Examination of the factors that impact the decision-making of community governors in an inner-city junior school in England.

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Contents

Tables:

Figures:

Abbreviations

BCU Concordat (Birmingham City: The European Code for Research Integrity)

BBC (British Broadcasting Corporation)

GDPR (General Data Protection Regulation)

BELMAS (The British Educational Leadership, Management and Administration Society)

BERA (British Education Research Association)

CG (Community Governor)

COP (Communities of Practice)

COVID-19 (Coronavirus Disease-19)

CSPACE (Centre for the study of practice and Culture in Education: BCU)

DfE (Department for Education)

Ed.D (Doctor of Education)

IDSR (School Inspection Data Summary)

IPDA International Professional Development Association

MAT (Multi Academy Trust)

Ofsted (Office for Standards in Education)

OECD (Organisation of Economic Cooperation and Development)

PISA (Programme for International Student Assessment

RI (Requires Improvement)

REDO (Read, Examine, Dismantle, Open)

SI (School Improvement)

SM (Special Measures)

Title: Examination of the factors that impact the decision-making of community governors in an inner-city junior school in England.

Abstract

The value ascribed to the voice, capital, and agency of community governors (CGs) engaged in decision-making has critical implications for inner-city schools 'stuck' in Ofsted-imposed special measures (SM) (Spielman, 2019). This doctoral research study aimed to collaborate with CGs to develop a consciousness of school governance habitus through life histories, creating a praxis for empowerment in decision-making (Bourdieu, 1977). The contribution to knowledge in this enquiry was in response to a deficit in literature findings of current CG's positioning, leading to a reimagining through a lens of sharing life histories. In terms of governance practice, a conceptualisation of transformed CG contributions was achieved through an empowered governor voice operating within an inclusive framework. The timeline and catalyst for the thesis focus were attributed to the White Paper 'The Importance of Teaching' (2010) and its implications for CG positioning. The applications of Habitus (Bourdieu, 1984) and Communities of Practice (COP) (Lave & Wenger, 1991) enabled this enquiry to identify social and cultural factors impacting CGs' decision-making as these factors intersected with English education governance policy. The methodological design captured the CGs' voices by sharing stories and focusing on life histories. I achieved this by working with four CGs, conducting an identity box exercise (Gauntlett, 2007), and conducting walking interviews (Evans & Jones, 2011b). The findings illuminated critical thinking about decision-making and insights into factors that impacted their practice. In addressing the research questions, a key finding was the invisibility of cultural capital and agency undervalued by the school's governance context and exacerbated by ad hoc induction and training. CGs' reflections revealed that democracy and social justice appeared lost in translation in the current governance mechanism, creating feelings of marginalisation and isolation. There was evidence that COP was integral to governance learning in the community and could be further developed to empower the CGs' voice. Further research opportunities may include additional attention to capital and agency brought consciously into the habitus of governance, offering a transformative praxis in effective decision-making in raising school improvement as measured by Ofsted.

Keywords: School Governance Habitus, Communities of Practice (COP), participatory methodologies, identity box, walking interview.

Chapter One Introduction

This chapter presents the background and focus of the thesis. It includes the context of the research questions, professional relevance, and the researcher's involvement in this field, which led to exploring and reimagining of solutions that may catalyse change. This incorporates an outline of the thesis evolving from the current literature.

1.1 Introduction

My researcher's experience has been as a parent governor, co-opted governor, professional governor, vice chair, and chair in primary schools and short-stay schools (temporary exclusion) for over twenty years contributed to the knowledge of governor decision-making roles and practice in school improvement (SI). The researcher's training as an Ofsted inspector provided insights into the value and expectations of governors. As an educational consultant, I supported a governing body in inner-city primary schools in Ofsted imposed 'Special Measures' (SM) or 'Requires Improvement' (RI) (Spielman, 2019). This professional experience and expertise provided an informed position to examine factors impacting a group of actors, the community governors (CGs), as they engaged in decision-making in an environment of SM, RI, achieving a recommendation of 'Good' judgement by Ofsted in January 2022. In observing the CGs and their lack of engagement with decision-making in the highly pressured special measures (SM) environment, I was concerned that governance was becoming ineffective. This anxiety became the research focus and 'troubling' to be examined regarding the factors impacting CG engagement. This shaped the research questions. The platform informed a wider debate on the role and practice of governance, principally the CGs contributing new knowledge and re-imagining governor practice, enabling schools in SM to become learning communities of change in SI. Alongside this vision are the challenges this brings to governor practice in the marketised environments of academisation.

The nominated group of CGs are part of the governing body comprising governors representing interested and accountable groups within the school and community. Up to 2010, in Local Authority (LA) schools, this included the Chair and vice chair of governors, Headteachers and leadership team. A teacher governor, a representative from the LA and a co-opted governor that the board invited to support skills or expertise from parents and local businesses. A CG could be a parent governor or a co-opted governor.

From 2010, a greater emphasis was placed on the ability of governing boards to drive improvement, preferring skilled or professional governors as opposed to stakeholder governance of which CGs form a part (Carmichael and Wilds, 2011). This is further developed in section 2:8. The make-up of the CG group is seen as varied in its constitution of parents, members of the community and business

alongside local governance who wish to support children and schools in the community. The impact of these features on their role is further developed in section 2.10.

1.2 Context

The impetus for the research was a review of policy impacting the governance of schools in England. The timeline was considered from 2011, beginning with the white paper 'The Importance of Teaching', the Annual Ofsted report (Wilshaw, 2012), where academisation and the decommissioning of local authorities were the catalysts for policy and process changes in the role and function of governance in educational policy.

As referred to above, marketised education environments are central to evolving educational discourses. The impact of neoliberal ideology in education must be acknowledged as a lens impacting on the 'troubling,' and research questions in examining the effectiveness of CGs in this research enquiry. Neoliberal ideology is epitomised through academisation and free schools alongside contracting services to local authorities, creating push-pull tensions on schools to join Multi-Academy Trusts (MATS) to obtain resources, but at the cost of transfer of power from local governance and communities to trust boards (Wilkins, 2021). Government policy is translated through neoliberal accountability and performance frameworks such as Ofsted, and seminal documents such as the Ofsted Inspection Governance Handbook and Good Governance Indicators (Department for Education, DfE, 2019). It defines role function and audits of accountability, performance, and exit strategies for ineffective governance. Neoliberal ideology has become embedded in the vocabulary and judgements 'Outstanding' 'Good' RI or SM, contested discourses constructed by Ofsted. They are not value-free or neutral judgments. Ofsted has been highly criticised for valuing measurement as a singular measure of quality, in highly problematic ways. Educationalists, parents, and communities do not have a shared understanding of what constitutes improvement or quality in schools. This inquiry provides a view of this decision-making process in SI through the eyes of CGs who live and work in a community and have chosen to become CGs. When the school was placed in SM and remained in a category for more than six years, it was a unique and intensive predicament. In positioning neoliberal marketised ideology in this educational environment, the vocabulary is of self-surveillance, and performativity expressed as efficiency, checklists and rigid assessment processes for outcomes and performance (Ball, 2010). The CGs had observed frameworks reproduced in a neoliberal regulatory framework of academisation. They considered SI through Ofsted procedures as a negative experience, and academisation policy as a threat to the coherence and uniformity of the school as the centre of the community (section 4.2).

The academisation initiative encouraged a 'corporate governance model' including executive and non-executive governance boards (Carmichael, 2011, p. 16). Appointments for governors were

considered based on business skills, and further distancing stakeholders or in this research, CGs from their communities (section 2.8). Before these changes, a governing board comprised the Headteacher, a leadership team, community representatives from businesses, parents, local authorities, specialists, and experts that the governing board decided were relevant to their school improvement and pupil progress goals. Power of governance remained within the school and community, although this was not a panacea, and schools were mindful of the parity of power flows in decision-making, a legacy of historic governance models based on business principles (Balarin et al., 2008).

Further influences on English policy included European and global contributions to changes in inspection, SI (OECD (Organisation of Economic Cooperation and Development), 2015), and a move to school clusters (MATS) described as innovative learning systems (OECD, 2015), and explored in parliamentary committees (Wiltshire, 2012). The critical issues were the dislocation of schools, the concept of education and democracy, and the loss of support in these marketised frameworks for failing schools (Ball, 2015). In this specific case, the CGs' felt threatened at the prospect of their school as a failing school being moved from LA control through academisation policy (Carmichael, 2011, P.15) and placed with philanthropic independent sponsors (Ball, 2011). The strategy involves the transfer of individual schools' governance and financial powers to boards and trusts (Ball & Jünemann, 2011). The schools involved experience delegating powers to the main boards, often in other parts of the country.

In the chosen research setting, the LA encouraged 'Federating' six schools, keeping governance control of financial and decision-making powers within the school and community. The school had been placed in an Ofsted category of SM for more than six years, with the stress and monitoring that accompanies this Ofsted action. As defined by the Chief Inspector (Spielman, 2019, p.63), these schools are 'stuck' in a cycle of failure, with little help or support. I joined the governing board of a junior school (2018) when it entered the second phase of RI. As a participating governor, my observations suggested that the prolonged process of Ofsted monitoring had impacted the governing board meetings. One group of actors, the CGs, appeared disengaged in the decision-making process. The flow of power, pressured by the need to respond to Ofsted priorities, propagated passivity and inequality in decision-making, cynicism about ineffective democratic governance, and the demotivating expectations and power of their role, creating compliance and disengagement (Mead, 2004). CGs perceived themselves as marginalised and appeared to have lost their governor's voice. As a school in SM/RI, the lack of agency from governors' places serious issues on decision-making when it is crucial that governors support and are supported in making effective decisions to improve SI for pupil learning and progress. In response to this troubling loss of empowerment, ineffective decision-making, and a loss of CGs' voice, the thesis examines the factors that impact CG's decision-making in SI. The scope of this enquiry was to explore practices, schools and CG habitus (see section 1.4) to

understand the effectiveness of CGs engaging in decision-making in the context above. The enquiry occurred in a junior school, one of six primary schools threatened with academisation due to being in SM (School, Ofsted report 2014). The school in the enquiry achieved a second category of RI in 2018 and strove to achieve 'Good', which it achieved in 2022. The pupils were from ethnic minority backgrounds (Pakistani (38%), Bangladeshi (34%), Indian (19%), Afghan (7%), and Eastern European 2%). The proportion of disadvantaged pupils supported by the pupil premium and free school meals was above the national average (DfE, 2024). The context of this school is important and unique, and it highlights the potential of the CGs in addressing school governance when operating in SM. From a wider perspective, every community has its uniqueness and issues to address. Governance has a duty of care within the regulatory requirements of governance to think critically and make challenging decisions to bring about good progress for all children, and local governance boards are best placed to achieve this (Allen & Gann, 2018). This research enquiry attempts to demonstrate the skills, experience, and tacit knowledge that CGs bring to governance, enriching social and cultural capital and demonstrating a determination to improve life chances for their children. They have engaged in school governance that has been difficult to penetrate and impact, in terms of inclusive decision-making.

In this thesis, the theoretical frameworks, tools, and processes are observed through a lens within the all-embracing focus on identity (Nutbrown, 2011), positionality (Bourdieu, 1996), and provenance (Hill, 2018) of a Researcher Governor and CGs delivering decision-making in governance in the context described.

Identities are the telling of stories from our life histories, helping to make sense of the troublings, provoking the unconscious to help make sense and tell truths about thoughts and feelings that are difficult to uncover (Nutbrown, 2011). They are shaped by culture, and stories of loss, migration and dislocation (Clough, 2002). These stories have power, they provide a basis to understand and compare experiences from the social world, as in education governance, to make sense of the issues we must deal with as governors (Tierney, 2010). They provide a window to give voice to GCs, who appear silent and disengaged.

Positionality and Bourdieu's concepts of 'habitus' (1996) recognise the process of identity, in the context in which it operates to release memories and offer ways to engage consciously with these provocations. The recognition of one's 'proposed' status within a society, shaped by 'cultural capital' and dispositions externally inculcated on one group (class) by another (Bourdieu, 1996). The power within these groups, legitimised by social, financial, and economic wealth, allows them to shape policy processes and control of power, achieved by reproducing the success achieved. Other marginalised groups internalise subconsciously and accept the behaviours and dispositions of the dominant group. It becomes a form of self-surveillance, acting out dispositions and behaviours placed

upon them. Bourdieu (1984) offers critical moments as points of intersection and reflexivity where the frameworks of positionality are exposed for conscious reflection. The intersections of fields and the provocations they create might enable CGs to recognise their tacit capital and agency and the potential for new practice in decision-making.

