner would have the confidence and knowledge to contain the staff and be less reactive to their mood.

PROPENSITY OF THE ACADEMY TO IDENTIFY DIFFICULTIES 'WITHIN CHILD' AND PLACE THE 'PROBLEM' WITH THE TEP TO 'FIX'

This code describes the 'within child' approach that exists within the Academy and thus the tendency to position me with the 'problem' to 'fix'. The majority of my cases were initially presented as 'within child' issues and I was expected to 'do something' to make a positive impact. This resulted in Academy staff not taking an active role in the continued support of the young person or a collaborative role in interventions or the implementation of strategies. In a sense the Academy staff absolved themselves of responsibility for the 'problem' once I became involved.

this is just another example in my mind of them passing that 'problem' onto me then, in another sense of not just being involved in an intervention, but also being involved in implementing resources and consultation. They're just handing over the problem to the ed psych like you're going to fix them, "here, there you are, are you do it all and come back to me when you're finished", that's how I feel about this (Reflexive log, lines 223-227)

This code also reflects the way Academy staff want a 'within child' solution to the 'problem' and often cannot engage in alternative ways of working. Again, this was restrictive to practice and my professional development and links with the Academy de-valuing psychology. To some extent this highlighted the differing approaches of me as a TEP and the Academy staff.

Reflexive Note: I wonder if a more experienced practitioner would have been more able to challenge this within child approach and assert their preferred way of practising.

I suppose an EP in that situation [young person not wanting to engage in individual work with me] could suggest alternative work with the adults around the young person to help support them, and work with their teacher to provide a good environment for that young person. So I took this back to her head of year who I had consulted with about the issues to start with and her response was 'well, she has to' (Reflexive log, lines 131-135)

THE ETHICS OF CONSENT AND WHO CAN REFER

This code relates to informed parental consent, who can and should be able to refer to the TEP and how this differs from other support services within the Academy. It is established ethical practice for EPs/TEPs to gain informed parental consent before becoming involved with a young person; at times this raised ethical dilemmas when my involvement could have been appropriate but parental consent was not possible, either because the young person did not want their parents involved or parents were unwilling to agree to my involvement. Other support services within school, such as counselling, do not require parental consent for their involvement so can be more accessible to young people.

There was a young person today who was being discussed because she came into the pastoral office for some support around self-harm and self-esteem issues, and I thought well that's something I could approach and we could do this and this and this. But actually the young person doesn't want her parents to know that she's got those issues, so then I wouldn't be able to work with her because I wouldn't be able to gain the parental consent to see her and consult with them and it struck me that I'm part of this support network but work very differently (Reflexive log, lines 73-80)

There is also an issue within this code around self-referrals from young people. Being an established presence in a secondary school with independent young people who are increasingly aware of their own needs and seem to have sufficient understanding to make an informed decision about their involvement with services suggested that self-referrals might be appropriate. However, this is not usual practice for EPs/TEPs.

how ethical is it that a young person of 15/16 with full agency over themselves can't self-refer or come and seek an intervention from me because they don't want their parents to know (Reflexive log, lines 82-85)

INDEPENDENCE AND CRITICALITY POSE DILEMMAS IN ACADEMY EMPLOYMENT

This code captures the difficulties posed by being embedded in an environment such as an Academy and practising as an independent and ethical professional. This involves not feeling able to act as a critical friend, being unduly influenced by Academy staff and being encouraged to collude with Academy staff. There are links here with an increased systemic understanding, as I almost became entrenched in the ethos and accepted practices of the Academy, remaining critical was challenging. Again, having that increased understanding limited what I felt I could offer, which links here with ethical practice and the development of professional skills to allow me to challenge dominant practice and discourse.

I think there's alternatives and other ways around that,
if I wasn't in school or seen as a member of school staff
I would introduce or challenge (Reflexive log, lines 58-159)

Within the focus group, EPs seemed concerned that being employed by an Academy could compromise their ability to advocate for children and families while maintaining good working relationships within the school;

if you are employed by the academy and there's some contentions between them and parents it must be hard to be objective about it because you know you're tied to that school and have those relationships, it must be hard (focus group, lines 75-78)

There are links within this code to the relationships built within the Academy. To feel some sense of belonging with the Academy it was necessary to build relationships and at times these compromised my ability to practise in way commensurate to a TEP employed by a LA.

Reflexive Note: This code poses some significant ethical dilemmas and has made me reflect on the impact this has had on my development of moral and ethical awareness as a practitioner. It was difficult to practice within the strict ethical boundaries dictated by the BPS and HCPC when these were not yet concrete within my personal professional understanding.

ACADEMY EMPLOYMENT OFFERING A DIFFERENT WAY OF PRACTISING

This code relates to the different professional experience offered by being employed by an Academy. Spending more time in the same setting often allowed

me to practice in a different way to TEPs and EPs in LA employment. For example, I was able to develop my therapeutic practice by offering several individual sessions to young people and spending more time with them to build up a therapeutic relationship.

a few of the trainees have mentioned about me being able to regularly engage in therapeutic work in quite a meaningful way, so building up relationships with young people and being able to meet with them several times and really get to know them, and a few people have thought that was a really good way to make a positive difference (Reflexive log, lines 145-149)

Being in the setting more often also meant that I was able to respond more quickly in a crisis and take informal opportunities for consultation and supervision. However, this also meant that my time was not privileged in the same way a LA EP's time is.

I feel like the school don't privilege my time in the same way that they do with the local authority EP, she's in school very rarely maybe a couple of times per half term if they're lucky but they'll always meet with her and will have always prepared things for the meeting and to have read her reports. They go along to meetings as agreed, they arrange meetings as agreed because she's very rarely there and that time is important to them. Because I'm there every week more or less my time isn't seen as as important and I think maybe I'm left by the wayside (Reflexive log, lines 182-188)

Within this code is also the idea that while Academy employment offers a different way of practising, it can also be restrictive in terms of the range of experiences, and the opportunities to practice like a 'real' EP.

In the focus group, EPs seemed excited at the prospect of Academy employment offering a different way of practising. They wondered if this would result in more therapeutic work and 'more time to offer proper psychology' (focus group, line 18) and the possibility of working at a more strategic level in schools. One EP suggested that Academy employment might offer the potential to 'pick and choose the type of work you do' (focus group, line 15).

SCHOOLS' INTERNAL SUPPORT NETWORKS WORKING IN ISOLATION

The Academy 'employs' several additional support networks to meet the social, emotional and learning needs of the young people. These include a specialist dyslexia tutor, an emotional wellbeing counsellor and an art therapist. Within the Academy specialist learning assistants for 'SEBD' and 'syndromes' were used to support individuals with identified need, usually with a statement of SEN. Often several of these support networks were involved with an individual in isolation, without co-ordinating their approach or even communicating.

***Reflexive Note:** To me, the job titles of the specialist learning assistants highlight the predominant 'within-child' paradigm within the Academy. I was incredibly uncomfortable with using the term 'syndrome' specialist especially around parents and young people and instead described the role as a 'social and communication needs support role'. I was shocked that the SENCo at the time was comfortable with this language and the almost oppressive, medical model terminology. Towards the end of my placement, although the official job title remains the same the learning assistant no longer uses the term 'syndrome'. This seems to have been a small step in changing the perspectives of some key staff within the Academy.*

After working with this YP for more than four weeks I found out that he had also been having art therapy sessions and has seen Georgia, the emotional wellbeing counsellor. I don't know why this wasn't explained in our initial consultation or why it doesn't seem important to the school staff that he is receiving three separate forms of intervention. (Field Note 7)

It was frustrating knowing that all these professionals could be working together to offer a comprehensive package of additional support to the young people in the Academy.

Why can't we all get together once a half term and discuss current cases and new referrals as a 'support team'? New referrals can be discussed in light of who is best placed to offer support to this individual, what type of intervention would be most appropriate etc. This would allow collaborative co-ordination on complex cases and may aid the Academy's evaluation of impact. (Field Note 20)

There are links here with a lack of opportunity for systemic practice and the rigidity of the Academy system. I also think this links with the disempowerment and oppression that exists within the system. The Academy staff maintained control of the referrals and interventions as a way of maintaining power and limiting the professional autonomy of these externally employed support networks.

TEP EMPLOYMENT AND MANAGEMENT ISSUES: WHO OWNS THE WORK?

This code reflects the issues raised by being employed by an Academy, specifically; who manages the TEP, who is the client, who owns the work and who decides what type of work the TEP should do. Much of this is dictated by the training course requirements and the competencies, however, beyond that it was difficult to say 'no' to certain pieces of work that Academy staff were asking for.

it made me think, what's my position in this, is it my choice whether I work with someone or not or is it up to the school because they've commissioned that work
(Reflexive log, lines 137-139)

At times it felt like the Academy was the client when it should have been the young people.

Another thing that I don't know if I've talked about enough really is those ideas around young people having to work with me because their teachers think that it's necessary
(Reflexive log, lines 153-155)

This offered some significant ethical dilemmas which were difficult to resolve when I felt 'line-managed' by a member of the senior leadership team. This links with my professional development and lack of understanding about my role. There are also links here with the Academy's limited understanding of EP work and the ethical code within which EPs practice. I also wonder if this is another example of the Academy disempowering and controlling the professionals within the system.

In the focus group, EPs seemed concerned about these issues with one person wondering;

Is that them owning you then, saying what you can and can't do. Like you're doing this for us so you don't need to work with parents and things like that (focus group, lines 140-142)

THE IMPORTANCE OF SUPERVISION AND PEER SUPPORT NETWORKS

This code relates to the value and importance of supervision, time at University and peer support outside of the Academy. Field work supervision from a LA EP was vital, as was time in the EPS for more informal supervision and the opportunity to learn from other EPs.

A teacher commented to me 'oh, have you got supervision again' and I'm sure they think I have so much supervision because I'm doing something wrong. I actually really value that space to be reflective with someone supportive who understands my role and the challenges faced in this setting (*Field Note 21*)

Attending EP meetings in the service and having the opportunity to engage in CPD activities with other EPs and TEPs was important and served to support my professional development.

Time in University was a resource and offered additional opportunities to reflect on my role and also on my professional development.

I've got a few things to reflect on this week I think, and especially after being at uni yesterday and chatting to some of the other trainees, both year 1 and 2 trainees (Reflexive log, lines 142-143)

However, at times this highlighted the differences in my role compared to other TEPs and made me worry that I was not developing EP skills in the same way as them.

In the focus group EPs discussed the importance of supervision and how it would be necessary for a qualified EP in Academy to ensure they had regular contact with other EPs for supervision. They also noted that in terms of TEP employment, the TEP needs to be clear about their support needs and what they require from EPs within the EPS. One EP commented that it was challenging for them to feel helpful to a TEP in Academy employment;

We don't know what you're thinking about because none of us have done Academy stuff before, you're playing in a playground that none of us have joined yet (focus group, lines 241-243)

Again, this code links with my developing professional identity and skills and highlights supervision as a key way of supporting this.

LEVEL THREE CODES

The level two codes outlined above were further refined into three level three, or theoretical codes (Charmaz, 2006). In this section I will briefly outline the level three codes, which will be considered further in the discussion chapter. These higher level codes are interlinked and offer a model that conceptualises my experiences of being employed as a TEP by an Academy.

SYSTEMIC ISSUES AND IMPLICATIONS

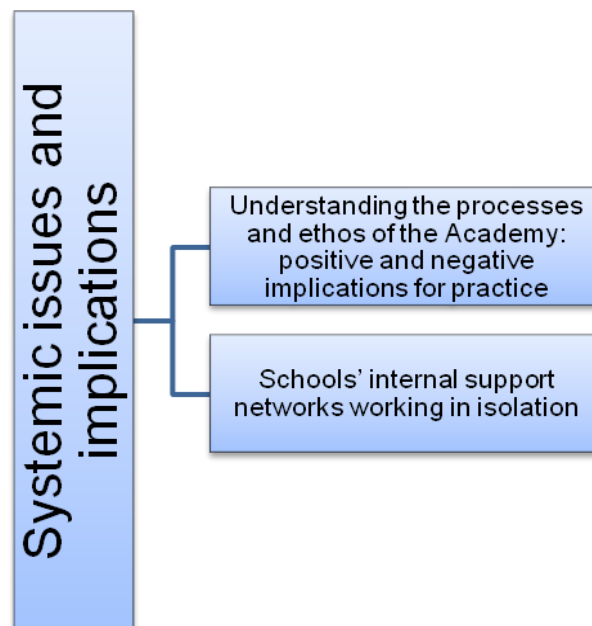


Figure 1: Level three code 'systemic issues and implications and the contributing level two codes

This code combines the increased understanding of the school's ethos and practices with the implications of practising within a large, structured and independent system. This code is central when considering my experiences within the Academy and provides the context for other level three codes. The figure above outlines the level two codes that make up 'system issues and implications'.

TEP'S PROFESSIONAL DEVELOPMENT

This code relates to my professional development in terms of professional skills and professional identity. Discussion around this code will focus on these as separate facets that make up this code.

