ENGAGING CASUALLY EMPLOYED TEACHERS IN COLLABORATIVE CURRICULUM AND PROFESSIONAL DEVELOPMENT:

CHANGE THROUGH AN ACTION RESEARCH ENQUIRY IN A HIGHER EDUCATION 'PATHWAYS' INSTITUTION

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Certificate of Authorship and Originality

I certify that the work in this thesis has not previously been submitted for a degree nor has it been submitted as part of requirements for a degree except as fully acknowledged within the text.

I also certify that the thesis has been written by me. Any help that I have received in my research work and the preparation of the thesis itself has been acknowledged. In addition, I certify that all information sources and literature used are indicated in the thesis.

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List of Abbreviations

AQF	Australian Qualifications Framework
AUQA	Australian Universities Quality Agency
CDF	Curriculum Development Framework (Acronym for project at PCA to develop new curriculum for the Diploma of Communication)
CoP	Community of Practice
HECS	Higher Education Contribution Scheme
HEI	Higher Education Institution
HEP	Higher Education Provider
HERD	Higher Education Research & Development Journal
HESA	Higher Education Support Act 2003
IDP	IDP Education Pty Ltd
IJAD	International Journal for Academic Development
IP	Intellectual Property
NSW	New South Wales
PCA	The Pathways College of Australia
QA	Quality Assurance
SHE	Studies in Higher Education Journal
THE	Teaching in Higher Education Journal
UK	United Kingdom
UNS	Unified National System
UNSW	University of New South Wales
UTS	University of Technology, Sydney
VET	Vocational Education and Training
Data Citations	The abbreviations for the citations of all data sources can be found in Appendix 4

Related Peer-Reviewed Conference Presentations

Jackson, C., Salmona, M. and Kaczynski, D. (14 April, 2009) *Qualitative Methods Instruction: Promoting disciplined Inquiry through a critique of Qualitative Data Analysis Software (QDAS).* Annual meeting of the American Educational Research Association, San Diego, CA

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Kaczynski, D. and Salmona, M. (7 November 2008) *Using NVivo to Improve Rigor in Evaluation.* Annual meeting of the American Evaluation Association, Denver, CO

Kaczynski, D. and Salmona, M. (28 February 2008) *Evaluation Design Decisions: NVivo software in action research, emergent inquiry and outcome structured inquiry.* Annual meeting of the Southeast Evaluation Association, Tallahassee, FL, USA

Kaczynski, D. and Salmona, M. (9 November 2007) *Evaluation Data Analysis: The Importance of Methodology when using Qualitative Data Analysis Software.* Annual meeting of the American Evaluation Association, Baltimore, MD

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Abstract

This thesis is an account of a curriculum reform initiative that took place in 2005 at the Pathways College of Australia (PCA) [a pseudonym]. It is an investigation of an innovative collaborative educational development project in an Australian higher education pathway institution. The research highlights the neglect of the professional development of casually employed teachers and makes contributions to the literatures of educational development, curriculum and collaboration. It suggests ways to improve quality in the current higher education context through a process of action research enquiry and organisational change

In recent times the higher education landscape in Australia has transformed with growing numbers of casual and part-time teachers, many more international students and an increasing focus on quality assurance. This changing context has led to the emergence of a number of private institutions providing an alternative entry pathway to tertiary study for students who do not meet standard university entrance requirements. The story of PCA and its growth during this time comes out of an increasing focus on quality and accountability underpinning the funding changes to, and the internationalisation of, higher education.

This study presents a curriculum development framework which engages casually employed teachers and supports curriculum reform. It addresses a need to ensure quality in the teaching and learning at PCA by developing an integrated curriculum. The framework allows for the professional development of casualised teaching staff in a pathways higher education institution and encourages a critical reflection on the process through action research. An exploration of the usefulness of communities of practice theory for examining the workings of this group-based educational development process frames the data analysis.

The research contributes to the literature by analysing how the participants engaged in the project cycles and illuminates the different ways in which they were working. Insights into curriculum reform are given through building collaboration under adverse conditions. The discussion adds a new dimension to communities of practice theory as it does not account for the important set of tensions found in the data. It furthers our understanding of its application in an environment with mostly casually employed teachers. The story about this research reveals the complexities in the relationships between the researcher, the participants and PCA and shows a successful collaboration can be achieved under challenging employment conditions.

Chapter 1: Introduction

This thesis reports on an action research enquiry into a quality improvement initiative within a higher education pathways institution, which I have called the Pathways College of Australia (PCA)[1]. The term *pathway* has developed in Australia to describe post-secondary preparation courses where International students, who do not meet either or both of the English and academic requirements for entry into university, complete the first year of their tertiary study in a supportive environment. This support includes small classes and intensive academic literacy training designed to assist them in their transition to, and successful participation in, a traditional higher education environment.

Many, if not the majority, of people who teach on such courses are employed on a casual basis. This presents challenges for teachers in where to direct their focus and interest, as they are likely to have other jobs, and challenges for PCA in engaging these teachers in improving quality within the institution. The research participants were employed to teach at PCA and in this dissertation they are referred to as teachers, as this study focuses on their teaching work. This form of casual employment is variously described within higher education contexts around the world as adjunct, contingent, part-time, sessional, non-tenure track and temporary.

My research offers, through action research, a way to engage these casually employed teachers by building collaboration under these difficult conditions. The thesis develops an argument for the need to develop curriculum and support educational development in this context of increasing casualisation in higher education and addresses a critical and persistent problem of quality

[1] For the purposes of this research, the names of all the participants and the name of the research site are pseudonyms to ensure confidentiality.

educational provision with a casually employed workforce and a diverse student body.

1.1 Contextualising the research

My interest in this study began with curriculum development and it became clear as the action research progressed that the professional development of these teachers was also a necessary component to the process. This study addresses an area in which there is little research: understanding casually employed teaching staff in a higher education pathways environment and in particular their professional development. In much of higher education literature the term *'educational development'*, refers to the array of development activities including development of education programs, curriculum change and changes in practice of the participant teachers. I have chosen to use the term '*professional development'* to refer the teachers' development and how they change their practice. I use the words professional development in this thesis, as the term is familiar to me coming from an organisational background, although I am not drawing on its roots in the psychology literature. I discuss the distinctions and similarities between the term 'educational development' and the related terms 'professional development and 'academic development' in Chapter Two.

The pathways colleges are responses to a series of changes and expansion in higher education in Australia since the end of World War II, and the historical context of these developments is detailed in Chapter Two. This work takes place in a complicated environment and the main influences affecting this study are the diversification of the student body; internationalisation; marketisation; and the increasing Government focus on the quality agenda. I argue in this thesis that it is possible to promote effective development of teaching staff through collaborative quality improvement initiatives within such institutions.

The increasingly competitive higher education environment in Australia drove education towards a growing and significant international focus. This was strengthened by an increase in quality and accountability as the universities had to change the way they operated to meet these new demands. This new quality focus was promoted as a way of strengthening Australia's global position and high standards. To support this market growth there was a significant increase in the number of private providers in Australia, such as the institution where this research takes place.

Measurement of institutional quality started to gain prominence in higher education, due to the interaction among many factors. These factors included: shrinking resource allocation for higher education from public funds, increasing competition among private higher education institutions (HEIs) and growing awareness about value for money among the public. Changes to the environment in which private providers operated included an increase in quality assurance and accountability mechanisms. This research is located in this complicated context with a growing focus on accountability.

This intervention was timely, as it enabled PCA to demonstrate that it was taking measures to improve quality, both in the teaching of the students and the educational development of its teachers. The changes in quality assurance in Australia, discussed in Chapter Two, meant that PCA was now subject to regular AUQA quality audits and would need to demonstrate compliance with criteria set out in the National Protocols for Higher Education Approval Processes (www.auqa.edu.au). This included demonstrating quality assurance in areas including learning and teaching.

PCA is a registered private provider of higher education in Australia, with facilities equal to or shared with a university. It provides an alternative pathway for entry into a major university in Australia enabling direct entry for students into undergraduate courses. At the time of this study there were over 2000 students studying in the different diploma courses at this College. PCA provides a range of services, including English language support and

academic study support, which are designed to assist students to successfully complete their study programs.

The story of PCA and its growth over the last 20 years comes out of the funding changes to, and the internationalisation of, higher education. To position PCA within contemporary higher education debates, this created a business opening to provide students, who did not meet university requirements, with an alternative entry pathway to tertiary study. PCA took advantage of this opportunity and began originally working with domestic students. As reforms led to universities needing to find alternative sources of funding including more full-fee paying international students, PCA shifted its focus to include international students. PCA was in a strong position to develop courses that provided a supportive environment for these students to prepare for second year study at undergraduate level. The driving force behind the development of the PCA model was making an Australian tertiary education available to international students. The first course, delivered to a mixed group of international and domestic students, was offered in the early 1990s (Chairman's Report 1990).

Over time the term *pathway* developed to describe such courses where international students needed a supportive environment to transition to traditional tertiary study and participate successfully at university. The PCA model had smaller classes with more contact hours, and English and academic literacy classes were also introduced to strengthen the support provided to students. The students' long term success at tertiary level following the PCA pathway program was, and is, demonstrable. PCA's success as an education institution has also been recognised by winning Education Exporter of the Year awards for both NSW and Australia.

Designed and taught by academic teaching staff, all PCA higher education diploma courses are approved by the relevant State Government and PCA's partner university. These diploma courses are equivalent to the first year of undergraduate study at university. Through PCA, academic pathway courses

are available for students who do not meet the entry requirements for courses at university across a broad range of disciplines. Articulation arrangements are currently in place for diploma courses in a number of fields including communication. Successful completion of a diploma course leads into the relevant university course with advanced standing equivalent to one year.

PCA is committed to employing teachers who maintain the currency of their practice at university or in industry. Traditionally it has been difficult to employ senior academics or practitioners with current industry experience on a full-time basis. This difficulty was overcome by offering employment on a part-time/casual basis. A more detailed discussion of the increasing casualisation of the higher education workforce in Australia can be found in Chapter Two. Casual employment of teaching staff was favoured by PCA and other Australian private providers of education, as this also allowed for flexibility with the timetable. The majority of the teachers at PCA are employed on a casual, or sessional, basis and may also teach at other universities.

PCA relied almost completely on long-term casually employed teachers and it was a significant realisation for me that this was a big factor in the study. This study is not about casualisation of the workforce, but as PCA relies on casually employed teachers to run the classes, and all of the research participants were employed on a part-time casual basis, it is important to acknowledge their status as part of the context of this study. At the time of this study there were only five full-time teachers employed at PCA, one for each different discipline area. There were also heads of department appointed, on a casual basis, in each discipline area. In addition, there were over 70 teachers employed casually to deliver the courses. Encouraging and securing the commitment of these casually employed teachers was one of the challenges faced in my role in this research and as a manager.

The curriculum being developed in this study was for the new Diploma of Communication, described in Chapter Three. In the Communications

Department, there were five members of the casually employed teaching staff, and a head of department, all working on a sessional contract for PCA and all working separately in industry. These casually employed teachers had all been working at PCA on a long-term basis, with two of the teachers employed for more than 10 years. The background of these participants is discussed in Chapter Three, Section 3.3.

My research was strongly supported by the management of PCA as it demonstrated their commitment to improving quality in learning and teaching. This was of particular significance to PCA as demonstrating support in the educational development of the mostly casually employed teachers, represented an ongoing challenge for PCA during quality audits. We needed to find a way to encourage and secure participation from the casually employed participant teachers and it was necessary to question the power relationships in the study, as all the teachers reported to me as their manager. A discussion about these power relationships can be found in Chapter Three, Section 3.1. There was also a need to reflect on how to position myself in the research as participant, observer and manager and this reflective work is shared later in this chapter. At this point it is important to mention that I left PCA at the completion of this study when I moved to a different college. This had implications for the study design and data analysis which are discussed in Chapter Three.

1.2 Defining the problematic

There were a number of issues that defined this study, including lack of integration in the curriculum, cultural traditions within higher education of not sharing and not recognising good practice, and problems engaging the casually employed teachers in quality initiatives generally and in their own professional development. The immediate presenting problem at the time in which I was manager of academic programs at PCA, was the need to address the lack of integration in the curriculum and the idea for this study emerged

out of my professional practice. The existing system had created some problems that I was familiar with in my work, in particular a lack of curriculum planning which lead to students and teachers having difficulties in managing the course materials. I realised that a framework was needed to integrate the curriculum in a way that made sense to both the students, the teachers and PCA.

Over time I had observed that individuals developed curriculum materials separately from other teachers working on the same program. My systems and project management background (described later in this chapter), made me realise that supporting the teachers working together in a team, or a learning community, could improve the way of developing curriculum. Improving the existing curriculum development method by strengthening the collaborative aspect of the effort is the focus of this study.

The research questions being addressed by this study are: -

Q1 *How can curriculum quality be improved in higher education contexts through collaborative inquiry?*

Q2 *What are the conditions in which an educational development initiative could succeed with a casualised workforce?*

There had to be a way to implement a change in the institution, and my idea was to get the teachers involved from the start identifying shared goals and outcomes; this strategy was informed by communities of practice theory as discussed in Chapter Two, Section 2.3. A supportive learning community would give the teachers space to work and think together.

At PCA there were organisational and cultural issues of not sharing and not recognising good practice and they were prominent in the genesis of this study. It had been reported to me anecdotally that each individual lecturer/teacher developed their own curriculum teaching materials and rarely shared them. These materials would stay with the teacher and not the subject

being taught. So if a new teacher took over the subject, they then had to develop their own teaching materials. I could never understand this. It seemed to me that it was better to work together to develop materials that could be shared. In this way the teachers could be supported during the collaborative development phase and the students would then benefit from a linked curriculum.

The issues outlined above including engaging the casually employed teachers in taking ownership of their own professional development and encouraging their awareness of the curriculum, were all important to this study. There were complexities in the interactions between the dimensions of my managerial work and my scholarly work. In a parallel and simultaneous process, I had a practical need to develop new understandings about constructive alignment, curriculum reform and collaboration. This literature review work can be found in Chapter Two. As a researcher who is accumulating understandings with new knowledge being produced, these two processes of my management work and my scholarly work, existed in parallel and informed each other; the process of the presenting problem leading to curriculum reform and the process of my own research process situating the work in the bigger picture. My role in the study was complex, as I was a participant, observer and manager. The process that I went through in my management role to define the problematic for this thesis began with the presenting problem and ended with an innovative framework for curriculum reform called the Curriculum Development Framework (CDF) Project. This project, and its part in the overall action research study, which is the focus of this thesis, is described in Chapter Three.

When defining the focus of my investigation, I needed to pay attention to the principles of inclusions and exclusion. I could focus on the changes in the curriculum or I could focus on the changes in the practice and engagement of the teachers. As I have always been enthusiastic about supporting the teachers and their development, I chose to focus in this study on the teachers and how learning and/or professional development of the teachers was supported by the

CDF model through curriculum reform. In this instance, I was interested to see how, if at all, facilitated workshops supported the teachers in their curriculum development work.

1.3 Designing the study

Within the broad focus of improving the quality of teaching at PCA, this study explored, documented and evaluated the implementation of a new framework for curriculum reform. The goal was to build collaboration under challenging conditions. It drew on Biggs' (1999a) notion of *constructive alignment* of three curriculum elements; learning objectives, assessment tasks and teaching method as a tool to assist the teachers in changing their practice. The connections between the professional development of the teachers and the use of the new curriculum development framework (CDF) were explored through the implementation of a new framework. The focus of this investigation was to gain a better understanding of how teachers change their practice after they have been exposed to a collaborative educational development program promoting a community of practice. In particular, the study explored how these relationships can be strengthened and developed.

The aim for the implementation of this new CDF model was to construct a strong, linked and integrated curriculum with shared teaching and learning materials produced across the diploma. This would create opportunities for the teachers to engage in their own professional development and reflection on practice. The design of the study developed from the original instrumental approach of wanting to get the curriculum development completed in a useful way to a new understanding of the complexity of the context and the interaction of the participants with the change.

An action research approach framed the investigation of these connections and the philosophical underpinnings of this research are discussed in Chapter Three, Section 3.1. This is a form of enquiry conducted by researchers who

wish to inform and improve their practice and the effect of their practice on the research. It was highly appropriate for this study, as the development of the new curriculum was cyclical in nature. The iterative action research cycles, discussed in more detail in Chapter Three, allowed for the participants to plan, act, observe/collect, and reflect/review with a shared goal of improving their practice. The development of this new framework was collaborative and action-oriented and grounded in classroom practices. It was an attempt to work within the learning community at PCA, to change the philosophy of the teachers that underpinned the educational provision, by engaging and involving the teachers in the design, delivery and assessment of the new curriculum. This CDF model promoted and supported the need for teachers to have a greater awareness and a deeper understanding of the relationship between the different subjects in the Diploma.

Action research brought together all stakeholders at PCA to explore the development of a curriculum that strengthened these relationships. It is a good framework to use as the focus was on improving practice. Further, there was an internal evaluation to see if the newly developed curriculum was meeting its goals and to promote continuous improvements. However as a consequence of my career move, mentioned earlier, I had to manage the data analysis without the action research context. To do this, I was unable to involve the participants as I no longer had access to them. Instead I chose to reflect through the more general qualitative literature (see Chapter Three, Sections 3.1 and 3.5).

1.4 Significance of this research

The focus on quality improvement in this action research study is significant beyond the particular context of PCA. The number of casually employed teachers in the current higher education context in Australia continues to increase and pathways colleges are a symptom and an extreme instance of a growing phenomenon nationally.

In Australian higher education there is a tacit underlying assumption that academics are employed full-time and educational development has been built on this assumption. A real contribution of this thesis is to highlight this neglect of the professional development of casually employed teaching staff. I argue, through the discussion of the action research study, that casually employed teachers can be successfully engaged in their own professional development through a collaborative framework. By providing this space for the casually employed participant teachers to come together, they are able to share ideas and goals, and feel valued by the institution. PCA's need to improve the quality of teaching, to meet the growing quality focus in Australian higher education, discussed Chapter Two, Section 2.1, was addressed by developing the institutional capacity for alignment of goals between the teachers and PCA. With the increasing numbers of casually employed academic teaching staff, it is important to strengthen our understanding about their professional development needs and to give them a voice. The success of this venture relied on a successful organisational change initiative.

In this changing higher education environment, with its unstated underlying assumption of full-time employment, any curriculum or educational development has to be mindful of the casualisation of the teaching staff. The value of the action research allowed the participants to engage in the project cycles and illuminated the different ways in which people were working. Working with constructive alignment in this study complicates our understanding of communities of practice theory. Through the data analysis this work adds a new dimension to communities of practice, discussed in Chapter 6, by further illuminating our understanding of its application in an environment with a high percentage of casually employed teachers.

This work expresses some of the particular challenges of working with a casually employed workforce in a pathways institution, an area where there is no significant literature. It also seeks to enlighten us about the particular

organisational change challenges of pathways institutions with the increasing casually employed proportion of the higher education workforce. Through the data analysis, this thesis also highlights the need for a different kind of relationship with the educational developer. In the existing literature, collaborative educational development traditionally focuses on the role of the educational developer and their work with teachers from the point of view of the expert educational developer. This collaborative process to address curriculum reform at PCA was, in contrast, initiated from the inside, with outside experts (including educational developers) being brought in to the group as needed.

1.5 What I bring to the research

Prior to this study taking place, the casually employed teachers had no forum to come together and share their understandings and practice. My challenge was to find a way to engage these long-term casually employed teachers. It was at this point that I realised that an action research approach could be useful in providing a space for the casually employed teachers to become involved in the process and have a voice. The development of a sustainable educational development program and the critical analysis of its outcomes will help strengthen the curriculum and, through teacher reflection and collaboration, provide stronger outcomes for the students. The collaborative development of this new curriculum supports the teachers creating curriculum that is integrated across all subjects. It contributes to the literature in the areas of educational development in higher education and to the industry sector in which this work is taking place. This multi-dimensional approach speaks more broadly about the problems and needs and what might work in higher education with a casualised workforce.

My own professional history and experiences are critical factors in this research. During the project, the complexities of my own positioning within the research became more prominent. There was a need to clarify my thinking

about the associations between what was my normal day-to-day work and what was my doctoral research. After reflection and review, I realised that the CDF project was part of my normal work at PCA, as I worked through the competing agendas in order to bring a coherent representation to the CDF project and begin the workshop cycles. Through the analysis and interpretation of the data and the writing up of this CDF project, I realised that there was a parallel process of my own research into the CDF project. Through my reflections as a manager, my observations, emerging issues in the workplace and the research, I realised that there was a twin spiral process in the research. This duality inevitably led to tensions between my role at work and my role as a researcher and participant, discussed further in Chapters Five and Six. I now discuss my struggles with the presenting problem and my filters in my approach to my work and this research.

My interest was drawn to this topic for two reasons; I wanted to (a) further my understanding of how to produce an integrated curriculum, and (b) broaden my knowledge about the educational development and professional learning of teachers. I approached this study from the multiple aspects of manager, doctoral student, participant and observer and brought my own experiences and values to the study.

My professional shift to education occurred through my academic teaching work at the UNSW School of Information Systems, Technology and Management in the Faculty of Commerce. It was there that I discovered my passion for learning and teaching by assisting and enabling students to be successful in their higher studies. My systems background training was further developed during this time and this helped me in my work and approach to problem solving. Systems thinking proposes that the only way to fully understand a problem is to understand it in relation to the whole and not in isolation (Stair & Reynolds 2003). So when faced with a problem, my experience would lead me to look for links and connections between people and their ways of working. It is this background that I bring to this research.

My working philosophy is to identify and promote the strengths of those with whom I work – if the team succeeds, we all succeed. When I moved to a senior administrative role at PCA, I saw my main focus as facilitating and supporting the teachers in delivering the classes to our students. I also saw that my position was one of a manager who often needed to take on the role of adviser. Having worked in universities for a number of years I have experienced curriculum development from both the inside and outside; as a student, as a lecturer and as an administrator.

This study grew out of an idea I had, when I realised that, if I supported the teachers in their work and maintained and improved their professional development, then the learning outcomes for the students would be strengthened. Supporting the students in achieving success in their studies is the reason why I work in education, so I was able to focus my passion for education in working with the teachers and their professional development.

When I started to think about this project I realised that I needed to know more about educational development and how teams worked. Over the years I had learned a lot on the job but had very little theoretical knowledge. I knew I needed to build my understanding of these issues and the current thinking in the literature. The course work in the Doctor of Education program was a great place for me to start to investigate my ideas to see if any of them were possible or likely to work. I realised that I could learn by doing and the following discussion about the literature elaborates on these insights.

All educational development at PCA was focused at the individual level, which seemed to me to isolate the teachers in their workplace. It was my assertion that we needed an effective model for educational development that would meet the needs of the teachers and PCA and promote collegiality amongst the teachers. The question that intrigued me was: How would it be possible to engage the teachers and secure their commitment?

While I was developing this idea, I realised that there were also some issues for the students. At PCA they undertook compulsory courses in academic literacy; however, it appeared that the students did not make the connection between literacy, content and the application of these skills when they finished these subjects. They also did not demonstrate their new expertise in the content-based subjects. PCA did not promote the development of this relationship, as all literacy subjects were delivered in separate streams to those viewed as content-based subjects. This relationship had not been explored in curriculum development or the professional development of the staff. It occurred to me that the development of this relationship could become a mechanism to promote the educational development of staff.

During my time at PCA, a number of teachers told me about the difficulties they faced in the classroom when asking their students to apply skills they had learned in other subjects. It would appear that the students failed to transfer these skills, and anecdotal comments indicated that the students simply associated these skills with the subject in which they were taught. The teachers reported that the students had no idea how to reference or construct an essay, although this was clearly the focus of their work in the literacy subjects.

The need for the study was illuminated by an example of the difficulties that the teachers faced when a senior teacher came to me with a question. He asked me if the students were taught to read newspapers in the academic literacy stream. I asked him why he thought that that was necessary. He replied that it was very important in his subject that students read the newspapers each day. I then suggested that if it were an important part of his subject that students read newspapers, perhaps it could be an objective in his subject. He could also then have some learning activities in the tutorials that reflected this importance. The teacher had not considered this as an option; neither had any educational development workshop delivered by PCA. It also reflected the general lack awareness of the teachers had about what was being taught in other subjects in their area. I realised that it was important that the

teachers knew what was going on in the other subjects – surely they would then be able to build upon each other's strengths in the diploma? This is an example of the type of comments that were repeatedly emphasised at the PCA Quality and Curriculum Committee meetings and appeared to be an ongoing problem from discussions with teachers.

After reflection I realised that these were structural problems in the curriculum which could be addressed through collaborative curriculum reform. This study became my opportunity to do something about this and promote professional development of the teachers through this curriculum reform. My expertise and systems thinking background were valuable assets to bring to this study.

1.6 Outline of the thesis

The following chapters discuss and examine the particular challenges of this action research organisational change initiative which highlights the neglect of the professional development of casually employed teaching staff in a higher education pathways environment. An action research approach in my research necessitated my continuing engagement with the literature (Dick 1997; Herr & Anderson 2005; Reason & Bradbury 2001). To try and share this repeated reading and re-reading of bodies of literature, a review is presented to the reader as Chapter Two. Chapter Three then engages with my action research approach to this study and shows how the conceptual framework was developed around the problematic. It explains the framework for the CDF project and draws on the curriculum literature to design a new way for the teachers to work together to develop their new materials. It is a chapter that describes what happened and the process that took place by outlining how the workshops were designed to support the development of the new teaching and learning materials. It ends by looking at the process and its value, and how I approached this work.

Chapters Four and Five discuss the data produced from the sequence of activities within the action research process, and represent my experiences, both as a learner and as a researcher. These chapters present a series of readings of the data in relation to the problematic. They discuss the experiences of the participants and how they started to think differently about their practice. Chapter Four examines the research process and its value by investigating what happened in terms of the curriculum and moving inside the process. It looks more closely at what actually took place and the outcomes of the study. Chapter Five then investigates the process of the curriculum development project and draws heavily on the data, and discusses the professional development taking place for the teachers through the lens of the problematic. It interrogates the process deeply and looks at some of the underlying issues for the participants and the strengths of the process.

My thesis concludes by revisiting the research to frame the conceptualisation of the conclusion. It begins by using the lens of the problematic to look at the key findings and insights of this CDF project. Following on from this is a self-reflection on the experience of this research where I consider my own place in the doctoral study and the action research in the workplace. This chapter ends with a discussion about possible future research.

Chapter 2: Engaging with bodies of literature

> *In most forms of action research, the relevant literature is defined by the data you collect and your interpretation of it. That means that you begin collecting data first, and then go to the literature to challenge your findings (Dick 1993).*

Dick advises us, in this epigraph to provide an in depth contextualisation of the research through an examination of the literature. As a manager, I came to this research with skills and experience which enabled me to design and plan this study. The action research process led me to draw on the literature to engage with current ideas which helped me better explain and describe what was happening. As part of this process, in order to work with, and engage, the casually employed teachers at PCA, I needed a better understanding of the context of higher education and also how people work together to bring about educational and organisational change. The following literature now addresses these areas.

The initial presenting problem, as discussed in Chapter One, was the need for a new framework to develop integrated teaching materials for the new Diploma at PCA. The problematic for this study was then developed from the need to secure the commitment and engagement of the casually employed teachers. As Presskill & Torres (1999) argue, change efforts can fail when the ways in which people work and learn in the workplace is not considered. This change was managed by means of building collaboration through a community of practice and this action research study investigates these practice dilemmas. It investigates if it is possible to support the professional development of the teachers using the new CDF model, described in Chapter 3.4, as they work together to produce integrated teaching and learning materials for the new Diploma of Communication.

In any action research project, the approach and methods drive the process and guide how the researcher draws upon the literature (Dick 1993). Initially

I engaged in readings from the literatures of higher education, curriculum and learning, workplace collaboration together with communities of practice and educational development for this study. This first review was necessary for me to develop a deeper understanding of the fields of knowledge and practice relevant to this study. Once the first action research cycle was completed, I returned to the literature during the data analysis, to assist in illuminating and making sense of the data. This further review of the literature, undertaken as part of the cyclical action research process and as the themes emerged from the data, looked at organisational change as an added dimension to this research. The literature assembled both prior to and during the study is now presented, for clarity, according to the themes as they developed.

An understanding of curriculum was one of the central ideas in developing this new framework. There is a brief review of this literature to locate it within the field of higher education. Generally work in higher education has been dominated by research on individual student learning and the term *curriculum* has not been engaged in the literature until recently. There is also little public debate in this area. One of the significant ways that student learning is taken up within the educational development field with real curriculum implications is in developing graduate attributes. This CDF framework is an application of this (see Figure 7: Preferred key graduate outcomes for Stage 1 students presented and discussed in Chapter Four). The framework also draws on another key component of curriculum, the improvement of teaching with the express purpose of improving student learning drawing on Biggs' (1996, 2003b) constructive alignment as a foundation concept.

Collaboration, and how people work together, became important to this study, as this constructive alignment approach focused on changing teachers' conceptions of teaching in a collaborative and supported way. In this reading of the literature on collaboration and working in teams, there is also a review of communities of practice (CoP) theory. The CoP literature informed the development of the new framework with its focus on groups coming together with the aim of improving practice. CoP theory is put forward as a useful lens

to consider the data and is a thread throughout this thesis which is revisited in Chapter Six in the light of the questions and issues posed by this study.

The need for an educational development framework at PCA came, in part, from my engaging with the bodies of literature reviewed in this chapter. This work is necessarily situated in the field of educational development and the emergence of this literature during the last couple of decades is reviewed later in this chapter. The current focus of educational developers is to be strategic and align themselves with organisational priorities, which can create tensions between the agenda of the individual teachers and the institution. Recent work in the educational development literature explores new perspectives with a more critical approach to theorise the work.

This thesis seeks to contribute to this field with an educational development project being generated from the inside working with a casualised workforce in a pathway setting. This work brings educational development and education together in an holistic way to address some of the current issues facing PCA (e.g. student success, integrated teaching and learning materials, support for organisational change) to focus on strengthening outcomes by working together.

During the data analysis phase of this research, I needed to draw on the literature outside of the above areas to build the organisational dimension of the study. As the field of educational development generally does not focus specifically on organisational change, and does not take up this question, I considered the literature on organisational change to help me understand the tensions between the demands of the institution and the teachers, which was prominent in the data analysis. The brief review of the organisational change literature was helpful in broadening the context of the theoretical underpinnings of this thesis. The ideas in this body of literature of clear communication; realistic expectations, organisational support; lack of individual resistance and internal resource pressures being needed for successful change to take place were very helpful when working with the data.

2.1 Australian Higher Education

When PCA first started offering pathway courses in the early 1990s as discussed in Chapter One, it was registered through the New South Wales Government Department of Vocational Education and Training (VET). VET is a term used to describe education and training arrangements designed to prepare people for work or to improve the knowledge and skills of people already working. In the last ten years, changes in higher education in Australia have shifted pathway providers from the VET sector into higher education as registered providers of higher education. These changes are now presented in order to understand how PCA is located in higher education in Australia.

2.1.1 Changes: 1973 – 2008

In this section the policy focus is selective, focusing only on policies that address expansion, casualisation of the workforce, internationalisation, marketisation and quality in learning and teaching. The move towards a mass higher education system in Australia, driven by the Whitlam Labor Government, intensified in the early 1970s. Education was considered to be key to personal development and the Commonwealth assumed responsibility for higher education funding (Dobson 2001). All university education was made free to its recipients. Less than 15 years later, this direction changed when the then Minister for Employment, Education and Training in the Hawke Labor Government, John Dawkins, brought in a series of reforms in the higher education sector, which included expansion of Australian universities, the forced mergers of universities and colleges of advanced education, and the re-introduction of university fees in the form of the Higher Education Contribution Scheme (HECS). The HECS system of deferred tuition payments was introduced in Australia in 1987. Dawkins saw that the demands of an increasingly sophisticated economy now required an educated, trained, skilled and innovative workforce (Kosky 2005). The Dawkins'

reforms promoted growth, increased managerialism, a corporate culture, institutional rationalism and a user-pays philosophy (Marginson 1993).