A recognition and the mobilisation of provenance extend the process of reflexivity to bring about praxis. It encourages CGs to take a central position to reflect on their life histories and recognise their professional knowledge. Bourdieu's theoretical tool of habitus calls on critical moments that have informed their approach to decision-making, recognising the factors that impact it, enabling CGs to improve their professional practice (Hill, 2018). It encourages practitioners to be practice-led, emerging from their life history and experiences as the artefacts of cultural, social capital, agency and aspiration.

This research enquiry offers a different experience to the neoliberal ideologically constructed educational experience that CGs operate within. It facilitated opportunities to create new knowledge and practice. This was achieved and is a platform for further praxis about decision-making for all actors in school governance.

The troubling raised the need to examine the factors that impact the decision-making of community governors in an inner-city junior school in England. This became the principal aim, further focused by four key research questions:

Q.1. What do community governors bring to decision-making in school improvement in the context of an inner-city junior school in special measures (SM) and requires improvement (RI)?

Q.2. What social-cultural and political factors inhibit, constrain, and support community governors' involvement in decision-making in school improvement?

Q.3. How can the community governor's role be developed within the governing body to enhance school improvement in the context of an inner-city junior school in special measures (SM), requires improvement (RI) and becoming Good?

Q.4. How may a theoretical model of COP provide a framework for reflection and reflexivity to reconceptualise community governor decision-making within the governing body?

Objectives

- To conduct a qualitative literature review on CGs' contribution to decision-making in SI, RI.

- To conduct a qualitative analysis of governor board meetings to ascertain CGs' impact in SI.

- To conduct participatory research on decision-making through the perspective of habitus, identity and positionality through the collaboration and presentation of individual identity boxes.

- To apply knowledge and insights from the identity box and interviews to critical thinking about CG practice in the school context of RI (becoming good January 2022) through walking interviews.

- To apply Communities of Practice (COP) as a theoretical framework in contributing new knowledge to enhance CG practice in a junior school in SM or RI.

1.3 School governance

There is limited research into the operation of the actors on a governing board, particularly CGs, engaged in school governance. Research is emerging on teacher governors (Sodiq et al. 2023), meanwhile, a wider research lens is evolving into participative democratic school governance (Hatcher, 2012) and local democratic governance (Allen & Gann, 2018).

The focus of this exploration has been the observation of actors' engagement in corporate boards through the lens of economic and behavioural theory (Nelson & Winter, 2002). These theoretical models have been considered in educational research (Balarin, 2008; James, 2011; Ranson, 2005; Young, 2017), observing the dynamics of governor participation and providing insights into the decision-making within L A controlled governing bodies. Before discussing governance, it is valuable to consider perspectives of governance, defined as the 'totality of theoretical conceptions' (Kooiman, 2003, p.4) in which public and private actors participate in collective decision-making. School governors collaborate and are formally responsible for the conduct of schools in England (Ofsted, 2014). Young (2017) in her research found that the participation of actors in a governing body (governors, parents, and co-opted governors) lacked equity and challenge in decision-making. As a researcher governor, I agree with these observations, using them as the stimulus for the proposal to interrogate the factors that act against successful professionals running businesses in the community, appearing passively pensive and not driving discussion in governors' meetings. James et al.'s research compared the participation of governors of differing socio-economic status and concluded that governor agency and capital on governing boards with lower socio-economic status and undermined by low self-esteem were more likely to demonstrate passivity in governing (James et al, 2011). Government policy in relation to education, particularly in governance, has a propensity to operate exclusively (James, 2014). It inculcates rigid structures (Governance Handbook, 2019), which require governors of differing cultures (Bourdieu, 1996) to interact with middle-class positionalities and

political ideologies. Analysis of governor agency, capital, and effectiveness in conditions of failing governance through research (Young, 2017) highlighted the importance of placing the school at the heart of the learning community and suggested that policy shifts made by Ofsted, narrowing parameters of improving institutional performance, were creating barriers between school and community (Ranson, 2005; James, 2014).

The troubling of the thesis, as set out above, shaped the theoretical and methodological focuses. The literature review journey is influenced by the researcher's ontology and epistemology, which is informed and extended from "particular sensibilities" (Holstein & Gubrium, 2012, p.5). This includes implicit and explicit influences on the perception of the research and a review of the studies of others in the field. As a qualitative researcher, knowledge is socially constructed by the subjective meanings that people assign to their reality. From this perspective, the social reality of governance is experienced differently by CGs depending on their social, cultural, and historical backgrounds and experiences (Bourdieu, 1996). This knowledge is diverse, subjective, contextual, and holds value (Bourdieu 1990). This position supported an essential requirement to establish in the research design an environment where CGs' skills and expertise were valued and placed centrally to the research experience, releasing the CG voice in the data collection. The theoretical framework of Communities of Practice (COP) provided the framework of collaboration with the thinking tools of habitus. Habitus provided a language and terminology to express critical thinking about decision-making in life and as CGs. The framework was designed to support four CGs. One CG died during the COVID-19 period, reducing the CGs to three with the researcher governor, collaborating with habitus (Bourdieu, 1996), identity (Nutbrown, 2011) and positionality (Hill, 2018) (section 1.4), illuminating thoughts and feelings, while engaged in decision-making. The rationale for the theoretical framework aimed to inform a reimagining of governor practice in more effective decision-making. The methodological framework was further evolved through the role of the researcher as a collaborator (Horner, 2016), sharing feelings of reflexivity and vulnerability (Toma, 2000), seeking to alleviate factors relating to positions of power which may impede collaboration. The methodology and research design illuminated CGs' knowledge, skills, and expertise, as well as understanding the complexities of the role of governors in SI and how CGs felt marginalised from the decision-making process. The research reflected on the positioning of CGs' social and cultural capital and the value and agency constrained within governance structures and protocols when attempting to carry out decision-making within the current Ofsted framework and governance policy.

1.4 Theoretical frames and concepts

This section includes an introduction and signposting of concepts and terms used and discussed in the thesis. In this doctoral enquiry, inclusivity is taken to be the underpinning value and practice of school

governance. The study develops a conceptual framework and methodological tools for an inclusive approach to investigating potentially sensitive issues for communities living with their school in SM or RI. This involves the researcher as a collaborating central actor (Horner, 2016), working with CGs to create collegial interactions and share critical views and reflections on school policies and practices that impact governance practice.

A central theoretical tool in this collaborative enquiry is Bourdieu's concept of habitus (1984,1996). It provided a thinking framework and vocabulary for the researcher and participants to co-inquire into our positionality, identity, and provenance (section 1.2), which shaped our educational values and practices. Habitus is woven through theoretical and conceptual thinking with COP (section 2.16), offering new perspectives on the operation and engagement of the CGs within the governing board. One of the factors impacting CG engagement appears to be the communication among the governors. The governing board may be considered as a COP in its desire to share knowledge around a common goal to create improvement (Lave and Wenger 1991). The difficulty is its accessibility to the CGs. The research suggests that protocols and procedures from Trusts, federations, and dominant coalitions (van Ees 2009), such as school leadership, may marginalise and devalue the CG contribution, prompting them to look outside the governing board COP to form a COPs in the community where their views are valued. It also acts as a conduit for actualising the ontological. epistemological and methodological framework (section 3.2). The theoretical tools discussed and utilised with habitus (section 2.15) include reproduction, aspiration, field, doxa, and symbolic violence. These theoretical concepts, when applied to governance, provide a lens and vocabulary to discuss new trajectories, capital, agency, and forces of power within the field of education, question the status quo, and identify how these factors impact decision-making.

A fundamental theoretical tool included Bourdieu's concept of the field of power (section 2.15) and its relationship to the CGs' perception of their positioning within governance, epitomised in the concept of being a fish in water or a fish out of water (Bourdieu, 1984). I found it helpful to elucidate Bourdieu's power flows through Foucault's concepts of power, and the viewpoints of Visker (1995) and Ball (2013). They provided useful perspectives and contributed to Bourdieu's concepts of power flows, establishing themes of passivity, powerlessness, and frustration. This was further highlighted when participants shared habitus through reflexivity and critical thinking, leading to perceptions of empowerment, resilience, and ownership. Habitus intertwined with positionality, identity and relationships of power, demonstrated dynamic changing perspectives not constrained by class or culture (Bourdieu, 1996; Reay, 2004). Actions to develop praxis used insights from Freire's concepts of conscientisation and critical pedagogy. I believe that the research illuminated the emerging actions that CGs were engaging in to bring about change (Freire,2000) (section 2.18, 5.6). Other aspects of power were identified and clarified in the evolving policy of governance through the lens of

neoliberalism (section 1.2) and the changing concepts and practices CGs are required to operate within, dealing with perceptions of being a fish out of water in governance (section 2.15).

The theoretical tool of Communities of Practice (COP) provided empowerment to build governor knowledge and reliance through frameworks of social centripetal learning and legitimate peripheral participation of COP within the governing board COP (Lave & Wenger, 1991). There is synergy in the conceptual thinking of equity, democracy, and the distribution of power within habitus and COP. COP further proposes frameworks of operation and practice that are accessible and used subconsciously by CG in developing discussions in governance and decision-making in the community.

The examination of factors impacting CGs was achieved through the emergence of the conceptual thinking tool of habitus intertwined with the theoretical framework of COP (Lave & Wenger, 1991). It allowed for reimagining CG practice, contributing new knowledge to support decision-making on the governing board, and enhancing SI. Part of this new knowledge was the practice and dynamics released within the methodological practice and process, including cooperation, collaboration, empathy, power-sharing, and knowledge-sharing.

A pilot enquiry was conducted as part of the EdD module, which acted as a space to work with one CG theoretically and methodologically positioned around exploring practices, school, and community habitus that impact the effectiveness of governors in developing school improvement. The emerging findings consolidated the epistemological framework and paradigm, reaffirming the troubling as a significant area of exploration. It highlighted that researcher collaboration (Horner, 2016) and researcher vulnerability (Toma, 2000) were central to the paradigm in releasing the voice of the CGs'.

The methodological framework emphasises the researcher as participatory (section 3.3), collaborative, and taking a position of vulnerability, attempting to relate to CG positioning in a social constructivist paradigm, highlighting and modelling the power within habitus. (section 2.15). Participatory and case study methods (section 3.3) supported ethnographic methodologies (Nutbrown, 2011; Pink, 2014) with one instance of autoethnography in the identity box (section 3.6) and co-construction in the walking interviews (section 3.7). I used autoethnography to model habitus and build my identity box to encourage more intimate collaboration and discussion. This enabled the CGs to develop an understanding and tackle critical questions concerning the characteristics of governance which build effective decision-making. However, my data was not included in the participants' data in the findings and discussion. This allowed me to focus on the concepts emerging from the CGs' data. The opportunity for co-construction took place in the unfettered discourse emerging from CGs as they chose their route around the campus, prompting spontaneous discussion (section 4.3).

The analysis incorporates Bourdieu's framework through an abductive approach and combines the features of the codebook in releasing the CG voice (Bourdieu, 1996) (Appendix 4). The addition of narrative analysis in the identity box interviews and thematic analysis highlighted habitus (Bourdieu, 1996) as a complex mechanism of reflexivity and perceptions (Bourdieu, 1996; Reay, 2004), acting as a lens for understanding perspectives on our role as governors. The reflections emerging from this thesis suggested that the theoretical framework of habitus (Bourdieu, 1996) offered self-determination compared to the current framework used by Ofsted (Ball, 2011). Documentary analysis (section 3.8) was carried out using the minutes from the school board meeting to identify the level of engagement of CGs in decision-making. Thorough risk assessments were embedded within the methodological process (section 3.9).

The research attempts to create a social learning model for CGs and the wider governing board in the context of RI. It offers a potentially viable strategy for achieving improved governance and decision-making in SI, compared to the current process and systems in which governors feel marginalised (James, 2014).