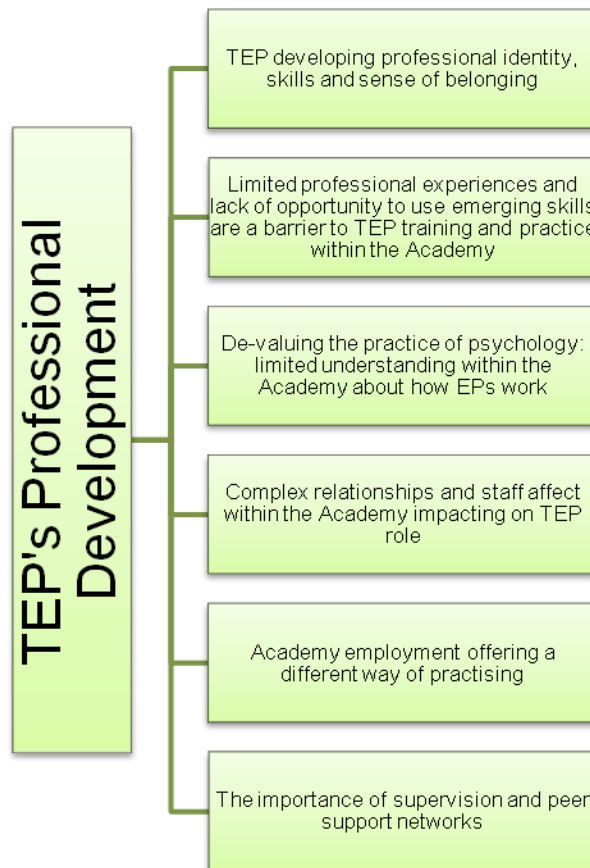


Figure 2: Level three code 'TEP's Professional Development' and the contributing level two codes

ETHICS AND POWER

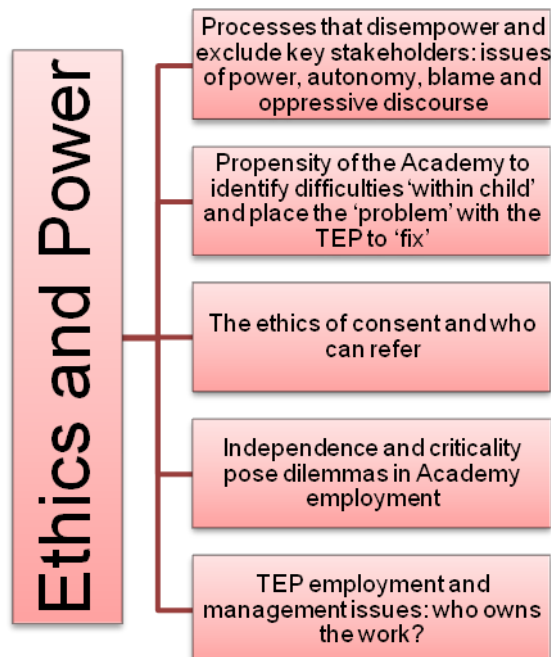


Figure 3: Level three code 'Ethics and Power' and the contributing level two codes.

This code relates to the many ethical dilemmas associated with practising while being employed by an Academy, and issues around power that seem to influence practice.

DIAGRAMMING - DEVELOPING A CONCEPTUAL MODEL OF EXPERIENCE

These higher level codes offer a framework from which to develop a model to help conceptualise my experience of being a TEP employed by an Academy. Figure 4 below shows how 'systemic issues and implications' are central to my experiences with the other codes being interrelated and dependent on the systemic factors. I think this is because of the unique nature of my employment within the Academy which created the central systemic core of this model. It is these environmental factors which interact with, and contribute to the influence of ethical and power issues and personal professional development on the TEP experience.

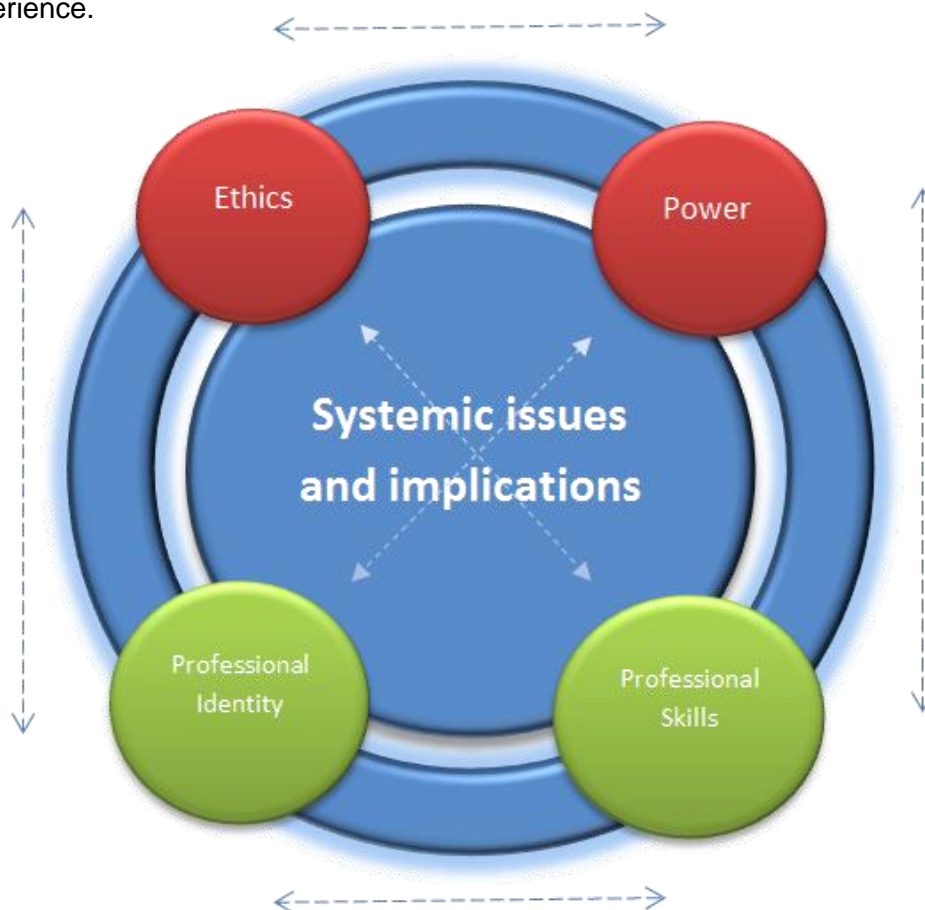


Figure 4: A conceptual model of my TEP Academy employment experience.

This model shows how the theoretical codes are all interlinked and as such, there are several areas of overlap. The systemic factors have wide reaching

implications and influence every other area of my experience. The following chapter will discuss these areas in more detail, in relation to current literature and my reflections from practice. Each theoretical code will be discussed separately, as, while I acknowledge their relationship, I think each is significant enough to be discussed in isolation.

DISCUSSION PART 1 – REFLECTIONS FROM PRACTICE

This chapter discusses the level 3 codes constructed from the data in relation to existing literature and my own reflections.

SYSTEMIC ISSUES AND IMPLICATIONS

This is concerned with the issues and implications of being employed by and embedded within one independent 'system', in this case the Academy. As outlined in the previous chapter, this is central in understanding my experience as a TEP employed by an Academy and offers a contextual dimension to other theoretical codes.

OPPORTUNITIES FOR SYSTEMIC PRACTICE

I had anticipated that working more closely with one school would allow me more opportunities for systemic practice. As outlined in the literature review chapter, systemic practice is an identifying feature of EP work (Farrell & DfES, 2006). With whole school work expanding the potential impact of the EP (Stratford, 2000). However, this was not the case. I had the opportunity to experience the systemic potential of EP work and could see how having an EP embedded within the school could offer additional opportunities for systemic work however, I do not feel that I was afforded the opportunity to work in this way. Despite offering to engage in more systemic pieces of work such as staff training and group supervision I was offered numerous reasons as to why this would not be possible. These reasons mostly came down to time factors and existing staff commitments however, it seemed to me that these were excuses and I felt like I was being kept at 'arm's length'.

While at times I felt like some individual elements of my involvement had been successful or valued, opportunities were never taken to extend this impact. This links with ideas from Aubrey (1987) who commented that 'however successful an in-service programme is in changing individual skills, the institution in which the teacher operates has its own norms, role expectations and relationships which

form natural barriers to innovative efforts' (in Miller, 1996, p. 118). This suggests that while systemic work may have the potential to have the most impact in schools the internal rigidity of the system can act as a barrier to such 'non-standard' practices. Additionally, Leach (1981) noted that EPs had 'neglected to face the fact that we are dealing with slow-changing permanent systems' (in Miller & Leyden, 1999, p. 392). As such, he suggested a need to develop the system change skills within the institution in preparation for larger, whole school work. I wonder if I had been equipped as a TEP to support and facilitate such a 'slow-changing, permanent system' into a new way of working. Pellegrini (2009) notes that 'systemic practice is concerned with change' (p. 274). He suggests that systemic practitioners aim to facilitate change through problem resolution within a system, such as a school. However, this process of change could feel threatening to the homeostatic nature of the system (Cottrell & Boston, 2002). I think this 'threat' to the equilibrium of the system was the biggest barrier to me practising at a more systemic level. I do not think the management of the Academy were open to me affecting change to their system and at a staff level I was not viewed as someone who could work in that way.

OPEN SYSTEMS

Working systemically and being embedded within an Academy has links to the 'open systems' theory as outlined by Miller and Rice (1967). An Academy can be described as an open system in that it depends upon the input, exchange and output of energy, materials, people or information (Reed & Palmer, 1972). In this way, an Academy can be viewed as a 'sentient system' (Miller and Rice, 1967), in that it instils a sense of identity, commitment and belonging to the organisation. Each sentient system or group has a 'sentient boundary' which demarcates the internal system and the external environment. Sentient systems share methods of communication and develop internal attitudes and beliefs and the individuals within that system share goals and activities. In terms of TEP and EP employment with Academies, this has implications for the practitioners' ability to traverse the 'sentient boundary'. This could be viewed in terms of the TEP or EP becoming a-cultured to the Academy and losing their overview or ability to maintain an 'objective' stance. Added to this is Miller and Rice's (1967) suggestion that individuals can only be 'visitors' to another system as they take their loyalties and cultural meanings with them when making 'system boundary' crossings. In terms of 'traditional' EP work this theory poses dilemmas when

thinking about multi-agency working and considering the ability of a range of professionals to cross their sentient boundaries to work together. This also has implications for the extent to which EPs can engage in pieces of work in a school as a 'visitor'. This then suggests that for an EP to work at a systemic level within an open system such as an Academy they must become more than a 'visitor'.

***Reflexive Note:** I seem quite sure in my assertion that the Academy was not my 'sentient system'. However, I wonder how this is determined. Maybe I just do not want to feel like I 'belonged' or was 'loyal' to the Academy because of the implications that would have on my professionalism. I feel that if I had been 'drawn into' the culture of the Academy that would mean that I would become complicit in their oppression of key stakeholders (as will be discussed later) and would begin to ascribe to the dominant behaviourist paradigm within the school.*

As I was employed by the Academy I thought I would be more than a 'visitor' however, I did not feel part of the system. Relating my experience to Miller and Rice's (1967) theory, I think this is because I did not share the values and beliefs of the organisation, nor did I feel a sense of identity, commitment or belonging to them. However, I was embedded within the system and perhaps felt a certain affinity to certain staff members. On reflection, I wonder how this 'affinity' impacted on my practice and my ability to cross the boundary from being a colleague in the school to being a TEP. As I also spent some time working within the EPS and was closely supervised by an EP I think I started to develop values and beliefs in line with those of other EPs. Without this influence, I wonder if I would have felt more of a sense of belonging and commitment to the Academy. In a similar vein, I do not think the EPS was my sentient system. This could be because I did not spend enough time there and did not get embedded within their culture. As such, I felt no sense of belonging or identity with the EPS. I will explore issues around identity later in this chapter however, I felt it important to briefly relate it to the ideas around open systems here.

***Reflexive Note:** Writing this made me reflect on what it was that stopped me feeling part of a team within the school; I was there at least one day a week and spent a lot of time with the same people, we enjoyed polite conversation and often shared a joke yet I still did not feel like part of the team. Notably for me, 'feeling left out' was an enduring feeling from my experience and tended to show itself in the 'little things' which often seemed insignificant at the time like; not being offered a biscuit or cup of tea when everyone else is, people whispering around you, not having full access to IT systems and not being 'allowed' the number for the school gate system. It seemed to be the small things that add up to make someone feel like an outsider.*

I think my limited exposure to systemic activities was because I was not viewed as a full member of this sentient system. As discussed above, my involvement in systemic changes could have been perceived as threatening because I did not share loyalties and goals with the wider system. While at times I was being encouraged to become part of the team I did not feel able to. It was not that the staff were not friendly or welcoming but they were already part of a 'close' and well established team and I found it difficult to integrate. There was a sense in the focus group that 'becoming part of the team' in a school means sitting in the staff room and moaning about the students. One EP remarked that school staff do not like EPs joining in with this because of our solution focussed approach. There is a suggestion then that an EP could not become part of a school team in this way without losing some of the essence of what it is to be an EP. The subtle, un-written rules within the school, the accepted discourse and the commonly used euphemisms seem to stand out to the EP much more than they do to teachers and I think the critical and questioning nature of the EP makes them more resistant to simply adopting the culture of the Academy. I can certainly see the potential for an EP to be embedded within a school, without adopting their culture and accepted practices and still being able to work in a systemic way. However, there needs to be an element of trust: trust from the management of the school and trust from the frontline staff. I think this is what was missing from my experience. Maybe this is because I was a trainee or perhaps because this was the first time the Academy had engaged in this way of working.

It seems contradictory to suggest that an EP must become more than a visitor to engage in systemic work, yet would find it difficult to become a full member of a school system. In line with this, Miller (1994) suggests the creation of a temporary overlapping system constructed with and between the EP, key school staff and a young person and their parents or other key family members. Miller (1994) found that these temporary systems were effective in ensuring positive implementation of behavioural interventions and created conditions for successful collaborations between home and school. This new system is seen as temporary as it is created at the start of the EP's involvements and dissolves at the end of their involvement. Miller (1994) explains that 'whilst the system is in place it allows the teachers to step outside the values and norms of behaviour imposed through

membership of the school system' (p. 44). This new system allows teachers to construct the parents and young person differently, away from any dominant discourse that may surround them in the wider school system. In a similar way, the independence and 'separateness' of the temporary system would allow a TEP employed by the school to maintain their professional independence without compromising their ability to work collaboratively with both school staff and parents. Creating a temporary system in this way also enables the homeostasis of the wider system to remain intact, thus minimising any internal strain or disruption within the system, which could have been perceived as threatening and prompted internal defensiveness from staff. Creating temporary systems may be the most effective way for EPs to engage in systemic work in schools.