These changes in the mid 1980s were inspired by the neo-liberal 'revolution' and policies of privatisation and deregulation started by the Thatcher government in the UK (1979-1990). Harvey (2005) defines neoliberalism as a "theory of political economic practices that proposes that human well-being can best be advanced by liberating individual entrepreneurial freedoms and skills within an institutional framework characterized by strong private property rights, free markets and free trade" (Harvey 2005, p. 2). The consensus emerged that Australia needed to expand tertiary participation but could no longer afford to provide it for free. It was believed that an increase in the element of market competition via tuition fees, industry funding, international marketing and private universities would produce a more efficient system (Marginson 2004).

This increase in market competition emphasised the challenges that the competitive international environment posed for Australia, and the role of the country's higher education system in meeting these challenges. According to Harman (2004) internationalisation can be understood as a process of integrating international or inter-cultural dimensions into the teaching, research and service functions of higher education institutions. *Higher Education: A Policy Statement* (Dawkins 1988: the White Paper) laid out the broad objectives of increasing participation in and access to higher education, leading the institutions towards improved efficiency and effectiveness and increasing their responsiveness to Australia's economic and social needs (Dawkins 1988; Dobson 2001; Karmel 1992).

International students have participated in Australian higher education since 1904, with a continuing debate about whether or not policy focus was to provide a form of foreign aid (Dobson 2001). The Goldring (1984) Report took the view that this form of foreign aid should remain, while the Jackson (1984) Report advocated that education should be regarded as 'an export

industry in which institutions are encouraged to compete for students and funds' (Jackson 1984). The Jackson Committee recommended unfettered provision of education to overseas students as an export and this view was taken up by the Government and led to education becoming a major Australian export (Smart & Ang 1993, p. 112). The 'Overseas Student Policy" and the "Policy on the Export of Education Services" which followed, established Australia as a strong player in the international higher education market. Full-fee international marketing was approved in 1985 and this provided strong initiatives for market growth (Marginson 1997; Meiras 2004). New language came into being with education now considered to be an export industry.

The internationalisation of Australian universities and the education industry over the last two decades has seen a significant acceleration of international student enrolments (Chapman & Pyvis 2006; Marginson 1997). Internationalisation in higher education has acquired strategic importance (Meiras 2004; Slattery 2008) and the number of private providers increased quickly to accommodate this growing number of international students. International student fees have become a significant source of income to Australian universities and to the country overall (Slattery 2008). IDP Education Pty Ltd (IDP), a global company offering student placement and English language testing services, reported that in 1997/98, education exports were ranked eighth in value, ahead of such staple as wool and beef (IDP 1999, p. 27). Currently international education is Australia's third largest export industry contributing $11.3 billion to the Australian economy in 2006/07 (IDP 2007) and $11.7 billion in 2007 (Slattery 2008).

After the Jackson Committee's recommendations, the 1988 policy changes instituted the unified national system (UNS) of higher education, which represented significant change for the institutions themselves and for the whole community. The Commonwealth finished with its Tertiary Education Commission and established direct contacts with individual institutions. The UNS led to major changes in the number, size and structure of institutions and

of their teaching, research and administrative behaviour. The *Committee on Higher Education Funding* (the Wran Committee) was commissioned "to develop options for supplementing the funding of the Australian higher education system which could involve contributions from students, their parents and employers" (Wran 1988, p. ix) (Dobson 2001; Wood & Meek 2002).

Higher education in Australia went through a period of relative stability during the early 1990s, post Dawkins. However, when the Howard Liberal-National Party Government came to power in 1996, they undertook to review higher education. Neo-liberal advocates turned their attention to deregulating and privatising what were often thought of as "public institutions", creating markets for services including education by allowing free and open competition through privatisation and deregulation (Forsey 2007). This move was not without criticism. Marginson (1997) put forward a strong critique of the marketisation of higher education and described it as one that would create further inequities, both for local and International students. The idea of understanding education in terms of market principles obscured the cultural function of higher study (Kemmis et al. 1999)

The primary goals of internationalisation of the education market were, according to the then Minister for Education, Training and Youth Affairs in the Howard Liberal-National coalition government, David Kemp (2001), to strengthen Australia's position in global markets by maintaining high standards of education and training. Kemp's reforms continued the move towards an education market with a fresh focus on building capacity for high quality research and research training, innovation and effective commercialisation. The new policy framework for higher education research and research training was released in late 1999 in the White Paper, *Knowledge and Innovation* (Kemp 1999a). This policy statement followed on from the discussion paper *New Knowledge, New Opportunities*, released in June 1999. The reforms to research and research training outlined in *Knowledge and Innovation* were built around the "need to support and reward research

excellence; to build critical mass in areas of opportunity" (Kemp 1999a, p. iii).

With the massive growth in higher education in Australia and the internationalisation of education, including the emergence of new providers during this period, there was an increasing focus on good management and quality assurance. This focus was to signal to the community and the rest of the world that the quality of the Australian higher education system was assured. Kemp placed the responsibility for the quality of provision on individual universities, with rigorous external audits of university QA processes. The audit of institutions "will focus on how effectively and professionally institutions monitor their own performance and use the information gained for institutional planning and improvement" (Kemp 1999a).

The Australian Universities Quality Agency (AUQA) was formally established in 2000 as an independent, not-for-profit national agency that promoted, audited, and reported on quality assurance in Australian higher education. It was responsible for providing public assurance of the quality of Australia's universities and other institutions of higher education, and assisted in enhancing the academic quality of these institutions (Kemp 1999b).

Building on the recent reforms, the new Minister for Education, Science and Training in the Howard Liberal-National Party coalition government, Brendan Nelson, initiated a consultative change process review of higher education in 2002, under the title *Higher Education at the Crossroads*. This review incorporated a combination of new financial incentives for universities, increased fees for students, potential expansion of full-fee places and increased regulation in the university setting. In 2003 the Australian Commonwealth government released its policy statement on the future of higher education *Our Universities: Backing Australia's Future* (Nelson Report) (Nelson 2003). It introduced a series of radical changes to Australia's higher education system that simultaneously imposed more direct government

control over the management of universities while also allowing them to earn more revenue by charging higher fees to students. A key emphasis of the Nelson Report was on improving the quality of teaching and learning, which is relevant to this research.

Most of the initiatives in the Nelson Report were directed at changing the behaviour of the universities. These initiatives included both market-based and regulatory strategies and financial incentives to change university behaviour in terms of the mix and number of courses (Duckett 2004). The Nelson reforms led to a major transformation in Australian universities with higher education becoming more market oriented with a stronger emphasis on the market and fees as well as significantly increased intrusion by government into governance and internal processes of the universities, industrial relations and working conditions of staff. The number and type of students that the universities could enrol was also increased (Dobson 2001; Duckett 2004).

2.1.2 Marketisation and casualisation

This transformation of Australian universities towards a stronger emphasis on the market and fees, through the privatisation and deregulation of higher education, also led to changes in the academic staff and their employment conditions. There has been a general worldwide trend towards increasing casualisation for some time, not just in higher education, and it is seen as a key feature of Australia's flexible labour market (Brown, Goodman & Yasukawa 2008; Pocock, Buchanan & Campbell 2004; Vandenheuval & Wooden 1999). As mentioned in Chapter One, internationally casualisation is known as either adjunct, sessional, contingent, part-time, non-tenure track or temporary. Casual jobs are commonly understood as jobs that attract an hourly rate of pay but very few of the other rights and benefits, such as the right to notice and most forms of paid leave (May, Campbell & Burgess 2005; Pocock, Buchanan & Campbell 2004). The general growth in casualisation in the workforce began in the 1980s and forecasts indicate that the trend will continue (De Cuyper et al. 2008; May, Campbell & Burgess 2005; OECD

2002) and this increase in casually employed teachers has been mirrored in higher education in Australia. Increasing casualisation has assisted higher education in becoming more market-oriented and corporate in the last thirty years, with Australia having amongst the highest level of casual employment in the world (Berry 2005). According to workforce analyses in the literature (e.g. Wallin 2004) without the use of casually employed teachers, it would not be possible to meet student demand for courses

Casualisation has been promoted by the Australian federal government as a means of increasing workforce participation and has been driven by business seeking to increase flexibility and efficiency (Brown, Goodman & Yasukawa 2008). Some diversification can be helpful in promoting options for good quality part-time work. However, the increase is generally seen to provide flexibility for the employers, not the employees (Pocock, Buchanan & Campbell 2004). The National Tertiary Education Union, Australia's Union for Tertiary Education Staff, reports that with over one third of employees being casual workers, tertiary education ranks as one of the most casualised industries in Australia (http://www.nteu.org.au/getinvolved/categories/casual).

In addition to the universities employing teaching staff with casual status, the growing numbers of privately funded non-university higher education providers also used this flexibility with a casually employed workforce. By doing so they were able to offer a range of fee-paying higher education courses leading to both bachelors and masters degrees. These institutions were known as eligible private higher education providers (HEPs). Most HEPs offered higher education awards that were accredited or approved by a State or Territory authority as meeting the standards which apply to the granting of such awards. The Pathways College of Australia (PCA), the site of this research, fell into this category, as one of approximately 120 non self-accrediting higher education providers. As such, it was recognised under relevant State or Territory legislation; included in the list of Non Self-Accrediting Higher Education Institutions contained in the Australian Qualifications Framework Register (AQF); and accredited by the relevant

State agency to offer at least one course of study as a higher education award (Department of Education Employment and Workplace Relations 2008).

With the election of a Labor government in Australia, under Prime Minister Kevin Rudd, and after eleven years of conservative government, there has been a shift in higher education towards a renewed focus on diversity and equity. To further strengthen quality using this lens in Australian universities, a new regulator has been recommended by the recent Bradley Review (Bradley et al. 2008), that would have the power to hold universities that failed to meet standards accountable. New measures have also been recommended to integrate the vocational training and higher education sectors in order to promote equity and boost participation among lower socio-economic groups.

There are a number of issues in the literature that suggest important avenues for further enquiry. Casual employees can work long hours, on such a regular basis and with an expectation of ongoing employment as to be considered *permanent casuals*. This was the case at PCA with many of the teachers having worked there for a number of years. Research in this area has shown that casually employed academics strongly desire a voice, respect and inclusion (Junor 2004; Wallin 2007). At the same time, the issue of building quality in the teaching workforce was important to PCA and the casually employed teachers were seen to bring diversity with them together with professional and personal experience. Yet accessible professional development opportunities for the teachers, critical to their success, were limited. These issues will be further canvassed in Chapter Five.

2.2 Curriculum and learning

The new CDF framework at PCA was developed to provide a collaborative space for the teachers to engage in curriculum reform. A foundational concept for this approach was improving quality in the teaching and learning at PCA taking into account the casualised teaching staff. The idea of

curriculum is a relatively new one in higher education. With curriculum reform being a central concept in this study; this brief review locates it in the higher education field.

The idea of curriculum is drawn from general education studies, where it has had a long history. In the literature Pinar (2007) argues that contemporary curriculum theory speaks to the significance of academic knowledge and is the interdisciplinary study of educational experience. Yet there are multiple meanings of 'curriculum' as conceptualised by students, teachers and institutions. In some cases 'curriculum' is perceived, however mistakenly, as ideology free, simply a matter of 'content'. In more critical writings its ideological underpinnings are made explicit (for example, Barnett & Coate 2005). The boundaries given to the term may also be critical as to what is included and what is excluded (Hicks 2007b). At PCA curriculum was understood to be the teaching and learning materials that each teacher prepared for their own class together with the course outline and assessments. For this new approach to be successful, the teachers needed to broaden their understanding of curriculum and see it as a diploma wide endeavour.

Within the field of curriculum studies in education, whether as an applied or theoretical field, curriculum is understood much more broadly as both institution and practice (Pinar 2007; Pinar et al. 1995; Reid 1999). This meant that we needed to view the proposed curriculum changes in a more holistic way than we had in the past, including looking at the practice of the teachers and the support of PCA for the process. Contemporary curriculum theory incorporates literal and organisational meanings of the concept of curriculum (Pinar 2007) so locating our understanding of curriculum within the culture of PCA also became important. There have also been efforts within the study of curriculum to understand the personal practical knowledge of teachers (Clandinin & Connelly 1987, 1992, 2000; Connelly & Clandinin 1988). In this study, the links between curriculum and the understanding of the teachers of both curriculum and their practice came out as a strong theme in the data analysis. This was evident in the tensions for the teachers and their

relationship with PCA as both an employer and an educational institution, discussed in Chapter Five. Even so, little has been written about curriculum in higher education, and what there is usually focused on design with an assumed understanding of curriculum (Hicks 2007b).

There has been recent discussion about professionalising higher education and those who work in this field, and Barnett & Coate (2005) say that this debate focuses on the key terms of *learning, teaching* and *quality* yet the term *curriculum* is noticeable by its absence. The small body of work which does focus on curriculum in higher education is usually contained within a discussion that is more focused on improving content and teaching materials. Usually a limited 'content' focused use of the term *curriculum* is assumed, often synonymous with 'course' or 'syllabus', where the term has not been conceptualised (Hicks 2007b; Lee 2005).

Current curriculum, both generally and at PCA, is being changed and reframed to enable students to acquire skills that have market value (Barnett & Coate 2005). Barnett & Coate posit that if curricula in higher education are to move forward towards meeting the challenges they face, then the idea of 'engagement' offers a useful way forward. Success lies in the establishment of a framework within which the idea of engagement can be drawn out consisting of three dimensions that help form curricula; *knowing, acting* and *being*. The very idea of curriculum is fuzzy, its boundaries uncertain (Barnett & Coate 2005, p. 5). Barnett & Coate argue for curriculum design to be seen as the design of 'spaces for learning' rather than the design process being seen as the filling of timeslots and modules. It would appear though, as discussed by Hicks (2007b), that while the term curriculum is largely taken up in a limited way in Australian higher education, generally focusing primarily on course content and structure, the scope and complexity of curriculum is beginning to receive more attention .

Within the field of curriculum, the other recent influence is the policy-driven work on developing and describing graduate attributes (Lee 2005). In

Australia, the definition of relevant, worthwhile core outcomes of higher education, or graduate attributes, has been one way that universities have been able to demonstrate that they are providing a relevant education (Barrie 2006). In a recent study Barrie (2007) identified some of the foundational understandings of academics' efforts to ensure students develop valuable generic attributes as a result of their university experience. He proposed these findings as a tool to facilitate developing university curricula, while addressing the achievement of relevant graduate outcomes and understanding about student learning. Consequently, insights into the importance of these type of approaches underpin many of the current educational development and curriculum reform initiatives in universities in Australia and the UK (Barrie 2007; Ramsden 2003b). The literature informed the development of the graduate attributes; a key part of the CDF model for curriculum reform which emerged as important and innovative in this study.

Curriculum reform is shaped by many factors (social, political, economic, organisational, cultural and individual) and involves people at various organisational levels (administrators, curriculum development committee personnel, instructors and learners) (Hubball & Burt 2004). Any curriculum reform is a complex and iterative process in which ideas, expressed as policy, are transformed into behaviour and expressed as a social action (Wenger, McDermott & Snyder 2002). This iterative process is reflected in the action research approach in this study.

Conceptualising curriculum reform in this study through constructive alignment was helpful in the development and understanding of the CDF model. Biggs' developed his idea of constructive alignment for developing curriculum as central to the encouragement of deep learning approaches using the 3P model of teaching and learning: *presage* (context), *process* (teaching and learning activities) and *product* (learning outcomes) (Biggs 2003a, p. 19). Constructive alignment (Biggs 1996) handles these three factors as elements of a system in which all components support each other. It rests on the idea of teaching as supporting learning and critical components to consider are:

curriculum; teaching methods; assessment procedures and the organisational climate. It is the blending of theoretical underpinnings of constructivist theories of learning with those of instructional design's emphasis on the purposeful agreement among learning goals, instruction and assessment so that all components of a course or program work together to achieve the same ends (Frielick 2004). It posits that course objectives, teaching context, teaching activities and assessment processes should be consistent in encouraging students to use the same learning processes.

In constructive alignment, constructive refers to what the student does, which is to *construct* meaning through relevant learning activities. Alignment refers to what the teacher does, which is to set up a learning environment that supports the learning activities appropriate to achieving the desired learning outcomes (Biggs 1999b, 2003b). Implicit in this is the belief that teachers' conceptions of teaching affect the outcomes of learning. In constructive alignment, even though the emphasis is on what the student does, the underlying theory is very much teacher-focused. The aim of teaching is to 'entrap' students within a 'web of consistency, optimizing the likelihood that they will engage the appropriate learning activities, but which paradoxically frees students to conceal their own learning' (Biggs 1999a, p. 26).

Biggs' 3P model (2003a, p. 19) is taken further by Hicks to give prominence to the concept of curriculum in a 3P model of curriculum, incorporating and integrating teaching and learning into a curriculum framework (Hicks 2007b). Hicks argues that this is an attempt to give an integrating focus to the design, context and content of student learning which are areas that need to be given rigorous attention in what we offer to our students.

This section discussed the iterative and complicated process of curriculum reform. I drew attention to the many factors that shape this process. In particular, I showed how constructive alignment was a key element in the success of the new curriculum reform process investigated in my action research study with casually employed teachers at PCA. Constructive

alignment provided a device and model for them to use when they were working together. By providing scaffolding through constructive alignment the teachers were able to see how the curriculum could be strengthened by integrating and linking the material, activities and assessments in the Diploma of Communication. This thesis does not engage directly in conceptual debates about curriculum but it has the practical purpose of providing some tools to support the action research process.

2.3 Collaboration and communities

The approach in this study focused on changing teachers' conceptions of teaching in a collaborative and supported workshop environment. Collaboration and communities became key elements in the CDF framework. According to communities of practice advocates Wenger, McDermott & Snyder (2002), for example, the extent to which a learning community is empowered, as well as the commitment of adequate resources and the power to influence people required during this process, has a significant effect on the outcome. To better understand these ideas of working together and working in community, I have explored the ideas of collaboration and communities within the educational collaboration and communities of practice literatures.

Within formal study of education in the West, a history of collaboration can be traced back to the work of John Dewey (1938), who promoted teacher-researcher partnerships because they proved to be a useful tool in helping teachers to think about and conduct their practice (King 1995). Elliot and Woloshyn (1997) suggest a general definition of *collaboration* as "co-laboring or working equitably with at least one other person on the same project or task" (Elliott & Woloshyn 1997, p. 24). So collaboration involves purposeful and joint effort. Joint effort attracts individuals interested in pursuing "a project that they each individually could not produce at all, a more creative product than each could produce alone, or an opportunity to be in a collegial, less isolating intellectual situation" (Baldwin & Austin 1995, p. 58). The challenge becomes one of analysing "the ways in which people jointly

construct knowledge under particular conditions of social purpose and interaction" (Resnick 1991, p. 2). When adults are immersed in challenging contexts where learning is supported by a social structure such as a collaborative partnership, the conditions are favourable for the participants to be inspired to think and act in new and proactive ways (Cousins 2003; John-Steiner 2000; Tashakkori & Teddlie 2003).

Collaborators periodically explore the features of productive dialogue according to Schwandt (1997). Managed effectively, these behaviours would lead to mutually beneficial outcomes (Lee & Shulha 1999; Tashakkori & Teddlie 2003). Collaboration can be described as a process defined by the recursive interaction of knowledge (Marinez-Moyano 2006) and mutual learning between two or more people who are working together towards a common goal (Simpson & Weiner 1989). Collaboration can be understood to mean procedures, behaviours and conversations between individuals with the idea of increasing the success of teams as they work together.

I have sought to theorise the professional learning of my research participants according to socio-cultural theorists such as Lave and Wenger (Lave & Wenger 1991; Wenger 1998a, 2004) where the focus is on the relationship of the individual and the social. Learning in this body of work is a process bringing together learning and community, that takes place in social situations or communities where individuals create their own new understandings on the basis of an interaction between what they already know and believe, and ideas and knowledge with which they come into contact (Renshaw 2002).

Communities of practice (CoP) and socio-cultural theories of learning are examples of combining the social and individual processes of learning where learning is seen as an integral part of our everyday lives and as a part of our participation in different kinds of communities and organisations. In socio-cultural terms, the development of a CoP allows participants to share reflective practice and to participate in mentoring opportunities (Lave & Wenger 1991). A CoP can be thought of as a group of people sharing a body

of knowledge (in this case experience in teaching in the area of communication) engaged with each other as members of a (professional) learning community focusing on the successful adoption of (in class) practices. Individual members participate in such learning communities in collaborative ways that involve the negotiation of meaning around activities and experiences (Wenger 1998a; Wenger, McDermott & Snyder 2002). So a sense of purpose, learning for change or improvement and joint goals within the group are the defining factors and explicit purpose of a CoP.

A CoP is, by definition, a group of people who share a practice. Their practice (say, teaching) is done under shared aegis (teaching in the same college or university), or they "practise" similarly in different contexts (business and communication). A CoP may have one or more tasks or deliverables, but the objective is practice improvement or an innovation or change that might enable better practice. Tasks and deliverable are generated by the CoP, and members self-organise to manage bringing them to fruition. Voluntary joining and on-going participation are also essential components of a CoP. Finally, there is an implicit if not explicit equality amongst participants. Whilst members may have different levels of formal authority and expertise, collaboration amongst equals is expected, sought, and is what leads to (1) individual and group development; and (2) successful outcomes.

According to Lave and Wenger (1991), learning needs to be seen as a social practice involving what they name legitimate peripheral participation in communities of practice. The focus of a community of practice can be innovative change enabling practice improvement such as in this research. In a later work Wenger (1998b) describes the three dimensions by which practice is the source of coherence of a community: (1) mutual engagement; (2) a negotiated joint enterprise; and (3) a shared repertoire of negotiable resources accumulated over time (Wenger 1998b, pp. 72-73). Wenger also lists the characteristics which might indicate that these dimensions are present to a substantial degree and a community of practice has formed. These

characteristics are described in Table 1: Dimensions of a Community of Practice and are used as a lens for the data analysis later in this thesis.

DIMENSIONS	CHARACTERISTICS OF A COMMUNITY OF PRACTICE
MUTUAL ENGAGEMENT	Sustained mutual relationships – harmonious or conflicting
	Shared ways of engaging in doing things together
	The rapid flow of information and propagation of innovation
	Absence of introductory preambles, as if conversations and interactions were merely the continuation of an ongoing process
	Very quick setup of a problem to be discussed
NEGOTIATED JOINT ENTERPRISE	Substantial overlap in participants' descriptions of who belongs
	Knowing what others know, what they can do, and how they can contribute to an enterprise
	Jargon and shortcuts to communication as well as the ease of producing new ones
	Certain styles recognized as displaying membership
SHARED RESOURCES	Mutually defining identities
	The ability to assess the appropriateness of actions and products
	Specific tools, representations and other artefacts
	Local lore, shared stories, inside jokes, knowing laughter
	A shared discourse reflecting a certain perspective on the world

Adapted and summarised from Wenger (1998b, pp. 125-126)

Table 1: Dimensions of a Community of Practice

The early work on CoP theory is tied together by a shared constructivist epistemology. More recent work (Wenger, McDermott & Snyder 2002) makes a distinct shift towards a managerial viewpoint. This idea that managers should foster informal horizontal groups across organisational boundaries is in fact a fundamental redefinition of the concept. The whole community of practice concept is redefined as:

> Groups of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis (Wenger, McDermott & Snyder 2002, p.4).

So the idea has changed from management making space for workers to work towards a joint practice, as it was in the earlier work, to the creation and fostering of new communities who work on similar or parallel, but not joint practices, effectively to invent new practices. There is an underlying assumption in this work that foregrounds certain type of organisations which are likely to employ mostly full-time employees. This work does not account for different types of organisations with a mostly casually employed workforce. I will discuss the implications of this for my study in Chapters Five and Six.

The needs of the members continually define, and redefine, communities of practice which are constantly changing, providing ongoing challenges to the facilitator. To meet these facilitation challenges, Wenger et al (2002) suggest a range of concrete strategies that the facilitator can draw upon at each stage of development. For example, in the potential stage, the facilitator can promote the community's development by defining the community's focus, normally after observing any emerging ideas and attitudes among possible group members, identifying and building relationships between members, and identifying topics and projects that would be exciting for community members. A community of practice can be a small group of people who have worked together over a period of time, and what holds them together is a common sense of purpose and a real need to know what each other knows

(Brown & Duguid 1991; Lave & Wenger 1991). The very reason why people engage in communities of practice is their desire to share experiences and understanding and to solve problems collectively. Under this view, people value communal activities in their own right and not exclusively as a means for achieving individual goals (Breu & Hemingway 2002).

Individuals' learning reflects the social context in which learning takes place and is put into practice. An educational provider needs to offer three things to support this: (a) access to authentic communities of learning, (b) resources for knowledge creation, and (c) accreditation (Brown & Duguid 2000). These are best offered through institutions that mix face-to-face activities with other kinds of media. Kirkup (2002) considers that identity and learning are inseparable and applies Wenger's (1998a) idea that identity is a product of practice and a process of learning and that both learning and identity are constructed socially within the various communities to which we belong.

There are conflicting views in the literature about the value of communities of practice in managing power relationships and integrating work and learning. Hodkinson and Hodkinson (2004b) acknowledge that the community of practice is an important theory in terms of workplace learning, but believe it tends to downplay the role of off-the-job learning and overlooks issues of social power and inequality. This is particularly important in the context of this study where it is not clear that the interests of the participants and PCA are the same, and this leads to tensions which are discussed in detail in Chapter Five. Tensions exist between the goals and interests of the organisation and the individuals themselves, who are not powerful within the organisation. This kind of tension is typical in situations with casualised staff but does not really appear in the communities of practice literature, which assumes alignment of goals.

Lave and Wenger's work explores a different way of understanding communities of practice in relation to workplace learning where the different cultures and working practices within the institutions influence the learning of

the workers significantly (Hodkinson & Hodkinson 2004a). In such contexts, a notion of community of practice can form a valuable scale of analysis, between the individual learner and wider organisational influences on learning. However, communities of practice can also have a valuable meaning in relation to the wider influences and in situations where close-knit groupings do not exist.

Work in CoP theory is now becoming more prominent in higher education and an uptake of this theory is emerging. The theme of the 31st HERDSA Annual Conference in 2008, for example, was "Engaging Communities" with presentations from the perspective of socio-cultural learning theory. Ideas being discussed at that conference included learning as a social process, knowing as participation, and the importance of communities of practice as living repositories of knowledge, with identity as a thread that translates participation into an experience of agency.

Communities of practice theory provides a useful lens to illuminate meanings in the data analysis for this study. It is a way to understand how we work together and can improve practice, through a shared understanding and shared goals.

2.4 Educational development

Until recently there was little work in the educational development literature taking up this concept of a community of practice in higher education. This emerging small body of work includes for example Brew (2003b) and Hanrahan, Ryan & Duncan (2001) [both Australia] and Kreber (2004) [Canada]. Generally, in journals such as the *International Journal for Academic Development* (IJAD) and the Higher Education Research and Development Society of Australasia (HERDSA) refereed journal *Higher Education Research & Development* (HERD), work in this context has focused on developing students to become part of a future CoP, with a smaller amount of work on learning to become a teacher (at university).

Hanrahan, Ryan & Duncan (2001) posit that educational development that is discipline-specific and, located in a CoP, is more likely to be relevant and productive than a centralized, decontextualised approach. Warhurst (2006) agrees with this point and demonstrates that academic practice can be construed as socially situated and distributed in specific contexts and that learning thus requires participation in communities of practice. Brew (2003b) suggests that moving towards a model based on CoP theory can also enhance the relationship between teaching and research. She argues that there is a need to reconceptualise the role of higher education and to renegotiate relationships between teachers and students. Given that academics of all lengths of experience value collaborative activities as a form of professional growth, future research could usefully focus on this area (Ferman 2002) and collaborating may be a positive way forward.

Collaboration, or working in communities, can be seen to support developing, changing and improving practice, a form of educational development. This study relied on a change in the culture at PCA to focus on the participants working together and sharing understandings. Developing capacity in the teachers to engage in the action research through a community of practice was fundamental to a successful outcome. This involved meeting the needs of PCA, the students and the teachers with demonstrated quality improvements in the curriculum. Understanding this capacity building was a key factor in developing the new framework.

Over the last 40 years, educational development has emerged as a field of practice and many different terms have described the work being carried out in this field. The terms instructional development, staff development, educational development, academic development and faculty development are all terms which appear in different higher education systems across the world. In Australia, *educational development* was the most common term in the 1960s and 70s for professional development activities for members of teaching staff. Then in the 1980s the term *academic development* first

surfaced to encompass the change of activities in research and development units, although educational development retains its currency in the United Kingdom (Lee, Manathunga & Kandlbinder 2008). In recent times, the policy changes in higher education, discussed in detail in Chapter One, have moved the focus of universities and their administration to quality in teaching. This shift has further emphasised the ambiguities and blurred the overlap of the different terms for this field. Educational development is the development of academic practice and research and is focused on learning about teaching and learning about learning. It is dedicated to the improvement of university teaching and to the professional development of academics as teachers at all levels (Macdonald 2003; Rowland 2003).

My initial review of the professional development literature did not connect with the academic development literature. I needed to be clear about what was most useful for this study and consider the relevance of my own practice and the context of the PCA. The teachers at PCA do not see themselves as academics, rather as professionals who also teach, even those who are also employed as academics elsewhere. For them and for me, the context of their work at PCA is more strongly related to the organisational domain than to higher education. They work as casually employed teachers in a pathway institution setting, described earlier in Chapter One, somewhere between a college and a university. The term *professional development* comes from a different literature base with a human resources and organisational background and refers to the development of individuals' professional practice. This term was relevant to both me and my work, as it was commonly understood at PCA to mean activities which promoted individual development. However, as we were working in a higher education environment and developing new teaching materials, it was necessary to take up the educational development literature as the exercise included both the professional development of the teachers and the development of educational resources for the organisation and the curriculum.

The educational development literature usually focuses on the role of the educational developer and their work with teachers from the point of view of the expert educational developer. A review of the past four years of three international journals, *International Journal for Academic Development* (IJAD), *Studies in Higher Education* (SHE) and *Teaching in Higher Education* (THE) reveals that most of the articles have been written from this view point. This work can be collaborative as the educational developer builds relationships with the teachers. The work focuses on the educational developer describing and discussing the tensions between organisationally aligned agendas and individual needs.

More recently, there has been a struggle for professional identity among educational developers (Hicks 2005). In the past, educational development was viewed as the work of professionals who called themselves academic, faculty, educational or staff developers. These developers worked in separate business units in the institution. They worked with academics, teachers or instructors in faculties and departments motivated to develop principally their teaching and their students' learning and sometimes other aspects of their professional roles. In contrast, educational development now refers not just to the development of individuals, but variously to the development of academic institutions, and the development of courses and curricula, course teams, faculties and departments. The development of expertise of academics in teaching and learning and curriculum development is perhaps the mainstay of much educational development work, with the developers still considered to be external, or separate, from those being "developed". Above all, educational development is becoming evidence-based which can surely only enhance its effectiveness (Baume 2002; Brew 2002b; Ferman 2002).

The higher education quality agendas have dominated educational development practice since the 1990s, although over time this focus shifted from quality improvement to quality assurance, accountability and performance, as outlined earlier in this chapter. In the 1990s, there was a general trend for educational development work to become more systematic

and more institutionally aligned, with direct links to quality initiatives. As a field of work, it became subject to demonstrating its impact and effectiveness by performance measures (Hoare 1996; Johnston 1997).