1.5 Researcher and CG collaboration

Exploration of the researcher's position as collaborator and participator was crucial to facilitate intimate discussion and critical thinking around what governance looks like, expressed through the lens of habitus. It explored an immersed collaboration (Horner, 2016), providing time, power-neutral environments (section 2.15) and carefully designed instruments for the researcher, governor and CG to share habitus, raising awareness of how identity and positionality impact decisions (Bourdieu, 1996; Nutbrown, 2011). The knowledge and insights of CG habitus provided the confidence to share knowledge and expertise moving forward into more effective practice. Horner (2016) describes participation and collaboration as a promotion of equal partnership in research, integrating data collection as active CG participation, which supports new knowledge, practice, and the potential for transformation. It facilitated the gathering of high-quality interactive data and addressed ethical concerns of power (Wilkinson, 1998). The emphasis is on the recognition and value of participatory democratic frameworks (Boser, 2007) expressed through positionality (Nutbrown, 2011) and provenance (Hill, 2018). The instruments and methods take the everyday and the ordinary and see the extraordinary, learning from the experience of each governor who has a voice to build sustainable capital (Lave & Wenger, 1991).

There has been a chasm in research in understanding the role of CGs within governing bodies in junior schools in RI (Young, 2017) and a need for more awareness of the factors that act on decision-making in developing effective SI in these environments (James, 2014). The literature review explores

these factors, including defining the CG role within a governing body and the factors constraining their ability to collaborate and reconceptualise governor practice and knowledge sharing, delivered through COP methodologies (Wenger, 1998). The theoretical framework of COP has been explored in several educational environments, including sports (Owen-Pugh, 2007), apprenticeships (Lave & Wenger, 1991), training programs of corporate business (Brannan, 2007) and IT platforms (Jewson, 2007). The strengths and limitations of the framework incorporated into the conceptual and methodological tool of habitus are considered (section 2.16).

1.6 Outline of the thesis

Chapter Two examines the journey of education governance through the broader debate of the journey and function of governance, focused on UK literature with seminal international literature. The inquiry highlights the impact of corporate governance on education frameworks, structure, and design consolidated through the lens of economic and behavioural theory (Nelson & Winter, 2002). These emerging theorisations have implications for education frameworks with a propensity for social justice and democracy, particularly CG practice, but threatened by neoliberalisation. This has been considered in educational research to observe the dynamics of governor participation, providing insights into the decision-making within local authority-controlled governing bodies (Ranson, 2,005; Balarin, 2008; James, 2011, 2014; Young, 2017). The features and process of corporate governance, as in the World Bank (2013), may be seen in academisation frameworks, but are outside the scope of this dissertation. Further themes considered include the historical journey of governance since 2011 in policy and its translation from national policy to local frameworks, the marketisation of school governance and its impact on the CG role. SI is considered the focus of Ofsted, which holds the school and governors accountable. The literature review includes a discussion of the application and impact of the theoretical tools of habitus, and its role in understanding the voice of the CGs.' The theoretical framework of COP by Lave and Wenger (1991) is introduced, and in this enquiry, positioned as a conduit to explore how life histories and habitus of CG are shared and communicated within a governing board under the pressure of SM. It has proved a useful opportunity to observe COP within a governing board and the reactions of CGs when they experienced difficulty in accessing and engaging in governance decision-making.

Chapter Three sets out the methodological framework using the theoretical tools of Habitus (Bourdieu, 1996) and COP (Lave & Wenger, 1991; Wenger, 1998), situated within the paradigm of social constructivism (Silverman, 2020). The aim is to explore the role of the CG in decision-making through stakeholders' perceptions. The exploration of CG perceptions included the factors that constrain their effectiveness in SI in an inner-city junior school 'stuck' in RI. A rigorous research

framework facilitates a comprehensive approach to challenging assumptions about the limited skill set and aspirations of CGs. Consideration was given to the interrelationships of the ontological, conceptual and epistemological frameworks involved in data collection and analysis. One may suggest that education is driven epistemologically through policy frameworks without the ontological thinking of social justice and community ethics. Foucault suggests these created interrelations of power inherent in the framework of the governor's role (Ball, 2013). This may be driven by Ofsted rhetoric, protocols, and exclusivity, creating passivity in CGs. Further complexities include the collusion with middle-class positionalities and political ideologies (Young, 2017). The researcher's experience in school governance led to the drive to create logical meaning where CGs develop cognitive thinking using reflexivity to verbalise their experience of governance, aligning it with centripetal learning (Lave & Wenger, 1991). This may propagate processes of passing on knowledge in a socially relaxed environment, with experts sharing knowledge with collaborators. The strength of this process emerged in the articulation and repetition, where CGs are immersed and take ownership of the translation of the theoretical frameworks. The outcome of the pilot enquiry could be described as an awakening for both the governor practitioner and CG, as well as empowering CGs. The thesis enquiry built on the awakening and propelled it into action. A central aspect of the paradigm considered how governance reimagined decision-making as equitable, collaborative, and engaging, achieving complex critical thinking required in decision-making, moving to platforms of situated learning based on reflection and reflexivity with access to shared ideas, challenging perspectives, where knowledge is shared, creating imaginative, innovative horizons. This research is raising opportunities that are not offered to governors. 'The researcher is down on hands and knees getting dirty, 'mining' with CGs to find complex solutions to life-changing problems (Lather, 2006).

Chapter Four presents the findings, including emerging patterns from the data narratives about the research questions. It reaffirms the value of habitus as a process of reflexivity in sharing life histories about decision-making and the usefulness of the conceptual tools in bringing to consciousness interactions with habitus in governance. The data provided insights into the difficulties of communication for CGs and suggested an emerging COP outside the governing board, or an ad hoc subconscious COP occurring when they met in this close-knit community. It provided opportunities to gain experience and share knowledge from a more experienced CG. (The CG who died during COVID-19) enabling them to build a CG habitus to challenge the marginalisation of the CGs within the governing board COP. It further supports the concept of COP developing as an overt process of operation within governance. The analysis emerges through the identity box interview, walking interview, and documentary analysis. Each CG's responses are discussed with group responses from the walking interview. This process allows detailed immersion in the feelings and perceptions of each governor. The process reveals the depth of capital and agency that each CG not only possesses but which is actively and dynamically operating to bring about change in the quality of the community,

but which appears invisible in the life of the governing board and its impact on raising cultural, social capital and agency in decision making within the governing board.

Chapter Five presents a discussion of the findings linked to the theoretical and methodological framework of habitus and the impact of the methodological social learning framework of COP. The discussion of the findings takes place about the requirements of each question, enabling a thorough immersion in the emerging knowledge and practice being illuminated. The key findings elucidated through the thinking tools and lens of habitus suggest that governance operates conceptually within a business framework, encompassing and duplicating operational processes and procedures, lacking nuances to democratic and social justice, pivotal to the role and practice of education. In school board meetings, there is an exclusivity in the process protocols and procedures exemplified through Bourdieu's field, doxa, symbolic violence and field of power (ingredients of habitus), creating aspects of dominant coalitions and interrupting power flows. This facilitates an opaqueness in accessing the CG voice, leading to perceptions of a devaluation of social and cultural capital and subsequent feelings of powerlessness and disengagement. COP offers a reimagining of GC and governor praxis. There is an enabling access in a democratic, equitable environment where CGs construct knowledge to operate and share ideas and experiences to build this knowledge through inclusive governance board meetings. My research design counters the passivity by co-constructing a counter COP for CGs, which offers a democratised social learning space that has the potential to disrupt the disempowering habitus of the school governing board. The active and dynamic actions of CGs in their spheres in the community need to become transformational within the governing board meetings for all governors, thinking together through situated learning and legitimate peripheral participation.

Chapter Six concludes by addressing the overarching research questions, recommendations, and professional reflection of the doctoral journey and its impact on the researcher and contributions to knowledge and practice, alongside the emerging narratives illuminated in Chapter Five. The contributions to knowledge are made in reimagining the role of CGs in decision-making in SI in an inner-city junior school stuck in a category of SM, RI (Good January 2022). The contribution to knowledge is in the application of models of COP and habitus, in understanding CG decision-making. There are further contributions to knowledge in the literature of CGs positioning through a lens of sharing life histories and empowered governor voice operating within an inclusive framework. The contribution to practice is a reimagining of the enhancement of the contributions of all governors, particularly the CG, in effective decision-making in SI. There is a contribution to reimagining CG effectiveness by exploring COP approaches. Further research is needed for more critical interrogation of the COP concept in the COP of governing boards. Further data may emerge on the reinforcement of CGs' voices removed from a governing board, and how this may be overcome through COP approaches. A contribution is made to conceptual thinking and vocabulary through Bourdieu's

framework, which explores governors' contribution to decision-making and developing consciousness of the factors impacting cultural capital and agency. The researcher's positioning as collaborator, co-constructor (Horner, 2016) offered a perspective of vulnerability, controlling power relationships within the research process. Despite the small scale of the enquiry, the impact of education policy emphasises the importance of further research into education policy in governance. In my doctoral journey, I recognised the opportunities and made research connections to continue to pursue further research on the contributions raised in the thesis.

From the outline above, this thesis demonstrated a multi-disciplinary approach applying theoretical thinking and research from the sociology of education and philosophy of education (Troyna, 1994). This approach facilitated a broader scope of perspectives and thinking, enabling a greater depth of exploration to be brought to bear on the investigation of the questions. The framework attempts to demonstrate thoroughness, credibility, and trustworthiness through transparency, triangulation and close communication and feedback with collaborators. In the methodological framework, this is achieved by the theoretical ontological and epistemological values and principles expressed (section 3.2), and participatory methods employed.

Chapter Two: The Literature Review

2.1 Introduction

The literature review is designed to investigate questions one and two of the research. Firstly, to review literature on CGs' decision-making contribution to school governance, and secondly, to explore socio-cultural and political factors that inhibit, constrain, and support community governors' involvement in school improvement through Bourdieu's theoretical concepts (Bourdieu, 1984,1996). Young, in her research observations of governing board meetings, concluded that the participation of actors in a governing body (governors, parents, co-opted governors) lacks parity and equity in discussions and challenges in decision-making (Young, 2017). As a researcher governor, I concur with these observations. Furthermore, there is a gap in research in understanding the role of CGs, specifically within governing bodies in junior schools in RI, and a lack of awareness of the factors that act in effective decision-making in SI in these environments (James, 2014). This prompted the stimulus for the thesis proposal; to understand the constraints I observed on the participation of successful community professionals running businesses in the community but appearing passive in governing board meetings. The literature review explores these factors, including defining CGs within a governing body, the factors constraining their ability to collaborate, and reconceptualising governor practice through knowledge collaboration and sharing delivered through community of practice (COP) methodologies (Wenger, 1998). It may illuminate new practices that may support SI in these contexts.

The scope of the literature review explores principles concepts, ideologies and practices that may have percolated as a journey from global governance (section 2.2), and models of governance (section 2.3). This is also an observation of a timeline observing the governance journey into English governance from the 1980s to 2016 (section 2.4), shaping policy and practice (section 2.5). The inclusion of global models in school governance may provide new thinking and perspectives in understanding operations at the governing board level. I include English governance research (section 2.6) for evidence of the impacts on school governing boards (section 2.7), specifically the CGs.

The concept of power is integral in understanding and examining governance practice and its impact. Neoliberal ideology is a thread which may be one of several factors whose impact is discussed in the findings. This raises consideration of power flows in governance practice (section 2.8) and my experience as a practitioner supporting a school in SM (sections 2.11-2.12) to bring about school improvement. The review draws upon Bourdieu's habitus and reproduction (Bourdieu, 1984, 1996), to examine the CG's perspective, explores the nature of relationships between CGs within a governing body, and considers the impact of culture on equity in governance. The review considers practice (section 2.9) that has been developed to tackle issues of SI in areas of protracted failure as measured

by Ofsted and concludes with a discussion of the theoretical model of COP, merging with the conceptual framework of habitus. This provided new platforms for envisioning the potential for the enhanced impact of CG in decision-making (Sodiq, 2023).

The review calls on diverse disciplines, documentary evidence from government white papers, Ofsted reports, and governance associations, including theoretical frameworks from relevant research, to explore the research questions. A key aim through analysis and synthesis of past literature knowledge and theoretical research was to establish if global and national governance systems based on business values have been inculcated into systems of education governance and policy, if they impact the effectiveness of the CG, constraining their ability to participate effectively in the governance of a school in SM or RI.

My position as a researcher practitioner was as a subjective participant and critical recipient of knowledge constructed by others, as well as interpreting and sharing personal insights, experience, and expertise. The review is concerned with seminal works that provide transparency in developing an understanding for the reader, supported by sources offering perspectives and theories in the field. This approach's rationale is based on a historical context (Cooper, 2018) with a chronology of seminal papers released in response to government policy (DfE, 2010). Theoretical frameworks used in this area of research support the organisational integration of COP, which is central to the methodological design. To ensure credibility, trustworthiness, and transparency, the review maintains a broad view of the literature, remaining open to a range of perspectives and scrutinising ideas, methods, and arguments (Hart, 2018).