FEELING RESTRICTED BY THE SYSTEM

Spending so much time working in one school allowed me to develop a greater understanding of the practices and values that existed both within the wider system and within and between individual staff. While this offered me an insight into the practicalities and pressures that have influence in a school I think it also restricted the scope of my practice. At times I felt influenced by these pressures and the dominant mood within the Academy. I also feel like I was less likely to challenge staff or make varied suggestions because I had an expectation of what would be possible from different staff members and for different students. This links with the staff's tendency to prefer me to engage in individual work, which will be discussed later in this chapter and also posed some significant ethical dilemmas which will also be discussed later in this chapter.

This notion of feeling restricted by the system began to impact on the way I conducted consultations, carried out interventions and reviewed case work. For example, knowing that a certain member of staff did not have a lot of free time meant having a very short consultation if I wanted them to attend, or knowing that there would not be a member of staff available to carry out an intervention, I would do that piece of work in isolation. While this limited the impact of my involvement it also created a pattern of work that met the needs of the staff and, thinking about the system, maintained the homeostasis. This did not showcase the scope and potential of my EP skills nor did it offer the Academy any variety.

Being in the school more often I was often privy to conversations about other professionals such as hearing some staff's exasperation at having to remind the Art Therapist numerous times that they 'don't do CAFs' (Common Assessment Framework). I wonder if hearing the way they spoke about others and the suggestions other people made also influenced my practice; if the thought of them speaking about me in that way limited my professional creativity.

There are links here with Seligman's (1968) theory of learned helplessness which suggests a causal relationship between a negative explanatory style and subsequent depression, and vice versa; with a positive explanatory style resulting in creativity, productivity and a sense of well-being (Latham & Heslin, 2003). Seligman's idea of learned helplessness draws on attribution theory (Heider, 1958), which assumes that people need to predict and control their environments. In order to do this, people must understand the causes of behaviour so attribute either internal or external causes to the behaviours in question. The response to certain behaviours often depends on where the cause has been attributed by the individual. Linking back to Seligman's theory, he suggests that three factors contribute to an individual's explanatory style; locus, stability and globality of attributions (Peterson, Semmel, Von Baeyer, Abramson, Metalsky, & Seligman, 1982). Here, locus refers to whether the actions are attributed internally or externally, stability considers the extent to which the lack of an outcome is temporary or likely to persist and globality refers to the extent to which outcomes are domain specific or likely to affect other areas of the individual's life. In relation to learned helplessness this means that an individual comes to expect that efforts to enact a certain outcome are useless and become susceptible to 'giving up'. In terms of the three attribution areas, learned helplessness occurs when set-backs are perceived to be long lasting (stable), affecting the attainment of most goals (global), and caused by personal deficiencies (internal locus) rather than environmental factors (Latham & Heslin, 2003). In terms of my experience I think I developed an element of learned helplessness in relation to the Academy's ability or willingness to change. Despite my efforts to work differently or dynamically within the setting, nothing changed and there was never a sense that anyone would be open to change, so eventually I stopped trying and fell into a set pattern of practice.

Relating my experience to the literature on learned helplessness has made me consider the extent to which I attributed my practice style to internal factors. This links with my development of personal and professional skills that will be discussed later in this chapter. However, I think it is important to relate this here to the attribution ideas of an internal locus. As time passed and I felt more helpless to change the outcomes in terms of systemic practice and a varied style of practice, I felt like if I could be more assertive or more confident then, perhaps, the outcomes would be different. Linking this to Latham and Helsin's (2003) ideas above, I had determined that these undesirable outcomes were a result of 'personal deficiencies' and not environmental constraints. Reflecting now, I can see how the environmental constraints such as; an inflexible and impenetrable system, busy and pressured staff and a lack of understanding of psychology and my role, could have influenced outcomes. It seems I have attributed the issues to be internal, possibly as a reflective practitioner considering personal development points and weaknesses to build on.

***Reflexive Note:** Following my period of data collection the Academy appointed a new SENCo. This gave me an opportunity for a 'fresh start' with a new member of staff. I was given the opportunity to work dynamically with her and she was incredibly open to more creative ways of working and working collaboratively. Reflecting now I can see that any learned helplessness was not in relation to my own practice in general but in the TEP role I had constructed within the Academy. When given the opportunity to work with someone who had no prior experience of that role I was able to develop my practice in a way that felt more comfortable, constructive, dialogical and consultative. This also made me wonder how much of this 'systemic restriction' I had created myself, at the beginning of my employment by being unclear about my role and the role of an EP.*

It is not clear how endemic learned helplessness is within the Academy. However, reflecting now, I recognise elements of this within other EPs and TEPs when they discuss their work in large secondary schools. It could be that this is related to the idea of schools as 'slow-changing permanent systems' (Leach, 1981) in which visiting EPs feel helpless to facilitate that change. However, in the case of the visiting LA EP a feeling of helplessness is less likely to permeate throughout their practice as they leave that setting and visit others, presumably with varying degrees of success and affirmation.

WORKING IN ISOLATION

Despite working within this large system with other additional support networks such as specialist teachers, emotional wellbeing counsellors and therapists, I felt very isolated. This could have been because of paradigmatic barriers, or perhaps issues relating to sentient boundaries. There were missed opportunities for collaboration and joint working which had the potential for wide systemic impact. There was no encouragement from the management of the Academy for their additional support networks to collaborate nor were they open to the idea. Part way through the first year of my placement I completed a University assignment that considered opportunities for multi-agency working within the Academy. In the conclusion, I suggested a model for how the additional support networks in the school could form a multi-agency team that works together with the SENCo and key pastoral staff. While this would require a large systemic change to the existing practice it could offer a wider ranging impact than the Academy currently received from the support networks. In addition to resistance to this model from the management of the Academy I wonder how much this type of system would challenge the existing practices of experienced professionals such as the emotion wellbeing counsellor who currently has little accountability for her involvement. Working in isolation, to me her interventions were unclear and there was very little communication between her and other professionals which impacted on my work with the parents of young people who had worked with her.

While LA EPs work in isolation in schools, my experience is that they associate with a range of professionals in their locality and build up working relationships with other agencies and services. I predominantly worked within the federation of Academies and very rarely came across other professionals. My casework tended to be low level or intervention based which limited my exposure to other services or multi-agency involvement. This added to the feeling of isolation. I spent time in the EPS which helped me maintain connections with other EPs and receive peer support. Without this, I wonder how limited my development would have been. This seems a vital element to the TEP Academy employment model.

THE POSITIVES OF WORKING WITHIN THE SYSTEM

While this section of the discussion seems to have highlighted the negative aspects of being embedded within a large, inflexible system there were positive implications for TEP practice.

Despite not feeling like a member of the staff team I was able to develop good working relationships with several key members of staff. I felt like they were more willing to tell me things they would not have disclosed to a visiting LA EP. Often this amounted to negative judgements of a young person or another teachers' ability but I found this candid information helpful in moving situations forward and challenging assumptions about young people and their families. At times I found these relationships were a barrier to consultation as staff could not easily engage in more solution focussed talk when they considered me to be an ally or 'just wanted a moan'. At times, it also felt as though staff expected me to collude with them because of our relationship and my employment within the Academy (this will be discussed further later in the chapter). However, I think this would have put me in a good position to offer supervision to staff.

Being embedded within a federation of Academies offered the potential for community based practice. I was able to gain a better understanding of needs of the Academy in the context of the wider community and be more responsive to those needs (Bender, 1976). For example, my experience of working within the primary Academy exposed me to the hidden economic deprivation of the local community in what appears to be an affluent area of the LA. This then informed my practice in the secondary Academy, especially in terms of cases of challenging behaviour as I was able to consider wider, ecological factors. Another advantage of working in this way is the opportunity to offer more focussed work around transition from primary to secondary, which can then be continued post transition.

On a practical note, working in an Academy limits 'wasted' time like the time spent travelling between schools. This is not something that was obvious to me initially however, after engaging in additional work with the EPS during my

placement I began to appreciate the time EPs spend travelling, especially in large LAs. This was also something that featured prominently in the focus group, 'less driving' was one of the first differences EPs considered when thinking about being employed by an Academy. This suggests that it is an important practice issue. Less time travelling can mean more time 'doing psychology'.

Additional positives such as; increased time in one setting, more opportunities for therapeutic and other alternative ways of working and less admin and report writing will be discussed in other sections within this chapter. Many other implications could have been discussed here, highlighting the importance of systemic issues and their implications in understanding my experience of Academy employment.

ETHICS AND POWER

This was a significant aspect of my experience within the Academy which had far reaching implications on my development as a TEP. I initially wondered if it would be beneficial to separate this into sub-categories of 'ethical dilemmas' and 'power issues', however I found that the two were interlinked and would be difficult to consider in isolation. I see issues around power as having ethical implications which seemed counter-intuitive to the idea of separating the two. In this section I will consider the impact of ethical dilemmas and power issues on my development and reflect on wider implications for this on TEP Academy employment. This section could warrant a dedicated chapter of this thesis however, space and time would not allow. As such, this is not intended to be a detailed assessment of these issues.

CONSENT

I had not anticipated that gaining informed consent would be an issue in my practice however, this posed some interesting ethical dilemmas. Initially this was a practical issue; young people involved in working with me would not require consent through the LA systems, because they would not be working with a LA EP/TEP, so how would consent be gained? I designed my own 'request for involvement' forms based on those of the LA however, it was important to make it

clear that the young person would be engaged with an 'in house' service and not the LA.

Once that was agreed there was the issue of where to store this information and any other information gathered on a young person as they would not have a file with the LA. This has still not been adequately resolved and I feel as though my LA supervisor and I have

had to 'stumble' through an ethical minefield considering data protection and other legal ramifications with very little guidance.

Reflexive Note: While I could understand the need for transparency on my request forms (in terms of parents understanding that they would not be involved with the LA), at the time I felt like it was creating a hierarchical system of EP referrals. Almost as if a TEP referral was a lower level form of support.

Beyond the practicalities of consent, issues arose around gaining consent from parents before working with young people. Working within the school seemed to increase the opportunities for teachers to try to encourage me to work with a young person without parental consent or with the promise of verbal consent. At times this put me in an awkward position of feeling like I was being obstructive to the support of young people with phrases like; 'oh come on, he's just sat in there and he really is at risk of exclusion, his mum won't mind'. Other support networks within the Academy do not require parental consent to access which only seemed to highlight my different way of working. Often I could sense the exasperation of key staff having to fill in forms and communicate with parents in order for me to become involved and at times, there really was a sense that I was adding to their workload. Being in the school more often I was more aware of the problems staff were having around gaining consent. On one occasion a young person at risk of exclusion had been referred to me, unfortunately his parents would not give their consent for my involvement because I am not a committed Christian. This posed an ethical dilemma in that I was unable to work directly with a young person in need of support because my personal religious beliefs were a barrier to gaining parental consent. I wonder if I would have been informed of this issue had I not been employed by the Academy and instead continued to offer 'unnamed consultations' to staff, none the wiser about the reasons for not having consent. On another occasion I was privy to a conversation between a young person and a member of the pastoral support team about some self-harm issues. The young person did not want her parents to know about these issues but wanted some support. I could see that this would have been an appropriate referral for me but would not have been able to gain consent to work with her. This made me reflect

on the ethics of parental consent, especially when working with young people who are aware of their own support needs and are able to make informed decisions. This also relates to the changes to the SEN code of practice and the Children and Families Act (DfE, 2014a) which would see EPs working with young people up to the age of 25. This suggests that ethical practice with regards to consent and decision making needs to change to take account of the needs and desires of young people themselves and not necessarily their parents. Currently, the British Psychological Society (BPS) advise that 'the primary ethical issues to consider when working with children are ensuring that the adult with parental responsibility for the child has given informed consent for the involvement of a psychologist' (The British Psychological Society, 2006). Within the BPS, the Division of Child and Educational Psychology (DECP) note in their ethical guidance that 'there are some circumstances in which a young person seeks help directly without parental consent' (The British Psychological Society (DECP), 2002, p. 6). They add that it is therefore lawful for an EP to work with a young person under the age of 16 without parental consent. However, in my experience and certainly anecdotally I do not know of any EP or TEP who engage in work with young people without parental consent. It could be that this is not an issue that EPs are conscious of in their practice because school staff would not suggest they work with a young person for whom they cannot gain parental consent. My supervisor was certainly uneasy with the idea of me becoming involved with a young person without their parents' consent and it is not an issue that has been widely discussed during my training.

In light of current legislative changes, it could be that TEPs need to become more aware of when it would be appropriate to work with a young person without parental consent, or accept 'self-referrals' from young people. Being employed by an Academy also seems to bring these issues to the fore more so than in 'traditional' practice. In these cases it may help to have an awareness of the Gillick Competency which asserts that;

...whether or not a child is capable of giving the necessary consent will depend on the child's maturity and understanding and the nature of the consent required. The child must be capable of making a reasonable assessment of the advantages and disadvantages of the treatment proposed, so the consent, if given, can be properly and fairly described as true consent (Gillick v West Norfolk & Wisbech Area Health Authority, 1985)

As described above, the Gillick Competency offers a framework and a legal position from which to consider the rights of young people in relation to informed consent.

EXCLUSION

Exclusion was a significant feature of my experience within the Academy, both young people's exclusion from the school and parental exclusion from school practices. As a TEP I felt it was part of my role to advocate for young people and their families but I often felt excluded from this in contentious cases. Several young people I worked with have been permanently excluded from the Academy or have been given lengthy fixed term exclusions 'behind my back'. In many cases I was not informed of the exclusion by school staff. On reflection it seems that in some cases my involvement was used as a 'stepping-stone' to exclusion and not as a preventative intervention. Often I would be asked to do some low level work with a young person, such as a social skills group then weeks later that intervention would be used as evidence of EP involvement in order to exclude the young person. When I raise my concerns about individuals and suggest further investigation there would often be little interest from key staff or a re-prioritisation of casework which would prevent me offering more intensive support. This comes amid claims of high exclusion rates from other Academy schools. Previously, two Academies in Middlesbrough had been criticised for excluding 42 pupils (Holmes, 2004), and there have been concerns about the high numbers of exclusions from the Vardy group of Academies with 148 students being excluded (permanently and fixed term) in the first six months after conversion of one Academy in the group (The Guardian, 2006).

