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This paper is dedicated to Emma Hertzberg.

Abstract

This study uses the Concerns Based Adoption Model (CBAM) to investigate teacher concerns as they implement a new policy called 'Learning Journals' during the academic year 2005-06. The setting is an English curriculum school in the United Arab Emirates (UAE). Teachers' concerns are identified through a questionnaire and translated into six 'stages of concern' (SoC) on a hierarchical scale from 0 where the teacher is not aware of the innovation, through to the final stage 6 where the practitioner seeks to improve or replace the innovation. Previous CBAM studies found that at the beginning of an innovation most teachers will have peak concerns at the personal (2) and management (3) stages. As practitioners become more experienced using the innovation and with appropriate interventions, concerns become more focused on the innovation's impact. This study hypothesises that after one year of using Learning Journals, teachers' concern profiles will peak at the personal and management stages. It is also hypothesised that more experienced practitioners and those with management responsibilities will have lower personal and management concerns and higher concerns about impact or consequence compared to their colleagues   The findings show that average personal and management concerns were high after the first year of the Learning Journal innovation but so were all other concern stages with the exception of the consequence stage (4). Moreover, there was no clear difference in the concern profiles of more experienced teachers or managers compared to their colleagues.

List of abbreviations

LEA	Local Education Authority
UK	United Kingdom
CBAM	Concerns Based Adoption Model
SoC	Stage(s) of concern
AfL	Assessment for Learning
DfES	Department for Education and Skills
US	United States
IT	Information technology
UAE	United Arab Emirates
FS	Foundation Stage
PE	Physical Education
ICT	Information, Communication Technology
PPA	Planning, Preparation and Assessment
SoCQ	Stages of Concern Questionnaire
KS1	Key Stage 1
KS2	Key Stage 2
FS	Foundation Stage
DT	Design technology

ntroduction

The purpose of this study was to investigate the concerns of teachers as they implemented an innovation called 'Learning Journals'. The setting was an English National Curriculum primary school called 'Kings' Dubai' based in a wealthy residential area of Dubai in the United Arab Emirates. Change is the subject of this study with the focus directed at the emotions and feelings – or concerns – that are produced when people engage in implementing something new.

Fullan (1995, cited by Bennett et al 1992) talks about three aspects of change: the characteristics of the change itself, the local characteristics, such as the Local Education Authority (LEA), community, teachers and principal and the external factors, such as government and other agencies. In this study, the local characteristics were unusual because the school had no governing body or LEA overseeing its operation. The school leadership thus had greater freedom to pursue its own agenda compared to state primary schools in the United Kingdom (UK). Moreover, being a new school, the teaching staff had never worked together before. The school culture, ethos and policies were, to an extent, a blank sheet.

This study was based on the assumption that when teachers are engaged in change, there will be some kind of psychological reaction. The 'Concerns Based Adoption Model' (CBAM) was selected to identify these reactions or 'concerns'. 'Concern' is defined here as: 'The composite representation of the feelings, preoccupation, thought and consideration given to a particular issue or task.' (Hall, George and Rutherford 1997: 1, cited by Cheung and Davis 2000). The CBAM is therefore psychological in nature and provides a framework to study the role of the teacher in the change process (Slotsberger and Crawford 1996).

The CBAM was originally developed by Hall, George and Rutherford (1977) and has been refined over a number of years. Essentially, Hall et al's thesis is that when teachers are engaged in implementing an innovation, they systematically progress through a series of stages which they term 'stages of concern' (SoC). Table 1 below lists the 7 Stages:

Table 1: The CBAM seven SoC with examples of typical behaviours at each stage.

Stage	Examples of Concern
6 Refocusing	The teacher has some ideas about how to improve the innovation or something that would work even better.
5 Collaboration	The teacher is concerned with linking what they are doing to what their colleagues are doing.
4 Consequence	The teacher is concerned with how the innovation affects their pupils.
3 Management	The teacher is concerned with the practicalities of the innovation e.g. time, getting materials together.
2 Personal	The teacher is concerned with how the innovation will affect them.
1 Informational	The teacher wants to know more the innovation.
0 Awareness	There is no concern about the innovation

Source: Adapted from 'Implementing Change: Patterns, Principles and Potholes' by G.E. Hall and S.M. Hord (2006). Pearson: London.

Some commentators (Van den Berg and Ros 1999) have divided these concerns into two groups: low level (information, self and task) which focus on the classroom and high level (impact, collaboration and refocusing) where the orientation is more towards other teachers and the school. Hall and Hord (2006) do not suggest that teachers will be exclusively at one stage. Although the seven stages are distinct, they are not mutually exclusive. However, although a teacher can have concerns at more than one stage, normally their concerns will be focused on one stage (Hall and Hord, 1987, cited by McKinney et al, 1999).

It is generally accepted that the originator of the concerns model was Fuller (1969) who investigated the concerns of student teachers. His model was a relatively simple three step concerns model. He suggested there were three stages in the development of student teachers: a pre-teaching phase, an early teaching phase where the teacher is concerned with self and a late teaching phase Although Fuller was the first researcher to suggest placing concerns in some kind of hierarchical developmental model, other academics had been interested in teacher concerns before him (Ahlering 1963; Delvlio 1961; Shunk 1959, cited in Fuller 1969)

Although the CBAM has been used in more than 50 studies across different subjects including science, technology, reading, writing and maths and used in the US, Canada, the UK and Australia (Shotsberger and Crawford 1996 and 1999), research

conducted for this study indicates there have been no CBAM studies conducted in a British school in the Middle East or with Learning Journals as their focus.

This study considered teacher concerns over a one academic year period from September 2005 to June 2006. Two research questions were investigated. First, after one year of using an innovation called Learning Journals, what are the concern profiles of the teachers? Second, are teacher concern profiles affected by their teaching experience or their management position?

CBAM predicts teachers will move from a concern on self to a focus on managing the reform and finally to a consequence stage where they consider the reforms impact on pupil learning (Charambous et al 2004). Because the time scale for this study was so short, it was hypothesised that after one academic year, the average concern profile would show peaks at the personal (2) and management (3) stages with very low concerns at the awareness (0) and information (1) stages and with slightly higher concerns at the consequence (4), collaboration(5) and refocusing (6) stages. Secondly, it was hypothesised that more experienced teachers and those with management responsibilities would have different concern profiles compared to their colleagues. It was predicted that this group would have lower personal and management concerns and have higher concerns in the consequence, collaboration and refocusing stages.

In Chapter 1, the rationale for this study is explained in terms of the focus on teachers, on their concerns and on the use of the CBAM. A review of the literature that underpins this study's hypotheses is also undertaken. Chapter 2 covers the research methodology used and considers the limitations of this study. Chapter 3 provides a summary of the results and these are analysed in Chapter 4 in the context of previous CBAM research.

Chapter 1

Rationale for the study and literature review

The study of teacher concerns in relation to implementing innovations is pertinent because change is now a ubiquitous feature of education. Some commentators suggest that over the next 50 years schools will change more radically than at any time since the beginning of mass state schooling (Drucker 1995, cited by Fisher and Dove 1999). Hargreaves (1994) agrees the pace of change now is frantic and also unique in the scale of its scope. At primary level in the UK, there have been a series of government initiatives since the introduction of the National Curriculum in 1998. Initiatives include 'Excellence and Enjoyment' (2003), 'Personalised Learning' (2004), 'Assessment for Learning' (AfL) (2005), 'Every Child Matters' (2006) and the Primary National Strategy (2006). The introduction of Learning Journals at Kings' was a result of the UK Department for Education and Skills (DfES) AfL initiative.

Pressure for change is coming from two directions according to Hargreaves. Globalisation and increased competition between economies is one pressure. Post-industrial societies need new skills and qualities and therefore what schools need to teach needs to change as well (Schlechty 1990, cited by Hargreaves 1994). This is especially pertinent for English speaking countries and Europe which will face competition from a more educated Chinese and Indian workforce. Rebuilding national cultures and identities is a second pressure. Change, therefore, does not only happen within schools; schools, and by implication teachers, are also responsible for producing social change and preparing pupils for a changing world (Owens, 2004).

1.1. The complexity of fundamental change

If change has become a constant feature of education, it is also clear that reforming education in the UK and particularly the United States (US) has been problematic (Fullan 1993). Changing structures or introducing new text books or information technology (IT) into schools has happened successfully. However, despite huge amounts of money and initiatives launched with great fanfare, achieving fundamental and lasting change in teacher practices appears to be far more difficult (Fullan 1993).

Why is fundamental change difficult to achieve in education? Deep level change is very complex (Stacey 1992; Fullan 1993, cited by Wu 2002; Fullan 1991 and Lester and Onore 1990, cited by McKinney et al 1999) As Fullan says, change is '…technically simple and socially complex.' (1991, cited by Bennett et al 1992: 109). Every new variable introduced into the change process has the potential to set off new reactions. This is particularly so in education which is so much a 'people business'. Change is also complex because it is not an event but a process (Hall, Wallace and Dossett 1973, cited by Hall and Hord 2006).

1.2. Definitions of change

Change is a very broad and complex term and it is not within the scope of this study to explore in detail the nature of change and how successful change can be achieved. It is possible to divide change into two basic types. Firstly, there are the changes that are fundamental and 'deep-level' – those that are designed to change what people 'do, say, think and feel'. An example is personalised learning which impacts on all aspects of pedagogy. Sarason (1996) defines these as 'Type A' changes whilst Fullan (1991, cited by Wu 2002) explains these in terms of new teaching approaches with pedagogical theories that underpin the new policy. Hall and Hord (2006) define this as 'process change'.

Secondly, there is change that is smaller scale, discrete and one-off and does not attempt to change the school culture or system. An example is introducing computers into classrooms or the introduction of a new text book. Sarason defines this as a 'Type B' change, Fullan as a 'material' change and Hall and Hord as a 'product' change.

I suggest the Learning Journal innovation can be classified as a 'Type A' change to use Sarason's terminology since it's ultimate aim was to change the way formative assessment was carried out for all subjects and to change the way teachers approached the whole issue of 'marking'. It was certainly more than a new document in the classroom to record comments about children's work.

1.3. The importance of systemic change

This study attempts to focus on one aspect of this complex change process: teacher concerns in the implementation phase of a new policy. This is not to suggest that

others, for example the school leadership or LEAs, are not important. The introduction of an innovation could be studied from a systemic viewpoint or with the focus on the leadership team. Indeed, there is a good deal of research to suggest that head teachers and leadership teams are vital in securing successful change within schools (Fullan 1993).

Nor is the focus on the individual teacher to deny the importance of the structure and systems of the school. Loucks-Horsley et al (1998) makes clear that what she refers to as 'systemic change' is vital; if teachers successfully implement change in a 'vacuum' it will not be long term change. Once those particular teachers move on, the innovation will die. I agree with this analysis and know from personal experience that fundamental change cannot be effected in isolation. However, the fact that long-term change needs to be systemic does not detract from the importance of teachers as key players in the change process.