This enquiry aims to explore the literature and understand the social world and its impacts on the operation of CGs. The research is located within the qualitative paradigm, enabling immersion in the setting, and recognising that observation and interpretation are filtered through a subjective reflexive lens of the researcher's personal history, values, beliefs, and how these influenced the findings (Bourdieu,1996). The literature review was robust in exploring multiple perspectives and themes to ensure that truth and fidelity were at the centre of the exploration and that the interpretation of data and findings was held against a comprehensive platform of knowledge. Using thematic narratives enabled exploration from diverse research methods, including qualitative, quantitative, and theoretical studies. The review attempts to demonstrate the current knowledge available in the specific subject area of CGs and offer a comprehensive background and understanding. This allowed critical analysis of theories, studies, and methods used in existing research. A broad spectrum of literature was reviewed to synthesise and illuminate interpretations highlighting key emerging issues, trends, complexities, and controversies (Jesson et al., 2011). This helps identify a potential direction for research to continue to explore or the development of future applications for practice.

2.2. The Community Governor

There has been little research into the delineation of the actors operating within governance, although this was addressed in research observing academic staff governors' roles across education settings and again reflecting the dislocation between role and effective governor practice (Sodiq, 2018). In this enquiry, the CG is a member of the community who may have had children educated in the school. They appear to be active members of the community, working and providing services through private businesses, services to the community through health and social care, and citizens responding to the needs of groups, setting up charities, initiating volunteer groups helping children and families and supporting the school via governance.

CGs tend to be co-opted ex-parents with expertise from the outside world in business or other skills and represent the schools' neighbours (Times et al., 2005). In school applications sought for community governors, their roles are described as representatives of the wider business of the local community and committed to supporting pupils to achieve their potential (Roberts, 2021). Research into parent governors focused on decentralisation (Wing, 2013) through education policies and observed that power flows remained with professionals and unelected members from business, sidelining parents and manipulating them into passive positions (Blackledge, 1995) (Telegraph, 2009). This was further observed (Allen, 2021) in the positioning of parent governors, where, although strong school community relationships were recognised as necessary for strong governor agency, barriers to effectiveness included socio-economic deprivation (James, 2011). The parent governor role was defined as acting as a nonpolitical voice for parents and raising concerns of parents in maintained schools (Times et al., 2023). In my observation, the difference between a parent governor and CG may be perceived as a change of emphasis, where parents invest in the school to see their children make substantial progress (Wing, 2013). The CG may have broader objectives in seeing the school as an active collaborator in transforming the community and building governors' perceptions of their identity, contradicting the positioning of passivity, as many stakeholders recognised that they were not engaged in effective governance (Meredith, 2021).

2.3 Governance

Changes in the concept and definition of governance, specifically the boundaries between public and private sectors, state and civic society and school governance, have become unclear and difficult to navigate (Ball, 2011). To understand how the CGs are positioned in school governance decision-making in England, it is useful to explore what is the meaning of governance in the wider literature (as a heuristic or theoretical concept), and what is the meaning of governance regarding schools.

2.3.1 Governance in the wider literature.

Governance in the West has journeyed through a number of epochs since the 1900s, each responding to changing social and economic conditions. The period of the 1990s is recognised as developing normative, functionalist conceptions of governance that focus mainly on actions and language of cost, compliance, performance and efficiency (Wilkins, 2024). The World Bank embodies this form of governance, focusing on performance, audits, improvement and measuring input and output practices. These are directed toward public services, where the World Bank models use internal performance monitoring and reporting approaches to enable external statistical mapping, prediction or control (Wilkins &Mifsud, 2024, p. 3.50) and integrate improvements, holding them to account and shaping operations through policy (World Bank, 2013).

Another strand of governance is embodied in organisations such as the Organisation for Economic Co-operation and Development (Ydesen, 2019). They operate in a functionalist manner similar to the World Bank but also seek to engage in trust-building and more local accountability and participation (Wilkins, 2024). A further development of this approach is seen in the governance of international organisations such as the United Nations. Here, the function of governance serves as a location for information exchange and the establishment of a factual and positional record for generating 'new soft law in the future'(Robyn & Alistair, 2023, p.3). The forum of a plenary body accommodates the open nature of membership and the multi-faceted methods of reporting and communication.

A third pathway includes conceptual and empirical conceptions using empirical research to trace separate history and language in education (Wilkins, 2024). This approach may offer an opportunity to understand the many strands and changing contexts and meanings of governance. CGs' may gather greater depth and understanding, leading to informed, assertive decision-making in education governance (see section 5.2).

2.3.2 The meaning of governance regarding schools in England.

This enquiry sought to observe the characteristics of CG decision-making through current education governance policy, which works to secure and improve efficiency, affect behaviour, and enhance accountability (Wilkins, 2021). Similar connotations and language of international organisations and governance are articulated in controlling goals and outcomes (World Bank, 2013). This study offers a refreshed CG version of governance with considerations of governance, including democratic inclusion and voice, which may contribute something new and different. The troubling may arise when factors of consensus and people's voices are removed from the process, and it becomes an empty signifier for condensing a wide variety of complex social, political, and economic changes

(Wilkins, 2022). The impact of such constraints is the purpose of analysing the factors that impact governance. The findings suggest some marginalisation of CGS from the current governance process.

An observation of the journey of governance and its evolution in responding to fiscal, social, and economic factors (Wilkins, 2021) could assist in understanding factors that support or constrain CG decision-making. This may enable governors to avail themselves of strategies to enhance their effectiveness as governors. As discussed in section 2.4, this may involve acquiring new forms of knowledge (Ball & Junemann, 2011) and developing an awareness of changes in education governance and governing. As suggested by Ball and Junemann (2011) this might require an evolution from hierarchical structures with top-down lines of control and accountability to heterarchical flexible networks (Ball & Junemann, 2011) to facilitate contributions from new actors and wider communities as seeing in other sectors, for example how charities and private companies carry out the work of governance directed by the central government (Rhodes, 2000). It is important, in my view, for governors to understand how their role is translated from national education systems in England into the operational application in schools and trusts. Research question one looks to explore the contribution of CGs in building equity and democracy, capacity, and agency and to articulate and impact on governance through collaboration to promote the needs and aspirations of their families and communities. The approach of Wilkins and Mifsud (2024) in engaging with education governance literature from the 1980s contributed to a greater understanding of visualising governance as normative as in political projects, with an agenda of explicit economic political interest and the conceptual empirical focus on governance observing changes in meaning and concepts of governance from what Wilkins described as geopolitics interacting with conceptual change (Wilkins, & Mifsud 2024, p351).

Wilkins (2024) offers an interpretive space to understand the dramatic changes at the intersections of multidimensional education governance shaping policy and impacting school governing boards. It is recognised that conceptual empirical studies foregrounding democracy, equity and inclusion as terms are fragile and contested, as they stand outside the status quo. Despite this, it is useful to identify concepts and strands of functionalist concepts which appear to have percolated in the English governance policy. A history of governance (section 2.4) allows the developments and changes to be observed in English and local policy, how it arrives at governing board meetings in an LA school and the impact it may have on CGs as they attempt to carry out their duty of decision-making, developing school improvement.

2.4 Theoretical models of governance

A number of governance models were considered to understand school education governance and the specific organisational and policy features impacting education and schools. As discussed in section 2.1, functionalist or normative globalised governance since the 1990s responded rapidly to social change (Wilkins, 2021) and was organised differently to tightly held traditional hierarchical governance structures (Ball, 2003). The coping response to this instability was to re-direct governance and governing by rethinking economic and cultural processes. This gave rise to unions such as the Organisation for Economic Co-operation and Development (OECD, 2015), whose approach to governance was characterised by spontaneous self-organisation or heterarchical flows, replacing traditional hierarchical systems of governance (Wilkins, 2021).

Models of governance provide insights into the changing processes and positioning of CGs in their ability to access and execute their civic duty of school governance through effective decision-making. Kooiman (2003) defined the concept of governance as a 'Deliberative-interactive approach' where the spontaneous nature of partnerships was considered as 'mutual, interactive learning' environments enabling the effectiveness of networks for conflict resolution (Kooiman, 2003, p.33). It stressed the spontaneous self-organisation capacity of networks. Governance was seen as a mutually interacting learning environment developed through conscious critical thinking about truths as different actors engage in strategic negotiations on behalf of their communities (Wilkins, 2021). This supports the conceptual frameworks of COP, where actors seek parity and access, benefiting the systems with creative new knowledge, wisdom, and skills. This model suggests a move beyond an exclusive focus of the state to demonstrate the constituted and enabling effects of communicative reasoning and a belief in actors having the capacity to resolve their differences (Habermas, 2008; Lave & Wenger, 1991). Pierre and Peters (2005) disagreed with this conceptualisation as, in their view, networks cannot perform many of the tasks required for democratic governance. They envisioned a 'State-Centric' approach that recognised governance as a reconfiguration of state power that dispersed power upwards and downwards (Peters, 2022). Davies (2012) highlighted the importance of the state in governance in modern societies and in regulating interactions between systems and institutions. He agreed with Peters (2022) in the overestimated trust placed in stakeholders as the rational capacity of those networks and partnerships to govern fairly or coordinate conflict resolution within their societies. This provided an interesting perspective on the ad hoc growth of Trust schools and the lack of political and bureaucratic mechanisms essential to sustaining the democratic state. This also impacts equity and social justice for schools as they build learning communities in their neighbourhoods. Bevir and Rhodes (2006) looked to develop local governance frameworks, analysing governance through beliefs embedded in communities, putting forward an Interpretivist-constructivist approach emphasising the relational constitution of governance through social interaction. In their view, governance could not be reduced to a communicated action model in which all actors work or

must be trained to work from a standard rationality or perfect knowledge, as governance has constitutional requirements due to responsibility and accountability (Bevir & Rhodes, 2006).

However, the pendulum has swung to a marketised approach and is unbalanced democratically. (Ball & Junemann, 2011). Nikolas and Miller (2010) took a governmental approach to observe governing practices as modes of power that influence people's behaviour (Nikolas, 2010). They challenged governance where bodies such as Ofsted measured effectiveness, controlled it, and reduced it to documents. In their view, governance theory highlighted possibilities, rationalities and strategies designed to produce effective interactions and modes of power amongst governance actors. Davies's (2012) Gramscian framework offered a governmentality approach using systems of power to incentivise good governance. However, it lacked a strict focus on the modes of power, class, and space, like a state-centric model (Peters, 2022), in its emphasis on the importance of power and politics of governance. In my view, the logic of this political thinking in systems of government, formalising experts, and expert knowledge, placed all governors on a board at the centre of the process, demanding correct training, respect, and power sharing. This has yet to be developed in school governance practice.

The models evolved to deconstruct the changing conceptions of governance, making explicit its multiple functions, demonstrating new contested knowledge and emerging situated practice. These multi-dimensional perspective processes challenge perceptions and functions of governance. These functionalist objectives pervade research and policy produced by the OECD, where governance is focused on improving the quality of regulation and compliance checks (Wilkins, 2021). Testing or performance benchmarking in appraisal is all designed to hold and steer funding capacity by regulatory authorities, holding organisations to account. The theoretical models discussed above, and highlighted in Table 1, offer different perspectives, engaging different social or political possibilities, including studying the relationship between governance and politics.

Table 1 Theoretical Governance Models

Model	Author
Deliberative-interactive	Kooiman (2003)
Interpretivist-constructivist	Bevir & Rhodes (2006)
Governmental approach	Nicolas & Miller (2010)
Marketised approach	Ball & Junneman (2011)
Gramscian framework	Davies (2012)
State-centric model	Pierre & Peters (2012) a

An extension of this process is to explore the role of governance in cultivating self-governing citizens in their communities. To move beyond the evaluative and functional to the development of strategic knowledge, identifying ways in which power and claims to knowledge are inscribed in models of decision-making in governance. In this enquiry, the deliberative-interactive model resonates with the enquiry data collection and analysis approach (Kooiman, 2003).

2.5 A History of School Governance in England

The historical journey of education governance explores research question one by examining changes in the decision-making capacity of all governors, including CGs, which shifted from statutory rights in the 1980s to the academisation of schools (2010, 2011) (Gillard, 2011). The landscape is one of changing ideology, models and governors' roles and responsibilities and their impact on CG decision-making.