***Reflexive Note:** Since my period of data collection I have been referred to several times by one key member of staff as a 'box ticker'. Often when I ask what she hopes to get out of my involvement the answer is 'no offensive, I think you're just ticking a box on this one'. This makes me wonder about the agenda for employing me in the first place. Was this just a solution to negating the regulations of the LA and a fast track to exclusion? However, being up-front about my status as merely a box-ticker has served to alert me to the possibilities of a hidden agenda in certain cases and has allowed me to be more prepared to challenge.*

Exclusion featured heavily in my focus group with some EPs suggesting that they thought Academies had an exclusion agenda and used EPs to facilitate this through cognitive assessments and evidence gathering. On reflection, exclusion was seen as a legitimate outcome within the Academy and had become an embedded part of the culture and I felt powerless to challenge this practice. I think I was deliberately kept away from discussions around exclusion and the issue was never raised in consultation with the intention of never allowing me the opportunity to challenge the idea or suggest alternative approaches. As the Academy is independent of the LA they had no obligation to engage with the 'exclusion and reintegration service' although this was still available to them. The exclusion and reintegration service forms part of the EPS within the LA and at times within the service I felt some stigma because I was seen as part of the Academy. There was a dominant negative discourse about the Academy within the exclusion team and intentionally or otherwise I felt caught up in that negativity. I wonder now whether the exclusion team were aware of how 'secretive' the Academy were about the exclusion process and how far removed they kept me.

***Reflexive Note:** In a piece of recent case work I was asked to be a 'box ticker' for a young person in year 10 described as having challenging behaviour. During a consultation with a deputy head and the young person's mum I questioned the desired outcomes for this case and searched for clues that the Academy were looking to exclude; both school staff and parents were hoping for the young person to be more engaged in learning and interested in school, and both seemed committed to supporting the young person to stay in school until the end of year 11. When I met individually with the young person he explained that he had just been in a meeting with a deputy head to discuss his future in the school where they explained that they would like him to attend a 'pupil referral unit' (PRU). A completely different narrative to the one espoused to me. The PRU is often regarded as a path to exclusion and often the PRU would require EP involvement before accepting a young person. This made me wonder about the nature of the initial referral, if the behaviour has been a problem to the school for such a long time why am I only receiving the referral now? I could have been used in a proactive and preventative way in an effort to avoid exclusion but instead seem to be used to 'fast track' exclusion without being given the opportunity to advocate for young people or challenge unethical practice.*

At times it also seemed a struggle to ensure that parents were included in support processes beyond their initial consent. At first it seemed this was simply a time issue, staff not getting parents involved in meetings or planning for interventions

because it takes more time to co-ordinate. However, the Academy management then refused to send any reports I had written home to the young people's parents. This seems a fundamental part of my role and is certainly standard practice within the EPS. The school reasoned that parents may disagree with things written in my reports or see them as some signal that support for their child had come to end. I now wonder if this was in an effort to limit parents' knowledge of suggested strategies and interventions. This was a direct exertion of power, both over me and my work and power over the parents' access to information. When this was discussed in the focus group one EP remarked that this was a demonstration on the Academy thinking they 'owned' me and my work. When my supervisor and I challenged this on ethical grounds we were able to argue that in order to attain the course

competencies I was required to write reports for a variety of audiences, including parents. The Academy agreed to send my reports to parents after a two-step checking process involving my supervisor and a deputy head. I wonder if the decision to send my reports to parents would have been different if I had been independently employed by the Academy.

***Reflexive Note:** I felt uneasy about my reports being 'checked' by a deputy head before being sent to parents. It was not clear what this checking process involved or if in fact this was a form of censorship. I wonder if there was some anxiety about me writing about the school in a way that could be perceived as derogatory in such a way to give parents 'ammunition' against school practices. This brought into question the confidence Academy staff had in my professional abilities.*

In discussion with the Art Therapist she explained that she is 'not allowed' to speak to parents because the Academy are uncomfortable with her representing them as a freelance professional. She described how this impacts on her role and her ability to offer effective support to young people without information from parents. She also highlighted the potential safeguarding implications and felt that her professionalism had been brought into question. I too, on occasion, have been unable to practice effectively because of a lack of willingness on the Academy's part to engage in a meaningful way with parents. On reflection, and after talking to another EP within the EPS, this shift from refusing to send reports home to parents to sending them and beginning to routinely begin each new piece of casework with a joint consultation with parents could be seen as a significant systemic change.

WITHIN CHILD APPROACH

There seemed to be a tendency within the Academy to identify problems 'within-child'. Again, this seemed to be an embedded cultural practice that was difficult to challenge. I think the within-child approach helped maintain the homeostasis of the system; the system does not have to change, the young person does. This tended to involve the Academy staff passing the problem onto me and absolving themselves of any responsibility in the intervention or support of that young person. I found this difficult to get away from; if teachers were unwilling to engage in working with me should I withdraw my involvement with a young person or continue to work in isolation? Linked with this was an uneasy feeling that I could do something 'to' a young person to 'fix' them. Regardless of practice issues around me feeling unable to have any impact working this way, this dominant, problem saturated discourse felt oppressive to my practice. It was difficult to escape the negative, almost medical model discourse within the Academy which completely jarred with my understanding of how we speak of children, how we speak to children, how we write about children and how we listen to children (Billington, 2006). Again, I think my way of working continued to mark me as an 'outsider' and acted as a barrier to me becoming part of the school culture.

Reflexive Note: While I note that my opposing paradigm and way of working acted as a barrier to being more included within the school, I do not see this as a negative. I would not have liked to become part of the school if that meant altering my holistic and constructive view of young people and families. I wonder if a TEP employed by an Academy needs this type of 'commitment' to a child and family centred approach and a certain amount of refusal to conform in order to 'survive' with their professionalism intact?

INDEPENDENCE AND CRITICALITY

This relates to the issue of practising in a way that is independent of the Academy while also being employed by them. As outlined in previous sections of this chapter I was encouraged to become part of a team within the Academy, this posed significant dilemmas to being critical of the practices within the Academy or acting independently of those systems. This relates to the idea of the EP as a 'critical friend'. This often means problematisng situations, offering a critical but non-judgemental perspective and supporting the school through change. Costa and Kallick (1993) suggest that a critical friend is a trusted person who asks provocative questions and offers critique as a friend. A critical friend should

understand context and desired outcomes and as such be able to advocate and promote those desired outcomes (Costa & Kallick, 1993). In terms of the EP role, it seems they are well placed to act as a critical friend to a school; one that offers a balance between support and challenge (Swaffield, 2007). To me, being a critical friend was too threatening to the system and as such, felt too threatening to my position as an 'employee'. I think having to spend long periods of time in the school at a staff level is not conducive to being a critical friend. Being employed to work at a school improvement level with members of management could have offered more scope for the criticality of an EP. However, exerting some degree of independence or criticality seemed to pose too much of a barrier to working collaboratively with teaching and support staff. Schuck and Russell (2005) suggest that the critiquing aspect of the critical friendship needs to develop sensitively and slowly. This suggests that perhaps some additional, pre-employment work needs to happen in order to prepare the Academy and the TEP for this relationship. This could involve open discussions about values, beliefs, ethics and role.

Ethically, I wonder how much this has impacted on the well-being of the students and the development of my ability to 'eloquently challenge' practices within schools. I also wonder if I would have felt more able to act as a critical friend if I had felt like a trusted part of the system, or if systems work had been more open to me. Maybe having a sense of belonging would have allowed me to challenge practice without worrying about damaging relationships or working in a hostile environment.

DISEMPOWERMENT AND CONTROL

Many of the issues outlined above served to disempower key stakeholders within the Academy including; young people, parents and other professionals, and exert control over them. Limiting the information shared with parents and the extent of their involvement in the support of their child was certainly disempowering and allowed the Academy to have sole control of the support for certain young people. Similarly, limiting who and how other professionals can share information is a clear form of control. I also felt a sense of control in the way the Academy

have deceived me in relation to my involvement with young people prior to exclusion.

I see part of my role as a TEP as empowering young people and ensuring their voice is heard within challenging situations. In this way I promote the young people's autonomy within my practice. This seems to jar with dominant practice within the Academy which seems to disempower and to some

Reflexive Note: This is not an indictment of all staff within the Academy. There are some excellent examples of good practice within the school and some good relationships exist between staff and students. This part of the chapter relates more to the dominant discourse and a culture of control perpetuated by upper management

extent oppress some young people. At times I have been told that a young person must work with me against their wishes and my promotion of autonomy has been openly questioned. In one meeting concerning a 16 year old I was scorned for asking him what the best time to meet would be for him. It was challenging to develop professionally in an environment that is permeated with an ethos and values that conflict with one's own. I think at times I struggled to maintain integrity when I felt like my professional values were being questioned.

While I did not feel overtly controlled by the Academy I wonder if this would have changed had they felt more challenged by me. Potentially they have the power to completely limit the scope of a TEPs role, the information that is shared with them and the amount of contact they have with parents.

I wonder how much of the power exerted within the school, and their excluding practices come back to Blunkett's (2000) ideals of Academies offering 'real change through innovative approaches to management, governance, teaching and the curriculum' (paragraph 42). In this sense, could innovation and autonomy mean excluding difficult students and exercising greater power over students, staff and professionals than in a maintained school. 'Innovation' has never been defined by the government in relation to Academies and it could be that the interpretation of this in relation to practice differs significantly between establishments. In Blunkett's original manifesto 'innovative' is used to evoke the

dynamic and positive potential of an Academy's autonomy however, can innovative practice be a positive change for everyone in a school.

Genuine innovation might come when teachers and other school staff are afforded a similar level of professional autonomy as the senior leaders in Academies. It seemed to me as though an ethical and moral code was being imposed within the Academy which limited the extent to which teaching staff could be critical of practice or question those in authority. This perpetuated negative and oppressive discourses and allowed the within child focus to dominate practice. Ball and Olmedo suggest that teachers should remain critical and questioning in order to explore and uncover the 'often misleading and controversial line that separates practices of power from those of domination' (p.89). While, as Foucault suggests 'power relations are not something that is a bad thing in itself' (Foucault, 1997, p. 298), power becomes problematic through domination, when there becomes almost no possibility of movement or freedom. This challenges the idea of 'power' as supervisory and managerial and suggests instead that power can be dominant and superior.

This feeds into issues that arise from having a TEP employed by and managed from within an Academy. Ethically, this relates to issues around who owns the TEP's work, who decides what the TEP should do and ultimately who is the client. At times I wondered whether it was appropriate to say 'no' to pieces of work the Academy staff were asking for if I thought they were not related to educational psychology. It was difficult to question the work that I was being asked to do because I was 'line-managed' by a senior leader within the Academy. While he was very passionate about the placement and was keen to see it succeed he seemed to have a limited understanding of my role and thus a limited scope for my potential within the school.

TEP'S PROFESSIONAL DEVELOPMENT

This element of my experience relates to my professional development throughout my employment in the Academy. I have considered this last in this chapter as I think there are a many links between this aspect of my experience and the systemic factors and ethical issues. There is no doubt that the other

areas of my experience discussed have had a significant impact on my development as a TEP.

IDENTITY AND BELONGING

At the beginning of this thesis I outlined several themes I had anticipated would 'emerge' from my data. Belonging was one of these. I had wondered whether it would be difficult to develop a sense of belonging without feeling like part of the Academy or being employed by the LA. On reflection, throughout my practice and employment within the Academy I only felt a sense of belonging at the University. I think the paradigmatic barriers between myself and the Academy precluded any sense of belonging there. I was treated as a visitor and as such could not feel like I 'belonged'. We did not share values and beliefs and the often overwhelming feeling of ethical unease also acted as a barrier to belonging. Within the EPS, small practicalities seemed to challenge a sense of belonging; I did not have my own pigeon hole, I was not provided with stationary or a mobile phone and the admin support team did not know my name. As the EPS is a multi-agency team, many members of the team did not know who I was or understand my role for a long time and this seemed to act as a barrier to forming relationships within the office. I think these 'small things' were easily overlooked in setting up the placement but now seem quite significant to my overall experience.

Reflexive Note: While claiming no sense of belonging within Academy, I feel it is important to note that there were times when I felt included, valued and liked. However this did not amount to more than feeling like a 'friendly visitor', or possibly a welcome outsider.

The need to belong has been described as a 'pervasive drive to form and maintain at least a minimum quantity of lasting, positive, and significant interpersonal relationships' (Baumeister & Leary, 1995, p. 497). Baumeister and Leary (1995) also associate the need to belong with differences in cognitive processes, emotional patterns, behaviour, health and well-being. Feeling a sense of belonging leads to positive emotions and well-being, suggesting the reverse if there are no feelings of belonging. I think my sense of belonging was provided by the University and my fellow trainees. They were incredibly supportive and fully understood my role and position with the Academy; we shared a common ethos and values and were able to act as critical friends. I now wonder if the support I

received in University and the sense of belonging there was a protective factor against the lack of belonging in my work environment.

In relation to professional identity, I am concerned about the impact working within the Academy has had on my development of an 'EP identity'. Working in an environment that seems to devalue the contribution of psychology and seeks to diagnose and proffer a within-child approach had almost served to jade my professional identity. Eraut (2000), suggests a framework for professional identity development as a socially constructed process where knowledge acquisition is dependent upon the context in which it occurs and relations between individuals. This suggests that perhaps a TEP's professional development and their development of professional skills could be compromised in Academy employment depending on their relationships within the setting. In addition, Swanwick (2005) suggests that a trainee cannot be taught how to be professional instead, it is a process in which the trainee, their teachers and their training environment interact. He notes that;

There is a subtle process of change at work as a trainee develops into a professional, a process which itself is more about *being* than *doing*, and this progression may be enhanced by creating a favourable working environment (Swanwick, 2005, p. 862).

While a 'favourable' working environment is a subjective term I wonder how favourable it is for a TEP to be employed by an Academy throughout their formative training years.