1.4. Teachers as key actors in the change process

Amit and Fried (2002) and Sztajn (2003, cited by Charambous et al 2004) claim that teachers are the key actors in the change process, at least in the UK education system where teachers still (to varying degrees depending on the leadership of their school) have autonomy. Hargreaves, for example, suggests that: "…the teacher is the ultimate key to educational change and school improvement." (1994: ix). Hall and Hord agree that teachers "…play a critical leadership role in whether or not change is successful." (2006: 13) They further suggest that teachers should be a 'principle' of change and claim that a school has not changed until the teachers have changed.

Moreover, this study focuses on the individual teacher because teachers are not a homogenous group but a collection of complex individuals who bring to their school different life experiences, personal characteristics, talents and attitudes (Clandinin and Connelly 1996, cited by Bitan-Friedlander et al 2004). Because of this, teachers will have different concerns when implementing change (Van den Berg 1999). Although Learning Journals were new for all teachers at Kings', they each constructed a different pattern of behaviour towards implementing this innovation.

Change therefore affects each teacher differently (Elliott 1990). Steers et al (1996, cited by Evans 1998) claim insufficient consideration is given to this fact when change is introduced.

1.5. Teachers' concerns in the change process

The reason for this study's interest in teacher concerns is that whilst we know a great deal about how teachers teach and what kinds of teaching are effective, there has been comparatively little research into what teachers *think* and *feel* (Hargreaves 1994). As Horsley and Loucks-Horsley state '…personal concerns are legitimate.' (1998: 5).

This focus on teacher's perceptions can be defined as the 'spontaneous knowledge' of everyday life. (Vygotsky 1986, cited by Boyle and Skopp 1998). Teachers have a strong practicality ethic of 'what works' and this is grounded in their daily experiences (Fullan 1995, cited by Bennett et al 1992). This contrasts with the scientific, disciplined knowledge of academia. Vygotsky accepts the importance of both types of knowledge and Boyle and Skopp suggest that the classroom is where the two strands of knowledge meet (ibid).

A further rationale for studying teacher concerns is that many studies show the perceptions of those involved in implementing innovations are important to its success. (Fuller 1969; Hall et al 1977; Richardson 1990 and 2000 and Richardson et al 1991, cited in Van den Berg 1999) Although the objective characteristics of an innovation are important (the policies, financial arrangements etc), perceptions of implementing the change may be *more* important (Van den Berg 1999).

If administrators start from the teacher's viewpoint and experience and identify where interventions should be made according to teacher concerns rather than what they think is needed, it is likely to result in a more robust policy. Saldana (1996) suggests we should be finding out what ideas and assumptions underlie teachers' practice before suggesting ways of improving it. One problem is that a good deal of educational change is based on the deficit model; the belief that there is a 'gap' in terms of teacher skills or knowledge that needs to be 'filled' by the innovation (Hargreaves 1994)

Concerns and perceptions are important because powerful psychological reactions happen when people are made to change their behaviour. Change means teachers are required to learn new ways of thinking and doing; new skills, knowledge and perhaps attitudes (Fullan 1993). Nias (1996, cited by Van den Berg 1999) contends it is not possible to develop teachers' classroom practice without tackling the above

emotional responses to change. Deep, meaningful change is not easy and happens over time (Fullan 1991, cited by Bennett et al 1992). Fullan describes how teachers may 'struggle through ambivalence' (ibid) before becoming convinced that the innovation is practical and a good thing. Superficial change, such as changing text books, may not be complex but deep level change involves changing how teachers think and this is obviously not easy (Sarason 1996).

Moreover, teachers may be confident, comfortable and familiar with the established ways of doing things. Change means they have to 'let go' of these ways which can result in feelings of loss and grief (Hall and Hord 2006; Elliott 1990). These feelings can explain why people often resist change. Horsley and Loucks-Horsley (1998) claim there is a good deal of evidence that concerns and resistance to change is common and natural. A focus on teacher concerns can be useful in identifying good ideas and legitimate objections to the proposal (Gitlin and Margonis, 1995, cited by Van den Berg 1999).

1.6. The Concerns Based Adoption Model (CBAM)

The CBAM offers a way of analysing change that is academically rigorous but also able to deal with the fact that change is not a mechanical but an organic process (Hargreaves and Hopkins 1991). Moreover, the CBAM is focused on the individual and recognises that teachers implement change at different speeds and in different ways (Roger 2003, cited by Hall and Hord 2006).

The essential thesis of the CBAM, that teacher's progress through a series of stages as they engage in change, connected with my experience as a student and newly qualified teacher. Recalling those years, I can identify I was clearly at the personal and management stages of concern for many years and indeed only began to move on to impact concerns after several years as a practitioner. My perception is that I have only begun to move onto collaboration and refocusing concerns over the last few years.

The CBAM has a good academic record. It has been developed over 25 years and has been used in more than 50 studies across different subjects including science, technology, reading, writing and maths (Shotsberger and Crawford 1999). The model has been used in different countries including the UK (Harrison 1990), the Netherlands (Van den Berg 1993) in addition to numerous studies in the US, Australia and other Western countries.

Although some commentators have questioned aspects of the CBAM, notably the 'awareness' and 'refocusing' stages, it is generally accepted as a sound model. Reliability and validity issues were addressed by Hall et al (1986, cited by Shotsberger and Crawford 1999) in a study that lasted two and half years and based on data for 830 teachers.

The CBAM is also relevant to the whole change process because it can be used at various points, both before the introduction of an innovation and during its implementation. This is important because often *specific* concerns teachers have only emerge as they set about implementing the innovation (Fullan 1991, cited by Bennett et al 1992).

The CBAM is not simply an academic tool but has a practical purpose in identifying specific concerns so that support and development is targeted appropriately. It is vital that such interventions are based on real needs since interventions alone are not sufficient to ensure success. Fullan (ibid) makes clear that support can be misdirected if the change process is not understood. Similarly, Cheung and Davis suggest (2000) that teachers may find in-school training and other support irrelevant if they are not focused towards their specific concerns.

Relevant interventions are important to ensure teacher concerns develop to higher levels (Van den Berg and Ros 1999). Relevant means interventions in line with the needs and concerns of teachers (Cruickshank, Lorisch and Thompson 1979, cited by Van den Berg1999) which will change as they set about implementing the innovation (Loucks-Horsley et al 1998). Van den Berg and Ros state, whatever training is organised must "…start from the subjective realities of the teachers involved." (1999: 902). The CBAM provides a tool to identify those 'subjective realities'.

1.7. Concern progression

The first hypothesis of this study is founded on the assumption that concerns are hierarchical and that as teachers gain experience in using an innovation, they progress from 'lower' to 'higher' concerns (Chantou et al 2002, cited by Charambous et al 2004; Buhendwa, 1996; Hall and Hord 2006). Both Pigge and Marso's research (1997) and Huberman and Miles (1984, cited by Van den Berg 1999) found that experience of an innovation led to a reduction of self-concerns and an increase in task or management concerns.

1.8. The impact of experience

There are two parts to this study's second hypothesis. First, that more experienced teachers will progress more quickly to higher level concerns compared to their less experienced colleagues, is based on a wide range of research. Jackson (1950, cited by Fuller 1969), Fuller (1969) and Kyriacou and Stephens (1999) found that experienced teachers were more interested in pupil progress and less concerned about personal or management issues such as keeping discipline.

Pigge and Marso (1987) and Marson and Pigge (1989, both cited by Pigge and Marso 1997) found that more experienced teachers had more task concerns and less personal concerns than less experienced teachers. Bullough (1990, cited by Ghaith and Shaaban 1999) found that previous school experience affected teacher concerns whilst Fuller and Brown (1975, cited by Ghaith and Shaaban 1999) found overall experience affected concerns.   Fullan (1991, cited by Bennett et al 1992) has suggested that for some teachers, previous experience and their career stage can affect both their reaction to change and the amount of effort they are willing to make implementing it.

1.9. The impact of management responsibilities

The second part of this study's hypothesis, that teachers with management experience will progress to higher level concerns more quickly than their colleagues is based on the assumption they will have greater efficacy beliefs and are more likely to be competent teachers.

Teacher efficacy is the ability to produce an intended result or one's ability to plan and carry out actions to achieve a goal (Bandura 1997, cited by Charambous et al 2004). The idea was begun in the 1970's and suggests that teachers with higher efficacy beliefs are more likely to implement an innovation (McKinney et al 1999, cited by Charambous et al 2004; Ghaith and Yaghi 1977 cited by Ghaith and Shaaban 1999).   Chantou et al summarise: 'It has been found that teachers' concerns are largely affected by their efficacy beliefs.' (2002, cited by Charambous et al 2004).

Teachers with high efficacy beliefs had more positive attitudes towards change, were more likely to implement it, more open to experimenting with new teaching

approaches and less worried about reform (Bandura 1997, cited by Charambous et al 2004; Guskey 1988, cited by McKinney et al 1999). Thus teachers with higher efficacy beliefs had lower self and task concerns and higher impact concerns (McKinney et al 1999) whilst teachers with low efficacy beliefs focused more on self and task concerns (Ghaith and Shaaban 1999).

The hypothesis that teacher managers as a group will have higher efficacy beliefs than non-managers is based on the assumption that management and leadership requires high efficacy beliefs, for example the ability to plan and carry out actions to achieve a goal.

Pigge and Marson hypothesised in their research that teachers considered more competent would progress more quickly to higher concern levels when implementing an innovation. Although their study looked at student teachers and the definition of 'more competent' was based on their supervisors rating of their academic ability, they suggest that:

"…the concerns development of more capable teachers may extend well into their careers; whereas the less capable teachers may experience a more limited period of concerns development." (1997: 233). By the third year of teaching, Pigge and Marson found less capable teachers were less interested in impact concerns compared to their more able colleagues.

This study makes the assumption that as a group, teacher managers are likely to be more capable than their non-manager colleagues. This is based on the qualities required to be a teacher manager such as excellent teaching practice and organisational skills.

Chapter 2

Methodology

2.1. The school

Kings' Dubai is an English National Curriculum primary school located in a wealthy residential area of Dubai in the United Arab Emirates (UAE). It opened in September 2004 to cater for the children of British ex-patriates although there were some pupils from Australia and South Africa.   Originally it was designed to be two-form entry, from Foundation 1 through to Year 6. However, lack of pupil numbers higher up the school and pressure of applicants at the Foundation Stage (FS) meant that during the year this research took place, there were 3 FS2 classes, one Year 5 and one Year 6 class, with the remaining Year groups having 2 classes.

The school is fee-paying and ultimately aims to be profit making. The existence of specialist teachers for physical education (PE), information, communication technology (ICT), music and French meant class teachers had some non-contact time each day. Over a week this totalled 4 hours which compares favourably with the half-day planning, preparation and assessment (PPA) time that UK state school teachers now receive.   The facilities at the school were of a high standard.   All classrooms had interactive whiteboards and the school had its own swimming pool.

The school is unusual in the sense that it started with a 'clean slate'. Staff were selected by the Head Teacher for their exceptional teaching and management record. They were encouraged to 'leave behind' previous practice and use the opportunity of working in a brand new school to 'reinvent' themselves as teachers and in particular to use a 'themed' approach to deliver the curriculum. Whilst having a 'clean slate' can be regarded as an advantage and an opportunity, it can also be problematic as Hargreaves suggests:

'…one of their greatest difficulties is having to develop new structures and changes with no established culture and framework of relationships in which the changes can be understood and problems regarding them discussed.' (1994: 65).