There is evidence of education in England from the 5th Century. St Augustine and Bede set up functional schools for song and grammar to support religious service (Gillard, 2011). The first provision for education to the population was initiated in the 1870s, when governance was located with school boards. The watershed act of 1944 sought to deliver a free, common and universal system of education for students up to 18 years of age, underpinned by the principle that 'the nature of a child's education should be based on his capacity, not by the circumstances of his parents' (Board of Education 1943:7). Church, private and grammar school education continued along a parallel path, creating a bipartite system. The composition of governing bodies and their role (Taylor Report, 1975) was developed to set objectives for the school curriculum and headship appointments, with parents joining governance.

A key policy culminating in the English Education Act of 1986 incorporated developments of 'global education constructivism (USA, Japan, England) with 'Neo-liberal principles, process and practice (Gillard, 2011). Governors were now responsible for the appointment and dismissal of headteachers and staff (TES 24 July 1987, p.337), the implementation of a national curriculum, and the option to opt out from LA control. Neoliberal practice was embedded in 1992 through an independent, non-ministerial government department, reporting directly to Parliament, whose aim was to monitor standards and launch a new era of testing (Office for Standards in Education: Ofsted).

The Education Reform Act of 1988 incorporated a decisive move from LAs to the free market and the devolution of budgets under the Local Management of Schools (LMS). New styles of school were introduced, such as Grant-Maintained (GM) and City Technology Colleges (CTCs) (Chitty, 1999). Further weakening the process and practice of LAs towards a marketised environment offered greater parental choice and the emergence of independent governance structures. There were indications of government steering governance at a distance (Gillard, 2011). Networks of different actors and

partnerships in the service delivery of schools were organised through state neoliberal policy (West, 2015).

Changes to the Ofsted framework in 2005 and 2009 removed failing schools from LA control. For CGs' in this enquiry, it created concern as it culminated in 2010 in the Academies Act, set out in the White Paper 'The Importance of Teaching' (2010). The responsibilities of governors included the duty to provide challenge and support to school leaders, directing the focus of the governing body and being accountable to Ofsted for educational progress (DfE, 2010a). This level of accountability was expected from volunteer governors (a group of 250,000 in England).

The profile of schools emerging included academies (Multi-Academy Trusts, MATS) removed from LA control, funded directly by the government and placed under the control of philanthropic sponsors (Ball 2011). The Free Schools could be initiated by parents applying to the central government for funding. Groups of schools chose to federate and could operate under the leadership of the LA (as the school in the enquiry). In this membership, each school maintained its autonomy, sharing expertise and resources (DfE, 2010).

Educational governance, at national and local levels, was complex and evolving. Heterarchical governance relationships replaced bureaucratic and administrative structures with a system of organisation of 'multiplicity,' moving top down and bottom up, divergent, dynamic and vulnerable to change (Ball& Jünemann, 2011, p.125). Education developed public and private sector organisations, charities, and non-departmental public bodies working in multiple relations with one another, with constantly changing memberships (Ball, 2011). These frameworks changed the governance function, as the focus became the accumulation of performance information. Ozga describes the knowledge as a 'regime of numbers that constitutes a 'resource through which surveillance can be exercised' to improve quality and efficiency (Ozga, 2008, p. 264). These accountability frameworks within the Programme for International Student Assessment (PISA) became important in monitoring, steering, and reforming the English education system (Hunter, 1996, p. 154). Ball described governance in these frameworks as a lens where 'the state, although not impotent, depends upon state and non-state policy actors to achieve its goals' (Ball, 2003, p.226). School accountability and autonomy have changed (Ball, 2003; Bradley & Taylor, 2010), and governance could be described as a form of 'state power ' in social action, defined by Jessop as a form of 'meta-governance' (Jessop, 2002, p. 242). Wilkins described the role of governors as standing for the school in 'Ofsted's harsh court' (Wilkins, 2014). Under this framework, it was difficult to see where staff and senior leadership duties end and governor duties commence (DFE, 2011; Carmichael & Wild, 2011). Inspectors qualified their judgements within the accompanying Inspection Handbook (Baxter, 2016). The governor's role was defined in a directory of one hundred and thirty-five pages as crucial in being familiar with objective data on the performance of pupils, asking the right questions and ensuring resources were allocated to

school priorities (DfE, 2019). Individual school governing bodies became the new 'middle-tier,' replacing the LA, mediating relations between schools and central government (Wilkins, 2014). It was an increasingly confused environment where they were unprepared to respond to new bureaucratic pressures and responsibilities (Wilkins, 2014).

The integration of 'governors' work under a single judgement of Leadership and Management in 2016 suggested changes in government function (Ball, 2011) towards the 'keepers of performance' (Ozga, 2008, p. 264). In research by Wilkins (2014), he used interview and observation data to consider the role of Ofsted as a 'permanent absent presence', quietly shaping meanings and practices of school governance (Wilkins, 2014, p.7). There is a transfer of accountability and responsibility from the central government to schools, diminishing power and autonomy as inspection, audit and professionalisation of school governing bodies regulate and punish poor performance.

As governors take on the role of holding senior leadership to account for the financial and educational performance of the school, governors are themselves held to account, surveyed, audited, and cross-examined to perform their role. As described above, this is another form of 'meta-governing' (Jessop, 2002: p.246), blurring governance structures by which government or nongovernmental agencies, such as Ofsted, cultivate the conditions for 'reflexive self-organisation through accountability (Ball, 2011). Changes in MAT frameworks, including opaque layering of trustees and directors alongside the intensity in monitoring and Inspection, have left governors in a constant catch-up environment. Learning the required protocols to 'pass' Ofsted inspection has diverted time, analysis, and support needed to drive up SI.

The governance journey highlights the changes in role and functions emerging in the decision-making capacity of CGs in schools, particularly in the context of SM and RI. Analysis of the journey through changes in process, language and policy of education governance in England is one of adapting or failing to engage with imposed regimes. Ball expressed the policy changes as a move from the government becoming integral to governance, through market-oriented neoliberal ideologies and legislation (Ball & Junemann, 2011).

The continuities that have survived through the governance journey are a desire by CGs' through governance to mobilise talent and build skills for all children to produce growth for the benefit of the country. A desire to improve the standard of education for all children through governing bodies strategically planning for the needs of the school. The issue here is the varying types of governance operating. There are, as Wilkins suggests (2024), disagreements on the operation and meaning of governance and what effective governance is. The considerations include governance considered as a performative corporate approach (Thomas, 2022) to a 'deliberative-interactive approach' where partnerships are considered as ' interactive learning' environments enabling the effectiveness of networks for conflict resolution (Kooiman, 2003, p. 33), such meanings are contested and fragile.

The discontinuity in education governance relates to the change in government ideology, principles and practice translated into policy. The greatest wave of change includes the vision of social planning through neoliberal ideology initiated by the English, American and Japanese governments in the 1970s. The school in the enquiry is a partner in a federation under LA control. One of six schools that have been in SM for six or more years (1.2). The governing board is formed of the Headteacher, leadership teams, teachers, representatives from the community, with co-opted specialists. In a Multi-Academy Trust, there may be more than 20 schools, governed through a framework of ambassadors from the school's making representation to board members, trustees, directors or COs often placed in other parts of the country. The discontinuities emerging include the introduction of philanthropy and the dismantling of the education system under LAs, and the dislocation of governors from their communities. The factors emerging from this review may be identified more clearly in the key policy turns (section 2.6).

2.6 Education Governance Policies in England

As portrayed in the History of education governance (section 2.5), the discussion of national policy decisions is helpful to identify key drivers in the marketisation of governance (Wilkins, 2021) and their impacts on governing boards (Young, 2017), specifically for CGs. The positioning of CGs in England can be framed within the politics and policy of continual change (Wilkins, 2015, p.1144). The Education Reform Act of 1988 (section 2.5) initiated the first steps of, on the one hand, converging control of the curriculum and collective worship for the country and devolving finance and resources from local authorities. Government steering from a distance was put in place through increased monitoring frameworks carried out by Ofsted, particularly the initiative for failing schools to be taken out of LA control (section 2.5).

The Academies Act of 2010 (section 2.5) set out key policies. State support established school models funded through government, private sponsors, and charity support. Schools could opt out of LA control. This opened and diversified the education system, including MATs Federations and free schools (Keddie, 2015). The changes towards autonomy and self-governance were described as the 'third space' (Wilkins, 2015) between the public and private sectors in the decentralisation of state education (Ball and Jünemann, 2011). A lesser advertised discussion was the move towards 'professional governors.' It was constructed within a narrative of exclusive school networks of governance, as in Multi Academy Trusts and was encompassed in the rhetoric of skill or professional governance placed in greater value than stakeholder governors (Keddie, 2015). In 2012 (section 2.4), governors' duties included holding the Headteacher to account, auditing school performance, planning strategic school performance, and ensuring value for money, alongside taking responsibility for social cohesion. (James et al, 2011).

In the white paper 'Education Excellence Everywhere' (2016), all schools would be placed in MATs by 2022 (DfE, 2016). The reasoning behind this decentralising policy to models of networks of governance (Ehren, 2016) suggested that developing policy links with different stakeholders around a public purpose (Mayne et al., 2020) would within a prescribed field of standard and the measuring of performance, respond more effectively to local needs, where stakeholders interacted at many levels (DfE, 2016). The first governance handbook stating the expectations of the roles and responsibilities of governors had been rolled out. A Key policy emerging from the twists and turns included the integration of 'governors' work' under a single judgement of leadership and management. Governor accountability is now directly related to the Ofsted judgments for the progress of the school. Leadership autonomy was encouraged, with funding and accountability gathered across groups of MATs, ensuring that weaker schools collaborated with outstanding schools (Ehren, 2017). As discussed in section 2.4, 250,000 volunteer governors were now, for the first time, operating alongside leadership as a layer of monitoring for government and at the same time self-regulating, setting goals for their accountability when inspected by Ofsted.

As we observe the impact on governance operating with reorganised processes of decision-making, control and accountability transformed from hierarchical frameworks into horizontal structures, which appear less transparent and lack clarity of roles and accountability (Theisen et al., 2016). This has led to tensions about accountability mechanisms being held tightly, as well as the cost of flexibility in responding to local needs. Opportunistic behaviours have been observed where MATS prefer to enhance their performance, refusing to take failing schools and losing sight of the public objectives to be served (Ehren, 2017). This is alongside the self-serving executive salaries paid to CEOs of chains. Such difficulties were identified by Peters (2022), where networks tend to lack the capacity to perform the tasks required for democratic governance. In the current climate, these are fragile and contested terms, but are of relevance in viewing governance through the perspective of communities and CGs who feel marginalised and devalued in these frameworks. Evidence suggests that trusts were unwilling to accommodate failing schools due to the cost and resourcing required. After disenfranchisement from their local CG, they were 're-brokered (Spielman, 2019). For schools that are embedded in communities and experienced cycles of SM, these actions executed through policy appear draconian and colonial, as in devaluing and ignoring contributions and knowledge deemed alternative or other.

2.7 School Governance Research in England.

An example of research into school governance carried out in the UK took place through two large-scale national studies offering the most comprehensive studies of governance across England (Balarin, 2008) and Wales (Ranson, 2005), looking at governor participation and making a significant contribution to looking for factors impacting governance effectiveness. Although they are dated,

lacking depth from an inner-city perspective or insight into the CG role, they demonstrated that education had little cognitive thinking or theoretically established governance frameworks (Balarin, 2008), and sought conceptual frameworks used in economic and behavioural theory (Van Ees, 2009). This has important implications for how educational governance is viewed and has historically been developed. Such business-constructed models may be considered out of phase with educational values of equity, democracy and social justice.

They offer a conceptual understanding of the decision-making process within corporate governing boards, focused on efficiency, recording and reporting short-term progress, emphasising outcomes in terms of inputs and outputs, which were then inculcated into school governing board models, shaping process and practice. The key focus in these frameworks involves the underlying impact of global models designed for control of power, and effective management of macro-organisations, such as the World Bank (2013), as discussed above, with the resulting lack of focus on democracy, diversity and developing capital. This has become a process adopted by Ofsted (Carmichael, 2011) and in conflict with Balarin's research, which proposed the importance of co-opting CGs (Ranson, 2005; Balarin, 2008) to achieve organisational goals by reducing uncertainty and diffusing information between school and community. Balarin's governance study (2008) identified a centralising of power flows during governing board meetings, highlighting inequalities in equity and value given to decision-making, particularly of differing groups. Power flows defined by Bourdieu as the social space elite actors manipulate power (Bourdieu, 1984), coalesced within the Headteacher leadership teams, and professional governors, may limit responses from teacher representatives, and CGs, appearing to lack engagement (Sodiq, 2018). This ad hoc arrangement moves away from fostering cooperation, collaboration and inclusiveness. I concur with Young (2017) and Van Ees (2009) on the importance of these key concepts in decision-making in SI.