PROFESSIONAL SKILLS

Working within the Academy provided me with an opportunity to work differently to other TEPs and EPs. I had more time in the setting so was more able to work intensively with individuals, offer therapeutic interventions, develop my interpersonal skills and build relationships with young people. There was also less need to write extensive reports which can seem like a burden to some TEPs. In line with this I have engaged in significantly less statutory work than my peers (I have sought out additional opportunities for statutory work in line with my course competencies and professional development). This way of working fits with the recommendation Farrell (2006) makes to EPs working differently;

[EPs] Should take advantage of the trend in the reduction of statutory work to expand and develop their activities in different areas where their skills and knowledge can be used to greater effect, e.g. in group and individual therapy, staff training and in systems work (Farrell & DfES, 2006, p. 11)

Within this report Farrell notes that schools and teaching staff would like more contact time with EPs, especially in relation to therapeutics and intervention. The way I have been working seems to fit with this idea and also seems to resonate with Mackay's (2007) call for therapy to be rehabilitated in educational psychology. It seemed to be these therapeutic ways of working that the Academy valued, possibly because they tended to be more lengthy pieces of work which school staff did not have the capacity to complete or perhaps because they did not feel skilled enough to contain the complex therapeutic relationship.

In the focus group, talk of being able to offer therapeutic interventions centred on ideas of it being at 'a richer and deeper level'. One EP remarked that working in this way would be 'brilliant'. It seemed that with the barrier of 'time' being removed an EP would be able to develop a 'richer system' of practice that responds directly to the needs of the school community. In a sense, I feel as though I was working in this way. While I felt like my development of systemic practice skills were limited I have developed skills in therapeutic practice and eliciting the voice of the child. The focus group also discussed the idea of moving from Academy employment to LA employment following training, and how this might be a frustrating process. I now wonder whether there will be some element of frustration at having limited time in settings and the restrictions to practice that this brings.

While being employed by an Academy allowed me to practice in a different way I think it limited certain elements of my professional development. There were limited opportunities for multi-agency working, statutory work, early years work and the more strategic work that EPs can engage in. The Academy were very accommodating of my training needs and offered flexibility in me seeking opportunities from within the EPS. However, I am unsure how much of this was communicated with frontline staff who appeared to think that I should have been spending three days a week within the school. This links with a theme discussed in the focus group, the idea of variety within a traditional 'patch' of schools. There

seemed to be a worry among EPs in the focus group that this variety would be lost in Academy employment and a concern that this would limit the skills of the EP. EPs in the focus group suggested that being employed by a larger cluster of Academies might negate this issue. In my experience, cases tended to be very similar, often relating to behaviour or social and communication needs. I wonder if this has started to impact on my perceptions of the possibilities of EP work.

In a sense, within the Academy I had to create my own role. There was very little direction in the beginning from the Academy or from the EPS. I was limited by my second year trainee understanding of the EP role and struggled to communicate this to Academy staff. This seemed to be summed up in the focus group;

That's difficult for a trainee, if you had 10 years' experience that you could draw on and say I've done this, I've done that but you're wanting some guidance (Focus Group: line 173-175, Appendix D).

SUPERVISION AND PEER SUPPORT

Supervision from a qualified EP and peer support from TEPs and other EPs seems like a significant element of my experience. Having a dedicated space to be reflective and consider the impact of the Academy setting on my development has been a protective factor in ensuring my training placement was successful. It has been important to have regular contact with other professionals who understand my position. My field work supervisor was also the LA EP for the Academy. We have reflected together on the impact of this and have wondered if it would have more appropriate to be supervised by an EP who did not know the school. My first year in the Academy was also her first year as the Academy's EP and in some sense we have had a similar experience of barriers to practice and ethical issues. However I wonder whether having a supervisor who was more familiar with the setting, and already had established relationships could have facilitated a more dynamic approach to TEP employment.

The supervisor/supervisee relationship was vital. I needed my supervisor to act as a source of support and affirmation in my skill development and also as a critical friend. However I think I also needed my supervisor to act as an ally in certain situations, which could be seen as a different role to that of other TEPs

and their supervisors. There have been times in placement meetings where I have felt as though my supervisor has needed to defend me and my practice, especially in relation to working with parents and ethical practice.

Reflexive Note: *While I appreciated the benefits of my supervisor being the school EP this posed some interesting dilemmas to our practice. It has been very difficult at times to decide who should do what within the Academy. Originally, the placement was arranged with the premise that I would engage in work over and above that already provided by the LA. It has been a challenge to decide what 'regular EP work' is, and what would be classed as additional. This added to confusion about my role in school and led to a two tier system of EP referrals. My supervisor seemed to be the preference for complex cases with some school staff commenting that 'this is too serious for Morgan'. There was definitely a feeling that some EP work is too difficult for a trainee and some school staff were shocked that I was even able to complete psychometric assessments. At times this filtered down to parents, with some being concerned that their child's support needs only warranted consideration by a trainee. At times I felt annoyed by this assessment of my abilities as a trainee and frustrated by the hierarchical division of labour between me and my supervisor.*

DISCUSSION PART 2 - MORE THAN WORK EXPERIENCE

WORK EXPERIENCE OR PROFESSIONAL TRAINING

At times during my employment I really felt like some members of the Academy staff thought I was on work experience. The former SENCo even wrote a letter to the University to commend my efforts in some training I delivered to a group of parents. It was difficult to explain the concept of a professional training course, which seems strange when many of the staff were familiar with similar models of teacher training. It seems then there was a misunderstanding or even misrepresentation of my role and presence within the Academy. This was possibly as a result of a lack of preparation or initial 'ground-work' when setting up the placement.

I now feel that little thought was given to the 'non-practical' elements of training. By this, I mean the aspects of professional development that do not relate to practical skills such as; identity, belonging, ethics and values. There were opportunities for me to 'top-up' missing elements of practice but there were no other opportunities for me to experience formative professional development within a person-centred culture. I also now wonder if there is something important about professionals like EPs sharing the same training journey, developing skills and competence in a similar way and developing a value system together. Despite their invaluable support, at times my different experience alienated me from my peer group and often excluded me (unintentionally) from group consultations and discussions. To me, this highlights just how different my training experience was from theirs and it was difficult not to worry about what I was missing.

Consideration should also be given to the motives of the Academy in employing a TEP. Other EPs have remarked that if they were committed to the value educational psychology brings to their school they should employ a qualified EP. However, I think there is some merit in the idea that they wanted to support a trainee and work with the LA. Employing a TEP was a significant investment and

it seems remiss to simply pass this off as a somewhat sinister attempt to save money in providing support to their students. Despite this, there remain some ethical questions around the type of work I was being asked to do, especially in relation to exclusion and non-psychological forms of intervention that could have been carried out by a Teaching Assistant (TA). In my case there seemed to be no clear reasoning behind my employment which could have been helpful in terms of steering me towards a way of working that could have been mutually beneficial for both me and the Academy.

IS ACADEMY EMPLOYMENT A LONG TERM OPTION?

Recent press coverage has featured one of the largest groups of Academies who have been 'stripped of almost a third of its schools amid serious concerns over education standards' (The Telegraph, 2014). Governance and control of these Academies has been reverted back to the LA until new sponsors can be found. This means a period of instability and uncertainty for the staff and students of those schools. This raises serious questions for the future of these institutions if a new sponsor cannot be found. In terms of TEP employment, a situation like this could mean the termination of their employment which would put their professional training in jeopardy. In light of this recent development I wonder how stable Academy employment is for a TEP.

DOES A TEP NEED AN ALLY IN THE ACADEMY?

During an early tutorial session with a University tutor during my placement it was suggested that often when working in a secondary school an EP needs an ally. A member of staff that understands the role, shares some values and is dynamic and open to working creatively. He explained that sometimes having an ally who 'gets it' can act as a bridge to other staff or as a way of beginning to work differently within the system. Towards the end of my final year of training I found that person. I think that made the difference between feeling helpless to offer anything different or enact any systemic changes and seeing the vague possibilities of something more positive. This person was new to their role (although not new to the school) and open to my offers of support. This created some opportunities for more dynamic collaboration and a feeling that there is some value to the contributions an EP can make. Working with my 'ally' made me

realise that I had created my own pattern of restricted practice very early in my employment. It was almost as if I could 're-invent' myself and my role because this person had no real prior understanding of what I did. I now wonder how different my experience would have been if I had felt like I had an 'ally' within the Academy throughout my placement.

IS THIS EXCLUSIVE TO AN ACADEMY?

While my experiences are situated within an Academy setting I feel it should be acknowledged that I cannot claim these findings would be exclusive to Academy schools. It could be that a TEP employed directly by a LA maintained school could have a similar experience. My experiences could be more attributable to how school staff respond in any school and not because of the Academy structure. This is not to discount the importance of the context of this research but to suggest that the theoretical generalizability of these findings, as discussed in the final chapter, may also extend to EPs/TEPs employed by LA maintained schools. While in my experience it seems more common for Academy schools to use their budgetary autonomy on employing external professionals, some LA maintained schools are choosing to use their pupil premium funding to source additional external support. In one case a group of schools have used their pupil premium funding to provide a school-based bursary placement for a TEP (Morewood & Rumble, 2013) much like my employment arrangement.

IT'S NOT ALL DOOM AND GLOOM IN THE END

I am now conscious that this thesis portrays a predominantly negative assessment of my experiences of being employed by an Academy. While I acknowledge that there were problems inherent in this type of placement I think most of them can be overcome in order to maintain alternative types of TEP bursaries in the ever changing educational landscape. I really value my skills in therapeutic approaches, working directly with young people and developing relationships with school staff. I hope to build on these once qualified and continue to develop my time management skills in terms of having a patch of schools, taking opportunities for systemic work and developing values and a code of ethics in line with other EPs.

As a result of my experience I found three important aspects of practice within the Academy, they were; systemic issues and implications, ethics and power and professional development. While these areas have been discussed separately throughout this thesis they are inextricably linked, the implications of each link with other areas and each seems dependent on the other. I have offered a visual model to help conceptualise my experience which suggests that the systemic factors are central to understanding other aspects of my experience while each element is connected. To summarise, it would seem that while I have been able to develop the practical skills and competencies in order to qualify as an EP, some elements of an EP or child-centred culture or value system experience have been missed. Although this does not compromise my practical EP training I wonder what impact that will have on my future interactions with schools and other EPs.

***Reflexive Note:** Each Christmas throughout my employment in the Academy I have taken part in 'secret santa' with other 'student support' staff. This year there were initial issues with me being left until last to pick a name and being left with my own name, resulting in me feeling forgotten; another sure sign that I was not part of the team. After some confusion this was changed and someone swapped my name with someone else. Weeks later, sometime in January when I finally received the gift I opened this;*



Full of the language of the Academy, including their tendency to view “young people with problems”, I felt like this gift showed some degree of acceptance of my way of working and the role of educational psychology. I still wonder about the facetious tone to the instructions but I can't help but be touched by the effort and individual thought that has gone into this gift. The gift giver remains a mystery.

LIMITATIONS AND REFLECTION ON THE RESEARCH PROCESS

The reflexive notes throughout this thesis offer some insight into my reflections throughout this process. The entire research project has been a reflective process which has offered challenges and benefits. I have felt myself constantly self-assessing my progress, in terms of other TEPs development and in terms of what I 'think' I should be doing. While reflecting on my practice for my research at times has been anxiety provoking, it has also offered me the opportunity to be proactive about my future development and identify areas for Continuing Professional Development (CPD) once qualified. This has also highlighted the importance of supervision and peer support and I will actively seek out additional opportunities for peer support once in LA employment.

At times I have been concerned that these reflections bordered becoming self-indulgent, narcissistic and introspective, which is one of the main criticisms levied at autoethnography (Sparkes, 2000). In defence of this, all I can note is that this is a self-constructed account of my experiences. Any notions of narcissism are a reflection of my experiences and my interpretation of experienced events.

I now question the value of my GT analysis. I think my decision to 'formally' analyse my data was born from a feeling that neglecting to do so would lead to a less robust thesis. I now wonder if I should have followed in the footsteps of Ellis, Bochner and other ethnographers who reject traditional, epistemological assumptions. Instead, they voice a principled belief that the integrity of autoethnography can be compromised by framing it in terms of conventional analysis. Denzin (1997) adds that evocative autoethnographers 'bypass the representational problem by invoking an epistemology of emotion, moving the reader to feel the feelings of the other' (p. 228). I worried too much about being able to write an interesting and engaging autoethnography and relied on having a robust analytic methodology to offer some sense of rigor or value to my work. Having come close to the end of the process I wish I had more faith in my experiences and value of these experiences to others.

IMPLICATIONS FOR FUTURE PRACTICE

While this research does not intend to offer a set of generalizable implications for practice this chapter sets out some personal learning points that I hope practitioners will read and reflect on. I hope that this will offer some insight into the Academy employment model I experienced; these implications suggest possible changes that could be made to the model.

A CONSIDERATION OF COMMUNITIES OF PRACTICE

Applying the principles of communities of practice (Wenger, 2000) to TEP Academy employment could help offer a more 'favourable environment' for learning and development. Communities of practice are groups of people who share a concern or a passion for something they do, and support each other (Wenger, 2000). In the context of an Academy the TEP could be part of a smaller staff group that could develop into a community of practice, with the shared aim of promoting student well-being and achievement. This model could help improve a TEP's sense of belonging and identity while offering a supporting environment for personal development, with a community of colleagues with shared goals and values. This would also help negate any potential problems encountered by the crossing of 'sentient boundaries' as in the open systems models. Wenger (2000) suggests that for communities of practice, boundaries are fluid, and provide opportunities for learning, interaction and engagement. This suggests that there is potential for a TEP who is part of a community of practice within an Academy to also work within an EPS, engage in multi-agency work and be an active part of the wider community without compromising their professional code and values. Within the communities of practice model there is also the notion of 'brokering'; connecting elements of the community of practice with another. In the Academy setting I think this would be useful for maintaining a connection with the wider school community and disseminating a certain level of understanding amongst school staff about the role of the community of practice.