> *The Changing Nature of the Academic Enterprise*: Higher education has now taken on aspects of a competitive market, where … academic managers must be able to balance the need to be responsive with increased accountability and demands for quality. (Hoare 1996)

Changing practices in this field were impacting educational development with studies in Australia and the UK focusing on models for developers to implement and discussions about identity (Fraser 1999, 2001; Land 2001). Fraser concluded that the continued nature of changes across the higher education sector and their impact on educational development work may work against finding 'a common name for and conception of our profession' (Fraser 2001, p. 63). In contrast, Land focused in his study on practitioners' attitudes to change and defined different 'orientations' to the work of educational development. These discussions about different institutional cultures provided a useful framework to analyse the perceptions of educational developers (Hicks 2007a). There was also discussion about proposing a combined approach acknowledging both the organisational priorities and the needs of the individual developers within the changing higher education environment (Brew & Boud 1996; Johnston 1997).

The government's quality focus in the 1990s (discussed earlier in this chapter) was also supported by educational development units aligning themselves more with organisational directions in support of quality initiatives where action research could be adopted to achieve quality improvement at an organisational level (Zuber-Skerritt 1994). Action research can certainly encourage collaborative work and critical reflection and has been taken up within the field as an approach to researching the field and as an approach to the practice of educational development (Zuber-Skerritt 1993). Webb (1996) is strongly critical of this approach as, in his view, it does not address the power relationships and imbalances between the educational developers,

university teachers and the institution. This is of particular significance as it alerted me to the need to find a way to consider the power imbalances between the casually employed teachers and PCA in this study and helped me to address these power issues during both the implementation of the process and the data analysis.

In recent times, the importance of educational development work in Australian universities has been strengthened by the quality focus of the Australian Universities Quality Agency, as discussed earlier in this chapter. Now educational developers need to be more strategic and to be able to evaluate and demonstrate the effectiveness and impact of their activities (Hicks 2007a). Ramsden (2003a) also stressed this need for educational developers to align their work with organisational directions and the current government's mandate. What was evident from these discussions was that educational development was being positioned so that it could work across different directions. Hicks (2007a) concludes her discussion about this field during this time period by noting that, in order to survive, educational development units have to meet institutional and government priorities.

While balancing these different priorities and requirements, educational developers have to support faculty academics in their development while at the same time meeting organisational accountability requirements. The effectiveness of different strategies must now be demonstrated, not simply assumed (Brew 2002b, 2003a; Gibbs 2003; Land 2004, 2006). Effectiveness in educational development work can be demonstrated to meet new organisational accountability requirements by providing a new direction or 'new definitions of academic development' (Brew 2002a, p. 6) where both the deliverers of this work and the activities with which they engaged are now broader. This link between educational development work and accountability regimes is changing as the higher education context changes and the balance has shifted to organisational agendas (Clegg 2003; Hicks 2007a).

A variety of theoretical approaches have been applied to understand educational development and a diverse range of research methods are being employed to research aspects of it. There is a growing realisation in the field that educational development must now be carried out within a rigorous framework of evaluation and research. This reflects a growing trend; the search for new ways to understand and present the nature of educational development (Brew 2004). According to Fox (2000)and Gibbs (2003), the gap between theory and practice can be reduced by ensuring that all academic research is relevant for practitioners and likewise all practice-based research should be academically sound.

An increasingly important and difficult aspect of educational development practice in the future is that not only should it be based on research, but that the nature and application of that research extends beyond its immediate professional context. The extent to which it is successful will depend on the levels of trust in the professional exhibited by senior managers and those who make decisions about its future (Brew 2003a p. 181)

As with many emerging fields of research, and as mentioned earlier, there is currently a struggle for identity in the field of educational development (Baume 2002; Brew 2004). The profession's ongoing debate concerning professional standards creates tensions as educational development moves from being seen as a separate unit with a generic focus on teaching and learning to being a local practice which is site- or discipline-specific (Baume 2004; Boud 1999; Lee & Boud 2003).

> Some see a tension between the academic developer as an expert, as against them being a partner or colleague working towards the understanding of a situation or resolution of a problem (Macdonald 2003 pp. 3-4).

Critiques of this field have come from academics not working directly as educational developers. McWilliam (2002) challenges the work of educational development and suggests 'debate about *professional development* as a

discursively organised domain whose practices are neither innocent or neutral' (McWilliam 2002, p. 289). She questions what kind of knowledge is worthwhile, the power relationships between developers and developees and the relationship between educational development activities and university compliance with quality indicators. In a later paper McWilliam (2004) points out that this work can be collaborative and focused on "the work of [academics] turning themselves into `professional experts'." A later paper written by McWilliam & Lee (2008) moves forward by calling for a 'new leaderly disposition' which will provide a more critical and 'nuanced' understanding of the field so that educational development as a field of practice can move forward and contribute more widely and critically to higher education debates (Hicks 2007a).

To summarise: there are two significant related themes in educational development being the tension between organisationally aligned agendas and individual needs; and the struggle for professional identity among educational developers. External quality agendas have driven the direction and practice of educational development with a shift over time from quality improvement to a focus on quality assurance and accountability. The literature has not addressed professional development for a casualised teaching workforce, nor has it looked at pathways institutions. This study makes a contribution to this gap by illuminating our understanding about the educational development issues and tensions facing such institutions and casually employed teachers. Future research possibilities that flow from this work are discussed in Chapter Six.

2.5 Organisational Dimension

This section now demonstrates the need for and the value of an organisational dimension when working with quality improvement. A change strategy such as action research, described in Chapter Three, is needed to locate this CDF initiative within the context of casualisation in higher education. Casualisation has been conceptualised in this study as both a policy and an organisational phenomenon. In this study it is necessary to account for the data in Chapter Five that deals with tension and alignment within this institution. In any change initiative within an institution there needs to be an awareness of the organisational dimension to understand why some changes are successful and some fail. Investigating the literature about organisational change can give us a way to frame what happened in the study. In particular, barriers to change are an important concept for this thesis, as a deeper understanding about these barriers from the literature is helpful in illuminating the path to successful change.

This thesis is about an organisational change initiative that supported casually employed teachers changing their practice. In this chapter the higher education context and the literatures of curriculum, collaboration and educational development have been brought together and their relevance to this study has been discussed. This literature has not addressed educational development for a casualised teaching workforce and communities of practice theory has also been critiqued for its lack of an organisational framework (Hodkinson & Hodkinson 2004b; Stehlik & Carden 2005). Communities of practice are, as described earlier in this chapter, groups of people who informally share, develop and process knowledge and practice. They consist of people with common goals and interests and can have transformative consequences for individuals such as in this study. The power in a community of practice is considered to be held within that community and managed by its participants (Lave & Wenger 1991) which is unlikely to be viewed as acceptable in an institutional environment (Churchman & Stehlik 2007). Addressing the power issues through the lens of this research yields critical

insights into the relationship tensions between PCA and the participants, which are discussed in detail in Chapter Five. Now, there is a need to broaden the scope of reference to consider an organisational dimension to educational change to more fully understand this innovative change initiative, the CDF model, and its impacts on a casualised teaching workforce in a higher education pathways institution.

A widely accepted definition of the term *organisation* is a group of people intentionally organised with an explicit purpose. It helps me to think of organisations as systems where the different parts are highly integrated in order to accomplish an overall goal. There are many ways to conceptualise the term *institution* in the social science literature. In this thesis it is used in its traditional sense, to designate an established organisation dedicated to higher education and service. Throughout this thesis PCA is referred to as an institution as a different way of conceptualising its relationships with the casual teachers in a higher education environment. However for the purposes of this discussion about organisational change, the broader term *organisation* is a better fit, as it is more relevant to my own experience and expertise. Coming from a practitioner background, as described in Chapter One, locating myself in this literature and bringing my own understandings and perspectives from my practice into positioning this study was helpful. This organisational dimension is the strength that I bring with me as I work through the CDF project with the casually employed teachers. According to this literature, there are a number of important barriers to change that need to be considered for change to be successful and these include, in summary: culture; attitudes to change; communication; fear of the unknown; individual resistance to change; internal resource pressure and lack of leadership. These issues are now discussed briefly and related to the design challenges of this action research study.

Many change efforts fail because organisations have not factored in their own culture and how people learn in the workplace. These failures can contribute to a loss of employee trust and commitment to both learning and the

organisation (Presskill & Torres 1999). For example Chalofsky (1996) argues that organisations need a new vision of work-place learning. This vision incorporates a shift from individual performance to learning based on *team performance;* from competition to learning based on *cooperation and collaboration;* and from appraisal and criticism to learning based on *coaching, support and feedback* (Chalofsky 1996; Presskill & Torres, pp. 13-14). This framework shifting from the individual to team work and from competition to collaboration and support was a valuable framework for this study. These important ideas helped to frame the data analysis and how to support the participants and PCA in working together and adopting this CDF change initiative.

A key argument in the organisational change literature is that the culture of an organisation has an important impact on the success of any change initiative. According to Barlas, Smith, Thompson & Williams (2007), researchers on cultural change have discussed the importance of clear and concise communication among employees of all levels within an organisation. Howard (2000), for example, warns against the consequences that occur when an organisation initiates a plan for change but does not allow the necessary information to be shared among all of its employees. Basically, a "common understanding" (Howard 2000, p. 10) among all parties involved in the change process is not only necessary, but is required.

Poor communication is identified as a relatively common and prevalent barrier in most change initiatives (Barlas et al. 2007; Cubine & Smith 2001). The success of any change will depend not only on an organisation's ability to implement new structures and processes, but also on the organisation's ability to convey and clearly communicate the new priorities to its many stakeholders (Fiss & Zajac 2006). This was an area that PCA had not managed well with the casually employed teachers, as communication was always patchy in the past. One of the main focuses of this new CDF framework was strong communication with the teachers during all steps in the process. Existing research highlights the need to explicitly detail the processes involved in the

change initiative, as well as the anticipated outcomes of the project. Cubine and Smith (2001) stress that being clear about each process is essential to the overall success of any change initiative, and that the foundation of this success is communication. The necessary communication, as posited by Cubine and Smith, involves engaging all levels and employees within the organisation in order to ensure that everyone has been given the same information and are proceeding with a similar mindset and approach to the initiative. According to Barlas et al (p. 17), "ideal communication strategies attend to the message, the method of delivery, the timing, and the importance of information shared with various parts of the organisation. They do not overwhelm people with too much information or leave them guessing about how they will be affected by the change".

Recently, in examining the future of strategy research in management, Whittington, Pettigrew, and Thomas (2001) proposed theory and practice as a tightly linked duality which they argued will promote a stronger notion of rigour. This action research project brings together theory and practice throughout the process of the change initiative, emphasising this duality in the problematic, which was discussed in Chapter One. Since strategic change generally involves the reordering of priorities and the disruption of established relationships, such change tends to be controversial, both internally and externally (Fiss & Zajac 2006). Restructuring and job security can also be a contentious or fearful issue in an organisation's change process (Johnson-Cramer, Parise & Cross 2007) and is particularly significant when working with a casualised workforce. Johnson-Cramer, Parise, and Cross applied an assessment approach to determine the barriers to change that were inhibiting the change initiatives in ten organisations. In their research, they found that one important concept was to gain an understanding of where individual employees fitted into the organisation as a whole. Fit was determined by assessing which groups employees were involved in and the values and beliefs that were held by each of these groups. The researchers suggested that without understanding this fit (where your employees are and what they believe within the organisation) any type of change plan will prove to be unsuccessful. In

addition, Ryan's (2005) article stressed how fear of the unknown, in terms of a change initiative within an organisation, can ultimately lead to confusion among all employees and leaders.

A multitude of individual attitudes and personal barriers, or individual resistance, can also be an organisational barrier to change. Baruch and Lambert (2007) discussed the phenomenon of "organizational anxiety". They believed that if there was too much individual anxiety within a company, then the company itself absorbed the anxiety and subsequently reacted anxiously to both internal and external pressures. Baruch and Lambert suggested that organizational anxiety tends to be heightened in change situations, which further enhances individual employees' anxiety. Hence, the more individual employees are able to withstand the pressures and risks associated with an organisational change initiative, the less likely this anxiety will inhibit the overall change plan.

When employees endure an organisational change initiative that ultimately fails, they tend to resist the effort required by the company for another change process (Huq 2005) which also manifests as individual resistance to change. Even in an organisation where there is successful change, employees may be just as resistant to further changes as employees in an organisation where the change failed. This resistance may be due to the fact that the employees are content with the current organisational culture. They may not be motivated to find the energy required of them to perpetuate yet another organisational change (Schraeder, Tears & Jordan 2005). Working with casually employed teachers had its own set of challenges and overcoming resistance was the main difficulty I faced when presenting the teachers with this new CDF project. I found that involving the teachers in the change effort and clearly communicating with them was very helpful in engaging them in the process, as discussed in Chapter Five. Employee buy-in is the general acceptance of the organisational change initiative (Chawla & Kelloway 2004). One distinctive factor of facilitating employee buy-in for an organisational change initiative requires acknowledging employees' efforts of engagement in the

program and letting them create as much of the change as possible (Balthazard, Cooke & Potter 2006; Chawla & Kelloway 2004).

Financial constraints and other internal resource pressures can also present barriers to change within organisations (Howard 2000). Internal pressures can also be found when focusing on employee knowledge (Balthazard, Cooke & Potter 2006; Schraeder, Tears & Jordan 2005). Training employees on the necessary skills and abilities that they need in order to be individually successful in the changing organisation is imperative for success. Emphasis can be placed on the importance of training employees and using their knowledge, skills, and abilities to capitalise on each employee's experiences to enhance the change initiative (Balthazard, Cooke & Potter 2006; Schraeder, Tears & Jordan 2005). Providing the training to the casually employed teachers was important in this new framework and this idea was embedded within the CDF model.

Leaders also need to be accountable for their individual roles throughout the organisation's change process. Leaders must be accountable for communicating the plan to subordinates and acting as a mediator between senior leaders and subordinates (Chawla & Kelloway 2004). Research has shown that success in change initiatives is highly affected by the activities of managers or leaders. Employees will tend to renege on their responsibilities for the change initiative if they do not see committed and engaged leaders actively facilitating the change program (Scott et al. 2003; Willower 1963). Leaders within successful organisations tend to be more than just dictators; most successful leaders lead by example (Schraeder, Tears & Jordan 2005). In order for the employees to get behind a change project, the organisational leaders must have a clear idea of what the change program will entail, the proposed outcomes of the program, and both the leaders' roles and the roles of the employees to accomplish the tasks required in the change program. This last point was the subject of some discussion in the workshops as everyone worked out their roles and where they fitted into the project.

Positive managerial behaviour change can facilitate a change within an organisation and help to overcome barriers to the change e.g. culture, communication and leadership. Teachers need to relearn their teaching practice, and experienced developers need to relearn their craft to keep pace with present-day reforms. The emerging paradigm for the developer requires the adoption of greater responsibility for the outcomes of their efforts. Developers need to learn how to manage within their work context, the issues they face and how they see their organisational role. They also need to learn how to develop whole communities of practice (Connelly, Clandinin & He 1997; Land 2004; Stein, Smith & Silver 1999).

There is a clear advantage to linking educational development with the strategic priorities of the institution (Boud 1999; Boud & Walker 1998). Boud (1999) proposes that educational development should be conceptualised not only as a university-wide process, but also as a local practice and as a process of peer learning in the workplace. Development activity in relation to research and scholarship makes little difference in the long term if it is isolated from 'normal' academic practice or from the particular setting in which people operate. Educational development must be conceptualised as a 'local practice', and as a practice of peer learning in the workplace (Boud 1999; Lee & Boud 2003) which is helpful to this study.

At a time when academics in universities are experiencing rapid and continuous change, the work of academic staff developers has increasing emphasis on facilitating individual and organisational change (Angelo 1999; Fraser 2001; Land 2001; Smyth 2003; Taylor 1999). Land (2001, 2003) identifies twelve orientations to educational development, or 'variations in practice'. These orientations include the attitudes, knowledge, aims and action tendencies of educational developers in relation to the contexts and challenges of their practice. They need to be congruent with the organisational culture in which the developer finds him or herself for them to be effective. Clegg (2003) cites Land's observed tendencies of domestication and critique to analyse how continuing educational development practices are

enacted. As these orientations are not fixed, educational developers may adopt multiple orientations depending on their specific work context and time (Clegg 2003). Land (2001, 2003) focuses in his study on practitioners' attitudes to change, and the discussion about different organisational cultures. This provides a useful framework for analysing different approaches by educational developers to educational development and curriculum against different organisational contexts and begins to describe the complexities of the work of educational developers (Hicks 2007a).

Educational developers are also subject to all sorts of constraints that relate to matters of power, influence and resources (Knapper 2000). The action steps to resolve the old dichotomy of theory and practice have often been portrayed with a request for management researchers to engage with practitioners through more accessible dissemination. A wider and deeper form of engagement between management researchers and practitioners would entail experimentation with the co-funding, co-production, and co-dissemination of knowledge (Pettigrew, Woodman & Cameron 2001).

Organisational change is concerned with getting people to shift and move in their thinking and the organisational dimension to this study is an important one. Realising the potential organisational barriers to change that I could have faced clarified the need to address this dimension in my study. Successful change is more likely when these various barriers are addressed. The study design, which promoted strong leadership, was informed by this literature and attended to issues of culture, clear communication, fear of the unknown and internal resource pressures.

2.6 Conclusion

In this chapter I described my engagement with the literature and shared my understanding of the changes in higher education which located PCA in current educational debates. Appreciating the complexities of curriculum, collaboration and educational development helped me with the study design and illuminated some of the themes in the data analysis which are discussed in Chapters Five. Organisational change added a new element and depth to this study which is carried through as a theme in the data analysis. This chapter has presented the literature assembled both prior to and during this study. With a richer understanding of the theoretical foundations for this study, Chapter Three will now discuss how I took up action research as an approach to this work.

Chapter 3: An Action Research Project

The concept that all action research studies integrate the literature review work into the action research cycles was introduced in the previous chapter and the literature that helped to illuminate understandings in this study was discussed. This chapter is now an account of the key aspects of the action research enquiry, including the design and the implications of the research. I begin with a discussion of the theoretical perspective that underpins the study process and discuss the conceptual framework. This chapter then considers my own position in the action research together with how the new CDF model was implemented. It concludes with an examination of how I worked with the data.

Action research is a complex, emergent, engaged process which draws on critical theory and addresses a study's critical dimension. It is an approach to the study of practice that focuses on the improvement of particular practices (Carr & Kemmis 1986; Kember 2000; McTaggart 1991; Stringer 2004) and provides a framework for us to work with when working towards such improvements in practice (Carr & Kemmis 1986; McGill & Brockbank 2004; McTaggart 1991). The key features of action research are deliberate and conscious reflections, good working relationships and clear communication to enable all participants to remain informed and in harmony with the different activities in which people are engaged (Kember 2000; Stringer 2004; White 2004). Different techniques are available in action research to render everyday life visible, to initiate action, to observe what happens and to reflect on what has happened (Rönnerman 2005). This approach, oriented towards improvements, can help to capture what happens through the process and assisted me, as a manager, in building our capacity to improve practice.

The purpose of this study was to support the casually employed teachers at PCA in their development of the new curriculum and to explore the changes in their practice, while engaged in the design and implementation of an

innovative curriculum development framework. This focus on working with casually employed staff from the inside, to bring coherence to a program across individual units, remains under-researched in the educational development field. The pressures of increasing government accountability and expectations of quality, discussed in Chapter Two, Section 2.1, had created a need for PCA to build change capability and demonstrate support of staff development. This provided a great opportunity to undertake this study with strong organisational support and action research provided a strong and useful framework to work with.

3.1 Conceptualising action research

In order to frame this action research project, I needed to pay attention to the early work in this field and go back to the now classic work of Carr and Kemmis (1986) in the context of critical educational enquiry. Action research as proposed by Carr and Kemmis is a means of grappling with the dualism of theory and practice to achieve empowerment and change, and has the aims of improvement and involvement. Improvement is a matter of changing the situation in which a particular practice takes place, enhancing the understanding that practitioners have of their practice or their capacity to control it, remaking the practice, or all these. Involvement refers to the participation of practitioners in all phases of planning, acting, observing and reflecting. These principles articulated by Carr and Kemmis are reiterated by Dick (2002) in his insistence on the dual outcomes of action and research, with spirals alternating between action and critical reflection.

An action research approach can be characterised as initiated by questions about practice, which are followed up and reflected upon in the research. In this study the questions came out of my own experience as a manager. The process was largely driven by me and it enabled me to investigate my questions about curriculum quality and the professional development of a casualised workforce at PCA, which were proposed in Chapter One, Section

1.2. Action research is a suitable approach in such studies where the focus is on change and improvement driven from within. In such work there is an openness about methods; there is no right way of carrying out the research (Rönnerman 2005). To acknowledge this inductive process, the researcher must be continually looking for, and open to new ways of, aligning and shifting to the interpretive meanings of data, that is, seeing different ways of looking at what is happening in the setting (Patton 2002; Schwandt 2001). An essential component of action research is exploring and developing a better understanding of real-world practice, with context being an essential part of that understanding (Barab & Squire 2004). As Berg (2004) argues, the study should focus on continually moving forward and not to allow theory to overwhelm progress.

By its nature, Carr & Kemmis (1986) argue that educational action research is concerned with the question of the control of education through the self-critical communities of researchers, including teachers, administrators and others. Creating the conditions where the participants can take collaborative responsibility for development and reform is the task of a critical educational science. Critical theory, as the underpinning for action research, is concerned with the operations of power in society, particularly with the systems of ideas which govern how societies are organised and governed, and how repressive power relations can be contested and changed. Within action research, critical theory perspectives are applied to design situations in which people actively work together to make sense of the world and explain it to themselves. It provides a framework that helps people make changes in their relationship with their work and within the institution in which they work. These are changes in power, position, knowledge and skills. In the course of this particular action research project, although the casual employment status and position within PCA did not change for the teachers, their relationship to their work changed through their changing work practices and their changing relationship with each other (Carr & Kemmis 1986; Crotty 1998).

Action research conducted within organisations seeks to critique and change organisational culture. I wanted to explore how the participants viewed their own practice and their position within PCA, and how these views, and practices changed through the process. The broadly conceived practical aim of critical social science is to integrate theory and practice in such a way that individuals and groups become aware of the contradictions and distortions in their belief systems and social practices. They are then inspired to change those beliefs and practices.

The question of power is central to critical theory and hence to action research. In this study the casualised teachers are disempowered within PCA in terms of career progression, decision making and professional development opportunities. Even so, it is important not to assume that these same casually employed teachers feel marginalised as they may have chosen to take up these casual positions for a variety of reasons; none of which are the subject of this research. What is the subject of this research is the fact that the teachers did not have access to effective professional development that linked their own development back in to the educational goals of the organisation. Power becomes relevant as views of reality are socially constructed and culturally embedded. Any views dominant at any time and place will serve the interests and perspectives of those who exercise the most power in a particular culture (Patton 2002). This underlying notion of the power relationships in this study is significant in this study as it relates to how the views of the casualised teachers at PCA are taken up in this study in order to build a community working together on curriculum development.

When forming my understandings about action research, I also read from the more general qualitative research literature in order to more clearly appreciate these power relationships and how views of reality are socially constructed. Action research, from within the critical paradigm, prioritises power relationships where constructionist and interpretivist research prioritises the interpretations of the individual. Constructionists commonly assume that humans "do not have direct access to a singular, stable and fully knowable

external reality. All of our understandings are contextually embedded, interpersonally forged, and necessarily limited" (Niemeyer 1993, pp. 1-2). As such, knowledge is constructed in a social context such as in this research. A constructionist would expect that different stakeholders would have different experiences and perceptions of the intervention, all of which deserve attention and all of which are experienced as real (Patton 2002). A constructionist researcher would attempt to capture these different perspectives through open-ended interviews and observations, and then would examine the implications of different perceptions or multiple realities. The thread throughout is the emphasis on the socially constructed nature of reality as distinguishing the study of humans from the study of other natural phenomena (Guba & Lincoln 1990).

Constructionism proposes that our understandings become clear through interpretation and perception whereas action research promotes critical action. Action Research is a useful approach when working with people and endeavouring to understand a particular phenomenon and is best understood as an orientation to enquiry with an obligation to action (Groundwater-Smith 2009) not as a particular methodology. It is a recognised approach to research that focuses on the effects of the researcher's direct actions of practice within a community with the goal of improving the performance of the community or an area of concern (Dick 2002; McNiff 2002; Reason & Bradbury 2001). The context of my research was volatile and complicated. Involving casually employed staff in the research was challenging and action research can help with this. An action research approach was most suitable to my enquiry as it builds professionalism, engagement, collaboration, expertise, pride and quality in programs. This was important when working with the casually employed teachers as it provided a structure to engage them in the CDF process. It also kept the focus of the research on both collaboration and quality which were essential elements in the study.

Action research involves a systematic cyclical method of planning, taking action, observing, evaluating (including self-evaluation) and critical reflecting,

prior to planning the next cycle. The actions have a set goal of collaboratively addressing an identified problem in the workplace and implementing action for change with the aim of improving practice (Dick 2002). At its core, action research is a way to increase understanding of how change in one's actions or practices can mutually benefit a community of practitioners (Carr & Kemmis 1986; McNiff 2002; Reason & Bradbury 2001). This is particularly important in this study where the teachers were coming to work together to develop the new curriculum and a shared understanding of practice.

In this type of research, working with the literature can be quite challenging as it may have to be accessed many times. Starting with a research question, the literature most directly relevant to that question has to be identified and understood. Then, when the data collection and initial interpretations of the data are complete, more specialised literature is likely to become relevant. A further reading of the literature at this point will allow the researcher to refine and further guarantee their conclusions (Dick 1997). During this study I found myself regularly returning to the literature to help me develop my understandings and ideas, as laid out in Chapter Two. Following each action research cycle, I was actively involved in returning to the literature on a number of occasions to help me understand my data. The literature became a methodological tool. By reading and re-reading the literature, I was able to move from curriculum development, as the presenting problem, to an understanding that there was a need for an educational development model for casually employed staff employed at PCA. My reading of the literature helped me as a researcher and a manager to an understanding that the educational development work was important. A further cycle of reading and data analysis introduced an organisational change dimension to the work.

In Chapter One, I first explained how the idea for this study emerged out of my professional practice and initially presented as a need for a new way of developing curriculum at PCA. I wanted to change how things were done, and to develop an improved process that was cost efficient and drew more effectively on the strengths of the teachers. While developing my approach to

this study focused on quality improvement, I was aware of my role in the process as a manager and the power relationships that involved. However, on reflection, I realised that there was a need for an educational development framework that would encourage participation and support the teachers in developing their own practice in context. This was important to me as the teachers' casual employment status meant that securing participation and engagement was always an issue at PCA.

Researchers and practitioners can be brought together and engaged through action research processes to reflect on practice, the improvement of practice and its outcomes. In doing so, it is not possible to remove ourselves from the messiness of practice and everyday reality. In this thesis, the research can be described as the juxtaposition (and indeed interdependence) of action and research, of theory and practice. This complexity in my action research (first mentioned in Chapter One, Section 1.4 and also represented in Figure 1: Complexity in the action research below) came from my involvement in both the scholarly study of the CDF project and as a participant in the action research process itself. This meant that I, as the action researcher needed to bring about improvements through making changes in a problematic situation, and also to generate new knowledge and new insights as a result of my activities. So, conceptually there were different action research spirals, one overlaid on the other, and operating in tandem with one another. The first spiral relates to my problem solving and organisational leadership interests and responsibilities, the second to my research interests and responsibilities. This conceptualisation presents action research as two interconnected and interacting spirals: one spiral representing and focused on the problem solving interest, and the other spiral representing and focused upon the research interest (McKay & Marshall 2001).

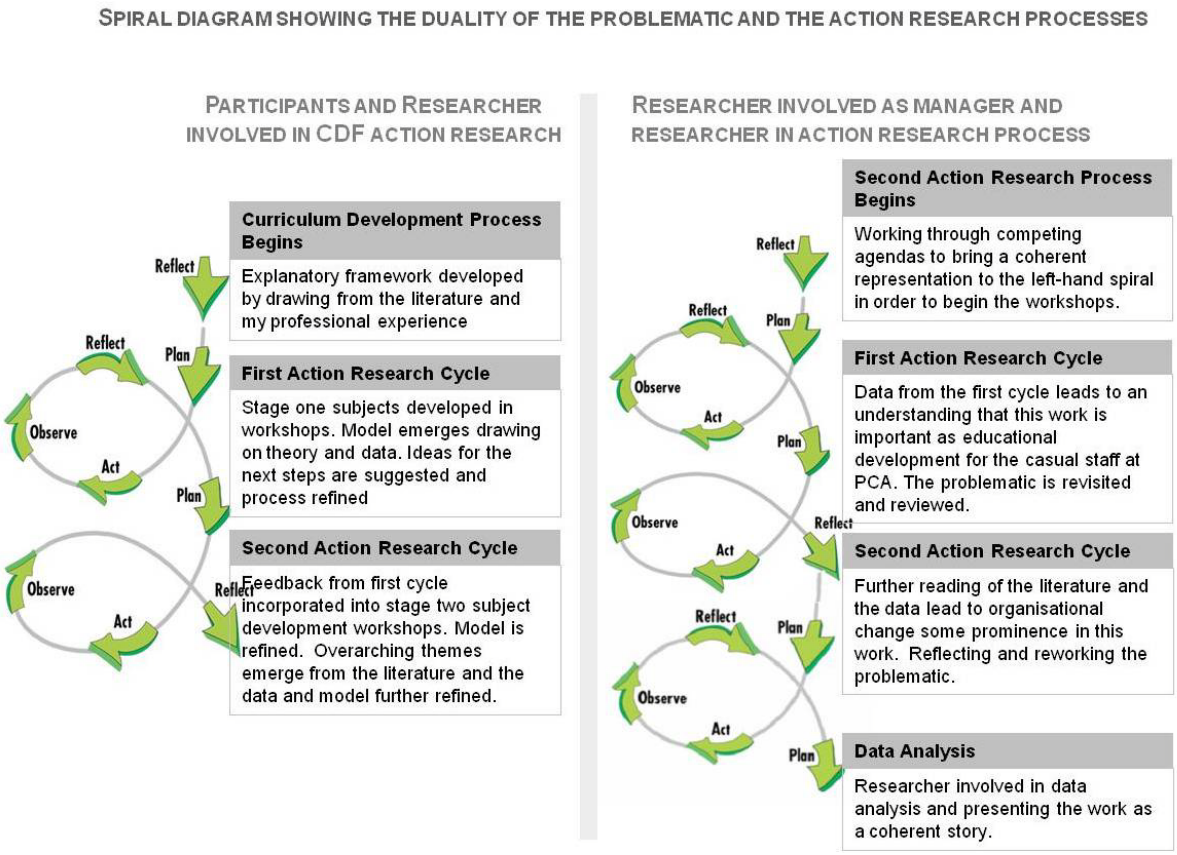

Figure 1: Complexity in the action research

To share my conceptualisation about the complexity and the structure of this research with the participants, I developed the above Figure 1. The left-hand spiral in this diagram represents the development of the curriculum materials, the CDF project; and the right-hand spiral represents of my own action research into that process. Although this spiral diagram can be accounted for by simply describing my involvement in the process together with the participants' involvement, there is also an additional layer of complexity and tension between the professional development process and the curriculum development. The diagram shows the timing of the involvement of the participants (including myself as a participant researcher) in the left-hand spiral. My ongoing involvement as the researcher and participants is shown in the right-hand spiral. Even though this began as a collaborative and participative action research project, as I left PCA at the end of the second cycle, I needed to complete this thesis through my own reflection. This is represented in this diagram as the last box in the right-hand spiral where my

work continues, not as PAR, but drawing on the general qualitative methodology to complete my study away from the action research site.