Learning Journals were introduced during the second year at Kings' when a school culture was beginning to develop and a framework of relationships existed but these were not deeply established.

2.2 The participants

Of the 19 teachers who received the Stages of Concern Questionnaire (SoCQ), 13 were full-time class teachers (4 FS, 4 Key Stage 1 (KS1) and 5 Key Stage 2 (KS2)) 5 were specialist teachers in PE, music, ICT, French and Arabic and one was the Deputy Head. Of these 19, four were teacher managers.

All teachers were of British origin with the exception of the Arabic teacher. Of the 19 teachers, 11 were recruited from the UK, 10 from state schools and one from the private sector. The remaining 8 were recruited on local contracts and had all been working in the Middle East for a number of years.

The number of years of teaching experience varied. Of the 12 class teachers, 7 had less than 5 years experience. Of the 19 teachers who received the SoCQ, the majority (52.6%) were experienced teachers. The staff were predominantly young with 18 of the 19 teachers under 40 and 6 under 30

Teaching staff at Kings' were atypical of primary school staff in UK schools in terms of the female-male ratio. The percentage of male teachers was 36.8% which is more than double the average for UK primary schools of around 16% (Source: Institute of Public Policy Research, 2002).

2.3 The innovation

Learning Journals were officially launched across all key stages in October 2005. The pedagogical theory behind this innovation was the DfES initiative AfL (2005). The policy was actually a 'bundle' of innovations – conferencing, target setting and a weekly 'Parent Hour' were all part of it. During the course of this research, Learning Journals moved from the adoption to the implementation phase (Fullan 1993; Huberman and Miles 1984, cited by Van den Berg and Ros 1999). By the time this research was completed, the innovation had not yet reached the institutionalisation phase.

Every child from FS1 to Year 6 received a Learning Journal in which comments about their learning were recorded by teachers. Comments could refer to written work in any subject, including homework, although maths was not included. Science, art and design technology (DT) practical work or behaviour, attitude and contributions made in class discussions could also be commented on. The specialist teachers were also able to make comments although this did not often happen during the period of this study. Children's work was still acknowledged with a tick and spellings were corrected but written feedback was now recorded in the Learning Journals.

At FS, evidence of children's work and progress was accomplished through annotated photographs. Many of these were taken by teaching assistants so they were more directly involved at this stage compared to their colleagues in other key stages.

Target setting was an important part of the Learning Journal innovation. Initially targets for each child were set weekly but this was changed to fortnightly when it became clear the previous system was unmanageable. Every two weeks, the class teacher conferenced with each pupil to discuss their targets and ascertain whether they had been met. New targets were agreed or targets repeated if appropriate. These were normally set by the class teacher although in Year 5 and particularly in Year 6, more responsibility was placed on pupils to generate their own targets.

2.4 The research tools

2.4.1. The Stages of Concern Questionnaire (SoCQ)

The CBAM stages of concern questionnaire (SoCQ) as developed by Hall and Hord (2006) was used (Appendix 1). The questionnaire consisted of 34 statements to which respondents were invited to identify their level of concern on an 8-point Likert scale (ranging from 0 – irrelevant to 5, 6 and 7 – very true of me now). The final question (35) was an open question asking respondents to record in sentences any other concerns they had. The questionnaire covering sheet defined 'concern' as 'the feelings and perceptions' the teacher has during the change process.

The questionnaire was used because it is a standard instrument that has been used for many years by large numbers of researchers (Hall and Hord 2006). Since all respondents were given the same standardised questions, which have been

validated by Hall and Hord (2006), there was a high reliability of response (Robson 2002).

2.4.2. Adaptation of the SoCQ

Initially Hall and Hord's questionnaire was adapted by deleting questions that related to the teacher having not yet heard about or used the innovation (Stage 0 – awareness). I felt these were not relevant as the questionnaire was distributed almost one year after the introduction of the innovation. However, the authors were explicit that no changes should be made to ensure the validity of the questionnaire, so all 34 original questions were retained. The only changes made were to replace the words 'the innovation' with 'Learning Journals'. In addition, the words 'key stages' replaced 'the faculty' in order to make it relevant to a primary school.

Although this 35 question, 7-stage model has been adapted by some researchers, Hall and Hord do not condone such changes which, they argue, need more validation in line with the original creation of CBAM. (Newhouse, 2001).

2.4.3. Procedures in gathering and processing data

Of the 19 teaching staff who received a questionnaire, 17 were returned giving a high response rate of 89%. With the exception of one teacher, all had been present when Learning Journals were introduced in October 2005.

Using the SoCQ quick scoring device (Hall and Hord, 2006) (Appendix 2), concern profiles were created for each teacher. Each question (1-34) was assigned a number according to the one circled by the respondent (i.e. 0 to 7). The questions were arranged in columns according to which stage of concern they referred to. These numbers were totalled which provided raw scores for each stage. These were located on a table providing a percentile score for each stage and then plotted on a line graph to show the relative intensity of each individual's concerns (see Appendix 2). The percentile scores were totalled and divided by 17 to create a mean average percentile score for each stage of concern.

Question 35 was an 'open' question allowing respondents to record any other concerns they had about Learning Journals. Of the 17 returns, 12 teachers (70.6%)

chose to respond to this question. Each response was assigned a stage of concern and categorised appropriately. For example, comments about a lack of time were categorised as management concerns. These were totalled for each stage of concern (Appendix 3).

2.4.4. Interviews

In total, 9 members of staff were interviewed. I used a purposive sampling procedure through interviewing a representative cross section of the school. Two members were interviewed from the Foundation Stage, 3 from KS1 and 2 from KS2. In addition I interviewed a specialist teacher (ICT) and the deputy head. Of the teachers interviewed, four were teacher managers.

The interview was semi-structured (Robson, 2002) (Appendix 4). Interviewees were asked 15 questions, although some were omitted for particular individuals, others were adapted and additional subjects discussed with a number of respondents. Interviewees were questioned about their concerns when the innovation was introduced, their involvement in the innovation and about the level of support provided during it's implementation. The interviews lasted approximately 35 to 40 minutes and were recorded using field notes (see Appendix 5 for a sample transcript).

Interviewees' concerns about the innovation at the start (October 2005) and after one year (June 2006) were assigned a stage of concern in the same way responses to Question 35 had been and totals for each stage were calculated (Appendices 6 and 7).

2.5. Limitations of this study

2.5.1. Limited population

First, the sampling frame was confined to the teachers in one school and the findings can only be relevant to the particular circumstances of an English National Curriculum school in Dubai. In addition, the sample used for the questionnaire was relatively small.

2.5.2. Timescale

This research was conducted for one year which is a very short timescale in terms of the adoption of an innovation. Indeed, one of the limitations with previous CBAM research identified by Pigge and Marso (1997) is the short timescales over which innovations have been studied. They conducted concerns research over a seven year period.

2.5.3. The Stages of Concern Questionnaire (SoCQ)

The Stages of Concern Questionnaire (SoCQ) was completed only once (June 2006) which meant teacher concerns after one academic year could not be compared to those at the very beginning of the innovation. Interviewees were asked to recall their concerns at the start of the innovation, but there is the question of the reliability of these recollections. Bitan-Friedlander et al (2004) claim that at the beginning of an innovation concerns tend to be relatively uniform. Concerns begin to differ only when teachers implement the innovation and do so at different rates and develop different patterns of attitudes about it.

Additionally, there are the generic limitations of the questionnaire itself. Although the SoCQ has been widely used, one suggested weakness is the attempt to measure feelings and emotions using a questionnaire. One problem is the definition of 'concern'. Although it was clearly stated on the covering page of the SoCQ, it is possible the word was interpreted by respondents in different ways. As Robson states, questionnaires work best with "…standardized questions where it is possible to be confident that the questions mean the same thing to different respondents…" (2002: 234).

2.5.4. Response reliability

One validity issue that affects questionnaires in particular, is the honesty of respondents. Robson notes that there is a 'notorious' lack of relation between attitude and behaviour (2002). There is a tendency for respondents to want to be seen 'in a good light' rather than to be honest about their beliefs or feelings (ibid). Hargreaves suggests teachers have a basic 'competence anxiety' where they do not wish to appear incompetent to colleagues or themselves (1982, cited by Hargreaves 1994). This 'persona of perfectionism' may have affected teacher's responses in this

study, particularly as teachers at Kings' were all selected for excellence in their previous schools. However, my feeling is that the culture at Kings' was open and provided regular formal opportunities at phase and staff meetings for feelings and anxieties to be discussed. Moreover, as a colleague who had worked with the respondents for two years but was about to leave the school at the time of the research, I feel this encouraged honest responses from the interviewees.

Chapter 3

Results

3.1. Teachers' concerns

Table 1 shows the percentile scores for all 17 returns, including specialist teachers and the deputy. These scores were calculated according to the SoCQ quick scoring device developed by Parker and Griffin (Hall and Hord 2006) (Appendix 2). The averages are mean scores.

The results are shown in Bar Chart 1 below. The vertical axis shows relative intensity of the different SoC as a percentile score where 0 = no concern at all and 100 = total concern. The horizontal axis shows the seven SoC: awareness, information, personal, management, consequence, collaboration and refocusing.

Based on previous studies, it was hypothesised that by the end of the first year, the average teacher concern would peak at the personal and management stages. It was predicted that since all teachers were using Learning Journals, awareness concerns would be very low. Informational concerns would also be low as staff had participated in a number of staff and phase group meetings devoted to the innovation. Moreover, based on previous CBAM research (Chantou et al 2002, cited by Charambous et al 2004; Buhendwa, 1996; Hall and Hord 2006) it was predicted that consequence, collaboration and refocusing concerns would be relatively low since these stages are associated with later development in using an innovation. In other words, teachers might be expected to reach such stages perhaps two or three years after the innovation was introduced.

The results from the SoCQ show that average personal (2) and management concerns (3) were relatively intense (at over 50%). Bar chart 3 shows Interviewee responses which also show peak concerns at 41.4% for management and 20.7% for personal when interviewees were asked to recall concerns from October 2005. However, the SoCQ results show that with the exception of the consequence (4) stage, the average of other concerns was very similar to those for personal and management. In other words, the SoCQ date showed no clear peaks at either of these stages.