The model below outlines the relationship between the Academy, the community of practice and the TEP. In this way, the community of practice is an active part

on the Academy, but has the potential to develop their own sub-culture and ethos that differs from that which is dominant in the wider school community.

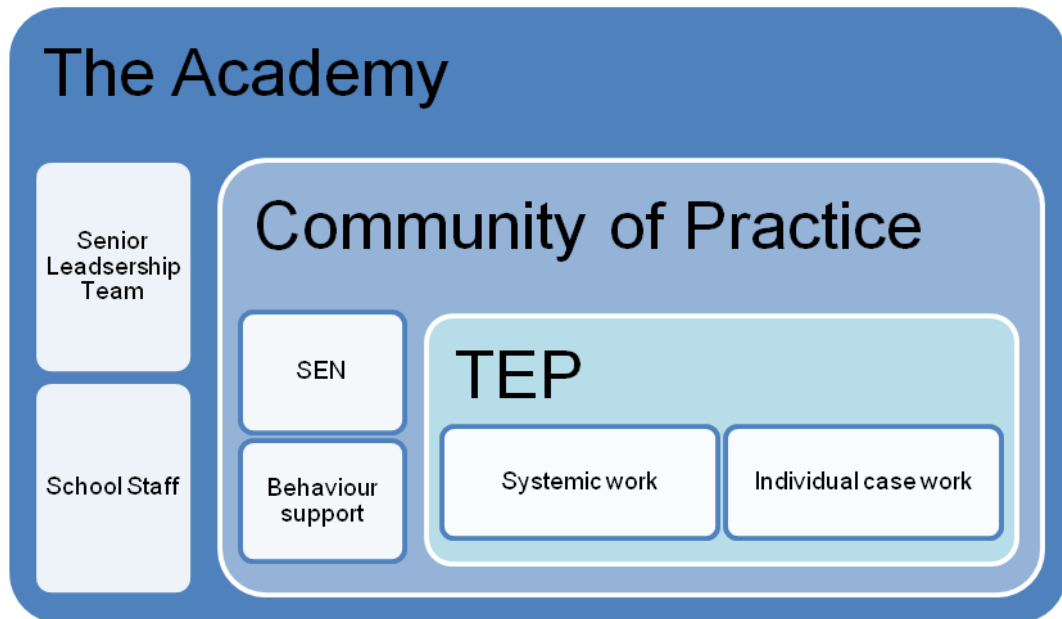


Figure5: A model for a community of practice way of working in an Academy

I think this model of practice would allow a TEP to become embedded within an Academy and there affect more systemic change. I also think this would enable a TEP to develop more collaborative working skills to equip them for a wider variety of experiences once qualified. This could also link with Miller's (1994) ideas about temporary systems, with the TEP being able to construct a temporary system with members of Academy staff and parents at the beginning of their involvement, or even the community of practice acting as temporary system throughout the TEP's employment within the Academy.

WHO SHOULD BE EMPLOYED BY AN ACADEMY?

My experience and reflections on conversations with other EPs has made me consider if a TEP is the most appropriate practitioner to be employed by an Academy, both for the TEPs development and the Academy's 'value for money'. I wonder if it would be better for a qualified, experienced EP to work directly in the Academy and the TEP (whose bursary would still be funded by the Academy) to work in the EPS. This would still allow the TEP to engage in occasional work within the Academy but also offer them the opportunity to develop their skills with a larger patch of schools and the focussed support of the EPS community. In this

way, an experienced EP would be more able to define a clear role for themselves within the Academy. They may be more assertive and confident in their skills and abilities meaning they would be more able to challenge and act as a critical friend. Their status as a qualified EP may also afford them more professional respect within the Academy which could mean they are less susceptible to the implications of power and control.

REFLEXIVITY IS KEY

Having the space and time to reflect on practice was key. This was especially useful with a qualified EP or a TEP peer. This aspect of practice was vital in maintaining perspective on the placement and resisting the cultural draw and ethical dilemmas within the Academy. Without regular supervision Academy employment would have been very lonely and the success of my training could have been compromised. I think it is important that this reflexive space is offered by someone independent of the Academy who can almost act as a 'sounding board' for frustrations and anxieties about existing practices within the school.

COMPREHENSIVE INITIAL SET-UP

Consideration should be given to the 'set-up' of the placement and perhaps even something akin to a robust service level agreement. It could be that the TEP is involved in the set-up so that they have the opportunity to discuss their values, desired way of working and possibilities with the Academy prior to their employment. Sharing values and practice before employment could help minimise the impact of any conflicting views during the placement and could also prepare the Academy for the TEP's approach. An experienced EP and a representative from the TEP's University should be involved in this process to help outline what a TEP can offer and even develop an initial model of practice that the TEP can adapt throughout their employment. This initial set-up should also take account of any practical ethics such as consent, information sharing and storage, report writing and division of cases (if the Academy also has a LA EP).

INTEGRATING THE TEP INTO ACADEMY POLICIES

It may be beneficial to consider including the TEP in the Academy's policy documents or even constructing a 'TEP involvement policy'. This would help ensure that all staff members understand the protocols and reasons for TEP involvement and are aware of the work of the TEP within the Academy. At times, it seemed that only a limited number of staff knew that the Academy was employing a TEP. By publishing specific policies they may make the TEP's work more widely known which could have a positive effect on the impact of TEP involvement within the Academy. This could also be part of the Academy's 'local offer'. Under the Children and Families Act (DfE, 2014a) all schools and LAs are required to publish a 'local offer', detailing all the support available to children and young people with SEN. Clearly outlining the work of the TEP as part of the local offer could help engage parents as they would know more about what to expect from the support available within the school. This could also help the TEP feel like their role is more embedded within the Academy.

***Final Reflections:** 'It's a changing landscape' was a phrase I picked up on in the focus group which seemed apposite and sums up many of the issues discussed throughout this thesis. The educational landscape is constantly changing which has implications for EP practice, especially in relation to schools outside of LA control. I feel fortunate that I was able to experience part of this new landscape by being employed by an Academy during my training. I think this experience has equipped me well for the uncertain future of the profession and allowed me to experience an 'alternative' form of employment in anticipation of what the future may bring. I now look forward to commencing employment within a LA EPS and continuing to construct my professional identity and my understanding of the EP role.*

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APPENDIX A

EXCERPT OF THE TRANSCRIPTION OF MY REFLEXIVE DIARY

Ln	Transcription of reflexive diary
1	23.04.13
2	After a conversation with one of the heads of year today about how the
3	Learning centre works at the BR site it made me sort of reflect on the
4	Different relationships I have with teachers in school compared to other trainees
5	And how that might change the way I practice so it made me think about
6	the different sort of information I'm getting about sort of interventions and
7	Things that can be put in place in school so on the one hand I get a greater
8	Understanding and knowledge of how the school works realistically on a
9	Day to day level and the different needs and demands of the teachers and
10	How that affects the students and the learning and that sort of stuff but then
11	Also that just made me think that actually maybe having that understanding and
12	Knowing those different aspects does that impact or affect the interventions
13	And strategies that I might suggests the school puts in place so if I know
14	That the school won't be able to implement a strategy will that stop me
15	Suggesting something that could be in the best needs of that young person
16	I don't know is that something to do with this sort of pretend naivety that an EP
17	Can have going in to a school and suggesting things and developing these
18	Really clear [interventions?] with teachers because they don't know that that could be
19	seen as unrealistic or unworkable by other members of staff and they can maybe
20	break those barriers down in that way whereas I feel like I am put off from doing
21	things like that and suggesting certain things that I know certain staff might not like

22	or might be resistant to, especially with regards to the learning centre but then on the
23	other hand actually maybe me having that insight gives me more understanding and
24	more of a strong stand point to challenge those things when I feel there's an
25	appropriate time to do that or when I feel more assertive and able to challenge things
26	so there's pluses and minuses to all that stuff, there's the relationships I've been able
27	to build with the teachers that has it's positives and has it negatives and I suppose
28	that's an important aspect of the placement how to juggle those relationships and the
29	conflicting agendas that come with them. So am I a colleague with these people, I
30	don't particularly feel like they're colleagues in that sense we haven't built up
31	friendly relationships in the way you might with colleagues and the way that I have
32	with my fellow trainees and have done with previous colleagues so when I was a
33	teacher, I haven't developed that sort of relationship with the teachers in school but I
34	know more about them and I know about the way they work than I would do if I was
35	just a visitor to the school and I think that does help my EP work to some extent so I
36	think the teachers are maybe more open to talking to me and being honest about the
37	way they feel and the way they approach things which is interesting. It was interesting
38	actually talking to Bonnie today, she described me as being an employee of the school
39	she said 'you work for the federation and you work for the high school so like any
40	other employee you should get access to certain things' [when discussing IT usage]
41	which I haven't been given access to she was just explaining how ridiculous she
42	thought that was because I am an employee, no one's ever described me in that way
43	before, as an employee, and I think that was a funny thing, a strange thing to hear I
44	don't know how it made me feel, it didn't resonate with me, I don't feel like an
45	employee of the school as such
46	
47	16.05.13
48	It occurred to me this morning in a consultation meeting with some parents that they

49	were referring to me as 'the school' so sort of 'you do this and you do that' especially
50	in relations to behaviour policies which felt really strange and uncomfortable and I
51	suppose looking at me, I wear a school ID badge on a lanyard which clearly identifies
52	me as school staff so how would the parents know any different and I am school staff
53	but I just feel like I shouldn't be aligned that way in a meeting and I suppose one of
54	the advantages of being an EP employed by the local authority is that you are seen as
55	separate from the school so any wrong doing the parents feel the school has done to
56	them or their child isn't then ascribed to the EP it's firmly placed within the school so
57	today I think I felt a bit erm, I didn't feel defensive like I had to defend my position
58	but that is a school policy and something the school do, that's not me and it's not how
59	I work and it's not really something I know about, I don't know the finite details of the
60	behaviour policy or the nuances of how the school deal with instances of bullying and
61	things like that so I don't know it just felt strange and a little bit unfair that I was
62	being lumped into that bracket of not doing something and not acting when a child
63	was being bullied.
64	
65	I suppose one of the advantages of being based within the school is knowing more
66	about what's going on and what the more general issues might be so social things that
67	are going on within the school community and negativity that is being perpetuated
68	through social media I can be more clued into that which helps me be more aware of
69	what's happening for a particular young person at that time and being based in the
70	pastoral area of the school with the pastoral staff I get to hear about young people who
71	are having certain difficulties and certain issues and quite often I think that would be
72	an appropriate referral for me or in my head I'm thinking I could do x, y or z with that
73	young person, we could really do some work around those issues. There was a young
74	person today who was being discussed because she came into the pastoral office for
75	some support around self-harm and self-esteem issues and I thought well that's

76	something I could approach and we could this and this and this but actually the young
77	person doesn't want her parents to know that she's got those issues so then I wouldn't
78	be able to work with her because I wouldn't be able to gain the parental consent to see
79	her and consult with them and it struck me that I'm part of this support network but
80	work very differently so she could be referred for counselling for the emotional
81	wellbeing support lady because that doesn't require parental consent and that just
82	made me reflect on issues around consent and how that's ethical practice but how
83	ethical is it that a young person of 15/16 with full agency over themselves can't self-
84	refer or come and seek an intervention from me because they don't want their parents
85	to know I think it's something that other EPs generally don't come across, I suppose
86	it's those live issues that day to day you wouldn't hear about if you worked for the
87	local authority because you wouldn't be in the pastoral office at that time when that
88	young person is having a crisis
89	
90	16.05.13
91	The high school's recently had an Ofsted inspection and has come with 3s all round
92	so needs to improve in all areas and I think one of the contentious issues with that was
93	that the quality of teaching needs to improve although there was some outstanding
94	teaching observed. I think this has caused a lot of infighting between teachers who
95	were judged outstanding and knew there was issues with other teachers who they feel
96	have let the whole school down which is a bit of a shame but actually I think the result
97	of that is a lot of pressure and it's really not a nice place to be at the moment, there's a lot
98	of stress and huge restructuring going on and members of staff have to apply for new
99	jobs or reapply for their old jobs and really just sort of yeah, stress is I think the best
100	way to describe it and pressure and I think the young people are really feeling it and I
101	think in some circumstances when they're getting into trouble they're almost feeling
102	like the Ofsted results were their fault or is maybe now their issue and several young

103	people have told me that certain teachers have said the poor Ofsted is because of their behaviour.
104	
105	17.05.13
106	I've been working with a group of young people in the upper school so years 9 and 10
107	on anger management and appropriate ways of regulating emotional responses in
108	stressful situations and things like that unfortunately one member of our group has
109	been excluded for 3 weeks for an incident that happened with a teacher and she came
110	this week and it seemed she was a bit reluctant to be part of the group, not reluctant
111	maybe uncomfortable so the other members of the group have had more time to get to
112	know each other and get to know me get used to the process of the group, what we
113	do and how things work whereas she hasn't and now maybe feels on the edge. She
114	engaged with the groups and became involved in discussion and came up with some
115	good ideas and things but it didn't feel like a comfortable process for her and when it
116	came to discussing next week's session which will be the last week she was quick to
117	come up with a reason why she couldn't attend so she said that she would have maths
118	that session and would prefer to stay in there as she's missed a lot during her
119	exclusion which is fine with me and I don't want to force anyone to take part in
120	working with me or in an intervention that the school have suggested so I said that
121	was fine but asked if it would be ok for us to catch up 1:1 sometime so I could go over
122	some of the bits she'd missed in the group while she was away and to just have a chat
123	generally about how things are at school and how she thinks things are going but
124	again it didn't seem like she was comfortable with the idea and sort of shyed away
125	from by asking if we had to do and if I could pretend to her head of year and teachers
126	that we had done that another member of the group who's spent a lot of time working
127	with me sort of said ya know it can be fun and it's helped me a lot but I don't think
128	she was convinced by that idea and that all just sort of made me reflect on the ethics
129	of working with a young person who really doesn't want to engage in the that process