Action research is interested in action and its success is judged by its utility and by the community. It leads to a deepened understanding of the question posed as well as to more sophisticated questions (Herr & Anderson 2005). The findings should demonstrate this kind of deepened understanding, but how the researcher wants to represent them is more open. However, no research method is going to be able to capture all its features, difficulties and surprises (Beaty & Cousin 2003). As the researcher is immersed in the analysis of the data, he or she simultaneously needs to ask what is the most effective means of representing what has been found and who is the audience for the findings (Herr & Anderson 2005).

The underlying importance of the data analysis stage of action research is to stimulate research participants' thinking about the potential utility of collected data. The degree to which participants are involved in the actual mechanical aspects of coding interviews or running statistical analyses will vary across projects, but the notion that research participants should understand key findings and their relevance is central (Herr & Anderson 2005, p. 95). In this study the participant teachers were not involved in the coding and analysis of the data; however their feedback was sought about the findings through member checking which is discussed later in this chapter in Section 3.5.

This section has conceptualised action research in this study as providing a useful framework to support the participants and to promote relevance of the study's findings. It provided a strong framework for reflection on the process and improvement in the practice of the casually employed teachers. In the next section I move from a conceptual overview of the action research to a more specific consideration of my own place in this research.

3.2 Positioning myself in the action research

Action research involves a spiral of interlocking cycles of planning, acting, observing and reflecting. It is a good approach for reflecting about the dynamic of researching into my own field of practice where I can position myself as participant, observer, manager and researcher. Figure 2: Action Research Cycle shows my understanding of action research and how I approached this study. It is derived from my reading of the literature and adapted from the traditional action research cycles.

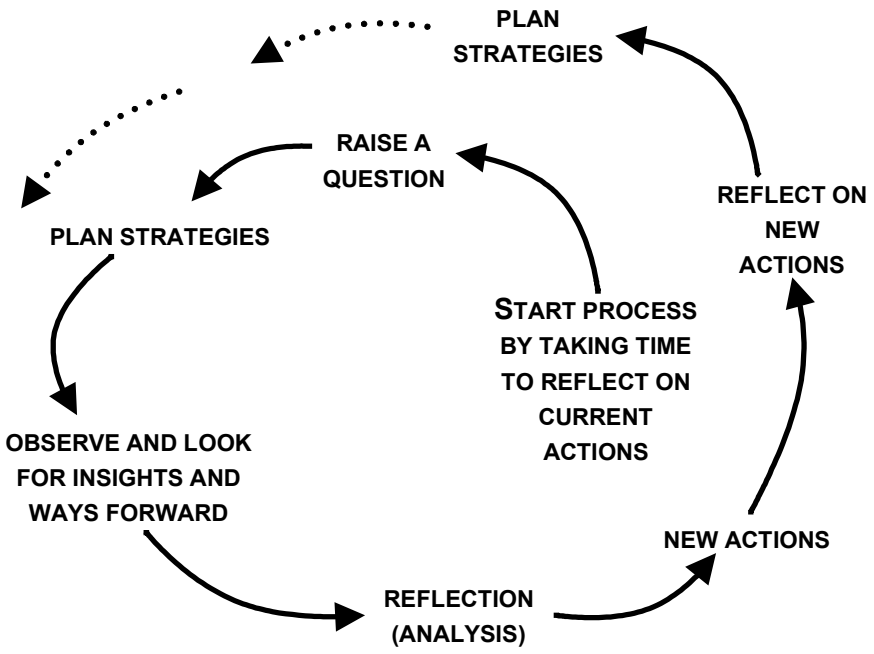

Figure 2: Action Research Cycle

According to Carr (2007) there is a current and relevant paradox in educational theory; whether it is practically relevant or academically rigorous. Carr's view is that good action research is designed to fit the interests and the skills of those involved and that generally, critical self reflection is missing from most action research. What is needed is a new mode of discourse to understand professional practice. There is a need to seek for a critical social science that can guide, illuminate and liberate educational practice. Action research can be reconstructed so that it can continue to offer practical ways of

realising its aspirations in educational development and educational theory through critical reflection and transformative action (Carr & Kemmis 1986; Carr & Kemmis 2005; Groundwater-Smith 2005). For me this is an important link between the action research and my own critical reflection into the process through the data analysis.

Reflection in research has a long tradition, especially in research into practice, including action research. Drawing on Schön's (1983) work, the concept of reflective practice and reflection has been widely adopted as a concept by educators and academics. It fosters an approach to enquiry of professional practice and the capacity to assess the effects on practice while acting (Kinsella 2007). It is a continuous process involving the practitioner or participant considering critical incidents in his or her life's experiences. In action research it is one of the essential elements in the spiral of interlocking cycles (see Figure 2: Action Research Cycle above).

Through reflection, an individual can develop personally and it is a key skill for developing as a professional. "Only through contemplating *what* one is doing and *why* can one demonstrate that intelligent and competent practice ensues" (Saylor cited in Thorpe 2004, p. 330). Reflection can also assist by providing data for self-evaluation and increasing experiential learning (Saylor 1990). Learning develops by thinking critically and deeply about what we are doing in order that we may transform that experience and apply knowledge to practice. Biggs postulates that good teaching requires reflection on learning, teaching and oneself as a teacher, and *that "*learning new techniques for teaching is like the fish that provides a meal today; reflective practice is the net that provides meals for the rest of one's life" (Biggs 1999a, p. 6). Reflection in research has a long tradition, especially in research into practice, including action research.

During this action research, I was aware that I needed to be clear about my involvement in the process and also of the complex, shifting and dynamic nature of the action research. The strength of any form of qualitative research

rests on the skill and competence of the person doing the fieldwork (Patton 2002). As the researcher is the research instrument, and the role of the researcher is so important, any relationship to the participants and the purpose for conducting the study must be clearly outlined at the beginning even though it often changes over time as action research unfolds. As a participant, the researcher brings experience and values to the study and must to some degree influence those under research and in turn the researcher themselves. In this research my role as researcher meant that I was closely involved in the process. As the researcher, I immersed myself in the environment by getting close to those in the setting. I placed myself with the group to be studied and this determined how close and involved in the setting I became. I also maintained attention to the process as it unfolded being sure that the design remained dynamic, changing as needed (Creswell 1998; Patton 2002; Presskill & Torres 1999).

Within this study there were layers of interpretation. The first layer was the action research process itself, with its group processes of analysis both within the group and between group meetings. During the group meetings I was an initiator, a participant/researcher and contributor to the interpretations. Secondly there was the analysis that occurred immediately following each action research group process. Using the ideas of Moustakas (1995) (as cited in Patton 2002, p.8), I started this action research project by "Being-In" which involved immersing in another's world and listening deeply and attentively so as to enter into the other person's experience and perception. As the study progressed, I shifted to "Being-With" involving being present as one's own person in relation to another and bringing one's own knowledge and experience into the relationship. There is, in "Being-With", a sense of joint enterprise (Moustakas 1995, p. 84).

During the last few years, I have spent many hours looking at my data and reflecting on the process of this action research project and where I fitted into the research. Early on in the process I realised that the teachers' dual focus on educating the students and working for PCA needed to be acknowledged. The

teachers were mainly focused on teaching the students however, they were open to aligning their focus with the institution goals when these goals were similar to their own. I saw one of the possible benefits of the new framework would be to unite the teachers and PCA with similar goals. It was my contention that the structure of the process and the support of PCA would lead to a successful collaboration between the teachers and the institution.

3.3 Framework for Action

When I began this research process, developing the new curriculum was a key area of interest for me. However, as the research progressed and as the idea developed, I realised that I was also interested in how things changed for the teachers. Questioning how to promote and support change became very important to me in my professional practice. In this section, I begin my description of the development of the research design by first explaining the context within PCA that gave rise to the research problem and the questions identified in Chapter One. This is followed by an account of the research process, showing the different stages of the action research. Then I outline the different sources of data generated within the action research process and introduce the participants.

PCA offered a number of diploma courses to its students including a Diploma of Communication (offered by PCA since 1999). During that time this diploma had grown in a haphazard way, to meet the perceived needs of the students, so that by the end of 2004 there was not much structure in the course. There was no clear overview of the diploma and the teachers were not given an opportunity to see what was being taught in the other subjects.

Following a five-year review cycle, the Diploma of Communication was reviewed in 2004. This review documentation was prepared as an internal document at PCA and is therefore not cited in this thesis, although I drew on its main recommendations when developing the CDF project. The new

diploma was built around various themes, which then became streams in the new course. Feedback from our partner university showing that the PCA graduates were not suitably prepared for the vigorous reading program at university was also considered in the review. After the review it was decided to reduce the number of practical production subjects in the diploma, and move the focus to theoretical concepts and the practice and development of literacy skills. The new Diploma of Communication was accredited in June 2005 and scheduled to be delivered for the first time in October 2005. This meant that the participants had four months to work together to develop the new curriculum before delivering the diploma for the first time.

In the past, each individual teacher would have been assigned a subject and they would have then developed the curriculum materials, possibly without consulting the other teachers. My idea was to provide a workshop environment for the teachers to come together on a number of separate occasions during the development period to engage with each other. Usually these casually employed teachers would have been paid some money to develop the new teaching materials. The outcome of negotiations with the teachers was that they would be paid slightly more money and in return would be asked to attend the workshops and work together under the new framework.

The development of the new curriculum materials (which is the work the teachers were being paid to complete as a normal part of their day-to-day work) took place during a series of workshops facilitated by a curriculum development expert. This framework was designed to assist the teachers in creating a curriculum to support the students in achieving successful outcome in their studies.

Having led teams for most of my professional life, and understanding the importance of communication from my project management work, I decided that there must be a way to do this while working as a team. When the new communications diploma was successfully accredited in 2004, I realised that

this was an opportunity to try something new. An idea began to form, where the work to create the teaching materials could be undertaken differently and effectively at no extra cost to PCA. The only difference would be time and commitment from all the participants.

The teachers were dedicated to their work and their students, and were interested in my new idea. When we started off the process, I was quite worried because this group of committed teachers were in fact very dissatisfied with PCA and the way they were treated as teachers. It turned out, however, that they were happy to be consulted and in the end felt engaged and valued by the process (as evidenced in the reflective writing in my personal journals undertaken as part of the action research, detailed later in Chapter Five, Section 5.2), this was a complete turnaround from how they had felt at the beginning of the process. Open and clear communication, designed to overcome resistance to change as discussed in Chapter Two, Section 2.5, was important throughout the process.

There were many challenges at the beginning of the process as all the teachers worked in my team and reported to me, and it was not clear if their enthusiasm about the project was because they valued their jobs and reported to me. Open discussion was helpful in clarifying this with all participants equally engaged, committed and responsible for the project success. It turned out over time that we all became quite close and committed to the project and to creating strong outcomes for the students. At the end of the first cycle when we produced the first integrated assessment timeline for the students (see Figure 9: Stage 1 Assessment Timeline in Chapter Four), there were a lot of satisfied people – even some amazement I think that we could achieve something as snappy, simple and useful as a group. This success at the end of the first cycle in producing a useful artefact was important in motivating us in the second cycle.

For me, this was too good a chance to miss – I was in the right place at the right time with a good idea and the opportunity to have a go and see if I could

alter the way we usually did something in my work and try to make a difference. I also realised, as I was developing my new idea, that this was a situation where I could also further my own learning by undertaking a doctorate; a good opportunity for me to learn about both myself as a professional and the research process while doing something that I thought was valuable to others.

To secure the involvement of the casually employed teachers and help engage them in the process, I shared the ideas of collaborative learning communities and the action research process with the teachers in the form of a diagram. While developing this, I found myself drawn to the communities of practice (CoP) literature. At the time, there was little discussion about CoPs in higher education, although more recently the uptake of this theory is increasing, as discussed in Chapter Two, Section 2.3. A CoP, as described in Chapter Two, is a group of people who share a practice with the objective of innovation or change that might enable improvement in practice. This aligned closely with my idea for the new framework and so I adapted these ideas when preparing the diagram to share my thinking with the participant teachers.

This initial explanatory framework was drawn from the literature and my own professional experience early in the process of my scholarly work, and it was helpful to begin the CDF project and the action research. Once the participant teachers and I had a clear idea of what we were trying to achieve together, we were able to begin the process. As outlined in the previous section, I chose action research as it allowed a working model to emerge from the collaboration with the participants driving the curriculum development and the process of developing the curriculum materials for each stage of the new diploma was cyclical in nature. The project had a natural cycle, as we began by working on the stage one curriculum materials first. Once they were completed and those subjects were being delivered, we began working on the stage two materials. This meant that we were using an iterative cycle where we had time to reflect on each cycle before moving on to the next cycle. The six Stage 1 subjects were developed in the first action research cycle. Then the

six Stage 2 subjects were developed in the second action research cycle while the Stage 1 subjects were being delivered for the first time. Originally there were going to be four cycles to the study but, as I ceased my employment at PCA at the end of the second cycle, this thesis reports on the first two cycles only.

A workshop environment was established for the teachers to come together on a number of separate occasions during the development period and engage in reflection with each other. These workshops were facilitated by a consultant curriculum developer, who was a participant in this research. This facilitator did not work for PCA, but attended all the workshops and was involved in all the discussions. He was also interviewed as part of the action research. The workshops were also assisted with participation and support from external experts as needed. These external experts also participated in some of the workshops (for example, an academic developer working with constructive alignment, a literacy expert to help with constructing assignments and another external to discuss graduate attributes for the students). These experts were usually all referred to as literacy experts by the participants. However, their participation in the research process was minimal and they were not interviewed or drawn upon for any data

These development cycles for the new curriculum fitted in with the ideas of action research, where the action research cycle is composed of the activities of planning, acting, observing and reflecting (Carr & Kemmis 1986; Zuber-Skerritt 1996). Action research is applicable in situations requiring responsiveness, flexibility and action and it adapts to the situation, which was important for this study. It allows engagement in the process through a reflective spiral, with each turn of the spiral integrating theory and practice, understanding and action and informing the next iteration. It is participative and draws upon intervention procedures. Each cycle involves data collection, interpretation and literature search, which can ensure dependability. Data collection can also be improved by working with two or more sources of

information at any time and testing the interpretations by searching out exceptions to the explanations and explanations of the ambiguities.

To clarify my understanding about the spiral processes and how they related to the complexity in the problematic, first discussed in Chapter One and then in more detail earlier in this chapter, I prepared the following diagrams. These diagram draw upon the diagram presented originally as Figure 1: Complexity in the action research earlier in this chapter. They have been developed to include a more detailed understanding of how the processes worked together. The complexity of the problematic is clearly seen with the CDF project running down the left-hand side of the diagrams and my own scholarly research on the right-hand side of the diagrams:

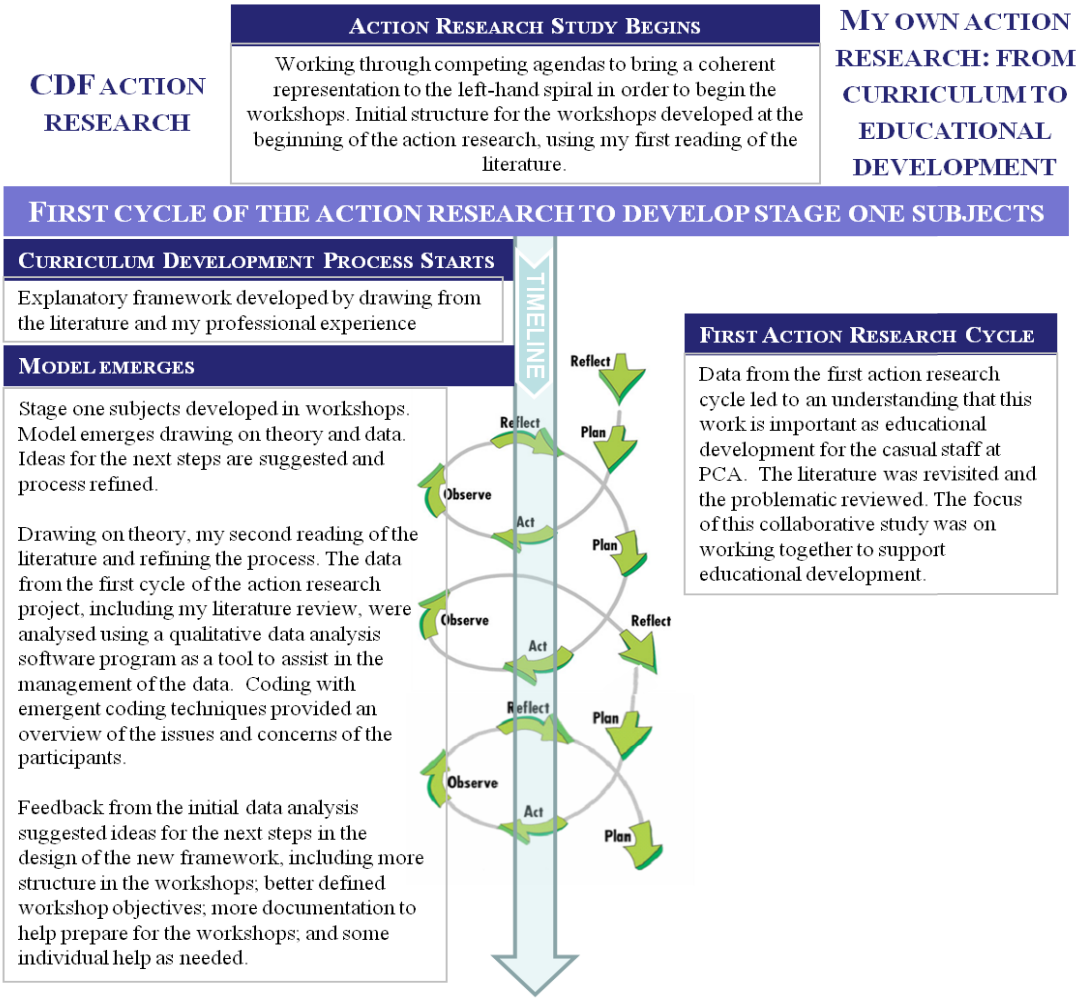

Figure 3: Mapping out the action research processes – first cycle

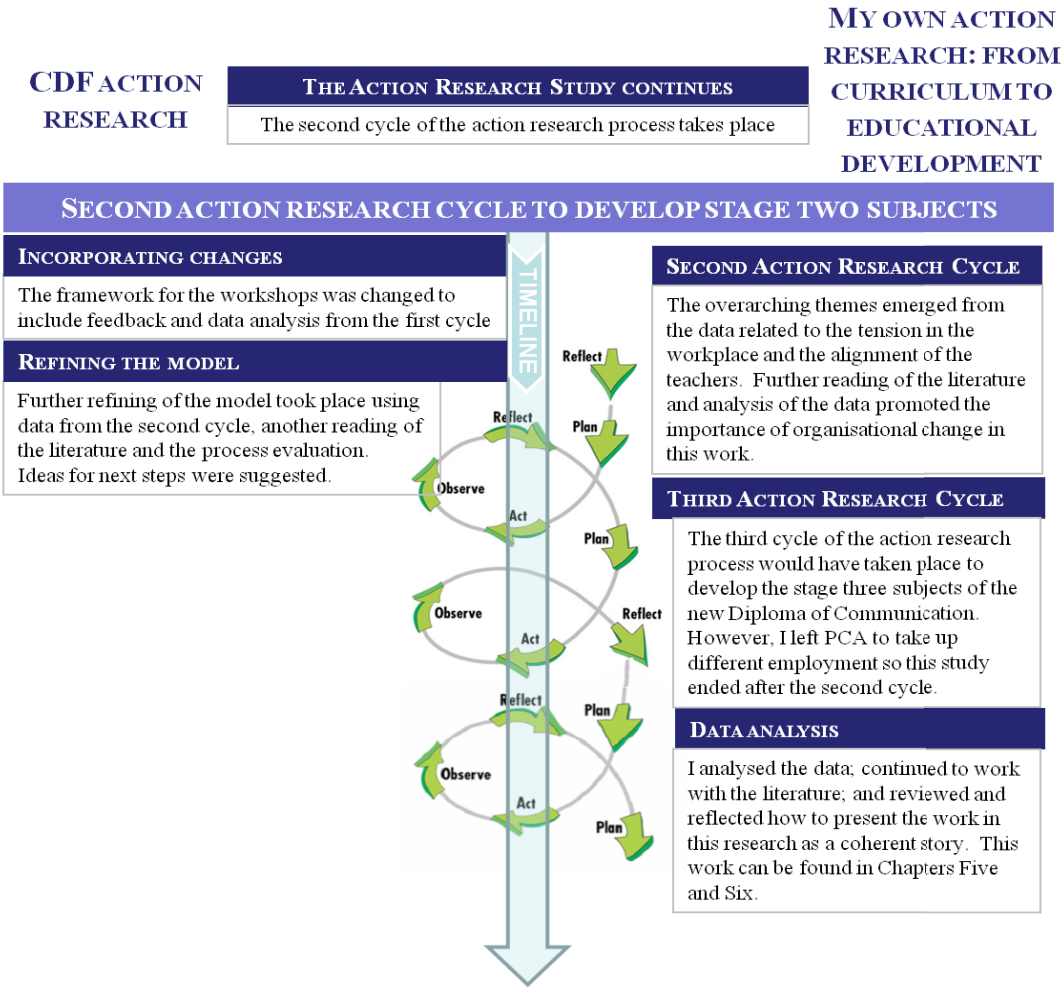

Figure 4: Mapping out the action research processes – second cycle

Having a clearer idea about the process, it was equally important to understand the sources of data in this study. As action research requires the recording of multiple perspectives on the processes of change, each phase of the action research was documented, including the evaluation at the end of the process. CDF project and curriculum documents were considered to be data. I took detailed notes during the workshops and circulated to the participants for comment. Each week's notes formed the basis for formative development of subsequent workshops. I also kept a soft-copy research journal about observations, interviews and participant discussions during the process. This led to a series of memos, which documented research design changes, observations and personal reflections about the research as I attempted to construct meaning from the data. In addition, the memos recording design changes provided an audit trail in the research. I regarded this journal as primary data and therefore accorded it the same confidentiality as other data collected during the research. The participants completed open-ended questionnaires at the end of each workshop, to capture their current thinking and thoughts about how things were changing during the process. The questionnaire is attached and can be seen in Appendix 1.

During the second cycle, I interviewed all the participants using semi-structured interviews. When I first put the interview questions together, I realised that writing meaningful and useful questions was a difficult process. Over time I reviewed the questions and made them more concrete. I rewrote them in a way that invited the teachers to tell me stories about how things had changed and give specific examples. These interviews were a chance for the participants to have a voice; respond in their own words and to express their own personal thoughts and perspectives (Patton 2002). Similarly Mishler (1986) proposes open-ended interviewing techniques as an opportunity to bring the interviewee more fully engaged and involved, and more of an equal partner in the interview conversation (Gubrium & Holstein 2001).

As proposed by Foddy (1993), the first interview was run as a pilot to ensure that the questions worked as intended. During this first interview, I realised

that there was some confusion with the questions as I was given the feedback that it was not clear whether I was asking about how things are now, or how they were before. So in the second interview I clarified this point as I asked the questions. The final interview introduction and questions can be seen in Appendix 2.

The following Table 2: Data Collection Summary summarises the data and outlines how the data were collected.

When	Data Type	What I was trying to find out at the time
During the workshops	Notes, project and curriculum documents, record of workshop outcomes and observations	Feedback from the participants. Review of the process. Member checking
Throughout the process	Research journal	Observations Personal reflections Document design changes
End of each workshop	Open-ended questionnaires	Workshop evaluation Capture participants thinking about the process and comments about any change that might be taking place Input for revising the action plan
During Cycle 2	Semi-structured interviews with each participant	Stories about how things had/had not changed for them as individuals with specific examples
End of Cycle 2	Focus group	Feedback on the process and how the participants understood any change Process evaluation

Table 2: Data Collection Summary

When organising the interviews for this research, I noticed that I needed to be sensitive to my working relationship with the teachers and power dynamics (as discussed earlier in Section 3.1 within this relationship). The notion of power relationships was discussed earlier in this chapter. Organisationally, all the participant teachers reported to me and there seemed to be a sense that they needed to take part in the interviews as part of their job. I therefore made sure to take the time to discuss with each of the teachers that there was no obligation for them to take part in the interviews. They had only contracted with PCA to develop the teaching materials and there was absolutely no requirement for them to take part in the research, as outlined in my ethics proposal.

Surprisingly, I found that all of the teachers were keen to take part in the research. They knew that by being involved they would have a voice. A couple of the teachers did ask me during our initial chat what I wanted them to say, what would be the most helpful to me in my work. I was clear with them about the interview process and how it was their opportunity to share their own thoughts and perspectives about the educational development and the CDF. It was a chance for the teachers to address how their status at PCA might affect this educational development initiative.

Having described my role in the process and the data sources above, I now introduce the participants into this story. As the teachers for the Communications Diploma were the most centrally involved and affected by the new framework (Babbie 2001; Patton 2002; Stringer 2004). Generally all of the teachers working at PCA were employed on a part-time casual basis (casualisation of the workforce generally was discussed in Chapter Two, Section 2.1) and although casually employed, these teaching staff in the Communications Department were considered to be a long-term and stable part of the PCA family. Six of the research participants had all worked at PCA on a part-time casually employed basis for a number of years. The other participants were myself and the external facilitator.

The recruitment process at PCA was carried out through networking in both academia and industry. Marc was recruited by one of the senior part-time teachers at PCA in 1996. He was then a full time university lecturer and had been teaching since 1981. Carly was a part-time university lecturer and was recruited by Marc in 1998, together with Karen and Helen. Tina was recruited in 2000 after she had finished her M.A. in journalism and was doing some part time tutoring in Public Communication. Two years later, Tina accepted a full-time position at PCA. Will was a graduate of NIDA and recruited in 2001 also following an internal recommendation. This recruitment process was very organic and the mix turned out well. In my role at the pathway provider, all the teachers reported to me. In my ethics proposal I had to address this issue and develop strategies to ensure that this did not adversely affect the research. The code book for the data source citations can be found in Appendix 4.

The consultant workshop facilitator, with his background in instructional design, also participated in the process. At the time he was working for our partner university in the unit that assists teaching staff in achieving their academic aims in learning and teaching, including the appropriate abilities with new information technologies. His main responsibility was academic staff development in assessment and evaluation. The facilitator has been working in the field of educational development for over 15 years, with experience in supporting academics to develop their capabilities in assessing student learning and forms of small group learning. His broad research interests include using the research traditions from the arts and humanities to investigate questions in higher education learning and teaching. His current research projects are focused on curriculum design, particularly the impact that decisions made during course and subject design have on student learning. The research interests of the facilitator aligned well with the focus of this study.

In this section I outlined the framework for this action research project. Issues about the CDF quality improvement initiative were discussed showing how

this new CDF model developed through promoting collaboration and clear communication as a way of managing this change initiative. The next section will now address the detail of the implementation.

3.4 Implementing the action research project

This action research study was designed as a series of facilitated workshops. During the first cycle of workshops, the participants became familiar with the process. This meant that during the second cycle, there was more emphasis placed on working together to produce the outcomes. The key elements in this process included sharing an understanding of the cycles in the action research workshop series with the participants and having clear aims and outcomes identified for each of the workshop. All the items that each teacher had to produce as part of this process were also clearly identified and agreed to by the participants.

As previous workshops of this nature were usually poorly attended by the casually employed staff, my challenge was to gain their commitment and engage them in this new process. One of the most important steps in engaging the teachers took place before the commencement of the first workshop. I decided to meet individually with each participant to discuss the new framework. I thought it was important to demonstrate to each participant teacher that I was willing to make time to outline and share this new idea to each of them. They in turn then had time with me to ask any questions, give me feedback and share any ideas they had. Clear and explicit communication, as discussed in Chapter Two, Section 2.5) is an effective way to remove barriers and resistance to change (Barlas et al. 2007; Cubine & Smith 2001).

We talked about what had worked in the past and how the teachers felt they could be supported in their work to produce the new curriculum. Generally, they were all eager to try something new and liked the way that PCA was showing support both in money and time. We agreed that the framework as

proposed was a good place to start and all of them thought that they would enjoy being involved in the action research process. I needed something to show the teachers how the action cycles would fit together and prepared Figure 5: Cycles of the action research project to share with the participants.

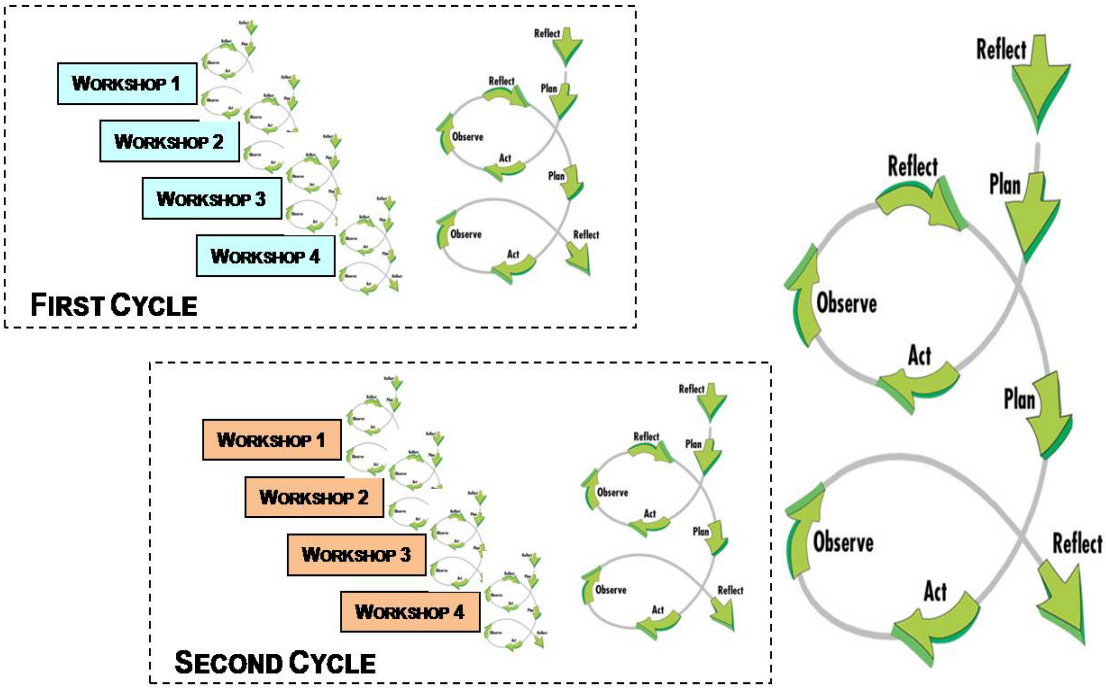

Figure 5: Cycles of the action research project

This diagram, Figure 5 above, maps out the iterative cyclical process of the action research. The diagram was shared with the participants to show how the series of four workshops fitted into both the first and second action research cycle. The spirals in the diagram are there to demonstrate the action research processes of planning, acting, observing and reflecting. It was extremely useful to show the participants this visual representation of the process.

Once all the teachers were familiar with these ideas behind the process, I showed them Table 3: Workshop Timeline which follows:

Date	Workshop Agenda
Workshop 1: 16 July	Identify learning and teaching strategies that align with the subject and literacy objectives for each subject and the subject's assessment Identify resources needed to develop the new materials Negotiate a timeframe for completion of materials
Workshop 2: 6 August	Review progress on the subject outline and assessment Begin production of subject's curriculum materials
Workshop 3: 27 August	Review progress on subject's materials Evaluate curriculum identifying possible improvements
Workshop 4: 19 September	Complete changes to subject outlines Evaluate the subject's materials, noting any areas for change or improvement Review tutorial learning and teaching activities
10 October	Implementation of new curriculum begins
Second cycle of action research: October-February	Development of stage 2 materials will take place following the same format of workshops as stage 1 subjects. The process for stage 1 materials development and lessons learned will inform the focus and design of this second set of workshops
February	Evaluation of the implementation of stage 1 subjects and the development of the stage 2 subjects.