Table 1: Percentile scores for all class teachers (from SoCQ)

Teacher	0 Awareness	1 Information	2 Personal	3 Management	4 Consequence	5 Collaboration	6 Refocusing
1	72	75	57	47	27	68	77
2	10	54	41	65	5	16	60
3	81	66	70	92	5	10	60
4	60	5	31	27	9	31	20
5	53	69	63	73	63	95	57
6	37	72	70	52	27	80	60
7	10	23	25	30	13	55	34
8	89	80	83	69	54	80	57
9	81	60	72	83	27	25	84
10	60	51	28	15	19	52	69
11	23	30	35	65	43	31	26
12	23	54	85	30	82	44	38
13	77	37	63	69	38	55	84
14	91	72	80	23	11	10	17
15	37	80	48	9	8	68	9
16	29	75	89	69	71	36	65
17	66	23	5	77	11	80	52
Totals	**899**	**926**	**945**	**895**	**513**	**836**	**869**
Mean average	**52.9**	**54.5**	**55.6**	**52.6**	**30.2**	**49.2**	**51.1**

Bar chart 1: SoCQ mean average concerns by stage − all teachers


Stage of concern (SoC)
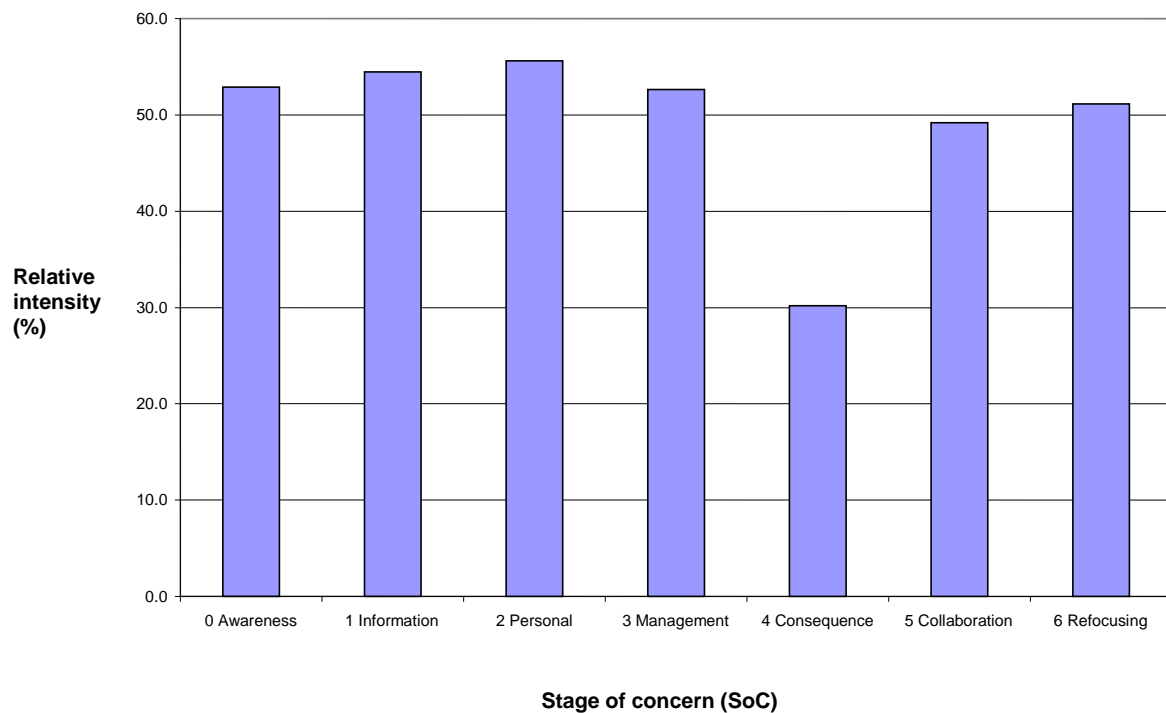
Although Question 35 responses (bar chart 2) did show a clear peak in management concerns (46%), there was also a peak in refocusing concerns (38.5%) which the CBAM predicts will occur many years after an innovation is introduced. Similarly, when interviewees were asked about their concerns in June 2006 (bar chart 3), although personal and management concerns were still important (10.5% and 36.8% respectively), consequence concerns were most prominent at 52.6%. Based on the interview evidence, the results show personal and management concerns declined over the year whilst concerns about the impact of the innovation increased from 17.2% to 52.6%. This progression confirms previous CBAM research (Hall and Hord 2006) although the speed with which teachers have moved from personal and management to consequence was an unexpected outcome.

A further issue is the disparity between the SoCQ and the interview results. Questionnaire data shows average concerns at the consequence stage to be the lowest of all the stages (at 30% intensity) compared to interview responses which show a clear peak at this stage (52.6%). Moreover, whilst awareness, information, collaboration and refocusing concerns all score highly in the SoCQ, these concerns do not register in interview responses (for June 2006).

Bar chart 2: SoCQ question 35 responses – by stage
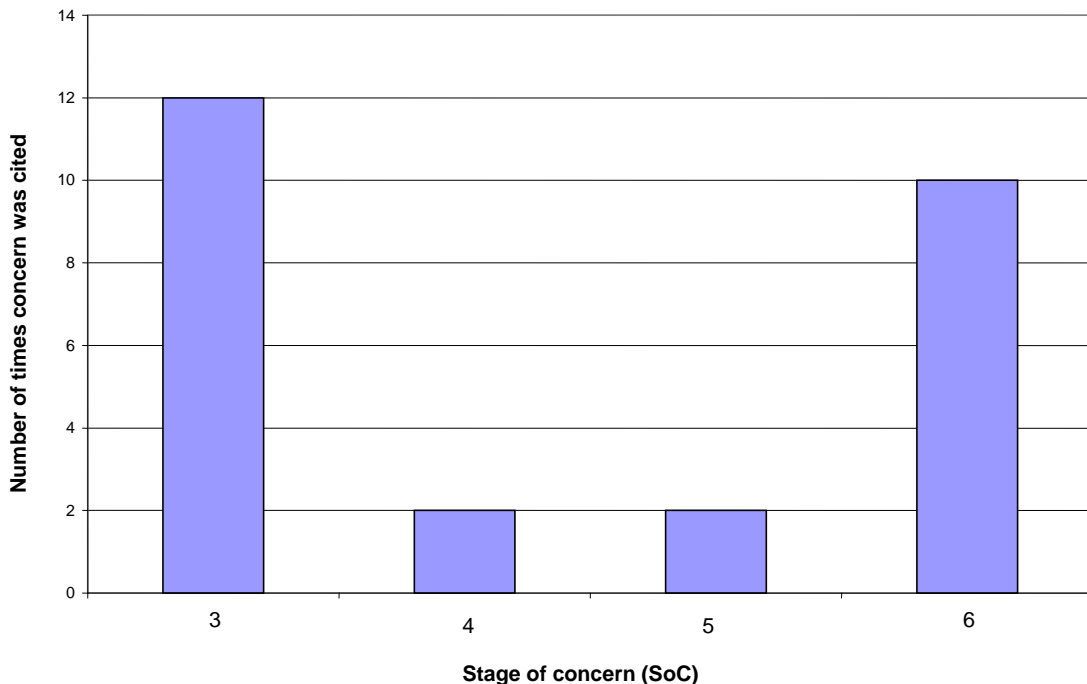
Bar chart 3: interviewee concerns – by stage.
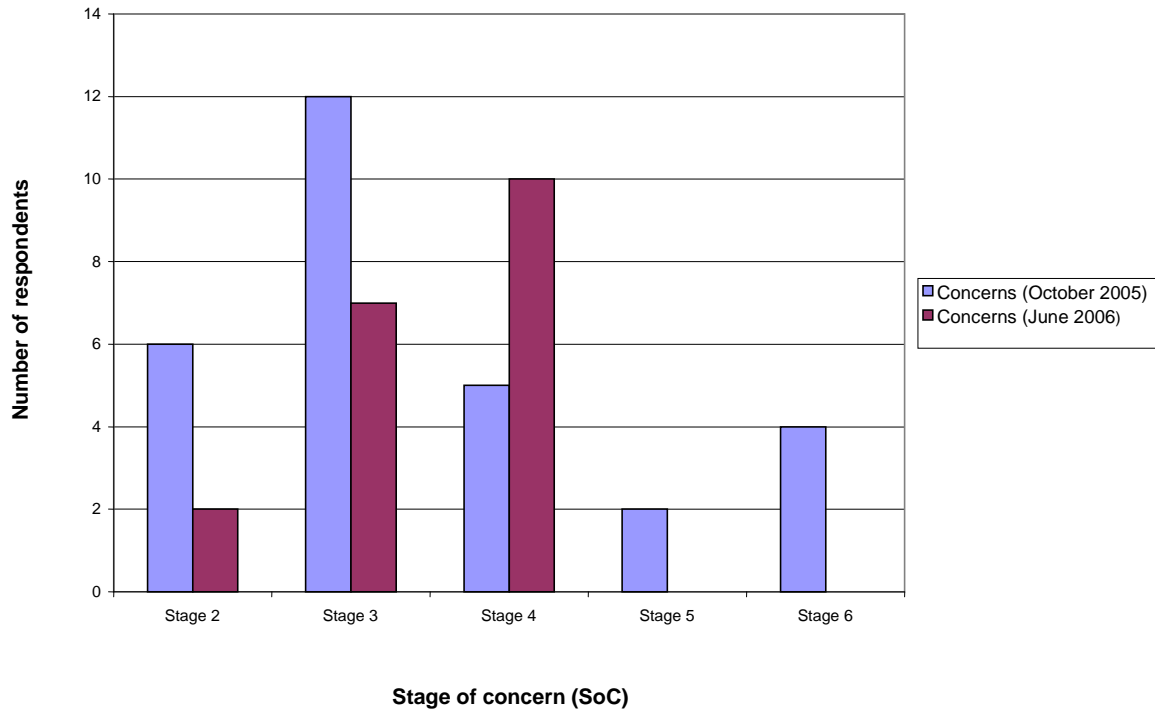


3.2. Management stage concerns: time

Time was the concern most often cited in both the questionnaire and interview responses. Of the 26 comments in response to Question 35 of the SoCQ, the most frequent concern (34%) was the time taken to complete Learning Journals and conferencing. Similarly, the most frequent single concern cited in interviews was time, both for October 2005 (34%) and June 2006 (26%) (Appendices 6 and 7).

3.3. Experienced teachers' concerns

Bar Chart 4 compares the concerns of experienced teachers with less experienced practitioners. The results are inconclusive. Experienced teachers have lower awareness and management concerns (36.8% and 47.3% respectively) compared to less experienced teachers (63% and 60.7% respectively) which is in line with my hypothesis. However, personal concerns and information concerns are very similar for both groups. Moreover, less experienced teachers have higher consequence and collaboration concerns compared to their more experienced colleagues which contradict this study's hypothesis.