130	or who for whatever reason doesn't feel like that's appropriate for them at that time
131	and for me that's something I'm not comfortable doing and I suppose an EP in that
132	situation could suggest alternative work with the adults around the young person to help
133	support them and work with their teacher to provide a good environment for that
134	young person. So I took this back to her head of year who I had consulted with about
135	the issues to start with and her response was 'well, she has to, she has to do this work
136	with you and she's got no choice' which didn't shock me because I was kind of
137	expecting that that was going to be the attitude but it made me think what's my
138	position in this, is it my choice whether I work with someone or not or is it up to the
139	school because they've commissioned that work for want of a better phrase
140	
141	21.05.13
142	I've got a few things to reflect on this week I think and especially after being at uni
143	yesterday and chatting to some of the other trainees both year 1 and 2 trainees and
144	after doing the therapeutic case study assignment just made me think of a few things
145	one of the things is something a few of the trainees have mentioned about me being
146	able to regularly engage in therapeutic work in quite a meaningful way so building up
147	relationships with young people and being able to meet with them several times and
148	really get to know them and a few people have thought that was a really good way to
149	make a positive difference even if you're not I suppose meeting the desired outcome
150	of the school from your involvement there's probably a lot of scope to make a
151	positive difference even in the relationship that you build which I thought was an
152	interesting way to look at the opportunities I have for working differently being in the
153	school all the time which was nice really. Another thing that I don't know if I've
154	talked about enough really is those ideas around young people having to work with
155	me because their teachers think that it's necessary so like the girl who missed several
156	sessions of a group intervention because she's been excluded and just to me the idea

157	that she has to do some work with me because she's been told she has to it doesn't sit
158	well with me I think there's alternatives and other ways around that if I wasn't in
159	school or seen as a member of school staff I would introduce or challenge and a sort of similar example or maybe this
160	isn't similar actually but a sort of similar thing to that in a meeting so I just had a
161	consultation meeting with a parent, teacher, SENCo and the young person came along
162	as well which was unexpected but that was fine but then I didn't appreciated the way
163	the SENCo and teacher and parent as well actually was speaking about the young
164	person in front of them saying he wasn't very clever and he wasn't very good at this
165	and wasn't very good at that and I agreed to do some work with him tomorrow and
166	was trying to arrange with him when was best to meet with him and asking what was
167	best for him bearing in mind this young person is 16 he's just about to leave his first
168	year of sixth form he's going he's got a job he's about to go into the adult world and I
169	was asking him what he wanted to do and was informed by the SENCo that I should
170	be the one to tell him when the appointment is because I'm clearly far busier than he
171	is and it just sort of struck me that I suppose it's when things like that happen that it
172	really brings it home the difference between the way I work and the way the school
173	works and I wonder at times how compatible that is and how that really impacts on
174	what I do and I'm sure the way school staff see me is affected by that sort of stuff, the
175	way that I try and give the young people some control and autonomy and empower
176	them to work with me rather than me doing some work to them.
177	I suppose another thing that came out of being at uni the other day was this thing with
178	teachers not coming to meetings and meetings not even being set up properly for me
179	whereas I know a lot of my peers seem to always be in meetings, meeting with school
180	staff, meeting with parents and all these multi agency meetings that I just never seem
181	to be part of and the only way I can sort of reason that when I was talking to Suzy was
182	that I feel like the school don't privilege my time in the same way that they do with
183	the local authority EP, she's in school very rarely maybe a couple of times per half

184	term if they're lucky but they'll always meet with her and will have always prepared
185	things for the meeting and to have read her reports they go along to meetings as
186	agreed, they arrange meetings as agreed because she's very rarely there and that time
187	is important to them because I'm there every week more or less my time isn't seen as
188	as important and I think maybe I'm left by the wayside so I will come in especially to
189	see a teacher but then they're actually too busy to see me and I think that that's just
190	because they know I'll be in again the next week, but then why wouldn't they think
191	like that I suppose when there's so much other stuff going on and maybe I need to be
192	more direct with people when I'm letting them know what I'm going to do and what I expect
193	them to do and sort of how collaborative that arrangement needs to be made
194	more explicit rather than maybe me thinking that I've implied what I'd like to happen.
195	11.06.13
196	I've just had a meeting with a head who's I suppose my line manager in school it's
197	been a weekly thing like a check in meeting for him to keep up with what's going on
198	how my cases are going what referrals are coming in what's going well what's not
199	going well that sort of thing and at times he can make it quite reflective but this one
200	was different, I times it was his way of giving me feedback from other members of
201	staff which I don't know, it wasn't particularly positive so the things that staff say I
202	do well I'm reliable I do what I say I'm going to do I'm an almost constant presence
203	which I suppose is reassuring in a way for them but one of the big things that he
204	mention was that maybe I'm not, he didn't say the word tenacious but that's what I
205	took from it and I mentioned that it was a busy time in school and so maybe things
206	aren't happening as quickly as they should be or as quickly as I'd like them to,
207	possibly meetings with teachers and meetings with parents and Jerry asked how I
208	respond when things get hectic and things get busy and teachers look like they're
209	under pressure, do I back away from them in those situations and actually yes I do and
210	maybe I shouldn't and I think he agreed with that and I mentioned that maybe I

211	should be well I definitively should be more assertive with them and he feels like I
212	should be more part of a team and more involved with the school staff and I suppose
213	if I was part of that team and I did feel like part of the school staff and one of them
214	then I wouldn't feel like I was bothering them all the time asking for meetings and to
215	do things because we'd just be colleagues and that would be a natural part of that
216	process, you would just ask them, so I think what's happening now is if I've sent an
217	email or speak to a head of year directly and say we need a meeting about so and so
218	can you get the parents in here are the dates I'm free just let me know when it's sorted
219	if they don't reply to me I won't keep bothering them about it and hassling them but
220	maybe feeling like I'm hassling them is the wrong way of looking at it but then on the
221	other-hand I think is it my responsibility to keep constantly reminding them that these
222	things need to happen when they have the responsibility for providing the support for
223	that individual and this is just another example in my mind of them passing that
224	'problem' onto me then in another sense of not just being involved in an intervention
225	but also being involved in implementing resources and consultation they're just
226	handing over the problem to the ed psych like you're going to fix them here they are
227	you do it all and come back to me when you're finished that's how I feel about this
228	and maybe that's reinforcing that idea or actually maybe it's not, I don't know maybe
229	it's the opposite if I'm on it all the time maybe we are more of a team and maybe
230	things would happen more collaboratively because I'm part of that team (4.20ish) I
231	think that's the way I'm...[-4.50 inaudible]
232	They've got other things to think about and I'm acutely aware of that because I'm in
233	it, I'm in their office on a weekly basis and that really does put me off hounding them
234	and repeatedly asking them about individuals but I have recognised that is an area that
235	I need to develop next year and hopefully I'll be feeling more comfortable and
236	confident in the role having done it for a year I'll feel more able to try and go in and
237	integrate a little more and develop those social relationships with other people I think

238	the other issue at the minute is that I'm not even sure who is going to be in those roles
239	next year and that's not been made clear yet so it's not like I can start making those
240	changes now because I don't know what the team will look like next year
241	The other thing I've been thinking about this week is this constant theme that
242	overhangs everything in the school at the minute and that's the Ofsted and recently
243	another local Academy had been awarded an outstanding Ofsted in the past few weeks
244	which has come after XXX's inspection and there's this really positive message about
245	it so congratulations to them and they've worked so hard what can we learn from that
247	like that so again I think that's just caused more resentment and brought up these
248	tensions again it's like teachers are going to lots of meetings and evidence is
249	produced that shows the quality of teacher has improved x amount since the Ofsted
250	inspection which just fuels the outstanding teachers even more because that just
251	shows that the teaching has been poorer so what going on why did this happen so one
252	of the big things from the Ofsted was about impact and evidencing impact and impact
253	specifically of the learning centre so the learning centre is a resource they use often
254	for young people who aren't coping in the mainstream environment for whatever
255	reason and that's often behaviour and they go into the learning centre for a fixed
256	period of time or more often it seem and I don't know if this is the official policy but
257	an indefinite period of time for their lessons and so the learning centre manager has
258	been working hard since the Ofsted inspection on ways on improving that resource
259	and on ways of evidencing the impact of the resource and it just seems strange I
260	suppose that I wasn't involved in this process and I suppose in the wider Ofsted
261	improvement plan I'm a resource in school that could be quite valuable in that sense I
262	have myself questioned the work that goes on in the learning centre and I've had quite
263	a few ideas on how it could be improved and then there's that research base I could
264	bring to the plan and thinking of the different things that could be done really I don't
265	know if I'm making any sense at all really but yeah essentially there's this, I'm a

266	resource that's maybe not being used as effectively as I could be in helping them
267	make positive changes before the next inspection and sort of part of that process is
268	that I've been asked to evidence impact which is a very difficult thing to do with the
269	type of work that we do as EPs and I don't think there's an appreciation of that from
270	teaching staff it is very much evaluate the impact of the work that you've done and
271	the way I'm going to do that is quite reflective, reflectively qualitative descriptions of
272	how I feel my involvement has progressed with each individual case what's gone well
273	what's not gone so well and so it that way and just hopefully that's adequate
274	
275	11.06.13
276	I've been thinking about the difference between me and other TEPs and me being line
277	managed by a senior leader in school and how that might be affecting my role so it
278	just made me think about how he is really passionate about me training within the
279	Academy and how that gives me a different perspective on the role and he thinks it's a
280	more realistic view of the world so he tells me how I get a better understanding of the
281	real pressures of working in a school the real dilemmas the real problems the real
282	issues that are going on in a school whereas the other trainees and qualified EPs are
283	not having the view, they're not having that overview or understanding of what a
284	school is like and how the schools works and how teachers work and the real
285	pressures and stresses that the teachers are genuinely under which strikes me as
286	strange when a lot of qualified EPs have been teachers
287	
288	
289	13.06.13
290	I was in a meeting with some parents today and they expressed some concern about
291	having been referred to trainee educational psychologist as opposed to a fully
292	qualified educational psychologist

EXAMPLE OF DATA SHOWING INITIAL (LEVEL 1) CODING

Ln	Transcription of reflections	Initial Code
170	be the one to tell him when the appointment is because I'm clearly far busier than he	TEP giving yp autonomy and choice/school limiting it
171	is and it just sort of struck me that I suppose it's when things like that happen that it	
172	really brings it home the difference between the way I work and the way the school	Different ways of working
173	works and I wonder at times how compatible that is and how that really impacts on	Incompatible ways of working
174	what I do and I'm sure the way school staff see me is effected by that sort of stuff, the	
175	way that I try and give the young people some control and autonomy and empower	
176	them to work with me rather than me doing some work to them.	Working with YP as opposed to doing something to them
177	I suppose another thing that came out of being at uni the other day was this thing with	Time at uni as a resource
178	teachers not coming to meetings and meetings not even being set up properly for me	School staff not attending meetings
179	whereas I know a lot of my peers seem to always be in meetings, meeting with school	
180	staff, meeting with parents and all these multi agency meetings that I just never seem	Lack of multi-agency working
181	to be part of and the only way I can sort of reason that when I was talking to Suzy was	
182	that I feel like the school don't privilege my time in the same way that they do with	TEP time not privileged because there'd more of it
183	the local authority EP, she's in school very rarely maybe a couple of times per half	
184	term if they're lucky but they'll always meet with her and will have always prepared	TEP time treated differently to LA EP time
185	things for the meeting and to have read her reports they go along to meetings as	
186	agreed, they arrange meetings as agreed because she's very rarely there and that time	LA EP time important as it's rare
187	is important to them because I'm there every week more or less my time isn't seen as	
188	as important and I think maybe I'm left by the wayside so I will come in especially to	
189	see a teacher but then they're actually too busy to see me and I think that that's just	Teachers too busy to see TEP
190	because they know I'll be in again the next week, but then why wouldn't they think	
191	like that I suppose when there's so much other stuff going on and maybe I need to be	Teachers under pressure, heavy demands
192	more direct with people when I'm letting them know what I'm going to do and what I expect	The need to be assertive
193	them to do and sort of how collaborative that arrangement needs to be made	
194	more explicit rather than maybe me thinking that I've implied what I'd like to happen.	TEP way of working needs to be explicit
195	11.06.13	
196	I've just had a meeting with a head who's I suppose my line manager in school it's	Line managed by school staff

APPENDIX B

LEVEL 1, 2 AND 3 CODING

Level 1 Codes (initial)	Level 2 Codes (focussed)	Level 3 Codes (theoretical)
Insider knowledge Day-to-day understanding of the school Empathy with teacher role Systemic understanding as positive Open and honest dialogue with teachers Systemic understanding as positive Not part of the team Not feeling like a colleague Systemic understanding as negative Negative Ofsted Negative atmosphere in school Teachers engaging in negative dialogue with yp Insecure teaching staff Stress and pressure Negative Ofsted inspection School needs to improve Negative atmosphere in school Academy employment as negative Systemic understanding as negative Young people's behaviour being blamed for negative Ofsted	Understanding the processes and ethos of the academy: positive and negative implications for practice	Systemic issues and implications
Different ways of working than other support networks in school Lack of clarity around support staff	Schools' internal support networks working in isolation	
Not feeling part of the school community TEP not wanting to be seen as part of the school Uncomfortable as being identified as part of the school community Needing to be part of a team	TEP developing professional identity, skills and sense of belonging	TEP's Professional Development

<p>Not identifying as an Academy employee ID badge to identify as school staff Positioning TEP with the problem Seen by others as part of the school community Being positioned by others as part of the school TEP positioned by others Positioning as negative TEP valuing reflective practice TEP feeling as though adding to teachers' stress TEP new to role TEP lack of confidence TEP unsure of role and responsibilities The need to be assertive Lack of tenacity TEP as reliable Reflective Reflective practice TEP</p>		
<p>Lack of multi-agency working Lack of understanding about policies Constrained practice Constrained by expectations of others Incompatible ways of working Lack of access to IT Barriers to EP practice Incompatible ways of working Differing agenda TEP research/evidence based knowledge not used TEP not used as a valuable resource TEP not involved in school improvement/Ofsted action plan</p>	<p>Limited professional experiences and lack of opportunity to use emerging skills are a barrier to TEP training and practice within the Academy</p>	
<p>Difficulty in evaluating EP work Evidencing impact of interventions EP work not appreciated by the school EP work not fully understood by the school TEP way of working needs to be explicit</p>	<p>De-valuing the practice of psychology: limited understanding within the Academy about how EPs work</p>	