Table 3: Workshop Timeline

Table 3 above outlines the agenda and aims for the workshop series. It gave all the participant teachers a clear idea about what was expected from them and introduced constructive alignment (Biggs 2003b). Each workshop was evaluated at its conclusion with an open-ended questionnaire being filled out by each participant. These questionnaires, together with my journal, were data for me to reflect upon, analyse and then develop a revised plan in accordance with action research principles. The workshops were designed to give the teachers some space to work together to produce the new curriculum they needed to deliver the new subjects in the Diploma of Communication. The first action research cycle of workshops took place during August and September and the second cycle of workshops took place later that year. The

casually employed participant teachers were each required to agree to a brief for development of the curriculum materials for their new subjects. The brief required the following to be produced as per the subject description in the Higher Education accreditation document for this course:

1. Subject outline in PCA template
2. A complete set of teaching materials in the correct PCA template, containing complete lesson plans for each week of classes including any source materials, visual and/or audio materials.
3. All student-learning materials prepared in the correct PCA template.
4. Guide for teachers delivering the subject including all marking criteria for assessments and any other necessary information to enable someone to successfully deliver the subject.

The development of the teaching materials was undertaken in four parts as outlined in Table 4: Development plan:

	Aims	Actions
Part One	Analyse and plan	• Identify learning and teaching strategies that align with the subject and literacy objectives for each subject and the subject's assessment • Identify the resources needed • Negotiate a timeframe for completion of materials
Part Two	Develop the materials.	• Review progress on the subject outline • Begin production of subject's materials
Part Three	Review with focus on improvement	• Review progress on subject's materials • Evaluate subject outlines identifying areas for improvement
Part Four	Improve based on review outcomes	• Complete changes to subject outlines. • Evaluate the subject's materials, noting any areas for change or improvement
	Implementation of new subject materials to begin	

Table 4: Development plan

The participant teachers were required to attend all the workshops as part of their contractual obligation. It was also suggested that it was necessary for them to communicate regularly with each other in between the workshops (possibly online using a discussion board and/or group emails) and to engage in peer review of the curriculum as the process unfolded.

The group agreed that the outcomes from this process would be the preparation of the subject descriptions for Stage 1 of the Diploma of Communication into subject outlines for students, with supporting materials for the subjects' teachers. A further outcome would be a procedure for future materials development for further stages in the Diploma. For the first action research cycle the team agreed to the following outcomes:

- A comprehensive subject outline for students in 5 subjects of Stage 1 of the Diploma of Communication using the PCA Subject Outline Template
- Appropriate learning and teaching activities identified for each of the subjects
- Class sessions, assignments, and resources designed and developed to support the teaching of the subjects.

Part of the difficulty I faced in working with the data was shifting from my involvement and participation both in the research and the community. I returned to the literature to help me with this process. Hatch (2002) argues that one of the strengths of qualitative work of any type is that it is contextualised within particular circumstances. This made it clear for me that it was important for me to develop a clearer understanding about the casual employment context in which these participant teachers were working. I kept this notion at the front of my mind when working with the data. In the next section I describe how I worked with the data.

3.5 Working with the data

As mentioned earlier in Section 3.1, I left PCA at the end of the second action research cycle. This change in my employment circumstances meant that I had to complete this study away from the research site. I was outside of the action research context and had to find a way to work with the data that was both meaningful and revealing. I chose to turn to the general qualitative literature to support my data analysis, though I was always mindful of the principles of utility in action research, and my interpretations and discussion of the research data have been oriented towards a wider applicability within higher education contexts in which a high proportion of teachers are employed casually and where quality improvement is a particular challenge. In this section I outline how I undertook the analysis of data under these circumstances.

One of the most challenging aspects of conducting any qualitative research is the analysis of the data. Unfortunately, within the literature, there is a lack of detailed guidance concerning how qualitative data should be handled and analysed with a few exceptions, for example, Miles & Huberman (1994) and Strauss & Corbin (1998). Qualitative researchers, especially those who do qualitative evaluation studies, have perfected ways to report findings to decision makers that both preserves some sense of the thick description of the setting and provides useful findings (see Patton 1997, 2002).

Analysis and interpretation of the process and the data was new to me as an emerging researcher, and I found this aspect of the study to be the most challenging. Creswell (2005) cautions that, "analyzing qualitative data requires understanding how to make sense of text and images so that you can form answers to your research question" (p. 230). As I began to review and work with the data, I reflected on my research purpose and focus that guided this qualitative enquiry. The purpose of this current investigation was to gain a better understanding of a collaborative educational development project that

took place in an Australian higher education pathway institution, PCA working with casually employed teachers. The investigation explored the changes in the casually employed teachers' practice as they were engaged in the design and implementation of an innovative curriculum development framework. During this process, this study focused on exploring the connections between the professional development of the teachers and the adoption of the curriculum development framework. The educational development program under investigation promoted a collaborative community amongst the teachers. The implications of this extended to exploring the relationship which this collaboration had with both educational development and organisational change. In particular, the study investigated how these relationships could be strengthened and developed.

During this research, I grappled with questions about how to present rigorous and credible research. Within the general qualitative literature, there are a number of research quality frameworks, for example, Anfara, Brown, & Mangione (2002) propose criteria for assessing research quality (see Table 5: Criteria for Assessing Research Quality later in this section). They present strategies such as credibility, transferability, dependability, and confirmability as conditions to address issues related to internal validity, external validity, reliability, and objectivity, respectively (Kaczynski & Kelly 2008). However, it is important to note that even though Table 5 positions these complex terms from opposing theoretical paradigms, it does not need to be applied in its entirety to a study. It can simply be taken to demonstrate the complexity of meanings woven within qualitative and quantitative terminology.

Through this work by Anfara, discussed in the previous paragraph, and my reading of the qualitative literature, I came to realise how credibility and dependability are key criteria for judging the adequacy of my research. In examining any qualitative study, readers examine evidence of authenticity, credibility, transferability, dependability, and confirmability (Lincoln 1995; Lincoln & Guba 1985). Strong research must always demonstrate credibility and dependability which remains with the purposes of the research and

appropriateness of the processes involved to the phenomena being investigated (Winter 2000). To support this, a research journal (which can be about methodology or can be reflective) and a series of design, analytical and methodological memos (Kaczynski, Jackson & Richards 2004) can document and create an audit trail of any design changes, and should document any shifts that impact the overall study.

The following Table 5 by Anfara, Brown & Mangione, first discussed earlier in this section, gave me ideas for strengthening my research design and data collection.

Quantitative term	Qualitative term	Strategy employed
Internal validity	Credibility	■ Prolonged engagement in field ■ Use of peer debriefing ■ Triangulation ■ Member checks ■ Time sampling
External validity	Transferability	■ Provide thick description ■ Purposive sampling
Reliability	Dependability	■ Create an audit trail ■ Code-recode strategy ■ Triangulation ■ Peer examination
Objectivity	Confirmability	■ Triangulation ■ Practice reflexivity

(Anfara Jr., Brown & Mangione 2002, p. 30)

Table 5: Criteria for Assessing Research Quality

These strategies described in Table 5: Criteria for Assessing Research Quality above helped me to develop the relationship between the research questions and the data sources. Of the key criteria outlined in Table 5, the most important for this study was dependability which was strengthened by triangulating the data from different sources.

This study drew upon multiple information sources and data collection procedures to improve dependability, including participant interviews, focus groups, workshops evaluation questionnaires, workshop artefacts and field observations. In this study data from interviews, focus groups, documents and observations were used. Patton's (2002) view is that triangulation does not mean that only consistent patterns are important, meaningful and valid. Triangulation is a process, not a finding, and involves comparing, contrasting and asking questions about consistency. Inconsistent findings are as revealing and important as consistent ones.

A further way to establish the dependability of the data and the credibility of findings was respondent validation, or member checking (Anfara Jr., Brown & Mangione 2002; Johnson & Waterfield 2004; Stringer 2004). Member checking occurs when participants review collected data or data analysis and confirm or challenge them. Another ongoing measure of dependability may be considered to be retention of, and perceived usefulness of the research to, the participants. Not all of the strategies are relevant to an action research approach; for example, in this study I did not take up *time sampling* and *purposive sampling*. My systematic work in this research process was inductive and intuitive and documented to promote credibility and dependability. The inclusion of multiple perspectives guards against viewing events in a simplistic or self-serving way and combining methods or data sources can strengthen a study by illuminating and clarifying meanings (Anderson & Herr 1999; Patton 2002).

The focus of this research became the professional development progress of the teachers and my attention was given to working with the teachers and allowing them to tell their stories. Evaluation questionnaires were completed by all the participants at the end of every workshop sessions and I kept a journal of observations and reflections. I found this personal journal was very helpful with testing my reflexive reactions as I gathered data. It helped me to be analytical and reflective during the data gathering process (Rossman &

Rallis 2003). To help me clarify the research process, I developed the following concept diagram (see Figure 6: Looking at the data through an action research lens) to explain the process both for myself and for the participants. It helped us all to understand the idea of constructing meanings as an iterative process leading to a deeper understanding of the process. The iterative cycles and outcomes of improving practice and learning being part of the action research process.

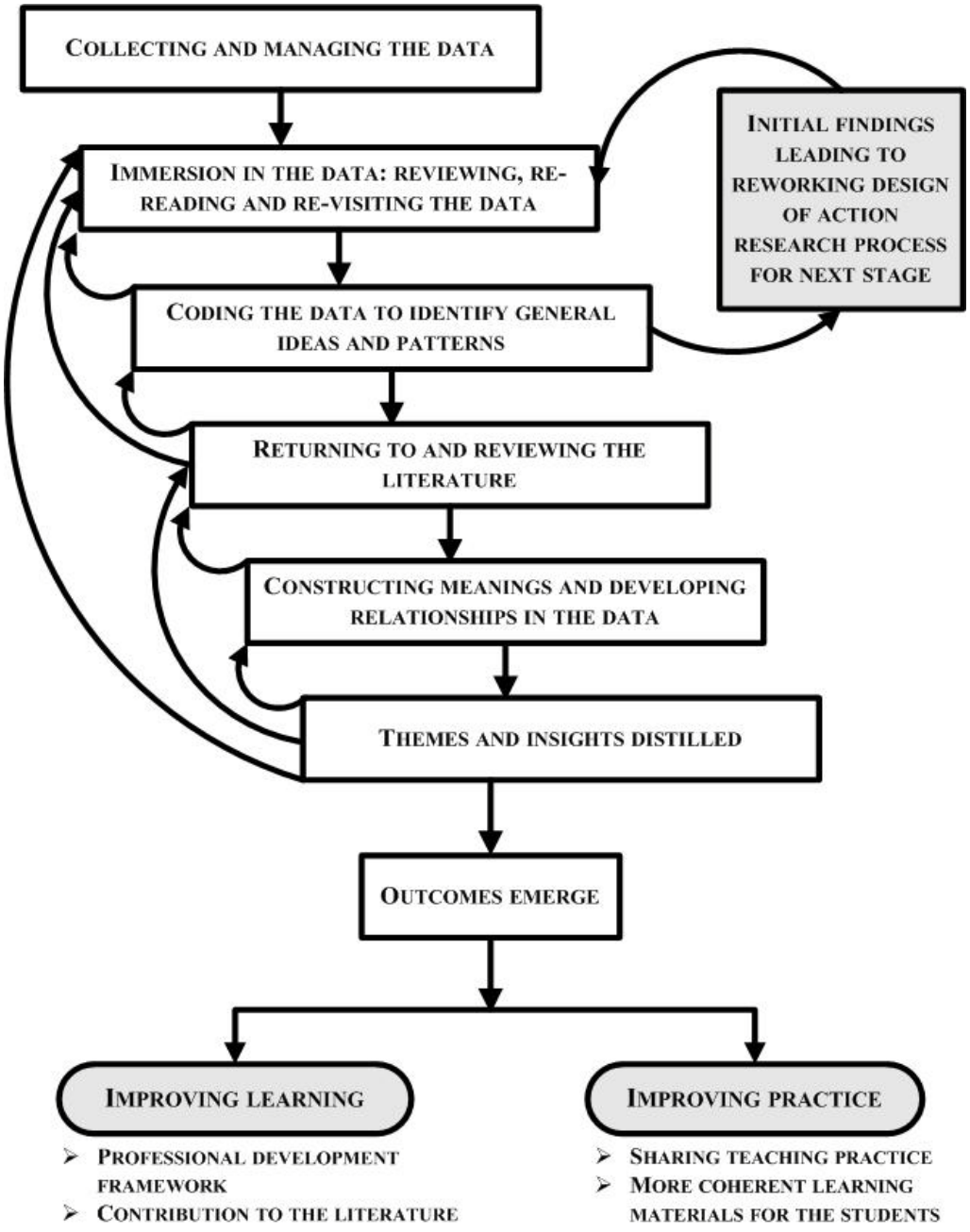

Figure 6: Looking at the data through an action research lens

Using the principles of action research, the data analysis process for this research was both cyclical and iterative, though it was not particularly participative, as I outlined earlier, taking place during the process at the end of the first cycle and then again at the end of the second cycle (see Figure 1: Complexity in the action research). This discussion draws upon the analysis of documents, field observations, questionnaires, focus groups and interviews with the casually employed teaching staff involved in the design, development and implementation of this new model of curriculum development.

While immersed in the action research, my role was one of a leader and manager with all the accountabilities of the masters of my practice. When moving to consider my involvement in the process as a researcher, I realised I needed to stay mindful of the accountabilities of my practice. One of the key characteristics that distinguish action research from most other research approaches is that it aims at both improving the subject of the study and generating knowledge, achieving both at the same time. Because of this dual goal, researchers using this praxis-related approach serve two masters; making a contribution to the academy and to the field of practice (Groundwater-Smith 2004; Kock & Lau 2001; Mattsson & Kemmis 2007; Sommer 1994). Looking at my role in the research, I realised that there was a tension between the different masters of the academy and my practice; being (1) examining the work and representing the research field; (2) the University; (3) the institution; and (4) addressing the academic community in my published work and making a contribution the literature about casually employed teachers in a pathways college.

For me action research involves complex immersion in the setting and the data and the reflective positioning of myself in site specific programmatic change. Action research involves data collection and analysis interacting with each other to help the overall process of the research become "less fuzzy" (Dick 1992). My analysis began with coding and then expanded through queries, exploring paths of enquiry into the data. Hence my analysis consisted of discovering themes and issues in the data which needed to be addressed, and

which clarified aspects of the project and constituted a framework for better understanding the situation. By viewing the data in different ways, I was able to ensure deeper and multiple understandings of the research situation. This assisted in the construction of improved and more appropriate actions derived from these enhanced understandings.

There were two primary stages of analysis conducted during the study at the end of each action research cycle. The initial stage, and first formal review of my data, occurred at the end of the first cycle, and was intended to guide the structure of the second cycle. For this initial analysis, only the workshop questionnaires and my research journal were considered. The initial coding pass, which was primarily analytical (Richards, 2005), was intended to determine whether there were ideas that had not already been addressed by the questionnaires.

My review of the data with emergent coding techniques provided an overview of the issues and concerns of the participants. During this time, my concept diagram (see Figure 6: Looking at the data through an action research lens earlier in this chapter) helped me to stay focused on my area of interest. It helped me to understand the different paths I could take when looking at the data. Through this process, patterns of interpretive significance were categorised into themes. For this coding and initial interpretation of the data only my journal and the workshop questionnaires were considered. This allowed patterns to be identified and meanings defined within it (Charmaz 2006; Glaser & Strauss 1967). It provided an overview of the issues and concerns of the participants as the beginning of the analysis. The data were coded in order to be able to look at the relationships and to view the data in different ways to gain insight and develop a deeper understanding of the issues. Open codes that emerged from the data eventually led to the emergence of themes, essentially interrelated concepts or propositions by which the findings might be explained.

In qualitative research data are analysed and interpreted for patterns and themes. Categories are formed and revised as information is accumulated and new considerations emerge. Interpretation of data attaches meaning to organised information and draws conclusion and may be thought of as applying values, perspective and conceptual ability to formulate supportable conclusions. Interpretation needs to be characterised by careful, fair, open methods of enquiry. My interpretation of the data was influenced by my perspective, which is the result of my unique experience and orientations developed during my lifetime, and of a tendency to attend to certain details. Conceptual ability can also affect interpretation. I looked at the data, twisted it around, discovered nuances, and generated insights in an individual way that affected the outcomes of the research. Thus all interpretations, to some extent, are personal and idiosyncratic and therefore the reasons behind them should be made explicit (Fitzpatrick, Sanders & Worthen 2004).

To work with the data, I decided to use a qualitative data analysis software program, as a tool to assist in the management and analysis of the data. Patton (2002) cautions:

> Analysis programs speed up the processes of locating coded themes, grouping data together in categories, and comparing passages in transcripts or incidents from field notes. But the qualitative analyst doing content analysis must still decide what things go together to form a pattern, what constitutes a theme, what to name it, and what meanings to extract from case studies. The human being, not the software, must decide how to frame a case study, how much and what to include, and how to tell the story. (p. 442).

In this spirit, I chose NVivo 7.0 to assist with data management and to support transparency (Richards 2005). This software package caters specifically to finer detailed analysis for smaller studies, such as this study. One of the general criticisms of such computer software packages is that the researcher often feels distant from the data due to the inability of the program to view the coded message in context. This version of NVivo software eliminates this shortfall. In addition the minimum text for coding in NVivo 7.0 is a single word providing greater flexibility in coding (Gibbs 2002). Using NVivo 7.0

in my data analysis allowed for easy reliable coding and retrieval of text, thereby assisting me to handle and interpret the data which helped to ensure consistency in coding (Gibbs 2002; Patton 2002). Hierarchical relationships were then developed during a number of iterations.

The second stage of analysis involved all of the data sources which were imported into the existing NVivo 7.0 project file. This took place at the end of the second action research cycle. The participant interviews and focus group discussions were transcribed and entered into NVivo 7.0 for coding and the initial coding structure was reviewed. To facilitate the review of data, similar data sources were grouped into sets. Case nodes were created for each participant to facilitate the review of each participant's data in one document. After organizing the data, I continued to code the project file.

The initial coding passes (Richards, 2005), served to organize the data and help me become acquainted with all the data. Topical nodes were created to represent responses to each question on the workshop questionnaire. During the analytical coding phase, coding became more inductive. Similar data sources were coded together, starting with the interviews, followed by the focus group evaluation, and my research journal and memos. After all of the data had undergone at least one initial coding phase, subsequent coding ensued by browsing the passes coded by each topical node.

Whilst capturing a rich description of the categories in the data, these codes were then categorised into a coding structure. Once the coding was completed, I was able to identify the general ideas and patterns in the data. I then revisited the data to have another look at the context of the study; what the teachers were saying and what I had seen during my observations and noted in my journal notes. At this point I also went back to the literature to assist me in distilling insights from the data (see Figure 6: Looking at the data through an action research lens for a diagrammatic overview of this process earlier in this chapter). The analysis process generated two overarching

themes of *tension* and *alignment* as being important for the teachers throughout the data.

Using Anfara, Brown, and Mangione's (2002) strategies, first outlined earlier in this section and described in Table 5: Criteria for Assessing Research Quality, I cross-referenced questions from the interviews and questionnaires and compared the teachers' responses. To verify my interpretations I conducted a peer debriefing with two of my participant teachers. Both colleagues received a copy of the draft transcripts and had an opportunity to share comments and ask questions. Although some other themes were suggested, following a discussion, they both agreed that the suggested themes appropriately illustrate this study's major findings (Creswell 1998; Lincoln & Guba 1985).

I realised that, during this immersion process, my task was to identify recurring ideas and patterns that signal something is going on. Keeping in mind my research question, I began by coding the data to see what evidence would emerge. I then followed my intuition that suggested a deeper way to understand and interpret the data. Once the themes emerged, the next challenge for me was to represent these ideas in an accessible way. The evidence found through this process enabled me to present the ideas in a more concrete way.

> Interpretation means attaching significance to what was found, making sense of findings, offering explanations, drawing conclusions, extrapolating lessons, making inferences, considering meanings, and otherwise imposing order (Patton 2002, p. 480)

To facilitate the move from thematic analysis to finding meaning beyond the specifics of the data, I asked myself the following questions:

- What is going on here?
- What is the essence of what is happing in this process?
- What is this process an example of?
- What is the story that the participants and these data are telling?

(Adapted from Rossman & Rallis 2003, p. 287)

It was a challenge to contextualise and articulate what I had learned through this enquiry. During this process, I turned to Rossman & Rallis (2003) using the questions above to help me in finding meaning in my data. Coffey and Atkinson (1996) were also helpful as they reminded me that how data are presented allow us to "think about the meanings and understandings, voices, and experiences present in the data" (p. 109). Therefore, in discussing and presenting these findings, I relied on participants' words and selected quotes that I believed would appropriately illustrate thematic concepts and clearly articulate meanings I saw in the data.

After reviewing all my documents, field notes, journal entries and transcripts many times, I began to focus on examining the themes that became evident from participants' comments (Lincoln & Guba 1985; Patton 2002; Rossman & Rallis 2003). The themes as I saw them described the subtle and tacit processes that were going on during the study. Developing the themes made it easier for me to understand the "core meanings" (Patton 2002, p. 106) of the data or how I understood the teachers saw the process unfolding and its usefulness and meaning to them.

3.6 Conclusion

This chapter discussed the philosophical underpinnings of action research and then how it was taken up in this thesis. It described how the workshops were designed to support the development of the new curriculum and how I approached the data analysis. The following chapter now continues this theme by moving inside the process and describing what happened in terms of the curriculum development and what was enabled through the process. It maps the curriculum development process and looks at how the participants started to think differently about their practices.

Chapter 4: Elaborating the action research process

This chapter describes the stages and progress of this action research study. It investigates what happened in terms of the curriculum and looks at what was enabled through the action research process. In the previous chapter the theoretical perspective that underpinned the action research together with the conceptual framework were discussed. The action research project and its boundaries were defined in terms of this study and the data and its collection were described. This chapter now moves inside the process and describes some of the workshop outcomes. Specifically, this chapter presents a set of descriptions about what happened through the curriculum development (CDF) process. At PCA, the teachers had a particular understanding of curriculum and their interactions with other teachers, as they were working at the institution on a casually employed basis. This chapter seeks to deepen our understanding about how these teachers engage with curriculum change in this particular context.

The CDF process drew on resources from the curriculum literature, in particular Biggs' notion of constructive alignment (1996) , to provide a frame and to scaffold this curriculum work. Constructive alignment was introduced as a concept in Chapter Two, Section 2.2 where it was defined as a system in which the three components of context, product and teaching and learning activities, work together and support each other. These ideas of Biggs were adopted in this CDF process as a tool and resource. This action research illuminates some of the particular organisational change challenges that arise when working with casually employed teachers in a pathways institution and it demonstrates how the teachers were productively engaged in producing a new curriculum.

There are three sections in this chapter which show the changes to the way that curriculum was produced at PCA. The first section describes the CDF workshops in detail and presents some of the artefacts that were produced through the workshop process, which illustrated how the teachers were changing their practice. Section 4.2 describes how the teachers collaboratively approached this curriculum development at PCA. This leads into a discussion about how the new curriculum was produced by coming to an understanding about the different skills and abilities of the students at the different levels in the diploma. Then an account follows, in Section 4.3, about the management of this change initiative.

4.1 The CDF workshops

This section focuses on the aims and agendas for the workshop series and the outcomes from the process. The purpose in presenting these artefacts is to show how the curriculum change developed through working with the constructive alignment framework. They demonstrate the relationship between the graduate outcomes agreed by the teachers and the assessment events throughout the semester.

There were two cycles to the action research and each cycle consisted of four facilitated workshops. The first workshop discussions focused on the different abilities of the students at different levels of the diploma. The teachers had lengthy discussions about what skills and abilities a student would need to be successful in their studies; these are the key graduate outcomes for the diploma. Then the students' progress through the diploma was discussed beginning with the outcomes the students would be expected to achieve after one semester of study. At the second workshop, following Biggs' (1996) constructive alignment, the focus shifted to considering how these outcomes would be assessed. This was followed at the third workshop by discussing how the different assessments were linked and how they built on each other during the semester. A key element to this conversation was to

think about which subject objectives and which key outcomes were being assessed in each assessment event. At the fourth workshop the group produced the assessment timeline for the semester. This timeline showed all the assessments and their inter-relationships as adopted by the teachers and students for reference and planning

In the first workshop, the teachers discussed a shared vision of what a graduate of the Diploma of Communication would need to be able to do. The group had some lengthy discussions in coming to this shared understanding which incorporated agreement amongst the participants about the project goals and key graduate outcomes for the diploma. Graduate outcomes are an important part of a higher education curriculum and can be used, as Barrie (2006) suggests, to demonstrate the relevance of the curriculum. They are of particular significance to this CDF change initiative as this links clearly to producing a quality outcome, a key driver for both PCA and the teachers.

With this new understanding about graduate outcomes, the next step for the group to work out was how these outcomes would be assessed and mapped against the curriculum. There was a lot of discussion during this first workshop about the different abilities of the students at different levels of the diploma. It was agreed by the participants that Stage 1 students, who were just beginning their studies, needed to be slowly introduced to the ideas of the communication paradigm. The students could be eased into their studies by learning to communicate with a balance of theory and practice. It took a few hours for the group to come to an agreement. The participants spent a lot of time discussing what skills and abilities the students would need to be successful in their studies. As a shared group understanding became clearer the participant teachers were able to name their ideas as outcomes or attributes. This discussion was summarised by the facilitator in Table 6 below.

KEY GRADUATE OUTCOME	DESCRIPTION
Language	**Being able to understand the language of the discipline**
Self-development	**Being able to manage their own studies**
Portfolio	**For presentation of their work**
Acquisition of Theory	**Being able to understand the theoretical underpinnings of the discipline**
Referential background	**Being able to contextualise images, and other contextual background**
Information literacy	**Being able to research their material using different resources**
Ability to study in higher education	**Being able to enter into a university environment and study successfully in higher education**

Table 6: Key graduate outcomes for the diploma

Table 6 lists the key graduate outcomes for the diploma as agreed by the participants in the first workshop. For example, as shown in this table, the teachers were clear that the students would need to be able to understand the language of the discipline and be able to manage their own studies if they were to be able to demonstrate that they had been successful in their studies and were ready to graduate.

Once these key outcomes had been agreed, they were mapped on the whiteboard by the facilitator. The group agreed that a visual representation of these different elements in the diploma assisted them to focus on the outcomes. During the discussions that followed, the teachers began to map the students' progress through the diploma; beginning with what the students could be expected to achieve at the end of their first semester of study (the completion of Stage 1 of the diploma). The following diagram, Figure 7: Preferred key graduate outcomes for Stage 1 students, depicts the teachers

expectations for the students finishing Stage 1 of the diploma (their first semester of study).

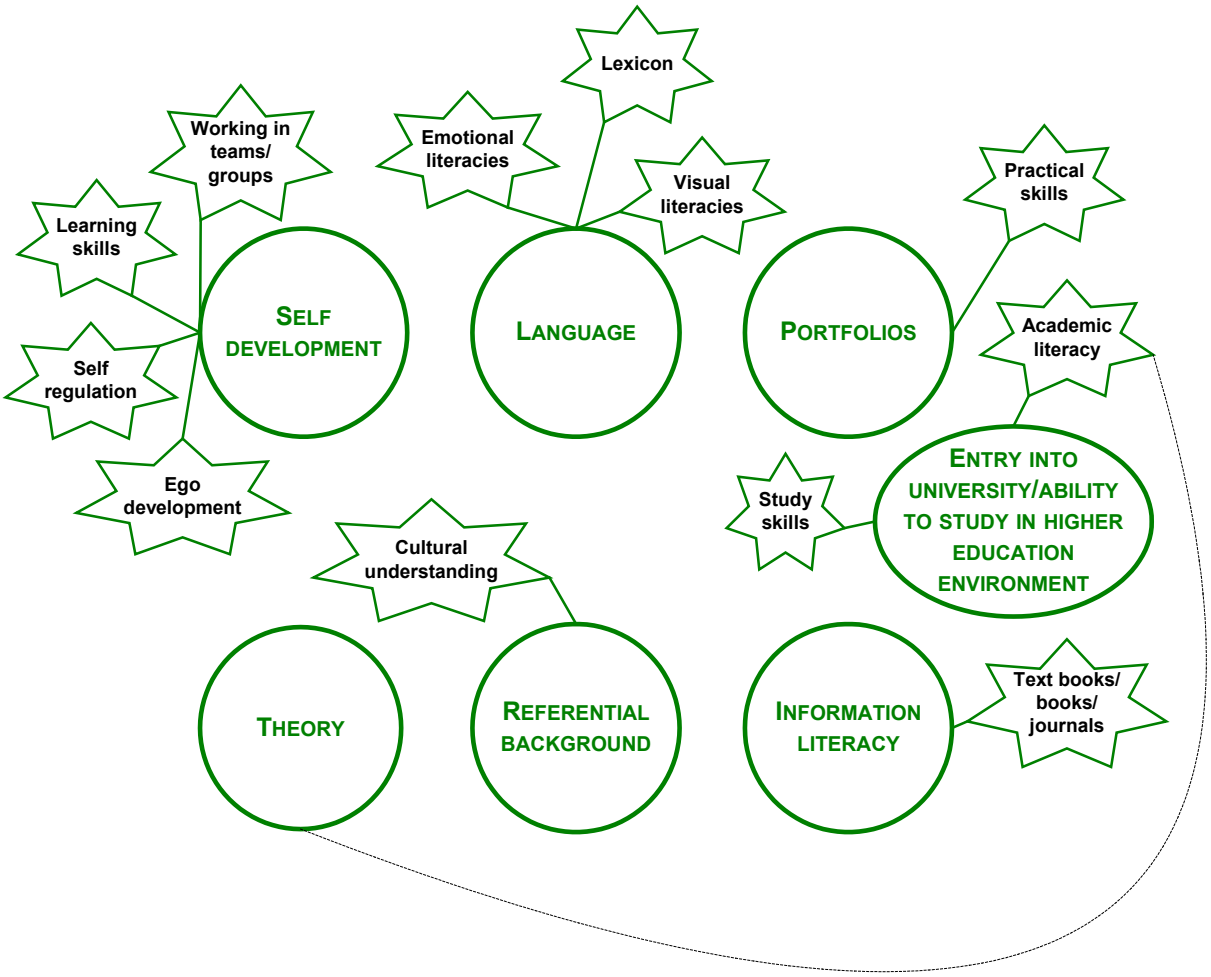

Figure 7: Preferred key graduate outcomes for Stage 1 students

Figure 7 is an important diagram for the CDF process as it clearly represents the shared understanding of the participants. It paints a detailed picture of what the participant teachers were working towards: their agreed vision of what a student would be able to achieve at the end of their first semester of study. It also provides a foundation for the next step in the process. In Figure 7, the key outcomes have been mapped to show where each outcome would be developed at this stage in this process: for example taking the key graduate outcome of 'Language', the diagram shows that the focus for this first semester of study would on 'Visual literacies', 'Lexicons' and 'Emotional

literacies; and for 'Referential background' the focus would be on 'Cultural understanding'. The teachers were able to work with this visual representation of the focus for each outcome at this stage of the diploma as they began to develop their own curriculum.

During the second workshop, the first step for the teachers was to agree which subjects would assess which outcome. The teachers now had a clear idea of what they were trying to achieve in Stage 1 of the diploma; the next step was to begin to work on the assessments for each subject in the diploma. Assessments are an important tool to demonstrate that the learning objectives and/or graduate outcomes have been achieved. The participant teachers now had a shared understanding regarding outcomes, and, following principles of constructive alignment, this needed to be developed and linked to assessments. This led to a heated discussion about the importance of each outcome and how the teachers wanted to assess every outcome in every subject. It was initially difficult for the teachers to understand that there was only a need to assess each outcome once, and that different subjects would therefore be able to assess different outcomes. This difficulty was resolved through lengthy discussion.