Bar Chart 4: Concerns of experienced teachers compared with less experienced teachers.
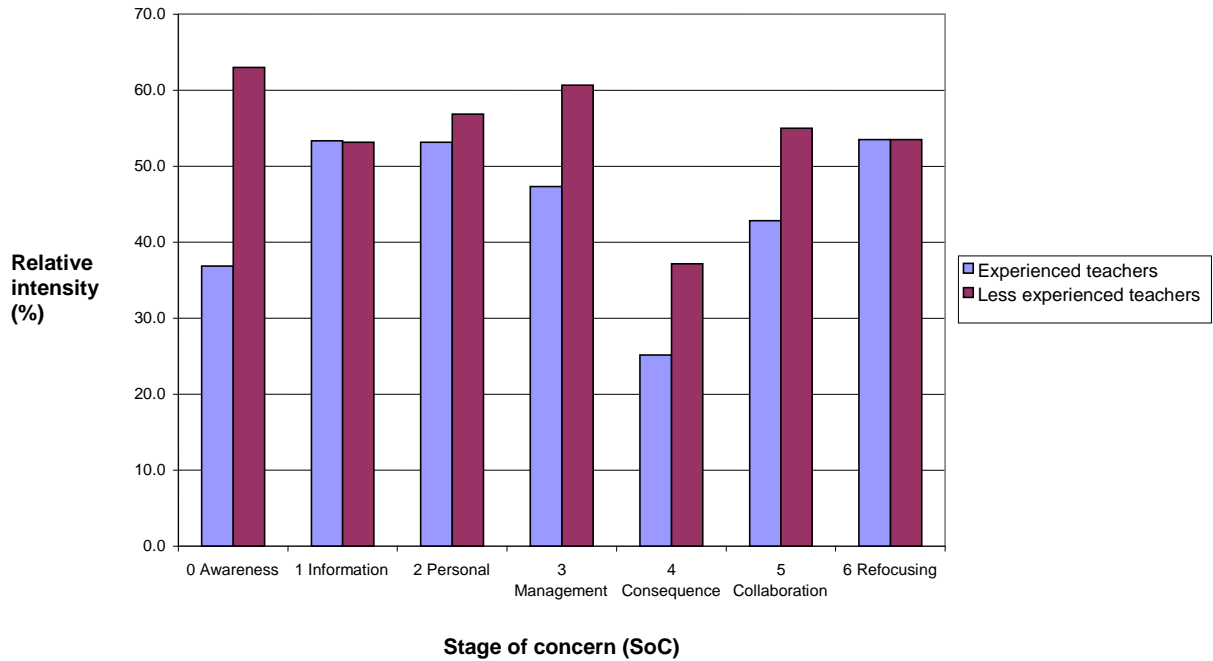
3.4. Teacher managers' concerns

Bar chart 5 below shows the results. Again the results present a mixed picture. In line with this study's hypothesis, managers have lower information and personal concerns and higher collaboration and refocusing concerns than non-managers. However, the results also show managers have higher awareness and management concerns than non-managers which contradict the hypothesis. Managers also have lower consequence concerns than non-managers.

Stage of concern (SoC)
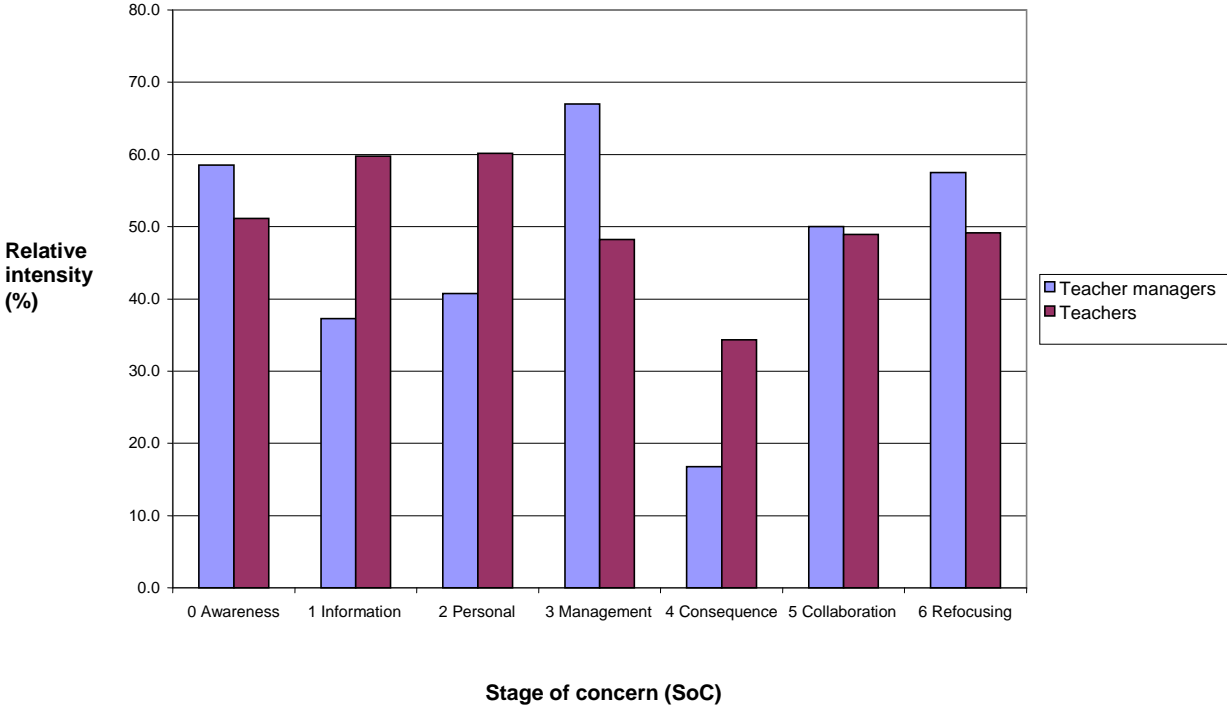
Chapter 4

Discussion

4.1. Personal and management stage concerns

The findings from the SoCQ and interviews that showed high management concerns after one year of using Learning Journals are supported by other CBAM studies which have found high personal and management concerns in the first years of an innovation. For example, Boyle and Skopp (1998) found that teachers' concerns during the first few months of implementing an innovation were completely practical and not reflective at all. Van den Berg and Ros (1999) and Huberman and Miles (1984, cited by Van den Berg 1999) found that as time progressed, self concerns declined and task concerns increased significantly. Evidence from the interviews in this study showed an increase in consequence concerns from 17.2% of all concerns mentioned in October 2005 to 52.6% in June 2006. Buhendwa's data (1996) supports this pattern of moving from self to task to impact concerns as teachers became more experienced in using the innovation.

4.1.1. Time

Time was the most frequently mentioned concern both in response to Question 35 (34% of all concerns mentioned) and in interview responses (34% of all concerns for October 2005 and 26% in June 2006). These concerns referred to the time taken to complete Learning Journals, to conference with children and the time taken away from other curriculum areas to implement this innovation. One teacher commented: "Time was the biggest concern. Still is a concern. It is difficult, when you have other things going on…"

These findings are consistent with other researchers such as Wu (2002) and Hargreaves who have found time management to be an issue when innovations are implemented. Arguably, time is a constant concern of teachers whether they are implementing a change or not (Evans 1988).

Why should time be such a high concern, particularly when an innovation is being adopted? One interesting perspective suggested by Werner (1988, cited by Hargreaves 1994) is the different way time is regarded by administrators and

teachers. Werner suggests teachers experience polychromic time frames because they have so many events happening in the classroom simultaneously and cannot simply focus on one thing. Administrators have a more monochromic timeframe and so set timescales which, whilst realistic for the innovation alone, become less so when set in the context of the classroom where there are many other demands on a teacher's time and energy.

To make the innovation manageable, teachers may slow down or simplify the innovation. Werner found that teachers may work slowly not because they wish to obstruct the innovation but in order to understand what the innovation involves and decide how it may be used. The innovator invariably becomes frustrated at the apparent slow progress with implementation. The teacher, however, has not simply to implement this innovation but also has existing pressures, workloads and demands. At Kings', Learning Journals were introduced simultaneously with another innovation for maths setting.

4.1.2. Workload

When teachers cited time as a concern, they were implicitly referring to workload, since the issues were the time taken to complete the journals themselves and to conference with the children. Even when one change is introduced alone, teachers are not able to devote all their time and energy to this one innovation; they also have a classroom to run and all the other demands of teaching (Campbell 1985).

Learning Journals entailed more work as teachers were expected to write comments about areas of the curriculum such as behaviour, art and DT where previously only verbal comments had been made. KS1 teachers had the greatest workload increase because they now recorded comments about writing and maths that had previously been made verbally. One Year 2 teacher described Learning Journal workload as being "…a big concern now. A lot of KS1 marking is done verbally. KS1 had a greater change in workload because we have to write these verbal comments now."

FS teachers also experienced increased workload as a result of the innovation. Although they had previously kept records of children's achievements, Learning Journals entailed more photographs and the annotation of these in greater detail than had previously taken place. One Foundation teacher commented that completing the Learning Journals would "…take time away from the teaching

assistant because when they are photographing and organising the journals they are not doing other jobs like displays and classroom organisation or role play."

4.1.3. Practicality

Underlying these concerns about time and workload is a fundamental concern about practicality (Hargreaves 1994). Fullan (1991, cited by Bennett et al 1992) and Hatton (1985, cited by Van den Berg 1999) identify a strong practicality culture amongst teachers. This was evident from the interview responses when teachers were asked about their concerns. One Foundation teacher commented: "At the beginning I tried to comment on the work and behaviour as the children were working. I found this wasn't practical. I couldn't focus on what the child was doing and respond appropriately."

This practicality ethic manifested itself in the discussions that took place throughout the year at phase group and staff meetings. As a result, some aspects of the policy were adapted, such as changing target setting from weekly to fortnightly and changing the format of the actual journals. However not all teachers felt their concerns were listened to: "No opinions have been taken on board. The deputy hasn't got an idea. Even the FS manager doesn't appreciate how difficult it is to get the 120 photos every fortnight."

The focus on time and workload concerns may be a reflection of the intensification in education noted by Hargreaves (1994). He also commented on the increased accountability of educators. The 'Parent Hour' set up in conjunction with Learning Journals to allow parents a weekly opportunity to look at their child's Learning Journals is an example of this. Teachers also had concerns about, as the Deputy Head put it, "Opening up ourselves to parents…". A teacher from KS1 commented: "I also had a concern about the intense involvement of parents. By having Parents Hour we are making our classrooms our windows now aren't we? I know that Parents Hour…could raise the profile and subsequently give parents even more ammunition against the teacher."

4.2. Awareness and information concerns

This study predicted that after the first year of using Learning Journals, concerns at the awareness and information stages would be very low because by this point all teachers would know of the innovation and be using it. The results suggest teachers

still had relatively high concerns at these stages in June 2006. This is unexpected, particularly as the innovation had been trialled in KS2 in the summer of 2005 and a significant number of staff and phase group meetings had been devoted to the innovation from the summer term 2005. Four reasons are suggested to explain why teacher awareness and information concerns were comparatively high: reliability of the awareness stage; lack of involvement in the initiation of Learning Journals; 'sticking' and 'regression'.

4.2.1. Reliability

Both Slotsberger and Crawford (1996) and Bailey and Palsha (1992, cited by Slotsberger and Crawford 1996 and Wu 2002) have questioned the validity of the awareness stage. Their findings backed Bailey and Pasha in terms of low reliability for the awareness and refocusing stages. High awareness stage concerns are particularly problematic in this study because all teachers were using Learning Journals when the SoCQ was distributed. It may be that teachers misinterpreted the term 'concern' to mean 'worried'. This occurred in a study by Newhouse (2001) who suggested the high percentage for awareness may have been caused by this misinterpretation. There is also the more general issue of questionnaire reliability and whether all teachers understand the questions and interpret them as intended (Robson, 2002).

4.2.2. Involvement and ownership

All nine Interviewees felt teachers were not consulted sufficiently in the early stages of the policy. Some felt that a decision had already been made and teachers were permitted only to discuss the practical details of how the policy would be implemented. One manager commented: "I was not…consulted prior to the announcement that it was going to happen…it was a natural choice because there was nothing else to compete. It was already established that Learning Journals were going to happen, there was not a discussion about what type of feedback we should give children." Could this general concern about the way in which Learning Journals were introduced explain the relatively high informational concerns of teachers?