Research into factors creating tension in governor effectiveness involved strategic and operational roles navigated simultaneously (Balarin,2008; James, 2014). Governing bodies were reduced to superficial duties, leaving the headteacher to develop strategy (Balarin, 2008). This is tied in with Young's research (2016) and Van Ees's (2009) observation of the positioning and movement of power throughout the governing body and the constraints placed on decision-making (Young, 2017). James's research (2011) highlights the representation and profile of stakeholder governors such as parents and CGs. There appears to be a denigration of their cultural, social and economic status overpowered by what van Ees terms dominance coalitions (van Ees, 2009). Such engagements were observed (James, 2014; Young, 2016) at governor meetings (Dryzek, 2002). Young researched governing board meetings and identified differences and challenges in governor interaction, reflection, and reflexivity as a lens for discussion, where decisions and preferences widened when explored democratically, 'transforming' governor decision-making (Young, 2017, p.16). In many governing board meetings,

constrained interactions within governing bodies were observed, with inner and outer co-constructed groups (Zattoni, 2012) describing positions of power. Inner decision-makers were actors, a similar concept to dominant coalitions, white middle-class and the peripheral group belonging to minority ethnic groups (Ofsted, 2019; Young, 2016), and CGs not identified as a specific group. Further development of this research included 'social awkwardness' (Young, 2017, p.817) and the formality of process and protocols, compromising discussions between governors. The use of business-orientated language or edu-speak that acts as an exclusionary discourse, alongside the production of formal minutes, leaving the governors passive and unwilling to challenge norms. Meeting minutes operated as fabrication (Young, 2017) orientated toward an Ofsted discourse rather than 'doing the doing' and tackling the actual issues in school (Ahmed, 2007). They were agreed as an accurate record ratifying policies, suggesting that decisions are made, although many governors defined their role as rubber-stamping the headteacher's decisions. The response was particularly noticeable in more disadvantaged multi-ethnic communities (50% of children on free school meals), where groups within the governing body, which could be considered peripheral, may negate problematic decisions supporting the 'common good' (Young, 2016). Young raises an important point concerning the resilience of governors to challenge and effective decision-making. Ofsted identifies effective and ineffective indicators of governance (DfE, 2019) through narrow measures of pupil progress, standards of teaching and quality of leadership and governance, which may lead to a school being placed in SM.

Hargreaves further develops concepts of effective and ineffective governance by focusing on factors that act on governors' intellectual and social capital, which are fundamental to decision-making (Hargreaves 2001, 2014). When CGs' feel undervalued, they may, as Young suggests (2017) step back from policy conflicts, challenges, and confrontations (Young, 2016), which can lead to ineffective governance and stagnation in SI. Young (2017) suggests that part of this disengagement is due to a lack of social power, which derives from political-economic domination, preventing governors from their perception of the right to speak through the devaluation of certain styles of articulation (Bernstein,2005).

The relationship between habitus power flows and confidence in governance board meetings is significant for CGs. The research in this thesis enquiry attempts to find out if cultural capital and tacit community knowledge are opaque and invisible. Context and relationships alongside governor attributes are all factors in CG engagement. These insights woven through the factors impacting CGs provide a greater understanding of their impact on effective governance and may be pivoted to increase effectiveness. (Fellows, 2019).

2.8 Professional governor, stakeholder governor

The evolving regulatory requirements of the inspection framework (2012) required governors to internalise and perform new knowledge and processes of state power to discipline schools and control governor performance to achieve control (Ball, 2011). It defined 'the professional governor' instead of the stakeholder or CG (James, 2014). This term is used in diverse ways, often by some, to mean someone from a business background (DfE, 2019, 2013c). Others argue that the term 'professional' relates to governors' skills rather than their areas of employment (National Governance Association, NGA, 2019). In inspection reports and head teacher discourses, there were implicit acknowledgements that people from business backgrounds, particularly in the private sector, were better informed and performed the job more efficiently than CGs (Baxter, 2016). Little evidence or rationale supports this assumption or practice (James et al., 2011; Wilkins, 2014). Aves (2014) and Keddie (2015) found that citizens involved in public service, and stakeholder governors such as CGs, are an asset in providing new knowledge of the microcosms of attributes and challenges moving within a community and are sensitive to the needs of children and pupils that need to be addressed. Ignoring the social and cultural capital contribution is more likely to result in unfocused and ill-informed decision-making. This raises questions about how far current governor accountabilities demonstrate engagement with key stakeholders and an assurance that their vision of schools aligns with local priorities (section 2.12).

Wilshaw (2012) challenged governors to focus on critical strategic issues rather than 'toilets'. This attitude, combined with the normative approaches of headteachers and inspectors, led to a fundamental undermining of the effectiveness of 250,000 volunteers, many of whom are from the 'wrong sort of background, in charge of schools' (Baxter, 2016, p.12). The lack of ability of governors to challenge was aligned with a deficit in stakeholder skill set, as opposed to those governor skills derived solely from governors' professional background (section 1.1). In many situations, the stakeholder governors (like CGs) are at the heart of advocating for the school and community on safeguarding and child protection issues. The most recent example included the dissemination of the Relationships and Sex Education (RSE) curriculum within the school, which, with sensitive communication and thorough information guided by the CGs, created a seamless integration of the curriculum. These attributes, qualities, and wisdom are invaluable and are missed when stakeholders such as CGs are not included in the governing board decision-making. The shift in positioning from challenging and supporting to one of challenge alone was intended to sharpen how governors hold senior leadership teams to account. This is an area of difficulty in which governors rely on the headteacher's honesty and understanding of the issues of the community (Carmichael & Wild, 2011; DFE, 2011).

Reflection on the way forward may incorporate the importance of understanding and developing governor roles (Wilkins, 2014). James (2011) looked at governance in communities of differing socio-economic groups (their performance and contexts). He analysed 5000 e-questionnaires and 30 case studies of school governing, specifically identifying upper and lower socio-economic governing communities. The research concluded that socio-economic factors influenced by low self-esteem and status in the community were susceptible to passivity in governing. Government policy has a propensity for exclusiveness (James, 2011). It demands a commitment from all governors and particularly CGs of all diverse cultures to function and interact with a governance structure and framework evolved from historical corporate competitive business governing boards built on colonial ideologies and histories, which were exclusive to successful men, to the detriment of other strata in society. When applying Bordieuan concepts, it is possible to identify and express these dynamics through habitus (Bourdieu, 1996) and its reproduction through a system of field and power flows towards exclusive groups and away from CGs. This helped to recognise the detriment of this right of equity and democracy in terms of symbolic violence, which is recognised in my research. Reay (2010) and Skeggs (1988), in their research on the education of working-class cultures, also observed behaviours of passive participators accepting the status quo (Reay, 2010). With a view to the complexities of evolving governance and its translation into evolving educational systems, it feels incomprehensible that the role of the governor in terms of national governance qualifications (NGA, 2019) and substantive training is not available for CGs to meet these challenges (West, 2010). It is also pertinent to question if the processes of induction and training should be tailored for governors taking on the responsibility and accountability of governance (DfE, 2019). The processes overlook the competencies, skills, and knowledge that CGs bring, creating failing Ofsted inspections, which, in the CGs' experience in this enquiry, devastated the sense of community and culture.

I found that Wilkins' research (Wilkins, 2014) on models of stakeholder and professional models of governance confirmed my own experience that stakeholders from communities were disappearing from decision-making. He concluded that:

'The opportunity for ordinary local citizens to shape governance is crucial… the redistribution of power can only be realised if civic empowerment and participation are at the heart of governance' (Wilkins, 2014, p. p194).

Further research (Young, 2016) concurred with my concerns that not only were 'skills' governors given greater value than stakeholder or community governors, but that all governors were taking on a passive position. The lack of research and mentoring through social learning models such as COP (Lave & Wenger, 1991) created a limited experience of being coached through Ofsted handbooks and governors' associations to know the right questions to ask, rather than critically interrogating the education issues (Young, 2014). This resonates with the functionalist models challenged by Wilkins.

The researcher joined the governing body in 2018 as the school had moved from 'SM' to RI but was finding it difficult to move to 'Good '(Ofsted, 2014). I agree with Wilkins that removing local governors, who may have difficulties training for an unpaid governor role, creates damaging social disconnections. Support and engagement are needed to harness governors' skills (Wilkins, 2014). This was further validated by CG's active role in an Ofsted Inspection in January 2022, where it achieved a 'Good' Ofsted Judgment. This is discussed in the findings.

2.9 Power flows in governance.

Theoretical governance models (section 2.4) were useful in providing clarity in the movement of power through macro-level governance decision-making, translating into micro or school governing and their impact on the community. Researchers such as Cum Kooiman (2003), Peters (2022), Rose (2010) and Davies (2016) offered conceptions of governance through different theoretical orientations, post-positivist and post-structuralist. The theories overlap and have common features, and they challenge me as a researcher to move away from a popular functionalist understanding of governance as rational planning of choice costs and optimising efficiency and effectiveness. I have reflected on alternative meanings of social reality, co-constructing, and understanding the historical and cultural knowledge developed to look for innovative solutions and enable new ways of thinking in data collection and analysis.

Reflection on the disparity in power-sharing, which leads to powerful and powerless marginalised groups all attempting and required to operate with parity, illuminates the dislocation of the CG attempting to discharge responsibility and accountability in decision-making operating from an unequal playing field (Bourdieu,1996). English education governance has evolved from hierarchical top-down frameworks (Ball & Junemann, 2011) to flexible modes of governing defined by plural and dispersed forms of power (Wilkins, 2021). An example of this situation occurs in this enquiry, where the school at the centre of the community may be considered in a hierarchical framework, supported and accountable to the LA, but also operating within a federation governance framework, with intimate direct lines of communication. In a MAT, each trust is autonomously accountable to the government. Support communication, accountability and governance are dispersed and have many layers. In this framework, school governors are in communication with decision-making, from a distance, as this now encompasses a large number of schools. There may be a consideration that factors evolving during global governance (section 2.4), such as in the World Bank's (Al Samarrai, 2013) response to concerns with economic stagnation and high inflation globally, consolidated power for economic and social policy decision-making. This became disciplined by fiscal responsibility, influenced towards marketisation and privatisation. Remnants of this framework were disseminated

through privatising national commodities and extended into favoured neoliberal English governance policy structures (Ball, 2003). They have become decentralised, and control and power are maintained through designing roles and rules, achieving different policy outcomes, self-governing, policy funding, performance, and governance guidelines. Coherence to services is maintained through self-governance, changes in legislation, funding agreements, performance monitoring, quality assessment, good governance guidelines, and professional standards of conduct, which incentivise and punish (Wilkins, 2021). This reflects Ball's (2013) and Ozga's (2008) view of governance as present, absent but in control, compelling desired behaviours, and orientations. In this environment, the voices of communities have lost their democratic mechanisms for creating impact and change. The enquiry explored this opaque powerlessness through theoretical frameworks of Foucault's lens of the transmission of power (Visker, 1995) and the intersectionality of habitus (Bourdieu,1996), subsumed within COP (Lave & Wenger, 1991). The aim was to release the governor's voice through ethnography, feelings, emotions, knowledge, and notions of power. This is discussed in the findings chapter.

2.10 Localised governance

The translation of global governance models into school governing systems in England and the impact on governance and governing in communities is complex. It can be seen in a broader framework of mechanisms of Localism (Hodgson, 2012). This recognises that governance is subject to the government's bills of localism (2012), which formulated frameworks for decentralisation from global and national governance systems. It was translated through socio-economic policy and devolved into civic societies and education. In Avis's view, it was grounded on capitalist ideology, impacting social justice and democracy (Avis, 2014). School Governance and CGS are exposed to the strengths and limitations of these frameworks, alongside educational policy and the statutory duties monitored and audited by Ofsted Inspection. As seen in earlier discussions of fiscal and economic pressure on global governance (World Bank, 2013), devolution from governance could be considered a positive development, empowering local communities and professionals (Kooiman, 2003). Concerns emerged regarding its effectiveness driven by unfettered marketised influences, which included a lack of constraints, equity, checks and balances to democracy, and social justice (Davies, 2012). Its inability to sustain social democracy in austere times is compromised and constrained by the capitalist nature of the economy (Avis, 2014). Community cohesion and governance appear in a constant flux translated through neoliberal frameworks responding to socio-economic conditions across time and shaped by 'sociocultural and socio-economic location' (Avis, 2014, p 242, BBC, 2013). The governmental response to these complex limitations of resources instigated the drive for academisation through philanthropy (DfE, 2010). Here, the relationship between schools and their

locality in relation to democratic accountability is 'undermined' (Avis, 2014, p. 228; BBC, 2013). Avis (2014) describes a situation where volatile markets affect the level of finance and resources available for education to benefit social outcomes. The impact on governance and governors is the perception that groups in middle-class schools compete to gain income and wealth, stifling the democratic rights of all pupils to well-resourced education.