During this process, the facilitator was able to guide the discussion to reach agreement that each outcome would be assessed as a major assignment in one subject. Other outcomes could then be assessed as needed as another assessment piece or tutorial work in that subject. The participant teachers mapped the key graduate outcomes against the six Stage 1 subjects: Production Skills; Communication Skills; Society and Culture; Communication Environments; Media Analysis; and Academic Literacy. Each participant teacher had their own view about which outcome should be the focus in their own subject, so, following on from the earlier discussion, there was some vigorous negotiation to ensure that all the graduate outcomes were being assessed at this entry level in the diploma. Table 7: Matrix of key outcomes for students for Stage 1 subjects was produced during the workshop and shared with all the participants for their agreement and feedback.

	SUBJECTS IN THE DIPLOMA					
STUDENT OUTCOMES	**Production Skills**	**Communication Skills**	**Society and Culture**	**Communication Environment**	**Media Analysis**	**Academic Literacy**
Language	M	H+	M	M	H	M
Self development	M	L	M	L	M	L
Referential background: cultural bridge	L	H	H+	H+	M	M
Conceptual knowledge/ theory	L	M	M	H	H+	L
Production	H+	H	L	L	L	H
Information literacy	M	H	M	H	M	M
Academic literacy: university prep	L	L	M	M	H	H+

Table 7: Matrix of key outcomes for students for Stage 1 subjects

Where:

- H+ becomes the major assignment for the subject
- H becomes a major assessment piece
- M becomes tutorial work which may or may not be assessed, may be a criteria for an assessment or a component of an assessment, and
- L is not assessed explicitly in that subject.

Table 7 maps each outcome against each subject and shows how it would be assessed by ranking it as low, medium or high according to the key found after the table. The key graduate outcomes are listed in the left-hand column and the subjects are listed across the top of the matrix. So, for example, the major assessment in the subject Communication Skills would be focused on assessing the outcome of Language; and the major assessment on the subject Media Analysis would be focused on assessing the outcome of Conceptual Knowledge/Theory.

In the second cycle, a similar matrix was produced for the subjects in the second semester; Stage 2 of the diploma and it is presented here to enable a direct comparison between the two stages (see Table 8: Matrix of key outcomes for students for Stage 2 subjects). It was important to acknowledge this link between the two stages, showing the developmental process that the students would go through. A discussion about the differences between the two stages of the diploma is in the next section.

	SUBJECTS IN THE DIPLOMA					
STUDENT OUTCOMES	**Production Skills**	**Communication Skills**	**Society and Culture**	**Communication Environment**	**Media Analysis**	**Academic Literacy**
Language	M	L	L	M	H	M
Self development	L	M	L	L	L	L
Referential background: cultural bridge	L	L	H	M	M	L
Conceptual knowledge/ theory	L	L	**H+**	**H+**	**H+**	L
Production	**H+**	H	L	L	L	L
Information literacy	M	**H+**	H	M	H	H
Academic literacy: university prep	L	M	M	H	M	**H+**

Table 8: Matrix of key outcomes for students for Stage 2 subjects

Where:

- **H+** becomes the major assignment for the subject
- H becomes a major assessment piece
- M becomes tutorial work which may or may not be assessed, may be a criteria for an assessment or a component of an assessment, and
- L is not assessed explicitly in that subject.

Once the matrix for the assessment of Stage 1 subjects was completed, the next step was to decide how the assessment events would take place during the semester.

The focus of the third workshop was managing the assessments and there was another prolonged discussion about how the different assessments were linked and how they built on each other during the semester. The participant teachers wanted to be able to share this understanding with the students to foster integration in the curriculum. The focus of the task was to understand, firstly, what was going to be assessed and secondly, map out the assessment events which would take place for each of the Stage 1 subjects. It took a long time to go through each subject individually, with the specifics of each subject focusing on assessments and a clear articulation about how the subjects linked together (see Figure 8: Mapping the assessment events for an extract from the spreadsheet where this mapping took place).

Subject code	Subject name	Assignment Name	Submission Date	Assessment type	Word limit	Weighting	Group work contribution	Objective addressed	Capability addressed
COMM105	Production Skills1	Written report	Negotiated in Week 1	Written report		10%		Demonstrate an understanding of the Internet in relation to other media formats.	Create a product Information Literacy Language
COMM105	Production Skills1	Written report	Negotiated in Week 1	Written report		10%		Demonstrate an understanding of the Internet in cultural and cross-cultural terms.	Create a product Information Literacy Language
COMM105	Communication Environments 1	Group leadership of a tutorial	Week 03	Practical Exercise		20%	Group work	Demonstrate developing knowledge of the relationship between communication technologies and social systems.	Conceptual & theoretical knowledge Information Literacy Understanding of Referential Background
COMM105	Communication Environments 1	Group leadership of a tutorial	Week 03	Practical Exercise		20%	Group work	Demonstrate basic knowledge of the Australian and global communication and information industries.	Conceptual & theoretical knowledge Information Literacy Understanding of Referential Background
COMM102	Media Analysis 1	Essay preparation	Week 03 or 04	Practical Exercise		15%		Analyse and discuss various forms of media in terms of different conceptual frameworks; relate a range of media products to various cultural and political contexts and markets	Conceptual & theoretical knowledge Information Literacy
COMM102	Media Analysis 1	Essay preparation	Week 03 or 04	Practical Exercise		15%		Undertake a structured research project involving news analysis	Conceptual & theoretical knowledge Information Literacy
COMM102	Media Analysis 1	Essay preparation	Week 03 or 04	Practical Exercise		15%		Recognise and make use of a variety of critical frameworks for analysing the media, and appreciate the cultural underpinnings of some of these frameworks;	Conceptual & theoretical knowledge Information Literacy

Figure 8: Mapping the assessment events

Extract from Excel spreadsheet

This extract is presented to give an example of the detailed discussion and effort needed to develop the assessment structure for the diploma. The process of completing this spreadsheet was exhaustive, as the teachers had to decide, and clearly communicate to the rest of the group, how they were going to manage the assessments in their individual subjects and show what objectives were being addressed by each assignment; together with the weighting for each assignment. For example, in the spreadsheet extract above, one of the assignments in the subject Communication Environments was a practical exercise in Week 3 worth 20% of the mark and called Group Leadership of a Tutorial. This assignment addresses two of the subject objectives, together with three of the key outcomes (Conceptual Knowledge/Theory, Information Literacy and Referential Background), which had been agreed by the participant teachers and discussed earlier in this section. To follow on from Table 7: Matrix of key outcomes for students for Stage 1 subjects, the main assignment in this subject would also need to address the key outcome of Referential Background.

The group as a whole found it difficult to map the high-level outcomes against the objectives of the subjects and then understand how these objectives would lead into assessment (see Figure 8: Mapping the assessment events). Previously at PCA curriculum had been developed on an ad hoc basis and initially the teachers found it difficult to understand the mapping exercise. It seemed hard for the teachers to understand the idea of how the curriculum and criteria for assessment fit together.

> It is really instinctual…very hard to find the words to articulate them (Helen)
>
> I mean that I have been driving for so long now; I wouldn't begin to know how to explain to someone how to use the clutch... (Carly)

The code book which identifies where quotations in this thesis originated can be found in Appendix 4.

Some of the discussions about curriculum became quite dynamic and argumentative as the teachers were trying to understand these new concepts, and the level of irritation in the workshop rose accordingly. Paradoxically, it seemed to me that the best thing about these discussions was the time taken to work through the issues to develop good communication in the team. As Barlas et al. (2007) and Cubine & Smith (2001) suggest, communication is a relatively common barrier to change and being explicit about details and clear about the process is essential to achieving success in any change initiative.

Even though it took a long time and most of this third workshop to complete this spreadsheet, once the mapping was the complete, the group burst into spontaneous applause. This substantially boosted the team spirit and the sense that they were all in it together, a strong sense of joint enterprise – another element suggested by Wenger (1998b) demonstrating that a community of practice has formed. The group was starting to relate differently to their work. Now there was a sense of ownership in the group, a sense that they were producing something new and exciting. Finally, at the end of the third workshop, the teachers were able to see how they were going to assess their own subjects and what they needed to develop; they had negotiated a shared meaning and a joint enterprise as outlined in Table 1: Dimensions of a Community of Practice discussed in Chapter Two, Section 2.3.

Once these discussions about the timing of assessments were complete, we were able to produce an assessment timeline for the first semester of study in the diploma during the fourth workshop. This assessment timeline follows (see Figure 9: Stage 1 Assessment Timeline) and it shows all the assessments and their inter-relationships as adopted by the teachers and students for reference and planning.

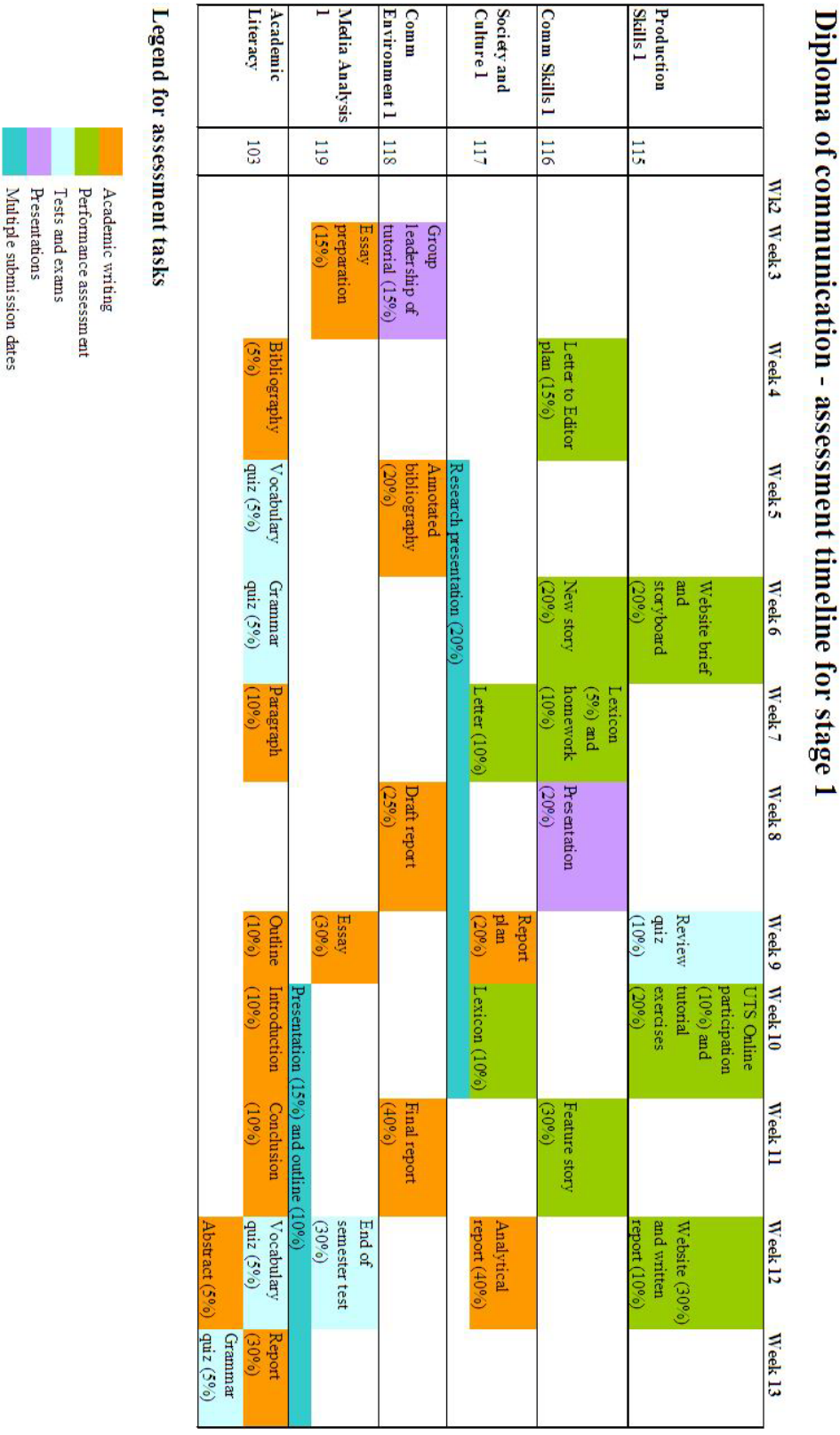

Figure 9: Stage 1 Assessment Timeline

This assessment timeline shown in Figure 9 shows all the Stage 1 assessments, including detail about type and due date. It gave the teachers the structure and clarity to start working on their new teaching materials which would support these assessments. By discussing the timing of the assessments across Stage 1 of the diploma, the teachers had raised their awareness of the content and assessment in other parallel subjects. For example, the teacher working on the Stage 1 subject called Communication Environment gained an understanding that he only needed to teach his students how to annotate a bibliography for his Week 5 assessment *Annotated Bibliography* as the students would have already learned how to write a *Bibliography* for their Week 4 assessment in Academic Literacy. This was new information for both teachers and strengthened the integration of the teaching of this first stage of the Diploma. It was a powerful example of the teachers changing and improving their practice by communicating and sharing ideas.

The students were given the assessment timeline when they started Stage 1 of the diploma and feedback from the teachers was extremely positive. Later reports from the teachers during the first delivery of the new Stage 1 subjected stated that some of the students had laminated their timelines and most of the students brought it to every class. It was a cohesive device for the teachers as it demonstrated their shared understanding of the curriculum and they noted that it had also assisted the students in planning their studies and submitting their work on time. Most of the students were using their assessment timeline daily in class to plan their work, which was a new and innovative outcome to the CDF model. This was exciting for the teachers as they could see that their collaborative curriculum development work had had an immediate positive impact on the students.

During the first action research cycle, there were some difficulties during the first couple of workshops while the teachers were becoming familiar with the process. There were a few tense moments when the teachers were feeling the pressure to learn about this new process and prepare the new materials. These manifested as heated discussions and, in one instance, a teacher walked out of

the room for a while. However, generally the teachers felt quite positive about having support from PCA and the time to work together. When we came to the second action research cycle, and were working on Stage 2 subjects, the teachers produced the following diagram for the graduate outcomes for this stage extremely quickly (see Figure 10: Preferred key graduate outcomes for Stage 2 students).

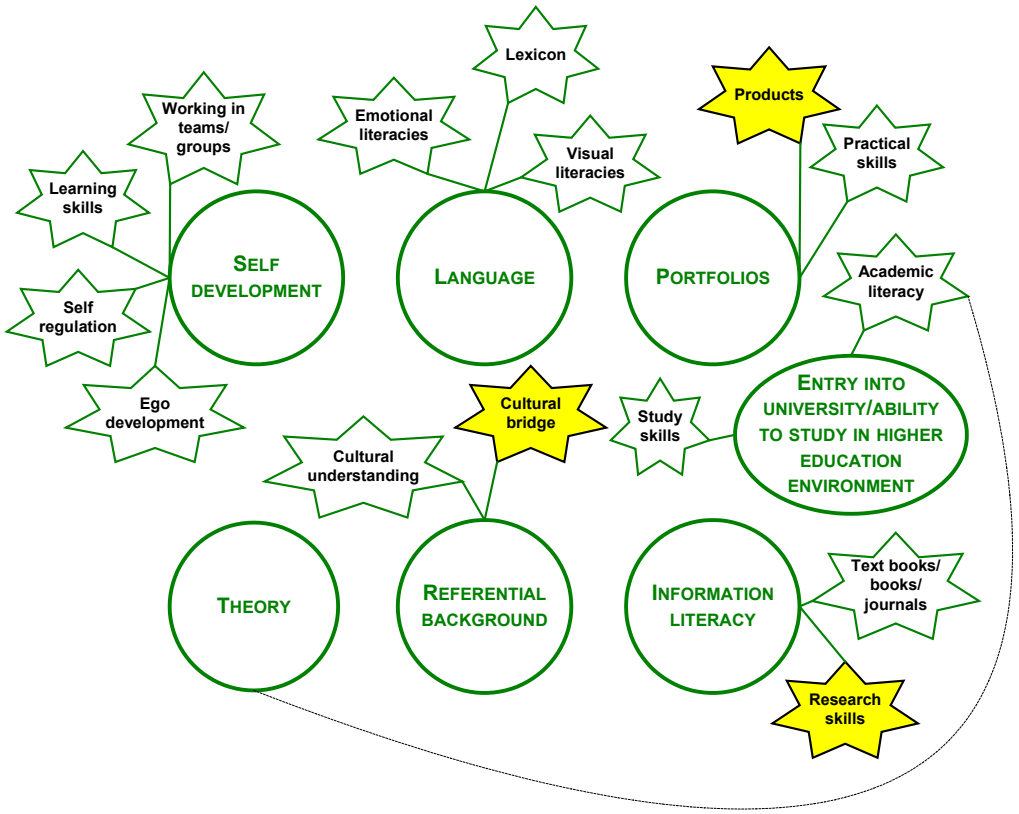

Figure 10: Preferred key graduate outcomes for Stage 2 students

The diagram in Figure 10 is similar to the one produced for the Stage 1 students, represented in Figure 7: Preferred key graduate outcomes for Stage 1 students. However, the teachers realised that the students would need to be developing their skills as they finished this second semester of study; completed Stage 2. After some discussion, the teachers agreed that *research skills, cultural bridge* and *product* needed to be added to the graduate outcomes map at this level, as shown in Figure 10, where the added elements are highlighted in yellow**).** A discussion about these differences in skill levels for the students finishing their first semester of study and then their second semester can be found in the next section.

4.2 Developing the materials

This section examines how the teachers approached this curriculum development at PCA. Initial discussions allowed teachers to feel included and embraced in the process and engaged them in the design and development of the new framework. There was a sense that PCA was taking an interest in what the teachers had to say, which was different than what had happened before. The teachers were enthusiastic about the process and saw it as a way to prepare new curriculum that would benefit their students. These teachers were focused on supporting their students in achieving positive learning outcomes.

The focus on constructive alignment provided a common epistemological space in the workshops. I found it both rewarding and frustrating to participate in the process of reaching this shared space with other workshop participants. The frustration came through the extraordinary amount of time it took for some participants to come to the same understandings as the rest of the group. The reward came via the almost clear paradigm shift that occurred when shared understandings began to inform the workshops: shared ideas, seeing convergences in the rationale for lesson activities and assessment practices.

One of the areas that the teachers discussed in great detail, as described in the previous section, was the difference in students' abilities and skills and how these developed as they progressed between Stage 1 and Stage 2 in the diploma. The participant teachers came to a shared expectation that the students entering the diploma, at Stage 1, would have a certain level of skill and ability. The students would develop these skills and abilities through their studies, so that as they would be more prepared and skilful as they entered their second semester of study; also known as Stage 2 of the diploma. This was particularly important in this process, as by agreeing and sharing an understanding of these different skill levels, the teachers were able to ensure that at each stage in the diploma all the assessments and teaching materials were aimed at a suitable and similar level for the students.

When discussing the differences for students who had finished one semester of study and were starting their studies in Stage 2 of the diploma, it was suggested that students would need to engage in a greater variety of text types, including more complex, multi-dimensional texts and undertake a greater amount of reading. They would also need to demonstrate greater independence in their learning and be expected to be able to draw upon a more complex vocabulary. In their practical work they would be expected to be able to work between different media. At this stage more complex theory also needed to be introduced with the focus shifting from introductory texts to more sophisticated concepts and more challenging ideas.

Previously at PCA, such discussions had not taken place, leaving the teachers to prepare materials intuitively. Feedback from the teachers during the first workshop indicated that they would usually prepare new curriculum using their "best guess" about the skill level of the students and there was no concerted effort to match these "guesses" across each diploma stage. The teachers were passionate and excited during these discussions and there was a sense that they wanted to "get this right". Almost as if they felt personally and individually responsible for ensuring that the materials were directed at the right level for each stage to promote student success. The teachers were clearly concerned about student success in their courses.

The teachers' discussions centred on their view that it was their responsibility to guide the students towards being successful in their studies. Through this curriculum development process, the teachers changed their conceptualisation about how to approach the materials development for the second semester of study. This significant change in practice is emphasised in their language as they take responsibility for their work. Their discussion guided the development of the materials and the teachers agreed that the students, having now completed the first semester of the Diploma, needed to be challenged with more complex texts and materials. The teachers agreed and came to a shared understanding that Stage 1 was an introductory stage, with Stage 2

being more serious and more developed, which is an important element of a community of practice, as discussed by Wenger (1991; 2002) (see Chapter Two, Section 2.3). In this second semester of study the students needed to be more focused on theoretical concepts and place more emphasis on researching journals and databases. Reading principles in the diploma were also becoming more important and the students needed to develop strong reading patterns and improve their academic literacy. The teachers agreed that the tutorial program should support the reading to help the students prepare for study at university. The notion of critical reflection and self-reflection was also now more important for the students and needed to be reinforced in the teaching materials. The teachers were pleased that they were given the time and support to have these discussions and seemed to find them quite easy and straightforward.

The teachers seemed to find the process simple to understand and were very happy with their work and how things were going through the CDF process. During the first couple of workshops the teachers indicated that they understood curriculum and constructive alignment as proposed by Biggs (1996) (see Chapter Two, Section 2.2), and that the work they had done was suitable. They had the view that all their work met the objectives and was clear. Then, during the third workshop, frustration levels rose again as we continued through the process by trying to clarify what objective each teacher was trying to assess (see discussion in the previous section about Figure 8: Mapping the assessment events in the previous section). This led to a realisation that perhaps this process was more involved than we originally thought and consequently the participant teachers became more open to trying new ways of doing things.

Later in the process, feedback from the teachers suggested that the assessments for Stage 1 had been too easy and did not challenge the students, so we talked about the difference between simplifying ideas and making them explicit. When discussing the new tutorial activities that had been prepared through the CDF process, how the classes were progressing and making links

between content and subjects; the teachers reported that the students seemed to be embracing the new tutorial tasks.

Even though the teachers were generally positive about the process, there was also a sense of some resistance to the change. In the next section I undertake an initial reflection on this resistance. Then in the next two chapters, I explore in greater depth a set of themes that have emerged from closer analysis of the transcripts and other data which sheds some light on the nature of this resistance and how it relates to the conditions of casual labour within PCA and the teachers' sense of their own professional identity.

4.3 Managing the change

This section examines some of the difficult situations that arose when implementing this change initiative. Critically examining the teacher's work through this CDF process and their growing awareness of their own educational development needs was achieved through successfully navigating issues of defensiveness, lack of preparation, lack of cohesion and lack of trust. Clear communication, working together and building trust in the process and each other were all factors in overcoming the teachers' initial resistance to this change.

Many change efforts fail, as Presskill & Torres (1999) suggest, because the culture of the workplace is not properly considered. Cultural change within an organisation can be hindered by any number of different barriers to change such as lack of clarity, unclear communication, unrealistic expectations, individual resistance and internal resource pressures. Barriers to change can be anything that inhibits or gets in the way of moving in different direction or change. Morrison & Milliken (2000) suggest that communication is a relatively common and prevalent barrier in change initiatives.

In the past the teachers and PCA had only communicated intermittently about developing any new curriculum. This new CDF model now gave the teachers space to work with each at PCA and share their work with their colleagues. When trying to implement any change initiative, Cubine & Smith (2001) highlight the need of explicitly communicating the detail of the processes involved in the change initiative, as well as the anticipated outcomes of the project (see Chapter Two, Section 2.5). PCA was clear about the boundaries of this new space and the support provided for the teachers. Even though I thought that we had been clear in our communication and expectations at this point, it was challenging for me when we came to reviewing the assessments and mapping the assessments in the third workshop, as none of the teachers had done any preparation. They had not taken the time to look at the Excel spreadsheet mapping the assessment events and update it before the workshop as we had agreed (see Figure 8: Mapping the assessment events). It made me think of my own irritation when students come unprepared to my class and that perhaps the problem came out of poor and unclear communication. After spending the entire workshop going through each subject individually and reviewing the assessments, we decided that as a group we needed to be clearer with our communication and commitment about what needed to be done and to meet agreed deadlines. We were together as a group with the chance of doing something with that energy and all we managed to achieve during this workshop was to hang around while each teacher worked separately with the facilitator to update the Excel spreadsheet.

The process in the first action research cycle seemed to be generally slow, but during the second cycle, when we came to develop the curriculum for Stage 2, the teachers were more familiar with the process. It was gratifying to see that the focus on an informed and cohesive structuring of the student learning path through the first semester had realigned the teaching team towards a more open relationship with each other and academic literacy support for their students. Cohesiveness was no longer seen as obstructive and difficult to achieve, but recast as aligned towards the same broad objectives, student success.

At times, the teachers became quite defensive when someone questioned their work and suggested changing an assignment or tutorial activity. A couple of discussions became quite heated. Some of the difficulty seemed to come from the fact that they were producing materials which could, or would, be open to critical examination by other teachers or even PCA. In part this relates back to my research question looking at the conditions in which an educational development initiative could succeed with a casualised workforce. This reminds us of the fragility of the relationship between the teachers and the institution, as well as the privatised nature of the casually employed teaching staff. The teachers wanted to try out all their new materials in class to see if they "worked", before capturing them and producing written artefacts to share. This discussion about the need of the teachers to work on the materials during the process of delivery was extremely lively. To find a way forward as a group, it was agreed that the outcomes produced would only ever represent a moment in time and that the subject materials would always be moving and growing. This seemed to free up some of the teachers to be more creative in their work. As a group they shared practice and now had a common goal of practice improvement; they were forming a community of practice as proposed by Lave & Wenger (1991).

The CDF process took place during these workshops, where the learning of the group had gone from looking at the broad concepts to becoming clearer and focused. The teachers were changing their practice and sharing ways of doing things together. They were developing a mutual engagement as characterised by Wenger (1998b). The following comment from one of the teachers highlights that problems with terminology seem to be diminishing as the teachers were becoming clearer about what they were doing:

> I was thinking about preparing the tutorials and realised that once I have the assessment worked out, the tutorial activities will just fall out – I mean if I have an assessment in week 5, then it is really clear what I will have to do in weeks 2 to 4 as I know what skills the students will have to learn if I want them to do well in the assessment task (PJE TC).

The facilitator thought that the idea of support and working together worked well within the group, even though there were barriers to start with. Common areas helped to break down barriers and talking informally also helped to build the group connections:

> Yes, yes and I think that's what worked particularly well and developed a real collegial atmosphere and people got to know each other and felt that it broke, I felt that it broke down those barriers where they could now start to see there were some common areas where they could support each other and collaborate and they you know could talk informally about these issues. So I think as a social team building exercise it was very good and very successful (Facilitator).

I will discuss the implications of communities of practice theory further in the next chapter. At this point, I bring myself into this narrative to illustrate a further dimension to this discussion.

Realising that communication and clarity were important in promoting successful outcomes, I thought about different ways that the teachers could be supported. I realised that some sort of blended approach to these workshops would improve the situation where the teachers could do some work away from the large group to help them prepare for the workshops. This other work away from the large group would be supported by providing access to other experts or training as requested by the teachers. I thought an opportunity for the teachers to do some work in a smaller group might be helpful as the group was clearly not that comfortable with technology and deadlines. The whole group workshops could then be considered as a forum for discussion and reflection on work already completed.

I decided to test this idea and arranged for another external expert to work with a couple of teachers spending some time finalising the assessment tasks and criteria. These teachers would therefore be free to start working on the tutorial activities for discussion at the next workshop. This approach worked well, as these teachers were able to discuss their own needs away from the

larger group. At the following workshop they were much better prepared and able to participate in a creative way and they appeared to have overcome their individual resistance to change.

The issue of critical examination of the teachers' work ran as an undercurrent through many of the workshops. According to Brew (2003b), teachers must establish trust and develop strong communication behaviours to be able to have discussions that support critical examination of their teaching (see Chapter Two, Section 2.4). Being open to the thoughts and feedback of your peers can help to improve your work and practice. The group needed to develop a group identity and norms for interaction to promote a strong sense of community when working together; a community of practice. The extent to which a learning community is empowered has a significant effect on its success.

What was exciting for me was seeing the group learn to work together. Some of the comments made by the academics were inspiring and their enthusiasm seemed to increase as they went through this new workshop framework:

> I would really love to do this course myself (PJE TC).
>
> It is like being an undergrad again. I'm loving doing all this research! (PJE TC)

Returning to an issue in the first action research cycle, when the time came to map the assessment events (see Figure 8: Mapping the assessment events), as well as the heated discussion about the mapping discussed in the previous section, there was also some confusion and fog about different terms such as outcomes, subject objectives and assessment criteria. It was almost like some sort of mental block for the teachers. They had been working the same way for so long that they seemed to be hanging on to their old and trusted methods for developing the curriculum. They were saying that they were excited to follow the new framework, yet they were actually using their old methods to produce the new curriculum. However, during the second workshop it was

almost like a light switching on, as one by one they seemed to get this new idea and be extremely keen to move on to reviewing their work in this new light:

> We really need this time to get together and look at the subjects and how they fit together. (PJE TC)
>
> This is a necessary roundabout for us, as we do a lot of going around and around and then we get very efficient. (PJE TC)
>
> It is like, you have to know where the heart of what you are asking them to do is… that is what you are trying to assess. (PJE TC)
>
> We need to let the students know what they are going to get marks for before they start … students want assessment criteria, so we should put them in our subject outlines before we even begin. (PJE TC)

It was amazing when the "light switched on" – the teachers kept coming back to the idea of making it clearer for the students. They all knew they wanted to do it, but they did not quite know how to do it. Their awareness of their own needs for improving practice became more apparent. During this first action research cycle, this was the first time I had seen the teachers share their ideas with each other and with me. They were trying to do something different but that they did not know how to go about it. Their enthusiasm for following the new framework increased and there was a commitment to trust the process.

Watching the teachers come to an articulated understanding of the integral role of literacies (academic, cultural and discipline) in the PCA diploma was of particular interest. The word, "articulated" most closely captures my observation of the dual process of consciously joining content/domain knowledge and pedagogical practice as well as expressing in more pedagogically oriented and pedagogically explicit terms the rationale behind the delivery of content subjects.

During the second cycle of workshops the group started to talk about how their thinking was changing and that they were beginning to see the

curriculum as a whole rather than their own individual and separate parts. It was exciting to see the teachers acknowledge that their practices were changing and the teachers were now looking at the curriculum is a completely new and different way:

> That seems to be old thinking now [referring to the curriculum document], it all seems so long ago. (PJE TC)
>
> Consistency, coherence and frustration that the curriculum fits together and that it can really only be done this way. (PJE TC)
>
> This is great, because we will know that all the bits we need to cover are being covered. (PJE TC)

As discussed in the previous section, there was agreement between the teachers that students needed to develop strong reading patterns in Stage 2 of the Diploma. The teachers were therefore trying to incorporate reading skills development into the tutorial program. "I want to do this, but I don't yet know how to do that" referring to a comment about incorporating reading plans into tutorial activities. This teacher had identified what he needed to do and that he didn't know how to do it – a first time, in my experience, for this teacher to ask for help. This is where the community of practice was able to provide strong support for the teachers. The group was able to identify its needs and provide each other with support with a common sense of purpose and a real need to know what each other knows, which Wenger (1998b) identifies as important characteristics of a community of practice.

4.4 Conclusion

Given that this study was conducted with a casualised workforce at PCA, initial resistance and reluctance to participate may, in this case, say more about the conditions of work of the teachers, in addition to general resistance to change. Even so, during the process the teachers moved through their resistance to becoming positive about the process and developing a better understand of the idea of curriculum.

This chapter put forward and described a new way to work together when developing curriculum. It investigated the research process and its value by examining what happened in terms of the curriculum and what was enabled through the process. The chapter discussed how the process elements were managed and acknowledge the resistance to change in the study. It looked at how the teachers then engaged with the process and the notion of change in the practice of the teachers. These changes in the practice and associated tensions are now investigated in more depth in Chapter Five.