One problem with this explanation is that teachers had a number of opportunities to discuss the policy, as many interviewees acknowledged. From September 2005 to

34

June 2006, a number of staff meetings and phase group meetings were devoted either partly or exclusively to discussion and feedback of the Learning Journal policy. Changes were made to the innovation in response to teacher feedback, such as the frequency of target setting and the format of the journals. This is an example of the way the implementation of one innovation creates further policy (Fullan 1991, cited by Bennett et al 1992).

However, some commentators would regard this kind of involvement as relatively superficial (Hargreaves 1994). One teacher's views were that "…there were a couple of contrived meetings – to make staff feel a part of the process – but in reality the decision had already been made." According to Hargreaves, teachers are assumed to be technical learners rather than social learners. Teachers were given information and suggestions about how to proceed with Learning Journals (the technical side) but this didn't acknowledge teachers as social learners who, whilst able to change, also wish to conserve practice they regard as 'good'.

One teacher who started at Kings' after Learning Journals had been implemented adopted the new policy conscientiously but was not convinced they were an improvement on his previous practice. He commented: "I am not convinced they will work as well as my traditional marking – where the marking is in the book and children get to see the comments directly under the work." This teacher was committed to the innovation but felt some good practice had been lost in the process.

The decision to introduce Learning Journals was mandated by leadership. There was no debate about whether the innovation would happen, only discussion about how it would happen. Hall and Hord (2006) state, as one of their 'change principles' that mandates can work as long as they are supported by ongoing training, coaching and communication. Many of the interviewees, whilst suggesting that staff were not sufficiently involved in the initial decision to use Learning Journals, did feel that there had been a many opportunities for discussion about the innovation and that the monitoring of the journals and feedback from this had been useful.

4.2.3. 'Sticking'

Another possible explanation for the high awareness and informational concerns is that teachers become 'stuck' at the lower stages (Van den Berg and Ros 1999). Hall (1981, in Cheung and Davis, 2000) suggests that teachers will remain high on the management concerns stage unless relevant interventions are made. Concerns are

a result of experience rather than time (Cunningham, Hillison and Horne 1985, cited by Cheung and Davis 2000). Cheung and Davis' study in 1999 found teachers, even after two years and more of using an innovation still had high management concerns.

Although this research focuses on the management stage, it may be that teachers still had information concerns after the first year because appropriate interventions had not been made. Four interviewees felt there should have been more trialling and modelling of the Learning Journal innovation. One teacher commented "…there should be advice/examples of how to administer them [the Learning Journals], especially conferencing. For example, have a video of a teacher actually doing conferencing." Another felt "Examples of Learning Journals from other schools would have helped." Modelling how the innovation will look in practice in the classroom is identified as a key factor in successful change by Hall and Hord (2006) who refer to it as 'innovation configuration."

4.2.4. 'Regression'

Mandinach and Cline (1994, cited by Newhouse, 2001) suggest that teachers can also regress in their concerns. Sandholtz et al (1992, cited by ibid) although using a different concerns model, concluded from their research that teachers changed slowly, often regressed temporarily and did not progress through stages of concern models systematically. It is possible that teachers in this study may have had lower awareness and informational concerns at the start of the innovation but regressed to these stages after one year as less staff meeting time was devoted to Learning Journals.

4.3. Collaboration and refocusing concerns

This study found that collaboration and refocusing concerns were also unexpectedly high after only one year of teachers using the innovation. Hall and Hord (2006) suggest change can take 3 to 5 years to become properly established and their research suggests higher concerns (impact, collaboration and refocusing) will normally appear after a number of years using an innovation and indeed not all teachers will necessarily reach these stages.

Some commentators suggest that teachers who score highly on refocusing at the beginning of an innovation are essentially opposed to the innovation and have their

own ideas about how to solve the problem. (Bitan-Friedlander et al, 2004). In their study, teachers at the refocusing stage were not really using the innovation and so simply wanted to do something else. Previous CBAM studies have found what are referred to as 'tail up' results: this is where teachers *not* using the innovation have high awareness and information levels, low consequence and collaboration levels but high refocusing levels (Hall, Serge and Rutherford 1986, cited by Slotsberger and Crawford 1996). The suggestion here is that these teachers, although not actually using the innovation, may have alternative ideas to the innovation. However, Hall et al suggest these teachers are not in favour of the innovation and their alternative is to revert back to how things were done before.

The high refocusing score in my study was not, in my view, a result of opposition to the Learning Journal innovation and a desire to reverse the policy. First, all teachers were using the innovation. Second, all nine interviewees agreed that Learning Journals were an improvement on previous policy. Finally, the majority of comments in response to question 35 and interview responses were about improving the innovation, not replacing it. Several teachers, for example, referred to a concern that there should be maths and specialist subject comments in the Learning Journals and that target setting should be refined. Only one interviewee and one SoCQ response questioned whether Learning Journals were an improvement on marking.

In the next section, five explanations for the high collaboration and refocusing concerns are considered: reliability of the refocusing stage; high teacher competency; high change and uncertainty orientation amongst staff; school culture; and well targeted interventions.

4.3.1. Reliability

Slotsberger and Crawford (1996) and Bailey and Palsha (1992, cited by Slotsberger and Crawford 1996 and Wu 2002) have found low reliability for the refocusing stage. Van de Grift and Houtveen, (1988, cited by Van den Berg and Ros 1999) also question the validity of the refocusing stage and suggest results from this stage be interpreted with 'extreme caution' (1996:18).

4.3.2. Competency

Teachers at Kings' were all selected by the Head Teacher for their excellent track record as teachers and managers. Pigge and Marson (1997) hypothesised in their research that teachers considered more competent would progress more quickly to higher level concerns when implementing an innovation. Better quality was based on their academic ability and their supervisor's rating of their academic ability. They suggest that:

"…the concerns development of more capable teachers may extend well into their careers; whereas the less capable teachers may experience a more limited period of concerns development." (1997: 233). Assuming that the quality of teachers was particularly high at Kings', this may explain why they had progressed to collaboration and refocusing concerns so quickly.

4.3.3. Change and uncertainty orientation

Bennett et al (1992) have found that some schools have a far higher number of 'change-oriented' teachers than others. It is reasonable to hypothesise that teachers at Kings' were 'change-oriented' since the majority had emigrated from the UK. Change-orientated teachers are more willing and able to implement an innovation and so this may explain quicker progress to the higher level concerns of collaboration and refocusing.

Similarly, Sorrentino and Short (1986, cited by Van den Berg and Ros 1999) found that people have a tendency to have either a 'certainty orientation' or an 'uncertainty orientation' According to these authors, uncertainty orientated people expose themselves to situations that are uncertain, unclear and open, whilst 'certainty orientated people avoid these situations. For the reason outlined above, it would be reasonable to assume that teachers at Kings' were predominantly 'uncertainty orientated' and so more willing to commit themselves to the Learning Journal innovation. This commitment may explain their accelerated progress along the SoC.

4.3.4. School culture

Culture can be defined as: '…behaviour patterns associated with particular groups of people.' (Harris 1968: 19, cited by Hall and Hord 2006). Trice and Beyer (1993)

define culture as a '…outgrowth of the social interactions that make up organisations.' (cited by ibid). Research suggests that school culture is important in the change process. Boyle and Skopp suggest that successful change is located in neither teachers nor the school but in a combination of the two. Hall and Hord (2006) suggest, as one of their change principles that the school has to be the main unit for change which is defensible in systems terms where the school is the locus of change and the individual is the unit of change.

It is beyond the scope of this study to consider in detail how the school culture of Kings' affected teacher concerns about the Learning Journal innovation. However, two components of the school culture that may have impacted on teachers' concerns will be considered: empowerment and ownership and subjective norms.

There is a good deal of research to suggest teacher involvement in the change process, that is empowerment, is likely to make the change more successful (Boyle and Skopp 1998; Rutherford and Murphy 1985, cited by Van den Berg 1999 and Short 1992). The suggestion here is that teachers at Kings', through frequent staff and phase group meetings, were empowered in the process of implementing the innovation. Not only were they given input opportunities at the start of the innovation but also given regular opportunities to feedback any concerns or issues they had in the implementation of the Learning Journals.

Decisions were ultimately taken by the Leadership Team but their discussion was informed by feedback from phase meetings where all staff had the opportunity to input. This suggests a high level of shared decision making at Kings'. Some studies suggest schools with such a high level of shared decision making also have more teachers with higher efficacy beliefs and teachers with higher efficacy beliefs have been found to be more willing and able to deal with change (Rosenholtz 1989; Dembo and Sibson 1985; Ross et al 1995, cited by McKinney et al 1999).

'Subjective norms' can be as important in influencing a person's behaviour as their personal beliefs (Wu 2002). A teacher may not personally like or agree with a particular reform but if they believe most others in the school think the reform is a good idea and they see other teachers implementing the reform with enthusiasm, this will influence their behaviour. Subjective norms are thus 'peer oriented'.

At Kings', there was agreement and enthusiasm from all teachers at the start of the Learning Journal innovation which was influenced by the leadership of the

assessment manager who would be defined by Fullan (1993) as a 'teacher leader'. Interview evidence suggests many teachers had reservations about some aspects of the innovation but the subjective norms of the school meant all teachers executed the policy diligently.

4.3.5. Interventions

Hall and Hord (2006) suggest that a key factor in making change successful is the relevance of the interventions once the change process is underway. Other commentators confirm the importance of sustained interventions (Huberman and Miles 1984; Joyce and Showers 1988; Louis and Miles 1990, cited by Bennett et al 1992). However, Loucks-Horsley (1998) suggests that interventions alone will not encourage the change unless it is supported by a sympathetic school culture. Hall and Hord (2006), whilst accepting the role of in-service training, also stress the importance of 'small' interventions such as the quick conversations (termed 'one-legged interviews') between head and teacher that take place in the corridor and the classroom. The more interviews that took place, the more successful the change (2006). At Kings', in addition to staff meetings and phase group discussions, the Leadership team carried out monitoring of Learning Journals, providing generic and personal feedback.

4.4. Multi-peak profiles

Ultimately, it may be that the lack of peak concerns at the personal and management stages as predicted is explained by a fundamental problem with the CBAM; that concerns cannot be meaningfully separated into stages. Evidence from Chantou et al and Burn et al (2002 and 2003, cited by Charambous et al 2004) suggests teachers can experience concerns at different levels concurrently. They question whether a developmental scale for concerns that can separate teachers clearly into discrete stages is credible.

Moreover, Bitan-Friedlander et al (2004) suggest the SoC are not totally hierarchic. When a teacher moves to a new stage of concern, this does not mean they have completely abandoned the previous stage of concern. They state: "…teachers may develop various and complex patterns of concern." Other commentators have also found that teachers can have 'multiple peaks' of concern, as the evidence from this

study suggests (Cheung and Davis 2000). Hord, Rutherford, Huling-Austin and Hall (1987) identified 'multi-peak' profile teachers who had both high management and refocusing concerns. They suggest such practitioners actually want to revert to previous practice. Similarly, Van den Berg and Ros (1999) found that some teachers in their study scored highly on self concerns and refocusing concerns. They suggest that these teachers want to change the innovation but have not yet begun implementing it.