<p>Relationships with teachers different to other TEPS</p> <p>Constructive relationships</p> <p>Positive relationships making positive differences for yp</p> <p>Managing different relationships</p> <p>Lack of colleague relationships</p> <p>Building meaningful relationships with yp</p> <p>Teachers under pressure, heavy demands</p> <p>Negative feedback from school staff</p> <p>Teachers under pressure</p> <p>TEP bothering teachers</p> <p>Not wanting to bother teachers</p> <p>Feeling like hassling teachers</p>	<p>Complex relationships and staff affect within the Academy impacting on TEP role</p>	
<p>Different ways of practicing than other TEPS</p> <p>Different ways of practicing/unable to practice like an EP?</p> <p>Opportunities for informal consultation with staff</p> <p>Office chat informing practice</p> <p>Different role to other TEPS</p> <p>LA EP time important as it's rare</p> <p>TEP time treated differently to LA EP time</p> <p>Different ways of working</p> <p>Having more time in school</p> <p>Positive opportunities for working differently</p> <p>Differing issues to LA EPs</p> <p>Able to respond quickly in a crisis</p> <p>Role offers a different perspective</p> <p>Offers a chance for systemic understanding</p>	<p>Academy employment offering a different way of practising</p>	
<p>Time at uni as a resource</p> <p>Time to reflect with other TEPS</p> <p>Valuing EP supervision</p> <p>Enjoying time in EP service</p> <p>Needing peer supervision</p>	<p>The importance of supervision and peer support networks</p>	
<p>Unable to be critical friend</p> <p>LA EP as independent</p> <p>Teachers dictating how TEP works</p>	<p>Independence and criticality pose dilemmas in Academy employment</p>	<p>Ethics and Power</p>

<p>Unethical practice – systemic knowledge restricting what could in the YP best interest TEP unable to be independent from school Unethical practice – collusion with staff</p>		
<p>Ethical practice and consent Self-referrals from young people Ethical dilemmas - self referrals and parental consent</p>	<p>The ethics of consent and who can refer</p>	
<p>Unethical practice – YP ‘has’ to work with TEP Working with YP as opposed to doing something to them TEP giving yp autonomy and choice/school limiting it Offering a young person autonomy to make decisions about their involvement Uncomfortable with the idea of a yp taking part in an intervention against her will Teachers dictating that YP will work with TEP Ethical practice – not being directly involved with YP against their wishes and finding alternatives, not compatible with school’s way of working Ethical practice - school staff dictating that YP will be involved in interventions Young person’s reservations about group intervention Young people feeling blame Ethical dilemmas – teacher’s negative discourse with parents and yp Oppressive discourse between teachers Negative discussions about SEN Lack of understanding around SEN Long fixed term exclusion Secret Exclusions TEP/EP not involved in exclusions Feeling like a tick box before exclusion TEP interventions not used to prevent exclusion Wondering if reports have been sent to parents Parents not fully involved Parents not invited to meetings</p>	<p>Processes that disempower and exclude key stakeholders: issues of power, autonomy, blame and oppressive discourse</p>	

<p>Negative discourse with and about parents TEP role confusing for parents Confusing for parents</p>		
<p>Able to practice therapeutically Not seeing an alternative to individual casework Young people positive about working with TEP Anger management Group work Disliking consultation TEP not seen as a partner Seeing students as a problem The need for more collaboration</p>	<p>Propensity of the Academy to identify difficulties 'within child' and place the 'problem' with the TEP to 'fix'</p>	
<p>Managed by school staff Senior leader passionate about the placement Who has responsibility for the problem Working for the federation TEP as an Academy employee Line managed by school staff Commissioners as managers Who decides what TEP should do</p>	<p>TEP employment and management issues: who owns the work?</p>	

APPENDIX C

EXAMPLES OF EXCERPTS FROM MY REFLEXIVE DIARY CORRESPONDING TO INITIAL CODING (LEVEL 1) AND AN EXAMPLE MEMO

Level 1 Code – Systemic Understanding as Positive

On one hand I get a greater understanding and knowledge of how the school works realistically on a day to day level and the different needs and demands of the teachers and how that affects the students and the learning and that sort of stuff (7-10)

Actually maybe me having that insight gives me more understanding and more of a strong stand point to challenge those things when I feel there's an appropriate time to do that (23-25)

I know more about them and I know about the way they work than I would do if I was just a visitor to the school and I think that does help my EP work to some extent (34-35)

I suppose one of the advantages of being based within the school is knowing more about what's going on and what the more general issues might be so social things that are going on within the school community and negativity that is being perpetuated through social media I can be more clued into that which helps me be more aware of what's happening for a particular young person at that time (65-69)

Being employed directly by the Academy should offer opportunities for working systemically. While these excerpts discuss systemic aspects positively they are not directly related to practising systemically; they are more concerned with a deeper understanding of the systemic workings of the school. This is a positive, and offers certain advantages to TEP practice and should help inform and strengthen systemic practice.

This also links with ideas around collusion, relationships and ethical practice. Does having a good understanding of how the school systems work limit the scope of practice; limiting what is suggested or offered by the TEP or even influencing the types of questions asked during consultations? Is the TEP more likely to collude with teachers/school staff if they have a better understanding of their situation and the pressures they are under? This could happen unconsciously as the TEP becomes more embedded in the system.

APPENDIX D

AN EXCERPT FROM THE FOCUS GROUP TRANSCRIPTION

Focus group transcription p3

Line	Text
61	I guess it must be confusing in terms of who does what if you've got an EP
63	offering that core service to an Academy and then you've got that additional,
64	that must interesting
65	Unless you say, you do that type of... you sort it out like that
66	Yeah, maybe you do these core functions and then
67	Like I do the statutory work and you do intervention groups or whatever.
68	But where it overlaps that must be...
69	But we always try to figure out don't we, what is statutory work and is not and
70	you can't really because all of that other stuff is leading up to a statutory
71	assessment and the evidence for it so
72	Yeah, when do you pass that over and can you write the statutory advise if
73	you are employed by the Academy directly? That's an interesting one, I don't
74	know the answer though.
75	And also, if you are employed by the academy and there's some contentions
76	between them and school it must be hard to be objective about it because you
77	know you're tied to that school and have those relationships, it must be hard
78	to...
79	And employed by them
80	Yeah
81	But I think that can be a problem when you're not employed by the school
82	because I had a similar secondary that went to Academy and erm they weren't
82	buying the time we were just giving the same sort of service everywhere and
84	when they didn't want a couple of children on roll or to admit them I was
85	obviously advocating for the child and the family and their views that they did
86	want them to be in mainstream school and was in quite a big conflict with the
87	school because my views didn't support school
89	Hmmm
90	And that was with working for the local authority
91	That must have been easier though knowing that you could walk away, like if
92	you were having to be there every day and going into the staff room, having
93	cups of tea and coffee etc with them
94	But also do you think that like staff might sort of stop thinking for themselves
95	you know because they've got the service on their doorstep
96	Hmmm, true
97	Would they maybe think 'oh well, we'll just ask Morgan', rather than coming up
98	with their own idea and strategies
99	Almost deskilling them rather than skilling them up
100	Instead of building up capacity in them which is very much part of what I see
101	an EP's role as, sort of building up capacity amongst the staff; that could be
102	compromised
103	It could be if you were there for a lot of the time.

Line No	Text
172	So you had to make your own job?
173 174 175	And that's difficult for trainees, if you had 10 years' experience that you could draw on and say I've done this, I've done that I've done that. But you're wanting some guidance
176 177 178 179 180	I was the EP for that school wasn't I, the year before. And I really felt like they didn't know what I did as much as I tried to explain it to them. When they said they we're wanting to buy one in obviously I thought 'Oh brilliant', but also I was thinking 'do you even know what you're buying'. Coz I just felt like they didn't
181 182 183 184 185 186 187	And I was the EP before that, clearly it was all my fault (laughter). And the staff changes happen so much though in 'secondaries' don't they. People change and you work with heads of year more Then that's all lost when that person's gone And the dynamics, depending on who you're working with for which case or which training you're delivering it's difficult isn't it.
188 189 190 191	And that's why probably it is a good idea to have an EP embedded in a school because you get to understand the systems and you get to do rather than just coming at the edge a little bit through a SENCO and that is a good idea but...

APPENDIX E

AN EXAMPLE PARTICIPANT CONSENT AND INFORMATION FORM

Information Sheet

1. **Research Project Title:**

The Role of a Trainee Educational Psychologist Employed by an Academy: a Reflexive Autoethnography

You are being invited to take part in a research project. Before you decide it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Please ask me if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part. Thank you for reading this.

2. **What is the project's purpose?**

This research aims to examine the experiences of a trainee educational psychologist (TEP) who is employed by an Academy school. For the purposes of this research I am considering the bursary arrangement in the context of 'employment'. It is hoped that this research will offer a theoretical perspective on the role of TEPs employed in Academies as opposed to Local Authorities, and could help to shape EP practice in the ever reforming educational landscape.

In order to meet these aims a grounded theory type approach will be used. This involves a cyclical data collection and analysis process which allows codes to emerge from a variety of data sources. The aim is to enable the generation of theory which is grounded in the data. Data will be gathered from a combination of auto-ethnographic field notes, diaries and observations and a focus group with Educational Psychologists (EPs).

This research will form part of my doctoral training and the whole project is expected to take 18 months.

3. **Why have I been chosen?**

You have been chosen as you are an EP employed by a Local Authority.

4. **Do I have to take part?**

It is up to you to decide whether or not to take part. If you do decide to take part you will be given this information sheet to keep (and be asked to sign a consent form) and you can still withdraw at any time without there being any negative impact on you. You do not have to give a reason.

5. **What will happen to me if I take part?**

You will take part in a focus group discussion which will involve you anticipating what it would be like to be employed by an Academy. This discussion will be

recorded for analysis purposes. The focus group is expected to last no longer than 1 hour and will be held in a venue that is convenient for you.

6. Will I be recorded, and how will the recorded media be used?

The audio recordings of your activities made during this research will be used only for analysis and for illustration in conference presentations. No other use will be made of them without your written permission, and no one outside the project will be allowed access to the original recordings. Once I have received confirmation that my thesis has been successful I will dispose of the recordings appropriately.

7. What are the possible disadvantages and risks of taking part?

There are no risks associated with this research that you would not expect to encounter in your everyday practice. Focus group discussions could potentially be uncomfortable if negative issues are discussed and you will be expected to reflect on your own practice which can be challenging.

8. What are the possible benefits of taking part?

Whilst there are no immediate benefits for those people participating in the project, it is hoped that this work will offer a framework for practice in the future. As more EPs and TEPs begin working in Academies it is hoped that this research will help shape their practice and offer some insight into how this way of working could benefit the profession and the educational outcome of children and young people.

This research could also offer you space to talk about and reflect upon a developing aspect of your practice.

9. What happens if the research study stops earlier than expected?

In this case you will be informed of the reasons and reassured that any data you have provided will be processed accordingly.

10. Will my taking part in this project be kept confidential?

All the information that I collect about you during the course of the research will be kept strictly confidential. You will not be able to be identified in any reports or publications.

11. What will happen to the results of the research project?

The results of this research will be used within my thesis as part of my doctoral training. They may also be used in any associated publications. Details of the results will be made available to you in debriefing information at the end of the project.

12. Who has ethically reviewed the project?

This research was ethically reviewed by the Department of Education at the University of Sheffield.

13. **Contact for further information**

Researcher Name: Morgan Vallily
Email: edp11mev@sheffield.ac.uk
Tel: 01XXX XXXXXX

Supervisor: Dr Pat Bennett
Email: P.Bennett@sheffield.ac.uk
Tel: 0XXX XXXXXX

Participant Consent Form

Title of Project: The Role of a Trainee Educational Psychologist Employed by an Academy: a Reflexive Autoethnography

Name of Researcher: Morgan Vallily

Participant Identification Number for this project:

Please initial box

1. I confirm that I have read and understand the information sheet the above project and have had the opportunity to ask questions.
2. I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason. (Contact details for Morgan Vallily – email:edp11mev@sheffield.ac.uk, tel: 01XXX XXXXXX)
3. I understand that my responses will be anonymised before analysis. I give permission for Morgan Vallily, her research supervisors and members of her the research community to have access to my anonymised responses.
4. I agree to take part in the above research project.

Name of Participant
(or legal representative)

Date

Signature

Name of person taking consent
(if different from lead researcher)

Date

Signature

To be signed and dated in presence of the participant

Lead Researcher

Date

Signature

To be signed and dated in presence of the participant

Copies:

Once this has been signed by all parties the participant should receive a copy of the signed and dated participant consent form, the letter/pre-written script/information sheet and any other written information provided to the participants. A copy for the signed and dated consent form should be placed in the project's main record (e.g. a site file), which must be kept in a secure location.

APPENDIX F

TABLE OF ABBREVIATIONS

BPS	British Psychological Society
CAF	Common Assessment Framework
CPD	Continuing Professional Development
CTC	City Technology College
DECP	Division of Educational and Child Psychologists
DfE	Department for Education
DfEE	Department for Education and Employment
DfES	Department for Education and Skills
EHC	Education Health and Care [plan]
EP	Educational Psychologist
EPS	Educational Psychology Service
GT	Grounded Theory
HCPC	Health and Care Professionals Council
LA	Local Authority
LEA	Local Education Authority
LGiU	Local Government Information Unit
NASUWT	National Association of Schoolmasters Union of Women Teachers (teaching union)
PEP	Principal Educational Psychologist
SEBD	Social, Emotional and Behavioural Difficulties
SEN	Special Educational Need
SENCo	Special Educational Needs Coordinator
TA	Teaching Assistant
TEP	Trainee Educational Psychologist