Chapter 5: Building a community of educational practice: collaboration, tension and alignment

This chapter examines the teachers' engagement in the action research process, together with their changing understandings and changing practices and interrogates these processes more deeply. The story about this curriculum development project reveals the complexities in the relationships between me, as the researcher, the participants and PCA. To frame this enquiry, this chapter explores the usefulness of communities of practice theory (Lave & Wenger 1991; Wenger, McDermott & Snyder 2002) for examining the workings of this group-based educational development process. Intricacies in the themes of collaboration, tension and alignment in the educational development process, which came out of the early reading of the data, are further interrogated. Data analysis indicates that communities of practice theory does not account for an important set of tensions that illustrate the overarching power and relationship dynamics woven throughout the study. This examination considers the demands of my role in the process and the opportunities for educational development that came about through this study.

The chapter goes on to investigate how the teachers were successfully engaged in the CDF process. By developing a community of practice at PCA in the curriculum development project, the teachers were able to see the relevance of the work to their own practice and to engage and commit to the process. With working together clearly making a difference to the engagement of the teachers, Section 5.3 examines this notion of collaboration and how the teachers found ways of working together within the community of practice. Through this new framework, they had an opportunity to work together in ways that had not been previously available and this was an important factor in the success of this CDF model. The following section, Section 5.4, then identifies some of these new, shared practices and discusses

how the teachers realised that they had achieved something new and exciting, something they had not done before when working with curriculum change. Section 5.5 considers the lost opportunities in the process and the chapter then concludes by reviewing the issues that arose within this study when focusing on improving and sharing practice.

5.1 Tensions and complexities

The new CDF model was designed to promote professional engagement in developing new curriculum at PCA. It was designed to be responsive to the needs of the teachers, cost-effective and scalable and it took into account the casualised status of the majority of the workforce. When working with the data, it became clear that, as the curriculum development process progressed, the teachers began to see benefits in engaging in the process; this engagement grew as levels of trust in both their own community and PCA grew. Educational development generally is faced with growing tensions that relate to the pull between institutional and individual needs and the dilemmas of clarifying professional identities (Hicks 2005). When working with a casualised workforce, such as at PCA, any educational development initiatives face difficult challenges in engaging the teachers.

The changes that took place during this curriculum development project led to many tensions surfacing: relationship tensions, competing and conflicting interests of work and time commitments, and tensions for me in my role as both manager and researcher. These relationships between the participants and me, the participants and PCA, and my role at PCA as both manager and researcher, were further complicated by the casually employed status of the teaching staff. Brown, Goodman & Yasukawa (2008) discuss this increasing trend worldwide towards casualisation and how it is seen as a key feature of Australia's flexible labour market (see Chapter Two, Section 2.1.2) and Pocock (2003) also cautions that in some cases tension between full time and casual workers may also occur. This increasing casualisation of the workforce

at PCA certainly emphasised these, and other, underlying tensions. There were tensions for the teachers in where to direct their focus: should they be aligned with the institution's goals, should they focus on their own professional practice, or should they be focused on promoting strong outcomes for their students? The institution goals were primarily focused on promoting strong financial gains for PCA, with quality in teaching as a secondary goal. The teachers, on the other hand, were clear that their main focus was with the students. Even so, the teachers were open to aligning their focus with the institution goals when these goals were similar to their own. An additional layer of complexity also became evident as the teachers were balancing their teaching at PCA with their own external work commitments and professional practice.

Not only were there tensions for the teachers in the process, but there were also tensions for me, between my role as manager and as the researcher. These tensions, as Groundwater-Smith's (2004) analysis reveals, were between the different 'masters' of the academy and my practice (first mentioned in Chapter Three, Section 3.5). These, as I understood them were: (1) carrying out my day-to-day work and undertaking the research; (2) the requirements of the University in which I was enrolled in my doctoral study; (3) PCA and its goals; and (4) making a contribution to the scholarly field of educational development in my published work. This was a structural tension of working with teachers versus increasing alignment with management; or as Hicks (2005) puts it in the title of her paper, being 'caught in the middle'. These tensions and alignments can be represented graphically thus:

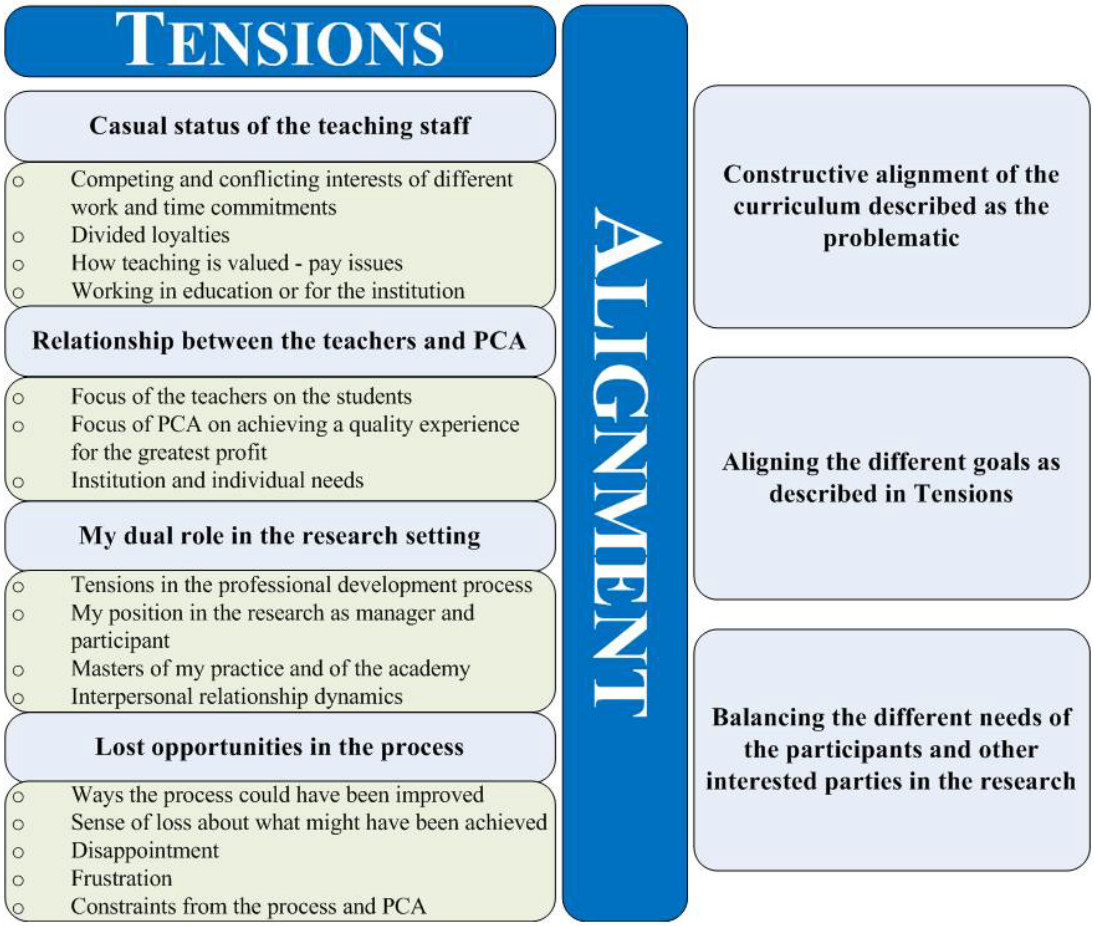

Figure 11: Tensions and Alignment in the Curriculum Development Project

This representation in Figure 11 attempts to captures the key elements of the tension and alignment revealed in this study. From this we can see that successfully working together, in this case in a community of practice to engage the casually employed teachers, can promote the alignment of goals and balancing of different needs promoting a successful outcome. For example within the tensions manifesting through the relationship between the teachers and PCA are the elements of the teachers' focus on the students, PCA's focus on achieving a quality experience for the greatest profit and institution versus individual needs. Alignment in this study is shown through three elements: constructive alignment in the curriculum development work; alignment of goals; and balancing the different needs of interested parties. There are tensions as reported in the data and outlined above and also the higher order, more abstract tension that was identified earlier in the thesis

between the long-term strategic needs of the institution and the fact that it employs its teaching staff on a casual basis.

Even though this process is actually quite messy and complicated, the diagram is put forward as a way of interrogating the curriculum development process more deeply than in previous chapters. The action research process gave the teachers an opportunity to engage in their own professional development that would not have been available to them if this project had not taken place. It can also tell us something useful concerning the professional development of casually employed teaching staff.

This chapter now considers how these tensions are manifestations of the particular employment conditions of these teachers and how the curriculum development project engaged with these tensions. It considers how the different tensions were managed and suggests how educational development can be promoted in a setting like PCA. It is a critical examination about the tensions in the educational development process, together with my dual role in the curriculum development project as a manager and a participant. It looks at the needs and goals of PCA and the more complex interpersonal relationship dynamics inside the process.

When asked to consider the process, the participants affirmed that the series of workshops had been successful in its aim of identifying outcomes for the course, and presented an opportunity to engage in developing their own teaching materials and learn from colleagues. They found the workshops were productive although they had to work very hard together as a group when learning a new practice. Throughout the process, however, tensions emerged for the casually employed staff. Timing of the workshops was an important issue and feedback indicated that holding the workshops on a Saturday was not ideal. Furthermore, more breaks would have been welcomed, as would better preparation on the part of some individuals; the latter was discussed in more detail in Chapter Four, Section 4.3. Even so, the participants reported that it was interesting to see how other teachers went

about their teaching and it was productive to have time to reflect with their colleagues on their work.

The three dimensions of a community of practice proposed by Wenger (1998b): mutual engagement, negotiated joint enterprise, and shared resources, are now considered in this chapter to frame an investigation about the challenges of engaging the teachers (see Chapter Two, Section 2.3 and Table 1: Dimensions of a Community of Practice). I will explore how this community of practice work does not account for the tensions discussed above in Figure 11. Some of the issues that emerged are similar to those found in critiques of communities of practice, where CoPs theory is found to downplay the role of off-the-job learning and overlooks tensions that might emerge and issues of social power and inequality (e.g. Hodkinson & Hodkinson 2004b). The ideas of social power and inequality are particularly important in this study, as the casual employment status of the participant teachers required their voluntary engagement in the process if the new framework was to work. In the past, as discussed earlier, engaging the part-time teachers in educational development had not been successful.

Even though the focus of the new framework was the development of the new teaching and learning materials, it became clear during the process that the teachers were also being given an opportunity to develop professionally through the process. Hanrahan, Ryan & Duncan suggest "that professional development that is discipline-specific and located in a community-of-practice is more likely to be relevant and productive than a centralized, decontextualized approach" (2001, p. 130). So for any change to work it has to be relevant and meaningful to the participants (see Chapter Two, Section 2.4).

During the second cycle of the action research, which involved a similar workshop approach to the first cycle, as outlined in Chapter Four, the participants were able to identify any area in which they needed particular help and where they could contribute to the enterprise. This is one of the

characteristics proposed by Wenger (1998b) as an indicator that a community of practice is present (see Table 1: Dimensions of a Community of Practice in Chapter Two, Section 2.3). Individual assistance was then organised to enable the participants to fully participate during the group workshop process. The focus of this second stage was to build the strength of the collaboration and engagement of the teachers, and to more closely evaluate the process of the professional development of the teachers.

The teachers came together with the idea of developing new integrated teaching and learning materials. They took part in a series of workshops and through the process of legitimate peripheral participation as proposed by Lave & Wenger (1991), formed a community of practice. In this model, the teachers took part in activities, where both as individuals and as a group, they negotiated meanings and developed knowledge within a social context leading to a reconceptualising of the relationships between the participants; they changed their practice and their ways of working. The following three sections of the chapter now elaborate on the different elements of the educational development beginning with engagement with the process, building through collaboration and working together to improving and developing new and shared practices.

5.2 Engagement

Hanrahan, Ryan & Duncan (2001) propose that an educational development activity makes little difference in the long term if it isolated from usual and relevant practice (see Chapter Two, Section 2.4). This indicated to me that this new framework was more likely to work and engage the teachers, if they saw its relevance and meaning to their usual practice. I came to the process knowing from experience that in the past the teachers at PCA were generally not interested in any sort of professional learning activities. Professional development workshops were poorly attended, with teachers usually saying they were "too busy", "uninterested" or just not going to attend any work-

based professional development unless they were paid commensurately for their time. As professionals who worked as casually employed part-time teachers, they expected to being paid for any time working at PCA. This is different to traditional academic culture and presented its own set of difficulties and tensions.

Previously, development of new teaching materials at PCA had been done by the individual teachers in isolation, and the participants saw this new framework as a chance to collaborate with their peers and to be part of a change in an inclusive way. All of the teachers were interested in trying something different and they were keen to be involved. They felt that, by suggesting this new framework, PCA was showing more interest in what they, as teachers, had to say about their teaching and the students. That in itself engaged the teachers in the process and this had not happened before in my experience at PCA. The new approach did not cost any more money than using the traditional method, as teachers had always been paid to prepare teaching materials. However, this approached required the teachers to attend the workshop series and work together to produce the new teaching materials. Even so the teachers said that they felt early on in the process that they were being treated fairly by PCA, and that this was different to the past. Responses on the workshop questionnaires emphasised this point with the comments "Very valuable to hang out together and share experience and views, builds knowledge and respect and undoes negative build up from the past." (Qu1.1)[2]; "It was good to have space to share and focus on positively moving forward and staying away from the past negativity" (Qu1.2).

The teachers found it valuable to have the time and space to reflect collaboratively on the content, delivery and assessment in the course in a supported and connected environment. This was the first time that any of the participants had taken part in this type of development work and they strongly supported the implementation of the new framework and found it useful to work with. It was "a chance to come together and take time to come to a

[2] The code book for data source citations can be found in Appendix 4

shared understanding" (Qu1.2) and "Chance for communication and collaboration amongst the teachers. Chance for reflection" (Qu1.1). Not only did the teachers support the process and value the learning experience and the chance for reflection, but commitment to and engagement with the new framework was firmly established to promote further educational development. "Great to have a chance to be involved in a process where we have time to reflect and guide how we work together" (Qu.1.2).

This excitement about working together was evident from early on in the process. During the first action research cycle, I started to notice that engagement and commitment to the CDF project was linked to the teachers seeing that there might be some personal benefit through the process. They were sharing ways of working together and belonging to the community of practice as described by Wenger (1998b; 2002). This was significant as the teachers were beginning to link the workshop process to improvements in their own practice.

Through this analysis, it is possible to argue that this curriculum development innovation provided the opportunity for educational development to take place that otherwise would not have happened. The participant teachers particularly liked the common aims of the group and the shared ways of engaging in doing things together, the structure of the framework and the process to follow. These are key indicators for a community of practice to exist as proposed by Wenger. The teachers were working together at another level and by going through the process, they were given an opportunity to reflect on, and work to improve, their practice. Without this innovation, they would not have had the chance to do this. They developed shared goals and aims for the group, again another important element of a community of practice.

There were some problems with the implementation (which were discussed in Chapter Four), including the different skill levels of the participants; the goals of the group needing to be clearer, a feeling that perhaps the group could have achieved more; and a noticeable lack of time. A common feeling also existed

that the group would benefit from a more focused evaluation and reflection on the process. This accords with Brew's (2004) argument that a rigorous framework of evaluation and research reflects a growing trend of searching for new ways to understand and present the nature of educational development (see Chapter Two, Section 2.4).

The question of keeping the teachers engaged in the process was complicated. As the teachers grasped the process of aligning the new curriculum in the first cycle, there was a possibility that we could plan to do more in the second cycle. This presented a few challenges for me as tensions emerged with my dual role as manager and researcher. I was in a position where I was there to support the teachers and also manage the interests of PCA. I found this position gave me many opportunities to be creative in the way I worked within the curriculum development project. In the main, I ensured that all communication was open and clear, optimising the chance of successful change as discussed by Fiss & Zajac (2006). Feedback from the initial data analysis for the first cycle, suggested ideas for the next steps in the design of the new framework including: more structure in the workshops; better defined workshop objectives; more documentation to help prepare for the workshops; and some individual help as needed.

In summary, the teachers were committed to their work and their students and they commented that they noticed a greater commitment from PCA in assisting staff. I observed throughout the process that all participants entered into the process in an open and enthusiastic way. However, they did find it frustrating, as discussed in Chapter Four, to go through everything at an individual level when they were all at different levels in the work they were preparing. The work was generally well-directed, but some described it as "a bit patchy, but moving forward" (Qu1.3). While there were strong indicators that a community of practice had formed, elements of tensions also emerged that could not be accounted for within this framework. These tensions included the casually employed status of the teaching staff, the challenge of

engaging them in the process and my dual role in the curriculum development project, as outlined in Figure 11 above.

5.3 Collaboration

Reflecting on the tensions that emerged in the data analysis, it became clear to me that the complexities in the relationships were important to this study, so I have investigated the process of working together more deeply. Working *jointly on an activity or project*, as proposed by Elliot and Woloshyn (1997), can be understood as a common definition of collaboration as discussed in Chapter Two. A successful collaboration can lead to learning and improving practice and change in the workplace. Collaboration is both an individual and social pattern of interaction, with the potential to stimulate ways of thinking that are normally inaccessible to any individual working on his or her own. In this work collaboration is considered to be a process such as a series of actions, changes, or functions bringing about a result or achieving a goal. This idea supports a community of practice where a group of practitioners come together to share with the aim of improvements to practice, a negotiated joint enterprise.

Earlier in Chapter Three, Section 3.3, the framework for the two action research cycles was described. As the first cycle began, observations from my personal journal showed that the group were excited to begin the process with a sense of purpose, spontaneity and eagerness not to be alone and to work together as a team:

> As soon as we arrived, the group began to move chairs and tables so that they could work in a circle/group and they appeared to quite motivated and excited about working as a team (PJE)

On the surface, the group was excited and eager to be involved, yet early on in the project, the idea of collaboration or joint enterprise, an important element

of a community of practice as discussed by Wenger (1998a; 2002) was missing. This curriculum development project proposed a new framework to develop teaching materials where the teachers could work together or collaborate with each other and the institution. As defined by Elliot and Woloshyn (1997), collaboration exists where participants can be seen to be working jointly towards a common goal; the same can be said of a community of practice. This idea resonates with my background in information systems where a system, as proposed by Stair & Reynolds (2003) can be defined as a set of elements or components that interact to accomplish goals.

It was hard to work together as a team when the team members had different skill sets and "can be frustrating to go through everything at an individual level" (Qu1.2). However, moving to the second cycle of the curriculum development project, the participants were getting an idea that there was something more going on in this setting rather than just curriculum development. As Marc said:

> …it gave us objectives which we needed to meet and it required us to work together and consider each others, what each person was doing – not just in the content but in terms of the timing of assessment, all those things, that was what enabled us to move forward quickly without acrimony (Marc).

Having common goals is an important part of a community of practice, even though there were still underlying tensions of divided loyalties due to the casually employed status of the teaching staff.

On examining how things had changed, I realised that it was important to the teachers that they had achieved a more positive standing within the institution. Helen strongly expressed her views about collaborative educational development at PCA when she said:

> What's been really, how do I say this, what's been really, really good for me about attending the workshops, is that it has worked simultaneously on a number of different levels, the core of educational development has not been outsourced, it

> has come from a collaborative moving forward of all the participants and it's actually validated and provided the opportunity for sharing of existing professional strengths within [PCA] (Helen).

Having the curriculum development project supported by, and developed within, PCA clearly had a strong effect on the teachers.

The institutional support of this framework provided a new space for the participants to come together and interact and work on the new teaching materials. This was positively evaluated by all the participants, as illustrated by one of the responses to the workshop questionnaires: "Great to see the team working together and clear about goals" (Qu1.4). The participants were in a supported environment that allowed them to be creative and take risks. They were able to work together to produce a shared view of the new curriculum. The feedback from the participants indicated that they found the process supportive and welcomed the chance to work in fun, collaborative environment and they thought the workshops were "More supportive; more collaborative; more fun!" (Qu1.4).

Although the teachers were clearly focused on improving the learning experience for the students, it became clear that the support of the institution helped to strengthen the process. Feeling supported by PCA to improve their practice added to, and strengthened, the collaboration process for the teachers. Relationships were being strengthened through the community of practice, given the limitations discussed earlier and better communication. The institution was investing in the teaching team and the benefits for the future. This put me in a stronger position, and helped me in my dual role in the curriculum development project to develop my own relationships within the project.

> If you value something, you actually have to devote time to it and that goes for what you do in the classroom and goes for what you do as far as investing in your teaching team. (Helen)

> I think that what's interesting about this process is that to me, it has been a little bit like the tip of the iceberg. I don't think that the tangible return on investment on it is going to be immediately obvious, but I think that it is going to have resonance for a long time to come, because I think not only has it provided the group as a whole with a coherent framework, it's also provided us with the opportunity to become colleagues in a way that was not possible before. (Helen)

There was a sense that working together in these new ways would provide an ongoing and valued framework.

> I think it's finally dawned on people that administration and the academic staff are one … they care and you [the institution] are obviously spending a lot of money on this which you said from the outset and that it's supported, you know, we end up with a better product and better staff as it were. (Will)

When the group reached a shared understanding it seemed to lead to a coordinated, cohesive focus. The participants came away with the understanding that they were each facing the same struggles and sharing practice was a good way forward to support each and improve practice, again indicating that, even though there were tensions emerging for the teachers, a community of practice had formed.

In the previous section, I talked about how the participants were collaboratively engaged in the process of this curriculum development project. This was an important step towards a successful collaboration. The teachers became further engaged in the process and developed a stronger sense of collaboration when they saw a benefit for themselves in improving their own practice, either at PCA or in their own business. This mediated the tensions in the curriculum development project that existed for the casually employed teachers with their divided loyalties and competing and conflicting interests of different work and time commitments.

> So it would seem that perhaps professional development/learning at [PCA] did not work/was not well attended before, because

> teachers may not have seen/realised that there might be a benefit for them in their work to attend. (PJE)

My journal notes during the second cycle observed some changes during the process. As a group we had come such a long way from the first meeting. There was a big shift towards seeing the inclusion of sound pedagogical practices as a benefit to the program as well as the individual subjects. Even with the tensions between the focus of the teachers and the focus of PCA, there was general agreement at this point that a quality program would be of benefit to the bottom line of PCA as well. In my journal I noted that what I noticed "was the team working together and taking ownership with a sense of purpose and trust in each other" (PJE). The group was working together as a community of practice, the level of trust was growing and the tensions were diminishing. Presskill & Torres (1999) note that trust within the group can promote change within the work environment and it can also be an indicator, according to Wenger, McDermott & Snyder (2002) that a community of practice is present. Brew (2003a) argues that the extent to which educational development will be successful will also depend on the trust levels exhibited by the participants.

As part of this process, PCA agreed to the teachers' request to provide them with a room solely for their classes. This was a concrete example of similar goals and focus for both PCA and the teachers. The casually employed teachers feel more valued by the institution and this results in a more effective workplace. This sense of value promoted the engagement of the teachers in the process and the collaborative work:

> Comments from the teachers indicate that the new room allocated to the teachers has made a difference. The students are quite thrilled about it and it gives the teachers some continuity and sense of community. (PJE)

PCA had a contradictory role in this curriculum development project. On the one hand it provided support and allowed the curriculum development to take place, yet the group itself was still working in isolation. It was interesting that

the sense of value and organisational support was contained within the group and reported by the teachers, although the institution itself was noticeable by its absence. The self-imposed sense of community and collaboration existed within the group, yet none of the participants commented about the institution outside the group and whether or not they were committed to the innovative new framework. The participants seemed to accept this limitation as a change for the good, with the hope that it would lead to further institutional change in the future, were it to be successful. Even so the participants felt that their work was being resourced and supported by PCA, giving them space to reflect on their practice and collaborate.

The participants found the workshops gave them practical time to work together and that the external input, institution commitment and support together with the workshop structure supported them in developing their teaching materials. Working together helped them to share their practices and sharing their practices led to improvements in their practice. The next section now looks at how the teachers shared the strengths of their new skills and knowledge.

5.4 Shared Practices

The workshops for this study necessarily focused on the development of the teaching materials for the new diploma. During the process, the participants developed some new skills while working together in the community of practice. These new skills were the result of their professional development and again as the teachers became aware of these changes in practice, their level of engagement in the process rose. Some of the new practices adopted by the participants included: development of key moderators e.g. language etc, thus connecting all subjects via the required outcomes; using the progression of outcomes, objectives, assessment tasks and criteria to ensure relevance and integration in the courses; and developing a 'Buddy' system in

and out of class for the students by swapping names, e-mail, phone etc and providing a task focus for both inside and outside class.

The facilitator was first introduced in Chapter Three, Section 3.3. With his background in instructional design he was employed by PCA to run the workshop series for the teachers. Even though the focus of his role was to facilitate the process, he became a participant in the process and a resource for me. He was able to share his observations of the process with me and gave me tools to work with to analyse the process. As he was being paid to facilitate the workshops by PCA, we were clear about our boundaries and any discussions we had about the curriculum development project and the research only took place when I interviewed him separately. At all other times he was the facilitator of the workshops and I was a participant/observer.

It emerged out of our discussions and this examination that what we were trying to do during the curriculum development project was to change the way that the participants looked at themselves, their sense of identity and their view within the institution. The curriculum development project was providing an opportunity for the teachers to move from an individual perspective to a broader role as a group, and to take responsibility for what was going on and what they were achieving. Going through the process was unsettling for the teachers, yet they needed to be unsettled to enable them to move on and develop new practices. The facilitator was able to illustrate this issue:

> Sure, yeah. I guess from my perspective I thought you had a very ambitious programme ahead of you [the institution] because what you were trying to do is change a way of looking at themselves …. what you're asking them to do in a sense was to take responsibility for the curriculum themselves and become more of a curriculum designer or more of an academic rather than a teacher and I think ah that's going to take quite a considerable amount of time. In the first instance what you were doing is that is really unsettling their views of themselves and what they were trying to do within the classroom, responsibilities they had to their students and I think that was very successful and in actually seeing that they had a broader role and that they could take more responsibility for what was going on. (Facilitator)

Taking the teachers out of the normal routine and unsettling them opened up a space for new things to happen and new practices to emerge. Continually learning in a community of practice is an important part of the process. The professional development possibilities clearly emerged through this curriculum development process. During the workshops, the focus was clearly on the production of materials, rather than the individual needs, which was described as one of the tensions earlier in this chapter. However, at the time this was part of the learning about the process for both me and the participants and realising this focus could be strengthened in the workshops was supported by the community of practice:

> I think they need to go through the process. Firstly they need to go through a process to understand the process then I think you know the second time I think they've realised that they haven't progressed you know. They made quite dramatic progress in that first iteration I think and they, in a way you know the sorts of things they were saying was like oh it's going to be so easy from now on, you know it was almost like the job had been done 'cause they'd built quite a, what I felt was quite a cohesive team, and then they expected that to be enough and it took that second iteration to realise there was a big gap, so they hadn't recognised the gap because I think they thought they'd met almost all their goals and the second time identified the gap so I guess the third time would be a way of trying to deal with you know what were the sort of professional development gaps you've been able to identify. (Facilitator)

The observations noted in my journal reflect the comments made by the facilitator and the participants, noting a general frustration amongst the participants. Even so, the group was generally working well together and producing positive outcomes and new, shared practices in a supported environment, there was also a sense that there was an emerging sense of identity for the group. The following observations from my personal journal support this:

> The teachers seemed to get lost going around and around discussing almost everything except assessment questions and criteria. (PJE)

> Although it took a long time to go through each subject individually (the specifics of each subject focusing on assessments and how the subject link together), the group applauded loudly at the end – this really seemed to boost the team spirit and the sense that they were all in it together. (PJE)
>
> The teachers are taking time to talk to each other about the students – sharing what they each knew about the individual students – different things about each student. (PJE)
>
> The collaborative and mutually supportive environment also made it possible to move ahead much more quickly with the objectives of the workshop. (PJE)

Working together can improve practice, especially when working with a positive attitude and a good structure. It was good to work together to create the teaching materials and the sense of community was also welcome:

> I've taken a positive attitude … and, that it's sort of meant a more collegiate sort of creation sort of thing, you know obviously we have to do something like create syllabus, but I think that one of the secondary effects has been this collegiality that's coming out, you know that we're all part of one team and that we can talk about it specifically on various levels because of that structure. (Will)

At the end of the first cycle, a comment from the workshop questionnaires showed that this new process was "more collaborative, peer-focused development as opposed to training focused" (Qu1.4) which indicated that we were on the right track.

During his interview in the second cycle, Marc noticed that he was not alone in preparing his new curriculum materials and working to improve his practice when he welcomed finding out "how other people approach the same problems and discussed these quite intensively". He also pointed out that the important focus on students had been acknowledged and was a recurring theme in the sense of purpose of the participants in developing the teaching materials with the focus being helping the students to succeed, "Because it's

now such an integral part of our programme it was useful, so that we are all working together to improve it...". (Marc)

For the teachers, this process enabled them to achieve something that they had never done before. They created integrated teaching materials by working together and learning how to do something new. During this process, they formed a community of practice and improved their own practice. How did this project change the way things happened at PCA? In the first instance, other teachers saw this successful collaboration and wanted to become involved in something similar with the dual aims of improving their own practice and creating more effective teaching materials. Secondly, PCA as an institution was able to see that different and new ways of doing things can be just as good as the 'old ways', and not necessarily more expensive.

5.5 Lost opportunities

This action research has several layers of complexity outlined in the problem of doing curriculum development with casually employed teachers. The participant teachers emerged from this process with a different way of working and talking about their work through their community of practice. This is the educational development aspect of the process. It was interesting for me to see that, by creating a new space for the teachers to work together on curriculum development, significant professional development had been achieved.

However, this process was not without faults and limitations. As the participants went through the CDF process, a number of frustrations rose to the surface where they noticed how things could have been done differently. I described these as "lost opportunities" or ways in which the framework could be improved. This can be seen as part of the overall educational development process, where participants began to see how they could improve their practice and the process. I propose that this idea of lost opportunities only

came about because of the opportunity that this new framework provided to bring the teachers together in their community of practice:

> What I really want and what I thought this might, what I thought this kinda might have been was to say……. "hey what do you think about this, I think this might be too much work for them. What does everybody else think?" And I don't think it's kind of quite been that sort of environment for that. (Carly)

Comments from the workshop questionnaires (Qu1.3) highlighted these frustrations in the first cycle: "Objectives could be better defined (to encourage better preparation)"; "Some reporting could perhaps be done on an individual basis" and "lack of structure leads to challenges" (Qu.1.4).