4.5. Experienced teachers' concerns

The second hypothesis of this study was that more experienced teachers would have different concern profiles compared to their colleagues, namely lower personal and management concerns and higher consequence and collaboration concerns. The results suggest that although the more experienced teachers had lower management concerns they also had lower consequence and collaboration concerns than practitioners with less teaching experience. To summarise, the SoCQ results indicate that teaching experience has no consistent effect on the type of concerns experienced when implementing an innovation.

Previous studies have also found no link between teachers' experience and stages of concern. Adams (1982, cited by Pigge and Marso 1997) found that there were no differences in impact concerns between teachers who were in their first, third or fifth year of teaching. Similarly, Pigge and Marso (1987) and Marson and Pigge (1989, both cited by Pigge and Marso 1997) found no significant difference in impact concerns between teachers at the beginning of their school career and those with five years experience.

The CBAM predicts that teachers progress along the stages of concern as they become more familiar with an innovation. Since Learning Journals were new to all teachers in this study, it is perhaps unsurprising that teaching experience had no significant impact on concern levels. However, this does not explain the higher impact and collaboration concerns of less experienced practitioners at Kings'.

One possible explanation is that experience can have an inverse effect on teacher concerns because they perceive educational innovations as ephemeral (McKinney et al 1999). Two experienced teachers who were interviewed referred to this aspect of change. One of these teachers commented: "I've been teaching for…16 years so I'm used to initiatives coming in and there being a lot of enthusiasm at first and then they

die away." Ghaith and Shaaban's study (1999) suggested self and personal concerns declined with teaching experience, but also very experienced teachers (15 years or more) were less concerned about all categories, including impact.

Second, some studies have found a decline in personal and general efficacy the longer teachers remain in the profession (Anderson et al 1988; Moore and Esselman, 1992, cited by Ghaith and Shaaban 1999). Since teacher efficacy is linked to a willingness and ability to implement change, this may explain why more experienced teachers in this study had lower consequence and collaboration concerns.

4.6. Teacher managers' concerns

The results of this study suggest teacher managers' awareness, information and personal concerns were lower than non-managers and their collaboration and refocusing concerns were higher. As members of the Leadership team they had access to more information and discussion about Learning Journals compared to non-managers. Although this information was communicated to the respective phase groups, it is possible that the in-depth discussions at Leadership meetings throughout the year explain their lower information concerns.

Furthermore, teacher managers in this study had lower personal and slightly higher collaboration and refocusing concerns compared to non-managers. It is possible that teacher managers are more likely to have higher efficacy beliefs since management roles generally require an ability to successfully meet objectives. McKinney et al (1999) and Ghaith and Shaaban (1999) found teachers with higher efficacy beliefs had lower personal concerns and higher concerns at later stages. Whether teacher managers do indeed have higher efficacy beliefs than their colleagues is a possible subject for further research but outside the scope of this particular study.

Evidence from this study suggests teacher managers had higher management concerns compared to their colleagues, which was unexpected. This might be explained by their interpretation of 'management concerns' to be about managing their team in relation to Learning Journals rather than management of the innovation within their own classroom.

4.7. Suggestions for further research

This study has generated several possible areas for research. One is to find out why most teachers at Kings' have developed 'higher level' concerns so quickly. This is problematic because so many variables may affect a teacher's concern profile, from their orientation towards uncertainty to the culture of the school and the nature of the interventions made to support teachers. Each of these variables could be a possible research focus.

Second, to find out whether teacher managers have higher efficacy beliefs compared to teachers with no management role and whether these beliefs have an impact on their concerns when adopting an innovation.

Other areas for consideration are whether teachers from different Key Stages will have different concerns when implementing an innovation and also whether gender has any influence on teacher concerns.

Conclusion

The key issue is why, based on the SoCQ returns, teachers at Kings' had concern profiles so different to the hypothesis of peak personal and management concerns after one year of using the Learning Journal innovation. Although a variety of reasons have been put forward to explain the peak concerns at all the stages with the exception of the consequence stage, one problem is that these explanations are not consistent. Thus, whilst lack of involvement and ownership might help explain information concerns, teachers also had high collaboration and refocusing concerns which could be explained by a culture of empowerment. The school cannot have both concurrently; either teachers do have enough ownership, which may explain their accelerated progress along the SoC (Boyle and Skopp 1998) or the lack of such empowerment is one reason for their high information concerns. Similarly, a lack of appropriate interventions might explain teachers becoming 'stuck' at lower stages but not at the same time as relevant interventions being an explanation for progress along the SoC.

Some commentators have questioned the reliability of the awareness and refocusing stages (Slotsberger and Crawford 1996) but this does not explain the peaks at the information and refocusing stages in this study. Perhaps the issue is the concerns model itself. Can concerns about an innovation really be separated into stages in a meaningful way? It has been accepted by many commentators that the CBAM is not rigidly hierarchic and that teachers can have 'multiple peaks' (Bitan-Friedlander 2004). However, this does not explain satisfactorily the peaks at every concern stage in this study (with the exception of consequence).

It is possible that one of the research tools used in this study, the SoCQ, is not reliable. The interview results, for example, show peaks at the personal and management stages as hypothesised, which is consistent with previous CBAM research (Pigge and Marso 1997). Similarly, when teachers in this study answered the open question from the SoCQ, the highest concern was at the management stage, as hypothesised.

I am suggesting teachers may have misinterpreted the SoCQ. For example, one explanation for the high collaboration and refocusing concerns in this study is that when teachers responded to questions relating to these stages, they may not have been truly concerned about greater collaboration or refocusing but wanted to give

the impression they were. This is the tendency for respondents to want to be seen 'in a good light' identified in Chapter 2 (Robson 2002). Thus Question 5 of the SoCQ, "I would like to help other key stages in their use of Learning Journals' may have been answered in an aspirational sense rather than reflecting a genuine current concern. Moreover, despite the term 'concern' being explained on the covering page of the questionnaire as 'the feelings and perceptions you have during the change process', teachers may still have interpreted this word in the more negative sense of 'worried'.

It is also possible that teachers simply did not understand some of the questions. Several teachers confirmed they had 'not been sure' about the meaning behind some questions, for example Question 8: 'I am concerned about the conflict between my interests and my responsibilities'.

Other researchers have questioned the reliability of the SoCQ. Slotsberger and Crawford (1986) suggest it needs to be modified in terms of the questions being asked as well as the number of questions or stages. They conclude that data from the SoCQ needs to be interpreted with caution and qualitative data from interviews or journals should be considered to provide detail about teacher concerns. Loucks-Horsley and Stiegelbauer (1991, cited by Slotsberger and Crawford 1996) acknowledge that even data that is valid from the SoCQ does not identify precisely what teacher concerns are.

Ultimately, the stages of concern can only provide a general picture of where the bulk of a teacher's concerns are. This is why it is vital the SoCQ is conducted in collaboration with interviews and/or journals.

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Appendix 1

Stages of Concern questionnaire

Name: _____

Date completed: _____

Learning Journal, Target setting and Pupil Conferencing Questionnaire

The purpose of this questionnaire is to determine what people who are using an innovation (in this case Learning Journals, targets and pupil conferencing) are concerned about at various times during the adoption of the innovation. Concerns here refer to the feelings and perceptions you have during the change process.

The items were developed from typical responses of school and college teachers who ranged from no knowledge at all about various programs to many years experience in using them.

Therefore, a good part of the items on this questionnaire may appear of little relevance or irrelevant to you at this time.

For the completely irrelevant items, please circle "0" on the scale. Other items will represent those concerns you do have, in varying degrees of intensity, and should be marked higher on the scale according to the explanation at the top of each of the following pages:

For example:

This statement is very true of me at this time.	0 1 2 3 4 5 6 7
This statement is somewhat true of me now.	0 1 2 3 4 5 6 7
This statement is not at all true of me at this time.	0 1 2 3 4 5 6 7
This statement is irrelevant to me.	0 1 2 3 4 5 6 7

Please respond to the items in term of your present concerns, or how you feel about your involvement with Learning Journals and target setting. Please think of it in terms of your own perceptions of what it involves.

Remember to respond to each item in terms of your present concerns about your involvement with Learning Journals and target setting.

Thank you for taking time to complete this task.

PLEASE RETURN TO ME BY WEDNESDAY 21ST JUNE. THANK YOU.

0	1	2	3	4		5	6	7
Irrelevant		Not true of me now		Somewhat true of me now			Very true of me now	

1   I am concerned about students' attitudes toward Learning Journals and target setting.

0 1 2 3 4 5 6 7

2   I now know of some other approaches that might work better.

0 1 2 3 4 5 6 7

3   I don't even know what the innovation is.

0 1 2 3 4 5 6 7

4   I am concerned about not having enough time to organise myself each day.

0 1 2 3 4 5 6 7

5   I would like to help other key stages in their use of Learning Journals.

0 1 2 3 4 5 6 7

6   I have a very limited knowledge about Learning Journals and target setting.

0 1 2 3 4 5 6 7

7   I would like to know the effect of this reorganisation on my professional status.

0 1 2 3 4 5 6 7

8   I am concerned about conflict between my interests and my responsibilities.

0 1 2 3 4 5 6 7

9   I am concerned about revising my use of Learning Journals and target setting.

0 1 2 3 4 5 6 7

10   I would like to develop working relationships with other Key Stages about using Learning Journals and target setting.

0 1 2 3 4 5 6 7

11   I am concerned about how Learning Journals and conferencing affects students.

0 1 2 3 4 5 6 7

12   I am not concerned about this innovation.

0 1 2 3 4 5 6 7

13   I would like to know who will make the decisions about use of Learning Journals and target setting in the future.

0 1 2 3 4 5 6 7

14   I would like to discuss the possibility of using Learning Journals and conferencing.

0 1 2 3 4 5 6 7

15   I would like to know what resources will be available for using Learning Journals and target setting.

0 1 2 3 4 5 6 7

| 0 | | 1 | 2 | | 3 | 4 | | | 5 | 6 | | 7 |

0   1   2   3   4   5   6   7

Irrelevant   Not true of me now   Somewhat true of me now   Very true of me now

16   I am concerned about my ability to manage all that Learning Journals and target setting requires.   0 1 2 3 4 5 6 7

17   I would like to know how my teaching or administration is supposed to change.   0 1 2 3 4 5 6 7

18   I would like to familiarise other key stages/teachers with the progress of Learning Journals and target setting   0 1 2 3 4 5 6 7

19   I am concerned about evaluating the impact of Learning Journals/target setting on my students   0 1 2 3 4 5 6 7

20   I would like to revise the way that Learning Journals/target setting are/is approached.   0 1 2 3 4 5 6 7

21   I am completely occupied with other things.   0 1 2 3 4 5 6 7

22   I would like to modify our use of Learning Journals and target setting based on the experiences of our students.   0 1 2 3 4 5 6 7

23   Although I don't know about this innovation, I am concerned about other things in this area.   0 1 2 3 4 5 6 7

24   I would like to excite my students about their part in using Learning Journals and target setting.   0 1 2 3 4 5 6 7

25   I am concerned about the my time spent working with non-academic problems related to the use of Learning Journals and target setting.   0 1 2 3 4 5 6 7

26   I would like to know what the use of this innovation will require in the immediate future.   0 1 2 3 4 5 6 7

27   I would like to coordinate my efforts with others to maximise the effects of Learning Journals and target setting.   0 1 2 3 4 5 6 7

28   I would like to have more information on time and energy commitments required by the use of Learning Journals and conferencing/target setting.   0 1 2 3 4 5 6 7

0	1	2	3	4		5	6	7
Irrelevant		Not true of me now		Somewhat true of me now			Very true of me now	

29 I would like to know what other Key Stages are doing in this area.

    0 1 2 3 4 5 6 7

30 At this time, I am not interested in learning about the innovation.

    0 1 2 3 4 5 6 7

31 I would like to determine how to supplement, enhance or replace Learning Journals and target setting.

    0 1 2 3 4 5 6 7

32 I would like to use feedback from students to change the operation of Learning Journals and target setting.

    0 1 2 3 4 5 6 7

33 I would like to know how my role will change when I am using Learning Journals and target setting.

    0 1 2 3 4 5 6 7

34 Coordination of tasks and people is taking too much of my time.

    0 1 2 3 4 5 6 7

35 I would like to know how Learning Journals and target setting is better than what we had before.

    0 1 2 3 4 5 6 7

PLEASE COMPLETE THE FOLLOWING:

35 What other concerns, if any, do you have at this time? (Please describe them using complete sentences.)

36 Briefly describe your job function.

Thank you for taking time to complete this task.