Research into the impact of these limitations was carried out by the Economic and Social Research Council and the Nuffield Foundation (Hodgson, 2012). They looked at models of localism (2011) and their impact on participation in full-time post-16 education. Governance was delivered through two models of localism, New Labour (pre-2010) and the coalition government's (2010-2015) laissez-faire model of localism (2011). This model encouraged more devolution of decision-making at local levels creating greater freedoms at the council level for freeing up communities to focus on local problems in communities and education but it tended to have fewer resources The outcome in this sphere of post-16 education was that middle-class, able cohorts studied at institutions of their choice, where lower, less advantaged learners were guided to less aspirational work-based tasks. Recourse to aspirational experience was not equitable, and the systems were chaotic, resulting in the marginalisation of groups within the community (Hodgson, 2012). The safeguards for equity have weakened democracy, with certain groups dominating the dialogue and fewer resources placed in greater competition (Avis, 2014). I would suggest that this also describes the chaotic growth of MATs and the lack of equity and devolution of resources for LA schools. Local Authorities receive reduced finance, operating in a commissioning role (DfE, 2011a), outsourcing services and undermining governance that attempts to place schools central and immersed in communities (Avis, 2014). In 2012, Hodgson and Spours espoused a third localism model, which indicated a genuine interest in meeting the needs of all learners in a locality, going beyond these central and laisse-faire models and thinking about how national government offers educational leadership but provides the space and the resources for collaboration at the regional and local levels to develop Creative Democratic localism (Hodgson & Spours, 2012). Advocated as a fair option for schools in which governance could be developed to imbed equity, fairness, and quality education. Creative Democratic Localism works by strategically democratically allocating the distribution of resources (Hodgson & Spours, 2012). Academies originally built in inner cities led by leadership teams like mine, supported social mobility through raising achievement, but fundamentally, they were constructed through neoliberal politics and policy, depending on the market rather than democracy and social justice. Localism in these frameworks was considered defunct, and the process fractured, disempowering, and marginalising communities (Mulgan, 2012).

2.11 Democratic Governance

Democratic governance (Hunter, 1995; Blair, 1996, p. 236) placed people and their communities at the heart of finding solutions in education that were smarter, cost-efficient, and decentralised but based on democratic social justice. It involved building ownership, trust, and accountability in local governance and education.

Cooke defined it as:

"Working with people to solve shared problems, re-wiring the state to improve relationships, particularly between the state and people" (Cooke, 2012).

Examples of these forms of democratic governance in the United Kingdom were researched by Allen and Gann (2018) in a college framework and Hetherington (2022) in value-led governance in cooperative academies. The research focused on the change that may be brought about when governance is observed in a college setting that holds values of democratic principles. The research involved the governance arrangements of a college managed under cooperative principles (Allen & Gann, 2018). Semi-structured interviews and analysis of governance minutes reflected on such values as democracy, equality, solidarity, honesty, social responsibility, caring for others, and building a cooperative college.

The findings demonstrate many characteristics of democratic values to thrive in a stakeholder-valuing setting. There are clear lines of accountability from those who manage the school to stakeholders (Gann, 2021, p. 223). Participatory governance processes promote bottom-up participation; citizens and officials in the field apply their knowledge, intelligence, and interest to formulate solutions. These processes appear to operate within the theoretical framework of a COP, embracing cooperation, accountability and demanding critical thinking to tackle complex governance issues (Pyrko, 2017). The accountability structure considered placed governing boards directly responsible to Parliament for their performance and subject to inspection against agreed criteria. As the findings suggest, collaboration offers opportunities to fine-tune decision-making.

2.12 School improvement

Through education reform (Ball, 2011), SI became the vehicle to measure attainment and achievement through performance management and inspection (Ball & Jünemann, 2011). As schools failed Ofsted inspection and were categorised as SM or RI, they became vulnerable to losing autonomy and were brokered by MATS (2015). An alternative approach for inner city catchments, where several schools were categorised as SM, explored the characteristics of SI specifically to support schools in SM

(Hopkins, 2003; 2007, Hargreaves, 2014). A key tenet of these studies emphasises empowerment and enabling voices with diverse social, cultural capital and agency. This voicing might enable agency in decision-making supported in a framework of a COP. In this study, the emphasis is placed on recognising the experience, skills, and expertise of the teachers and community obscured by the protracted stress of SM and empowering the teams to become experts and solution focused. Training and resources were provided to support this commitment to change. The researcher worked as part of a research project called IQEA: Improving the Quality of Education for All (Hopkins,1999) to remove inner city schools from 'SM (Beresford, 2001). It is possible to illustrate, as discussed above (Gann, 2021), that democratic, collaborative governance as a catalyst for change is an alternative to the relationships of power with stakeholders within the school structure (Hopkins, 2013).

Further research (Hargreaves, 2014) observing SI in ethnographic longitudinal studies in schools of social disadvantage also concluded that governors develop a greater understanding of their impact on SI through understanding and managing intersections of power. Applying Bourdieu's theoretical ideas, governing boards would be conscious of the value of each governor's contribution and how it can support the habitus of the school through SI and ensure that board meetings create an inclusive environment to gather the agency and decision-making from each governor. Governors are conscious of the intersections of the community with local and national governance. They have views and perceptions of support provided for their school and community, and the power to impact on them (Visker, 1995; Bourdieu, 1996).

James (2011), in his interviews observing factors of governance agency and capital of differing socio-economic governing bodies, found that governor agency and commitment to improvement were present in all socio-economic groups. However, inner-city governors experienced barriers to engaging with governor frameworks outside their experience (James, 201l; Bourdieu, 1998; Earley, 2013). These proved to be critical texts for this enquiry, looking at engaging in self-evaluation as an ongoing cycle of improvement. Ofsted became part of the feedback mechanism, building social, cultural, and intellectual capital throughout the school and community (Hargreaves, 2014), with the possibility of liberation rather than repression (Visker, 1995). Ofsted acknowledged modest improvement in standards for schools in 'SM' since 2016 (Spielman, 2019). These schools were considered 'stuck' (Spielman, 2019, p. 63). The initiatives introduced in the White paper (Carmichael, 2011) appear to have failed to achieve equity and full entitlement for all children in all communities in England.

2.13 Summary of literature

The literature review examined the field of governance in tackling the troubling of question one, focusing on the contribution that CGs brought to governance, and question two, the factors that impact their contributions in decision-making. This proved complex as the concept of the CG and their contribution to governance needed to be identified in studies, research, and education policy.

Interpreting the literature from this positioning, illuminating the role and definition of the CG, was specific to key theorists and research that had explored groups of governors or other education communities that had become disengaged in their educational environments. Young (2016, 2017) and James (2011, 2014) illuminated governors' engagement and the struggles observed in effective decision-making. Young examined the behaviours of governors in board meetings and identified dominating and passive groups and restricted power flows, stifling inclusive decision-making.

In wider studies by Balarin and Ranson (2008, 2005), monitoring participation, governors were observed rubber stamping the head's decisions, trying to manage strategic and operational processes concurrently, and stifling discussion. This is seen in James's research (James et al. 2011, 2014), which highlighted the tensions emerging as governing bodies, diversified by derivation, class, and culture, strive to achieve the best outcomes for their pupils. James (2011) illuminates the problematic engagement of lower socioeconomic groups, intimating disengagement experiences similar to those of CGs. This disengagement has also emerged in research into teacher governors and their experiences in decision-making in governing board meetings (Sodiq, 2018; Sodiq et al, 2023). Reay (2010) and Skeggs (1988) provided seminal research findings on working-class or marginalised groups within educational communities who exhibited self-controlling passivity through actions and behaviours which removed them from educational environments where they perceived and felt devalued (Reay 2010). This work was influenced by Bourdieu's conceptual frameworks of habitus reproduction and manipulation through the control of power through class culture and resources (Bourdieu, 1984, 1996). I agree with Reay and Skeggs' interpretation of the threads running through these studies and research. They demonstrate passivity, vulnerability, disengagement and collusion rather than collaboration with dominant coalitions of power, creating powerlessness (van Ees, 2009). This offers useful perspectives for the research in this enquiry.

In examining the factors that constrain or support CGs, I interpreted the changing definitions and roles of governance and governors through Wilkins (2015), Ball (2003,2011,) Keddie (2015), Baxter (2016) and others who charted the journey of governance in England through impacts evolving from social fiscal and global economic events, seen through a lens of macro theoretical governance models. This clarified how these models and interpretations have contributed to the understanding of evolving educational policy and school governance in England (Avis, 2014). The features of government becoming part of governance (Ball, 2011) and the values of marketisation concluding in the academisation policy of 2010 and its consequential evolution and translation to local and school governance (Wilkins, 2015.) I interpreted from the literature that education governance could be considered as evolving from economic and financial behaviour frameworks (van Ees, 2009) influenced by the market's labour force ideology and policy at the cost of equity, democracy, and social justice. These forms of governance, as recognised operating in the World Bank (1980), appear to have impacted education governance through the academisation policy (DfE, 2010, 2011a, 2016).

Shaped through neoliberal processes based on market influence, efficiency, self-surveillance, and accountability. The language protocols and processes were equally inculcated. The resulting impacts placed CGs outside the protocol and disengaged them from the process, implying that their skills, knowledge, wisdom, and experience had diminished. Professional governors shared the same habitus and were immersed in the language processes and protocols of the system. The governing bodies' structure depends on their position within the public educational system (James, 2014), deriving from Local Authorities, Academies, Free Schools, or Federations (Young, 2014). This was a focus and challenge of the thesis, which looks at the roles of CGs within these structures, focusing on schools from diverse, multicultural profiles and identified as socially disadvantaged (Spielman, 2019). An inference emerging is that ineffective or failed governance, as expressed by Ofsted (Spielman, 2019), is more concerned with governance frameworks, protocols, and processes (Ranson, 2005; Balarin, 2008; James, 2011; Young, 2017) than the habitus brought by CGs (Sodiq et al., 2022).

The review of the literature explores the journey of changing roles of governance actors, such as CG's operating in one part of a dispersed education provision. There are a number of dichotomies in that the school being researched in this project is under the control of the LA and operates through a different protocol and practice from the Multi-Academy Trust. There is a dichotomy in reviewing a neoliberal education system within education literature, which is looking for democracy, equity, social justice, inclusive protocols and practices for a wide group of actors, such as parents and CGs in the governing board meeting. They are not features that have been considered or are of value in current education policy or the monitoring and judgments of Ofsted. Political articulation is part of governance. In reviewing the journey of CGs who are not currently invited onto the vast majority of the Governing boards in MATS, the concepts here are fragile, contested and tied to struggle. It is a fragile lens through which conceptual tools such as Habitus and COP operate, providing opportunities for understanding governance practice from the CG perspective.

2.14. Theoretical concepts and tools

This interpretation of the governance journey acted out in school governing board meetings led to my thinking of a process of reconceptualising and integrating theoretical concepts and thinking tools into a framework to offer a new reimagining through empowerment, equity and collaboration. The positioning of the CGs' habitus in a governing board exposed to a protracted period of SM RI engaging with the habitus of the school produced dilemmas. These included the perceived disconnection to engage with decision-making presented in language and protocols of business values in many respects alien to the habitus of the CG, a community identity, positioned in governance roles (Bennett, 2009). These created feelings of disengagement and devalued their contributions, resulting

in ineffective decision-making. Creating an environment to observe and capture the CG voice required a creative approach, and I found this in the vocabulary and conceptual thinking framework of habitus disseminated and secured within a theoretical framework of COP.