The participants were mainly positive about this new framework; however, there was some disappointment that we did not achieve all that we could achieve. Marc showed his own disappointment, which came from the work being tempered by PCA's goals and needs, again letting this tension, as described earlier, surface. He saw the framework as being limited by constraints from PCA and an opportunity that the group could have been more productive:

> We had constraints on us such as what we had to put into place for [Institution name deleted] and their particular requirements but within that framework I think we worked very productively and collaboratively. (Marc)

The CDF model needed to be clearer about the professional development goals of the individual and it would have been beneficial to consider this in the next cycle, had the curriculum development project continued. This was a missed opportunity where we could have clarified skills that were needed by the participants to enable them to improve their development work. The process would also have been improved if we had had an evaluation at the end of each workshop. As Wenger (1998b) suggests, "Knowing what others know, what they can do, and how they can contribute to an enterprise" is an

important indicator for a community of practice to be present. As the facilitator commented:

> One of the goals was to build that collaborative team environment, … in which people could start working together and I think that was very successful but I think not identifying some of the professional development goals and clarifying you know what was necessarily some of the skills that were needed by people to be able to develop an effective curriculum was perhaps part of the reason that people didn't seek out you know ah particular skills, so doing that more formally I think. (Facilitator)

Even though the framework seemed to work, there were some ways it could be improved. In Chapter Four, Section 4.1, I outlined the tasks that were central to the curriculum development project; however there are other layers, as well as tensions, within this educational development process. Looking further, in particular at the tensions with educational development and completing the new curriculum i.e. meeting the needs of the institution and the group, there was an opportunity to support the group in identifying their development needs:

> Well I think it's a great vehicle for professional development. I think the question is whether it's the most efficient way to get your curriculum developed and so I can see sort of a tension there between the two and obviously all the people who participated said they learnt a lot and had opportunities to question and address some of the aspects of teaching and learning which they hadn't been able to address previously, 'cause they weren't given, or they thought they weren't given those opportunities to come together and discuss what the broad goals were and what they were trying to achieve, so as a professional development exercise I think it was fantastic and seemed to get a lot of the learning that you wanted to happen, to a point, right. That's what I'm saying, I think there's still – they've gone to a point now where they need to sort of go into greater depth or you know they need to have another level or something. (Facilitator)

The facilitator highlighted the difficulties for the participants in identifying areas where they needed help in developing their own skills and then asking

the institution for support. He reinforced that this was confronting for the participant teachers who may have perceived that it would be seen as a sign of weakness and lack of knowledge on their part:

> … that's quite confronting in the workplace, I mean what you're really asking people to do is try and identify those areas where they need some support and then to you know seek that support out and it's going to need quite careful facilitation so and I think you know that would be something, I'm not sort of talking about teaching and learning type of facilitation but I think as an academic mentoring type of thing where you might sort of talk about how other people, what sort of skills you might need and how other people might be able teach them those sorts of things and not in a confrontational managerial way so that people will learn to seek out some support. (Facilitator)

Helen supported this point when sharing what she had learned through the CDF process. She built on her earlier comment about collaborative work when she highlighted similar struggles for the participants:

> I learned a couple of things on a purely human collegiate level, which is that we are all struggling with ultimately the same objective and that is to provide the best teaching and learning experience possible for our students and I think sometimes we tend to forget that we are all sharing that objective because we are all working within our own content, or our own subject areas. That has been particularly valuable for me. (Helen)

The examination of the data tells us that a critical part of the development process is to allow the participants to identify their own needs and how the CDF model can be improved. A way to strengthen the model in the future would be to place stronger emphasis on formative evaluation throughout the process.

5.6 New ways of working

When focusing on improving and sharing practice, I have identified three key points that emerged as issues: guarding professional territory; changing practices; and working outside the group with a shared discourse.

The participant teachers had been working together at PCA for a number of years. They were now working together as a community of practice to learn from each other about things such as different ways to practice and improve their practice. The participants realised through the process that they could do things in different ways and draw upon different ideas to blend with and improve their own practice. I asked the facilitator if institutional support was necessary for the process to work or could the group work together and guide the process. He replied, "Once you build a cohesive team you've got to be, you know you've got to allow that team to start making decisions for itself".

Later on in the action research, there were indications that the structure of the workshops helped the group to focus, "so instead of fighting over the details we had a very clear view of the end perspective that we needed to have and that helped us a lot" (Marc). Having a sense of purpose and a group focus are important for a community of practice to be successful:

> What really surprised me was that when I looked at the workshop evaluations, all the subject developers seemed to have really enjoyed the workshop and thought that it was really useful. Not sure how much of this was actually real for them or how much it was just the fact that it was a chance for them to meet and check in … (PJE)

Even though the group had a clear, shared purpose, there was some tension amongst the teachers in guarding their own professional territory (this was first mentioned in Chapter Four, Section 4.3). In my journal I noted that "the teachers sometimes became quite defensive when someone questioned their work – a couple of discussions became quite heated" (PJE). Yet as time passed, and the level of trust and shared discourse in the group increased, the

teachers began to realise during the second cycle that they all had similar problems and similar successes. The workshop forum was a good place to discuss and explore this. Educational development was taking place at this point. The teachers were being challenged, they were learning and they were changing and improving their practice.

Progressing through the process, the teachers were working together and valued having the time together to do so:

> Thinking about the above and listening to the teachers, my impression is clearly that the collegiate discussion can help. The teachers were supporting each other and realising that they all have similar problems and similar successes. (PJE)

The teachers were also beginning to notice that, although it might be hard to change their practice, it was worth it. There was clear agreement that the second cycle worked better for the teachers as their sense of purpose and ability to assess the appropriateness of actions improved together with better communication:

> I suppose or I guess everybody didn't really know what it was going to be or how it was going to be so we were I guess we were just fishing around or people were perhaps coming from different angles I think, so there was no sort of grounding (I can't think of a better word), not ground rules but there was no. It was a bit harder to find that common ground I suppose which, which I think we found more of in the second one. (Carly)

The facilitator commented that there was no structure or spaces conducive to joint work in the past and this made collaboration difficult. Being given the space to work together now was important and he also emphasised the need to clarify the focus of the group:

> … 'cause they weren't given, or they thought they weren't given, those opportunities to come together and discuss what the broad goals were and what they were trying to achieve. (Facilitator)

Importantly, as the curriculum development project progressed, the teachers began to work collaboratively outside of the formal workshop setting. There were reports that the teachers were meeting informally outside the workshops to continue their discussions about the development and how their practices were changing, a strong indicator that a community of practice was formed. There were also a lot of emails and telephone conversations taking place as generally interest levels in each other's work was rising:

> I think that oddly that space has gone outside of the actual workshop into just to the way we interact with each other now on a more informal basis. (Helen)
>
> This training has brought us together and so that isolation no longer exists. (Will)

Will also noted that it was good to see support for individual needs, which was a change from before. This again strongly supports the notion that the group was now working successfully as a community of practice; they were working together, they were self-directing, they had goals as a group and they were improving their practice.

> The group dynamics are very different and people are very busy with their work and identifying the needs that they have for support like Carly and Karen were getting some support with their work. (Will)

As a participant researcher, I observed that during this process individual needs were being met and noted this in my journal. Also the group showed spontaneous support for a participant who had missed a workshop, which shows the group taking responsibility for support and learning. Wenger (1998b) argues that an important part of any collaboration and community of practice is the group members self-organising to manage group goals and bring them to fruition. As I noted in my personal journal:

> Will was absent from this workshop and it was interesting to see at the end of the workshop that the group rallied around to work out how to contact him and help him update his section of the spreadsheet. The group of teachers know quite clearly that he is the weakest with technology and documentation – so they arranged who would find him at the local cafe and who would help him with the online part etc. This was all done spontaneously. (PJE)

From the comments on the workshop evaluation questionnaires relating to organisational support, the participants generally found that: collaboration; support; and a positive approach together with structure and guidance were the strengths of the workshop format. The group tended to become bogged down in detail and generally the participants found that lack of resources and time were the factors that hindered their progress. Improvements suggested included focusing more in the workshops to avoid being stuck in the detail, more breaks and less administration.

The focus of the teachers on their students and quality in their teaching and the tensions it produced became an important part of this curriculum development project. When their focus was aligned with the goals of PCA, there was less evident tension. The teachers were mainly focused on their students and in assisting them to achieve successful outcomes. The focus of the institution was to achieve a quality product for as little money as possible; to achieve a balance between the needs of the students and the teachers while keeping the institution's costs to a minimum. In my role as a manager at PCA, I needed to be mindful of the needs of the institution, and in my role as a researcher, I wanted to support the teachers and produce strong outcomes for this curriculum development project. It was therefore important for me to be aware of this tension in my own work as well as the tension for the teachers.

Balancing quality and profit and service provision is one of the key challenges facing any institution. The challenge of aligning the goals of the teachers and the institution was difficult as the teachers believed that they were educating the students, while the institution believed that the teachers primarily worked for the institution and that they were answerable to a board for performance

and profit. This is part of the dilemma of how educational development is conceptualised in relation to the conditions in which the teachers were employed and work. The teachers at PCA were employed on a casual basis and this directly influenced the tensions between the teachers' focus and the focus of the institution. This difference in focus was highlighted in the following excerpt from my journal:

> One of the participants stopped and said she needed to talk to me. She said that she was very unhappy about the money aspect of the teaching and felt that she was being taken advantage of. … This money discussion was one that we had had many times before and usually with the whole group of communication teachers. … she appeared to be extremely aggressive and immovable on this point – she had suggested that she would be talking to the union.
>
> Maybe in her mind the pay issue and the development work are separate? (PJE)

This comment illustrates that due to the casually employed status of the teaching staff, there were tensions of divided loyalties and competing and conflicting interests. These tensions were outlined earlier in this chapter. Where was the focus of the teachers? Was it on the money or the students? Did the payment of money equate to a sense of value for the teacher? Even with this tension being evident for this teacher, she remained engaged in the process suggesting that for her the new framework was providing a sense of belonging and engagement that was not provided elsewhere.

In this curriculum development project, the participants struggle with similar tensions of divided loyalties between aligning their focus on teaching the students and with the institution goals. The teachers' primary goal was on improving their practice to enhance the student experience in the classroom. When the teachers' primary focus was not aligned with PCA's goals, the level of frustration rose. With my dual role in the process, tensions also arose depending upon whether or not the teachers were in alignment with the goals of the institution and my goals as a manager.

Even though the teachers acknowledged that the learning processes were working and talked positively about the encouragement to look at the diploma holistically, there were clearly some concerns about the tensions between the focus of the institution and the institutional constraints:

> We learned more about learning processes, how other people approach the same problems and discussed these quite intensively, and I think particularly it enabled us to look at it from the students point of view, now what would work best for them. We had constraints on us such as what we had to put into place for [Institution name deleted] and their particular requirements but within that framework I think we worked very productively and collaboratively – in a way that would've been very piecemeal and perhaps more confrontationist if ah that infrastructure hadn't been available to us. (Marc)

In this analysis of the tensions in the educational development of the participants, I began with new practices, moved through engagement with the process and ended up with new ways of thinking. My journal reflected these ideas when I noticed that old thinking had now developed into new and different thinking:

> During the day a few comments stuck in my mind when talking about the curriculum material: "That seems to be old thinking now (referring to the curriculum document), it all seems so long ago (referring to the development process for the whole course)."; "Consistency and coherence and frustration that the curriculum fits together and that it can really only be done this way."; and "This is great, because we will know that all the bits we need to cover are being covered." (PJE)

Foundational to this challenge of aligning goals for the teachers and the institution is the difference in the perception of the persons for whom the job is being undertaken (that is, the teachers or the institution) and a cultural clash as to how judgment would be made about the adequacy of performance. This pivots on the concepts of responsibility, authority and accountability, but to whom and for what? The teachers are clear that their focus is education and the students and the institution is equally clear that it is a business enterprise that must meet targets within allocated budgets constraints.

Learning more about these tensions, and how they might be dealt with, led to a better understanding of the relationship between the participants and the institution. It also helped in understanding how to balance institutional priorities and individual needs. This chance to reflect on their practice was only made available to the teachers through the opportunity of this process. Coming to this conclusion helped me to better understand what was going on. By providing this opportunity to the teachers, there were able to try something that they had not done before and work together successfully. Looking at the tensions in the educational development, the key to success was to engage the participants in the process and end up with new ways of thinking and to develop new practices.

5.7 Conclusion

This examination of the data in this chapter was framed by an exploration of the usefulness of communities of practice theory. It looked at the workings of this group-based educational development action research and the intricacies of the tensions in this process. The interrogation of the data included the demands of my role in the process and the opportunities for educational development that came about through this study. The themes of tension and alignment that emerged from the early reading of the data were examined through the challenge of gaining the commitment and engagement of casually employed staff. It was shown that for this innovative framework to work, the teachers must first engage in the process and then develop ways of working together. Ongoing evaluation and process improvement are also critical and necessary parts of the process. Success with this new framework leads to new and stronger ways of working and practice improvement. Chapter Six will now consider the outcomes of the action research study and reflects on the experience of the research. The thesis then ends with some thoughts about future research into practice.

Chapter 6: Research reflections

This chapter concludes the thesis by considering the outcomes achieved through this study and directions for further research. This research enters into a sphere of higher education that is under-researched: there have been few studies about how this type of casually employed workforce can be effectively engaged in professional or educational development and how quality improvement might be done effectively in this context. Through the engagement achieved with this group of casually employed teachers, this study offers a contribution to understanding this growing problem in higher education.

In Section 6.1, I distill the outcomes of this action research study, followed in Section 6.2 by a discussion of the contribution made by this study to understandings about curriculum development, professional development in the context of a casualised workforce, and organisational change in the context of higher education. This section includes a reflection of my experience in this research, where I consider my place in the doctoral study and the action research in the workplace. The thesis concludes with a discussion about possible future research.

6.1 Distilling the outcomes

The context of this research is the increasing casualisation of the Australian higher education workforce, together with the pressures to address issues of quality improvement. The study sought to conduct an intervention into the situation at PCA where the largely casually employed teachers were isolated and disengaged from PCA's need to ensure quality in the curriculum and teaching. The focus of the intervention was to change the culture of the educational provision and engage the casually employed teachers in this change process.

To conclude this work, I reviewed and reflected on what I had originally set out to do, and what had actually been achieved during this action research study: the implementation of an innovative curriculum development framework at PCA. It was important for me to find a way to differentiate the doing of the action research project in the workplace at PCA and the process of my intellectual training during my doctoral research. I was both the teachers' manager and a colleague in my role at PCA as well as a researcher. To do this I needed to have a better understanding about the inter-related, overlapping and mutually informing elements of this action research process: that is, what was part of my normal day-to-day work and what was part of my doctoral research. I identified the action research project which was to develop the new teaching materials as part of my normal work at PCA, and, the data gathering, data analysis and interpretation which informed the writing up of my project as a thesis, as my research.

Action research is materially grounded in the social context, the conditions in which people do their work (Reason & Bradbury 2001). My research problematic was developed from the context in which I was working when I questioned the existing curriculum development practices at PCA. I recognised the need for a new curriculum framework and general redesign of the curriculum in order to achieve a genuine improvement in the quality of the educational provision at PCA. During this research project, the focus was reconceptualised from curriculum change and expanded to include the professional development of the teachers. I argued, through presenting the outcomes of this research, that the curriculum development innovation provided the opportunity for the casually employed teachers at PCA to take responsibility for their own professional development, an outcome that otherwise would not have happened. As the research unfolded, the complexities of my relationship with the teachers and their casual employment status at PCA continued to present challenges for me. These complexities were investigated in Chapters Four and Five. The teachers were committed to

the process, yet the difficulties they faced in aligning their own goals with PCA's goals were often unspoken, backgrounded, yet always present.

The institutional support that PCA provided was an important factor and contributed to the success of the project. Prior to this research, my assumption was that institutional support was needed to assist the teachers in their endeavours to prepare new curriculum materials. The teachers expressed similar sentiments in the data. Yet there were tensions and inconsistencies in the role of the institution in this action research project. PCA's role was complex. Overall it was passive and lacking in strategic vision; on the one hand it provided support and allowed the curriculum development to take, yet the teachers were still working in isolation. The teachers reported a sense of value within the organisation and that there was organisational support for the group, although direct endorsement from the institution itself was noticeable by its absence. PCA created the space for the teachers and it seems that they felt that this was sufficient support for the project to succeed, knowing that my own passion for the project would come to the fore and provide the other forms of support for the teachers.

Approaching this study through the action research helped me to come to a clearer understanding of the elements involved: the tensions and my multiple roles in the research. Reflecting on this multi-layered interest helped me to realise that my research focus had shifted. Moving from curriculum development to educational development and recognising the dimension of organisational change was very helpful in understanding what was actually happening in the research.

6.2 The contribution of this research

This section begins by outlining three significant issues in this study and the contribution this research makes to the literature on educational development within higher education. The first concerns the challenges of undertaking

quality improvement initiatives in the context of casual workforce. The second concerns the lack of research on professional development of the teaching staff within this context. The third is a critical review of the usefulness of communities of practice as a framework to position this research, including how barriers and resistance to change affected this study.

First, in relation to the quality improvement initiative, there is little research on undertaking educational development with a casual workforce. Even though recently educational development work has become more important in Australian universities, as discussed in Chapter Two, Clegg (2003) and Hicks (2007a) both argue that the focus has shifted to organisational agendas. Within this context, Hicks (2007a) also maintains that educational developers need to be more strategic and to be able to evaluate and demonstrate the effectiveness and impact of their activities. These ideas shaped my focus when working on this action research project by helping me to understand the balance that I needed to find between the priorities of the teachers and the priorities of PCA. This study adds an important dimension to the educational development literature by demonstrating how casually employed teachers can be successfully engaged in their own professional development through a collaborative action research framework. In this research, the teachers were strongly engaged in the process and this was achieved through effective communication and meaningful collaboration. Through this process, the teachers also had a voice and were not only given space to work together but were also involved in the process from the beginning.

The second issue concerns my position as an insider in the educational development process. During the action research, through my review of the literature on collaborative educational development, I realised that there is little work in this field of where the collaborative work is initiated from the inside. Insights drawn from my action research collaborative curriculum project present a strong argument for the work to be initiated from the inside through a community with a strong and mutual sense of purpose. In particular, my role in this research and its complexities created a set of

circumstances where I was able to engage the casually employed staff at PCA, who were not powerful in the institution, and manage these power relationships. Even though in my role I was responsible for the planning and implementation of the education strategy for PCA, my primary focus was on the improvement of learning and teaching and supporting the teachers and the students.

My role at PCA enabled me to set up resources and put an infrastructure in place for the teachers, where they could connect to something they were already interested in: their students and their teaching practice. One of my positions in this action research was of a manager, building infrastructure, who also often took on the role of advisor. As an advisor I was able to interact with the casually employed teachers in a different kind of way, by building collaboration and community from within. If we had engaged an outsider consultant, it would have added another layer to the complexities described in Chapter Five. Benefits from initiating this process from the inside included a better understanding of the culture of PCA, more readiness and openness to the consequences of any change within PCA and an existing familiarity between the participants at the beginning of the action research.

The third issue concerns the usefulness of communities of practice (CoP) as a framework to understand the collaboration between the teachers and me in undertaking the curriculum development that was the subject of this action research study. This included considering how barriers and resistance to changing existing practices affected this study. I initially considered communities of practice to be a suitable framework for the data analysis, as it can be a helpful way of interpreting what goes on in a process, particularly how people are working together. A CoP has formed when the different elements of mutual engagement, negotiated joint enterprise and shared resources, discussed in Chapter Two, are present. This community exists when a group of people self-organise with a common goal of improving practice such as was present in the context of this initiative (Wenger, McDermott & Snyder 2002).

However, critiques of CoPs (e.g. Hodkinson & Hodkinson 2004b) concerning how CoPs deal with power relationships are important in understanding key elements of this study. In particular, these casually employed teachers may have a significant stake in the organisation in which they work, but PCA may not recognise them as having one. These teachers are only given work when it is available and are not considered to be part of the full-time workforce. My role, as manager at PCA, was one of significant power; the teachers reported to me and I was responsible for allocated the workload each semester. Communities of practice theory, as articulated by Wenger (1998b), assumes alignment of goals among members and so does not account for the teachers' position at PCA as casual employees. It also does not wholly account for the important set of tensions that were actually found in the data, and described in Chapter Five, and it is inadequate to describe the ways of working in this study. The commitment and engagement of the participants to the new framework was especially important and there was an acknowledgment that this ongoing process of curriculum redesign was a significant change from past practice.

As mentioned earlier in this chapter and in other parts of the thesis, engaging the participants in the change initiative was a considerable challenge in this study. Chapter Five revealed the themes of tension and alignment as being significant in this study and showed how Biggs' (2003a; 1996) principles of constructive alignment helped me to work through some difficulties. In particular, Biggs' framework was instrumental in engaging the teachers in this process and it can be offered as either, a positive conceptual alternative to, or a way to strengthen communities of practice theory. Constructive alignment principles can apply not only to curriculum, but also as a form of alignment to the collaborative exercise of the participant teachers working together with me, as their manager.

To successfully achieve this change in past practices, barriers to change such as unclear communication and cultural issues, as discussed in Chapter Two,

Section 2.5, were also addressed. The participants saw the new framework as "a chance to come together and take time to come to a shared understanding". Understanding and exploring the implications of this commitment from the teachers' perspective provided the means to extend educational development to managing change within PCA.

Finally, this thesis provides the opportunity for me to present my insights into what we can collectively learn about action research in this setting, with me as the insider in this process. Undertaking my research about the curriculum development project gave me the opportunity to reflect on what actually happened, starting with my original ideas and early hunches and moving through both the process of the curriculum development project and the research. When reflecting on my original thinking, I realised that now I had a better understanding about the initial problem: the need for a new curriculum development framework to develop the teaching materials. During the process I realised that the way forward was for the group to work together, and to want to work together. It was important for the teachers to want to be involved with the new framework and to see the benefits from working together in a community to improve their practice; moving the focus from curriculum development and reform to educational development. Understanding the shifting and changing work practices at PCA then added the dimension of organisational change to this work.

When I began to consider what had been revealed about doing this type of research, I realised how my own awareness of the context had grown through this process. I began this research with a certain understanding of where I worked and, with this understanding I put together a new framework to develop the new integrated curriculum materials. In Chapters Four and Five, I have shown how this work was successful in terms of forming a community of practice, engaging the teachers in the process and producing integrated curriculum. Now this early understanding needs to be relocated within its original conceptualisation, taking into account the bigger picture and my own growth in reflective awareness. What does it mean to undertake educational

development in this context with casually employed teachers in a pathways institution?

During the research process, I reflected that my early reading of the literature was only part of the picture. As Dick (1997) suggests, the approach and methods do drive the process and the way in which the literature is reviewed and taken up in this action research study. The rethinking about my research through the cycles of action, critical reflection and planning came as my awareness of how to situate this study in the context of this site developed. My engagement with the higher education literature and the concept of casualisation of the teachers came later in the study as my awareness of the context of this study grew and matured. After I left PCA, at the end of the second action research cycle, I started presenting this work at academic peer-reviewed conferences, and I came to realise that my understanding of the meaning of this study and its place in the bigger world was increasing. This understanding and the awareness of the meaning of the challenges of working with casually employed teachers grew gradually through the research, until I came to the point of being able to ask questions of importance which included what it meant to be engaged in educational development when casually employed and involved in quality improvement.

My reflections about my study led me to realise that there were three things that I was trying to achieve at PCA: (1) integrated curriculum materials; (2) professional development of the teachers; and (3) building a sustainable community of educational practice at PCA. Early on in the development of the project, I asked how it would be possible to engage and secure the commitment of the teachers. The main challenge I faced was how to bring the teachers together in a constructive and collaborative way and earn their commitment to the process. I had a hunch that I would secure their active involvement if I acknowledged that they genuinely cared about the students and their outcomes. I also thought that it was important that I promoted the idea of PCA wanting them to be involved and valuing their input and participation. The literature on casualisation is clear that employees with

casual status strongly desire for a voice, respect and inclusion and I saw an opportunity in my role to provide that. In this study it became possible for the mechanism of developing the curriculum materials to promote the professional development of the casually employed teachers.

6.3 Future research

There are many questions arising from this study that warrant further research. Drawing on action research principles, this section begins with what the participants in this study told us about the research and how the framework could be improved were it to be used again. Areas for future research, moving from the local outwards to other areas are identified and discussed to conclude this thesis.

Within the context of this research, certain insights were gained by all of us who participated in the study, showing how to enhance this process and this new framework by adding a more clearly defined and articulated evaluation component. For example, there was a significant amount of time spent during the workshops which was outcomes-focused and the CDF framework could be improved by spending more time reflecting on, evaluating and understanding the process. The facilitator did point out that the feedback received indicated that the participants "viewed [the facilitator] as part of the team…". Even so, looking back, the process would have been strengthened by embedding within in it both a formative and summative evaluation approach. This would have given us all an ongoing structured opportunity to consider how the process was working and how it might have been improved.

The participants also tell us that the structure of the workshops helped to focus the group, particularly in the second cycle of the action research. However, even though they found the second set of workshops easier, this was because they were familiar with the work and did not push to achieve more. A next step in this framework, if there had been another opportunity, would have

been to run a third cycle of workshops which would provide an opportunity for each participant to identify and address their own particular professional development needs that became evident during the first two action research cycles. The following comments from the participants are included in this final discussion to indicate where they believed research of this kind might go in the future:

> Well because we thrashed it out in the first semester we established pathways and that was the administrative structure that enabled this to happen. The second time was much quicker, more focused … I just think the, having the pathway, having the structure within which to operate has helped us focus much better and much more quickly. (Marc)

It was good for the group to work together and develop new skills. However, it was also important to challenge the participants to continue to develop their skills. There was a sense in the group during the second cycle that *ok I've done my bit and I'm done*. A third cycle would have been a great opportunity to move away from working on the curriculum development and include a focus on the educational development needs of the individuals. To achieve this, the development expertise needs of the group would need to be dealt with more formally and the process would need to be clearer about the professional development goals of the individual. Feedback from the data analysis also suggested ideas for the next steps in the design of the new framework, including more structure in the workshops; better defined workshop objectives; more documentation to help prepare for the workshops; and some individual help as needed:

> … so actually now that they've built a cohesive team and they've started to feel more comfortable with what the Biggs' idea of constructive alignment perhaps that would be a good time now to actually get, make them sit down and focus more on their own professional development in a concrete way. (Facilitator)

At the conclusion of the second cycle, PCA changed the structure for delivery of the classes from four hours of small class work to a one-hour lecture and

three hours tutorial. This illustrates the problems alluded to in this thesis about the conditions under which the teachers work. The new structure allowed PCA to pay the teachers less money to deliver the same class. Informal feedback suggested that these classes would then be cut further to a three-hour seminar, meaning a further decrease in pay for the teachers. It was reported that the teachers were angry with this change and the goodwill from the action research was diminished.

Since the study ended, informal feedback from the participants reported that the implementation of the new framework did not continue. Tensions between the teachers and the institution appear to increase as PCA disengaged from the process. Informal feedback from the participants indicated that the project ended due to lack of organisational support after my departure from PCA.

Returning to the ideas and questions that arose out of the previous section, there are two important areas for further research beyond the specific context of this study. First, this study has opened up a new area for research in higher education and there is now more work needed to develop deeper understanding about engaging casually employed teachers in a pathways institution in their professional development. Second, this understanding can be enhanced by investigating what it means to be casually employed when involved in a quality improvement initiative. For example, how can casually employed teachers in a pathways institution be engaged in educational development and what does it mean to be casually employed when involved in a quality improvement initiative? My research provides commentary on some of these questions, but not all and they provide signposts to further research.

First, within the specific site of this study, the focus was on the implementation of the CDF framework within PCA for one diploma only. Further research could take this framework and consider its implementation across PCA generally, or within a similar pathways institution, for all

curriculum and educational development. Challenges faced in this study in engaging the casually employed staff would increase in intensity when faced with working with the institution as a whole rather than one small department. The primary source of data for this study included documents, observations, interviews and journal entries from the workshops and interviews. Further studies could include data collection and analysis of interactions between participants and also consider their communication protocols, where clarity in communication is seen to reduce resistance to change. Such research could also usefully consider how having other jobs makes a difference to casually employed teachers' engagement in the process.

Second, when considering what it means to be casually employed and involved in quality improvement, it is important to remember, as discussed in Chapters One and Two, the context of this research came out of the recent growth in internationalisation of education and the increasing focus on good management and quality assurance in Australia. Part of this focus included a key emphasis on improving, and aspiring to, the highest quality in learning and teaching. PCA grew strongly in this environment and provided a needed service to students, who did not meet university entry requirements with an alternative pathway to tertiary study. With the measurement of institutional quality gaining prominence in higher education, as discussed in Chapter Two, I saw an opportunity to try and do something a little bit different in the way we developed curriculum materials.

When considering what it means to be casually employed in higher education teaching, one way would be to use this framework in similar settings. The results from PCA suggest that organisational learning and professional and educational development can proceed hand in hand, and should not be planned and implemented separately. One of the things that I hoped to achieve in this study was to create a space in which the voices of the participants could be heard which was achieved to a certain extent. Further research could more strongly focus on the interactions of this new framework with its participants. More work could be done to more clearly investigate the effects of barriers

and resistance to change on the implementation of the CDF framework in multiple settings. For example, how does the application and implementation of the CDF framework assist with minimising barriers and resistance to change within an organisation? Additionally, Biggs' constructive alignment principles could also be considered where the notion of alignment would be around the elements of a system in which all critical components support each other in the organisational climate

Further ideas for future research include more generally exploring the relationship between curriculum and educational development in higher education through action research. This study began to consider how to engage casually employed staff in their own professional development and further study could continue this investigation. How might higher education institutions effectively engage casually employed staff in improving their own practices? This would include exploring what sustains casually employed teachers in higher education.

This chapter began by outlining the research outcomes and discussing the tensions and my multiple roles in the research. It then continued by describing the research contributions to the literature on educational development within higher education and finished with a discussion about future research possibilities. This work involved curriculum designers and teachers in a new approach to curriculum development that was based on the principles of action research and self-reflection, communities of practice, and participative change management. It showed how this project aligned with the teachers' own teaching goals. A basic premise of the research was that learning takes place in social situations or communities. New knowledge is then created when work practices are changed to bring people together in innovative ways that expose them to fresh ideas and cause them to reflect on their experience in new ways.

Appendices

Appendix 1: Workshop questionnaire

[Insert workshop date] **Questionnaire: Communication Workshop**

Participant Feedback

We would greatly appreciate receiving your comments to help us in planning future workshops. We expect this to take 5-10 minutes of your time.

1. What, for you, were the strengths of the workshop today?

2. What did you find the least helpful?

3. Select one concept that you think will be helpful with developing teaching and learning materials. Identify 2 steps you will take to use this in your new materials.

4. How would you improve this training process?

5. Any other comments?

Appendix 2: Interview questions

Introduction

Working in a collaborative group and with literacy and curriculum specialists was new for *the Pathways College of Australia*. Over the last few months we have worked together using this new curriculum development framework, to support you in producing the subject materials for the new diploma. We have also used this time to support you in your professional development both in a group and individually.

Now I want to take some time to reflect on the experience to see how we can improve it. So my first question is…

Interview questions

From your perspective as a teacher, what does professional development at PCA mean to you? Perhaps we can talk about how it was before first and then how it is now.

- Can you please tell me about a professional development experience at PCA that was important for you?
- Give me an example of something that you have learned by going this professional development process.

Can you describe something in your teaching that has changed as a result of this professional development?

Can you describe or give examples of any changes in your approach to subject development, now that we are using this framework for the second time?

- How was the curriculum development framework we used helpful?
- Give me an example of how working together has strengthened the curriculum?
- How was it useful working with literacy specialists?

Appendix 3: Focus group questions

Working in a collaborative group and with literacy and curriculum specialists was new for PCA. Over the last few months we have worked together using this new curriculum development framework, to support you in producing the subject materials for the new diploma. We have also used this time to support you in your professional development both in a group and individually.

Now I want to take some time to reflect on the experience to see how we can improve it.

From your perspective as a teacher, what does professional development at PCA mean to you?

- Can you please tell me about a professional development experience at PCA that was important for you?
- Give me an example of something that you have learned by going this professional development process.

Can you describe something in your teaching that has changed as a result of this professional development?

Can you describe or give examples of any changes in your approach to subject development, now that we are using this framework for the second time?

- How was the curriculum development framework we used helpful?
- Give me an example of how working together has strengthened the curriculum?
- How was it useful working with literacy specialists?

Appendix 4: Code book for data source citations

NAME	DESCRIPTION
Carly	Participating teacher
Helen	Participating teacher
Karen	Participating teacher
Marc	Participating teacher
Tina	Participating teacher
Will	Participating teacher
Facilitator	Consultant workshop facilitator
PJE	Personal journal entry
TC	Teacher comment
Qu1.1	First workshop open-ended questionnaire
Qu1.2	Second workshop open-ended questionnaire
Qu1.3	Third workshop open-ended questionnaire
Qu1.4	Fourth workshop open-ended questionnaire

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