Appendix 2

Example SoCQ Quick Scoring Device Sheet

Concerns-Based Systems International
The SOCQ Quick Scoring Device was developed by Eddie W. Parker and Teresa H. Griffin.

Appendix 3

Teacher Concerns from Question 35 of the SoCQ

Note: Of the 17 returns, 12 teachers answered this question (70.6% response rate).

Concern	Stage of concern (SoC)	No. of respondents citing this concern
Time	3 Management	9
Target setting	6 Refocusing	3
Cross referencing between work and comments	3 Management	2
No maths comments	6 Refocusing	2
Insufficient focus on specialist/foundation subjects	6 Refocusing	2
Consistency throughout school	5 Collaboration	1
Parents views	4 Consequence	1
Value added to children's achievements	4 Consequence	1
Too much meeting time and focus devoted to assessment (including Learning Journals)	6 Refocusing	1
That Learning Journal procedures have been around and used before	6 Refocusing	1
Support/training for new teachers using innovation	5 Collaboration	1
Bureaucracy	3 Management	1
Pedagogic justification for Learning Journals (are they better than good marking?)	6 Refocusing	1

Stage	Total number of concerns cited	% of total
3	12	46
4	2	7.7
5	2	7.7
6	10	38.5
Total	26	100%

Appendix 4

Interview Questions

No.	Question	Focus
1	Can you tell me how you use Learning Journals and conferencing?	LoU
2	How have you adapted Learning Journals?	LoU
3	Learning Journals, conferencing and parent hour, were introduced across the school back in October 2005. What concerns, if any, did you have at the time?	Concerns
4	Thinking about now, do you still have any concerns about the use of Learning Journals, target setting, conferencing or parent hour?	Concerns
5	Thinking back to last year when Learning Journals were introduced, how were you were involved in the change process?	Concerns
6	Do you think generally there was consultation with teaching staff about the proposals?	Concerns
7	If Learning Journals were being introduced this year, is there anything that you think should be done differently in terms of the way they were introduced?	Concerns
8	Thinking back over the past year, what support has been in place to help staff carry out this innovation (Learning Journals, target setting, conferencing)?	Concerns
9	Looking back over the year, how do you think your concerns or opinions about Learning Journals, target setting etc been used?	Concerns
10	If you had a particular concern about the use of Learning Journals, target setting etc now, what would you do?	Concerns
11	Do you have any concerns about how Learning Journals and target setting impact on pupil's attainment?	Concerns
12	Do you have any thoughts on how Learning Journals, target setting, conferencing or parent hour could be modified?	Concerns
13	Do you think Learning Journals are better than what we had before (e.g. marking in books)	Concerns
14	Do you have any other concerns or thoughts either about the way Learning Journals were introduced or about the innovation itself?	Concerns
15	Do you wish to add or change anything you have said in this interview?	

Appendix 5

Example interview transcript

Name	Emma Price
Code	EP
Date	14-6-06
Time	1.30 – 2.10pm
Teaching Post	Year 2 Teacher
Other responsibilities	KS1 Manager Literacy Manager
Years teaching	16
Teaching history	London: Woodlands Junior School for 6 years with responsibility for science, then middle management and finally acting deputy. Taught years 4,5,6. Highgate Primary School: for 2 years, Responsible for planning/assessment and inset – staff induction/health and safety and senior management – acting deputy again (teaching Year 5). Overseas: Ras al Khaimah British School – 4 years – responsible for KS1 and literacy (teaching Year 2) British School Riyadh – 1 year – responsible for KS1 and literacy (teaching Year 2).
e-mail address (1)	(removed)
e-mail address (2)	
Pages	4

1	How do you use Learning Journals?	Year 2 use them fortnightly – children are timetabled. Conferencing for each child is every 2 weeks – chn have a set day and time when conferences with. Takes approx 5 mins; this is done in conjunction with ERIC time, maths activities, one group playing outside. Worries me that this activity may not be educationally valid but the only way realistically to get through the children. Children bring their drafting books and we go through their work. Higher ability set their own target – ask them what they need to do to improve.
2	How have you adapted learning journals?	One way is moving to a fortnightly slot. This changed from the original format for KS1. Also only set 2 targets. Originally it was 3 to 4 which was too many.
3	Learning Journals were introduced across the school back in October 2005. What concerns, if any, did you have at the time?	I've been teaching for – well I came into teaching after college – so that's 16 years – so I'm used to initiatives coming in and their being a lot of enthusiasm at first and then they die away. I was impressed by the way it was introduced – but these things have been done before. I think that's the benefit of having a lot of young staff – they are enthusiastic about new initiatives – they don't always realise its been done before. My concerns initially was about the amount of time we spend on assessment – especially as a new school – compared to planning for example. I feel a new school needs to focus on the basics first like planning and that the focus was too much on assessment – with reports, GOALs, parent conferences, - I have never worked in a school where so much assessment is done. Concerned about the amount of time we spent in key stage meetings and staff meetings discussing assessment and Learning Journals. A new school should be concerned about planning, the curriculum – assessment is the end of the process. It's about striking a balance. I think it's all calmed down now and from September we can focus on the teaching and planning. I was also concerned about the time allocation –

how will conferencing everyday fit in and getting the time to conference.

4	Thinking about now, do you still have any concerns about the use of Learning Journals, target setting and conferencing?	We put in a timetable for Learning Journals – this was necessary. I have lessening concerns now – especially as a parent myself I would love to know what my daughter Maither is up to at school and see the work she has been doing and the parent's hour provides that. The parents are enthusiastic about that. Parents Hour makes the school far more open – it actually does work and do this.
5	Thinking again back to last year when Learning Journals were introduced, how were you involved in the change process?	Initially probably not – but then introducing it was going to be done – Learning Journals and parents hour was going to happen – it was not up for discussion. I have been more involved in the process from the beginning. We have a new and young staff – have to keep in mind that new innovations are taken up and then dropped after a few years or modified so much they have similarity to the first idea. In an International School where you can pick and choose the good bits of government policy and leave the bad bits – I feel we did not have to take up Learning Journals as they are used back home. We could have adapted them more.
6	Do you think there was consultation with staff about the proposals?	The problem is that a new school is going to rely on its Management Team a lot – we had enough staff meetings about it and phase group meetings allowed for feedback from staff.
7	If Learning Journals were being introduced this year, is there anything that you think should be done differently in terms of the way they were introduced?	Hindsight is a wonderful thing! Expectations for key stages should have been taken into account. A generic Learning Journals was brought in but its format needed to change as you go along – you can't plan for these things. Examples of Learning Journals from other schools would have helped.

9	Looking back over the last year, how have your concerns about Learning Journals been used?	Our concerns (KS1) have been addressed.
10	If you had a particular concern about the use of Learning Journals, target setting or conferencing, what would you do?	Phase group meetings are where concerns are aired.
11	Do you have any concerns about how Learning Journals and target setting impact on pupil's attainment?	I think Learning Journals impact on higher and lower ability children but not the middle ability group – I wonder if it's getting through to these children. Also wonder about class targets or group targets – I think there is room for class targets. Also use of TAs with this – getting TAs to write in them.
13	Do you think Learning Journals are better than what you had before?	Better than what we had before – In Kings' had to be. Overall yes especially from a parents point of view. Yes overall much improved to anything we have used before.
14	Do you have any other concerns either about the way Learning Journals were introduced or about the innovation itself?	At the moment the comments are too literacy/theme based. No numeracy targets or comments in Learning Journals. Numeracy targets tend to be exact compared to literacy targets which may never be fully met and parents are able to help with maths targets more easily than literacy ones (e.g. to learn the 2 x table)

Appendix 6

Results of Interview Question 3

Question 3: Learning Journals were introduced across the school in October 2005. What concerns, if any, did you have at the time?

Concern	Stage	No. of interviewees citing concern
Time (Learning Journals)	3	7
Parents	2	4
Time (conferencing)	3	2
That Learning Journals would not be as effective as previous system	4	2
Consistency	5	2
Training/guidance	2	2
Not innovative	6	2
Relevance	4	1
Presentation	3	1
Comments separated from the work	4	1
Permanence	6	1
Time (assessment)	6	1
Paper based rather than IT	3	1
Would Teaching Assistants manage?	3	1
Relevance of Parent Hour	4	1
Specific Targets	4	0
Insufficient written work to assess	3	0
Qualitative data not quantative	4	0
Relevant comments	4	0
Comments not read by pupils	4	0

Stage	Total number of concerns cited at this stage	% of total
2	6	20.7
3	12	41.4
4	5	17.2
5	2	6.9
6	4	13.8
Totals	29	100

Appendix 7

Results of Interview Question 3

Question 4: Thinking about now, do you still have any concerns about the use of Learning Journals, target setting, conferencing or parent hour?

Concern	Stage	No. of interviewees citing concern
Relevance	4	4
Time (Learning Journals)	3	3
Parents	2	2
Time (conferencing)	3	2
Would innovation be as effective previous system?	4	1
Presentation	3	1
Comments separated from the work	4	1
Specific Targets	4	1
Insufficient written work to assess (KS1)	3	1
Qualitative data not quantative	4	1
Relevant comments	4	1
Comments not read by pupils	4	1
Consistency	5	0
Training/guidance	2	0
Not innovative	6	0
Permanence	6	0
Time (assessment)	6	0
Paper based rather than IT	3	0
How Teaching Assistants would manage	3	0
Relevance of Parent Hour	4	0

Stage	Total number of concerns cited at this stage	% of total
2	2	10.5
3	7	36.8
4	10	52.6
5	0	0
6	0	0
Totals	19	100