In using a metaphor of a cake, habitus provided the mixers, scales and bowls, i.e. Language, vocabulary, lens, and knowledge in which CGs could express their voice. Bourdieu's concepts of habitus and reproduction provided clarity, supported by conceptual thinking of the doxic field, symbolic violence capital, and fields of power (section 2.15). It crucially created a consciousness for the researcher and CGs to explore how the habitus, cultural, and social capital of the CG from the community have taken on the role of governance and how the two are brought together. The social construction of their worlds had been shaped by family and life history, which fed into their approaches to decision-making. Combining these ingredients, cooked through engagement, collaboration and application to decision-making in governance, required a cake of reimagining and evolved praxis through COP.

The concept of the CGs' working together as a COP provided the social learning framework, the conduit in which the ingredients of habitus (field doxa and conceptions of power) were organised and intimately constructed within a bespoke methodological framework to harness the thinking of habitus into releasing the CG voice. The framework of COP also had synergy with the concepts within the habitus of equity and collaboration and with the approaches of Hopkins (1999) and Hargreaves (2014). This took place in two stages. The rationale for this combination of thinking tools and theoretical framework was to release and capture the CGs' voice through equity of power sharing and collaboration. At the heart of the research was to recognise, through my lens as a practitioner researcher, to offer frameworks with accuracy and fidelity to the emerging narratives collected through the research experience in a trustworthy manner.

The second research question reflected on the researcher's positioning, operating in collaboration with CGs through the lens of habitus. I observed passivity and a need for more engagement in decision-making in governing board meetings. The literature review also inferred an unwillingness to lead, raise issues of concern or challenge ongoing discussion (Young 2016, 2017). There was a prerequisite in creating a meaningful methodological framework to release the CG voice. This was achieved by placing the CGs central and operating as collaborators, shaping, and delivering their knowledge, wisdom, expertise, and 'truths' (Visker, 2008). Participation and collaboration as a concept and a method promoted with one aspect of autoethnography (identity box) and co-construction (walking interview), encouraged equal partnership through supporting ideas of new knowledge, practice, and the potential for transformation (Horner, 2016). It offered substantial narratives that exemplified the awareness of complex interactions and control through intersecting community and local governance habitus and attempted to address ethical concerns of power (Wilkinson, 1998). The design in the

methodological framework was shaped by open-ended activities with prompts to encourage and show value to life histories shared. This was particularly pertinent in the walking interview where the governor researcher and CGs (section 3.7) chose the route around the school and campus, stopping at points that stimulated thoughts and ideas, in the CGs, sharing and generating data together spontaneously from the environment and prompts raised from the identity box interview. The added inclusion of informal COP facilitated the further release of capital agency and knowledge. These approaches have emerged in wider social projects empowering local people and communities to engage with social problems as opposed to state intervention (Lingard, 2012). As a method, it enabled the researcher and participants to explore our shared habitus through a more informal collaboration, raising awareness of how identity and positionality impacted decisions and actions (Bourdieu, 1996; Nutbrown, 2011). It required the research study to provide time, to create power-neutral environments where the CG could develop narratives and make reflexive connections using the provocations of the identity box activity and walking interview. I agree with Boser (2007) that it may facilitate the expression of governor habitus (Bourdieu, 1996) alongside the links I have placed in positionality (Nutbrown, 2011) and provenance (Hill, 2018). The instruments took the everyday and the ordinary to see the extraordinary, learning from the experience of each governor having a voice to build sustainable capital (Lave & Wenger, 1991). A similar study using habitus and ethnography to build narratives on complex interactions involved in the organisation of the school included data collection of the perceptions of the contribution of teachers to school governance (Pupala, 2018). It looked at how discussions and collaborations developed new perspectives when the governor's cultural and social capital were involved and considered. While this thesis investigates the issues CGs' face through their perspectives, it invites them to collaborate and, where possible, co-construct a governance culture and model where there is equal sharing of power across the governance group using transparency and collegiality. As identified earlier in the literature review, these qualities enable effective governance practices and decision-making. This research inquiry attempted to create a COP environment shared with CGs, raising awareness of this conceptual framework with them to create the research and governance praxis that can explore CG's role and practices in situ.

2.15 Theoretical frameworks

The research enabled me as a researcher governor to explore the perceptions and reflections of the CGs' habitus as they intersected with the school habitus and Ofsted. This led us to collaborate in identifying the factors impacting the CGs' ability to discharge their duties in the context of a school in SM interacting with local governance and government policy, providing new knowledge and praxis. The following sections of the literature review focus on theoretical concepts and frameworks which enable the research to release the CGs' voices. The focus was habitus and its connected concepts of

Capital, Symbolic Violence, and Field of Power (Bourdieu, 1984, 1996), immersed in a theoretical framework of COP (Lave & Wenger, 1991).

2.15.1 Habitus

The framework of habitus and supporting concepts (field, capital, doxa, symbolic violence, field of power and aspiration), alongside COP, work in a dynamically interactive and changing process. It is helpful to examine each component individually to clarify its position and importance in planning the methodological frameworks.

Bourdieu defined habitus as concepts of dispositions, fields, and capital that interact and fix an environment of control (Bourdieu 1996). Habitus is a conceptual process that grows, changes, and impacts the dispositions of personality inclination, habits, and behaviours of individuals (Costa, 2019). It includes the thoughts and perceptions of the CG shaped through class, culture, identity (Nutbrown, 2011) and provenance (Hill, 2018). The habitus of the CG intersects with the habitus of school governance structures and protocols operating in the field of education, which are invisible or subconscious schemes of perceptions of the school governors and CG (David & Ball, 2001).

Bourdieu's research suggests that the educational establishment setting (e.g. schools, universities) is a critical factor in reproducing and inculcating dominant class depositions and forms of capital (Bourdieu, 1984, 1996). The pervading habitus of dominant upper-class power structures exploits social, economic, and political resources that schools access, allowing the dominant coalitions to reproduce the governance environment, maintaining the 'status quo' (Vorhies, 1999, p.35). Research by James (2011) suggested that governors from higher socioeconomic groups were more skilled in engaging with middle-class governance protocols. Young (2017) observed that less confident governor groups were marginalised in these environments. Life experiences and habitus had little relation to the habitus of school. This phenomenon arises, Bourdieu suggests, through a legitimisation of dominant white middle-class structures and protocols pervading education and pedagogy (Bourdieu, 1996). Habitus enables the CG to recognise the value of their life histories, encompassing their expertise, positionality, identity, and how they view the world. It introduces and raises awareness of how this operates within the wider school and local governance environment and their feelings and behaviours when engaging with it.

2.15.2 Doxa

Where habitus is shaped by life history, identity and positionality are shaped unconsciously by the habitus of other groups in society, having greater or lesser power. Bourdieu describes doxa as the rules of the societal activity game and the dispositions of social groups controlling and maintaining power by reproducing advantageous behaviours. These dispositions are sold as 'truths' and operate

unconsciously in plain sight. They gain power when social groups unconsciously comply with unequal division, which implies relations of order, and become accepted as self-evident (Bourdieu, 1984). Bourdieu suggests that education is a major protagonist in reproducing and maintaining this status quo. In terms of governance, one may suggest that the education field legitimises the dominant class through meanings and action, language, and political structures of governance, i.e., meetings, protocol processes and procedures. To change knowledge and practice, CGs' must engage with how to 'play the game' (Grenfell, 2014). Challenging these assumptions and changing the power relations requires an awareness by the CG of the values, attitudes, and dispositions attached to the habitus of school governance, and it involves taking risks to develop new praxis (Stahl, 2015). In this research enquiry, the theoretical tools/framework attempts to provide a space for CGs to reflect and be reflexive, mixing these ingredients and gaining consciousness of what Bourdieu defines as habitus and is enacted in the rules of the 'governance game' (Bourdieu 1996). The CGs may gain confidence to explore and challenge current assumptions as they experience them.

In England, in my experience governance environments have been scant in supporting governors through training (*Governor training*: Teachers TV, 2008) (particularly CGs,) expecting them to conduct what Bourdieu defines as flexplotation, the fast movement of capitalism and the need for individuals to stay updated often at their own expense, which is not in the resources of CGs (Bourdieu, 1998). They hold differing dispositions or habitus that shape their path and effectiveness (Nash, 2002). To achieve an impact, CGs may have to 'buy' into or ingratiate the dominant class, school, education, government, doxa and habitus, which impacts their effectiveness (Bourdieu, 1984). In my observation as a practitioner, there is often no awareness of these factors, which subconsciously marginalise and create passivity in groups of citizens attempting to discharge their civic rights and duties. There is also a moral question of whether this is acceptable and appropriate in a democracy emphasising equality and social justice.

2.15.3 Capital

A third component of capital and aspirations defines the experiences, knowledge, and networks CGs bring to governance to increase social-cultural capital agency and knowledge. This social, economic, financial, cultural, and religious knowledge is stored in habitus, bringing richness from their close personal backgrounds and environments, such as family and can be reproduced. This makes them better 'players' in the doxa of school governance, at least in theory. Further research is needed to observe practice (Grenfell & Hardy, 2007). Cultural capital formed through education includes language, connecting to objects, places, dialects, and speech, to interests. Language acquisition, using the production of social conditions in class codes and control of restricted or elaborated code, ties into the habitus of class culture and the mismatch of language at home and school (Bernstein, 2005; Bourdieu, 1977). Other theorists, such as van de Werfhorst (2010), suggested that all four recourses

impacting habitus, social-cultural, financial, and economic, interact through language and communication (Bourdieu, 1977). In this enquiry, the population is defined as an inner-city community in the top 5 % of receiving support for living and free school meals (School Inspection Data Summary: IDSR, 2024). Families have been on a journey of settled immigration into the community for several generations and have been engaging in English as a second language. As discussed above in the definition of English middle-class governors, they could be expressed as fish in water moving seamlessly through the language structure and governance protocols. The CGs in this community are competing in decision-making and SI on the same playing field, and despite their rich cultural and social capital, there may be restricting factors creating feelings of being fish out of water, affecting their ability to impact the agency of the school, through decision-making without adjusting the rules of the game (Bourdieu 1984).

2.15.4 Symbolic violence

Symbolic violence brings together concepts of capital and agency within a field such as education, where the flow of arbitrary power is inferred as legitimate authority (Bourdieu 1996). An example may occur in a governing body meeting when preferred protocols appear to favour a group of actors at the cost of the equity of others but are inferred as legitimate. In this enquiry, its influence is interpreted through its impact on the capital and agency of CGs. Social and cultural capital (Hargreaves, 2014) is considered the rich tapestry of skills, knowledge, wisdom and experience a CG may bring to the role of governance, which enables this capital to flourish and integrate with the agency of the governing group to achieve desired goals in decision-making. If this approach is disseminated, capital, agency and habitus operate dynamically and intersect with governor habitus and school habitus. In reality, as mentioned in the operation of habitus and doxa, dominant coalitions of power, habitus can take control and maintain a diminished, narrow status quo at the cost of the equity and value of less powerful groups within governance, as in the CGs. When this environment persists to the detriment of the value of capital agency and voice of the CGs, they lose equity, and impartially to make effective decisions. This may be expressed in feelings of disenfranchisement, marginalisation, and passivity. Bourdieu expresses these phenomena as symbolic violence. The framework and vocabulary are useful in bringing to consciousness unconscious awareness of unfavourable protocols and processes (Bourdieu, 1977). It may also expose negative dispositions towards culture, class, and race. The impact of undermining language class meritocracy may occur when elaborated language, combined with middle-class protocols work together, defining the 'type' of governor habitus valued (as mentioned in capital above) (Bourdieu,1977). Specific acts of symbolic violence may be recognised where governors act unconsciously and are accountable to the education field for the social reproduction in how the school organises to inculcate the dominant propositions (Bourdieu, 1977). Governors who can play the game within the current dominant structures survive;

others give up as they do not have the skills or habitus to engage, and there is little support or training framework to bring about change. CGs in this school have positively impacted the inclusion of community skills, culture and support for areas of the statutory curriculum that communities may feel sensitive about (Sex education curriculum).

Research studies suggest that habitus can be changed by governors' agency when they intersect or have exposure to new aspirations, new thinking, and knowledge, as well as when they share cognitive thinking, as in COP (Reay, 2004). Dominant coalitions in governing bodies have been observed (Sodiq, 2016), accelerating and manipulating power, marginalising less vocal or confident groups (Young, 2017). There are studies (Stahl, 2015 b), exploring habitus transformation through changes in the transmission, changing reproduction, and creating new praxis (Devine, 2005). These have focused on working-class adolescents, who are exposed to supportive school habitus, which impacts aspiration, channelling school leavers into new aspirational destinations such as college and university (Macpherson, 2020).

2.15.5 Field of power

Bourdieu's conceptions of a field of power were defined as the social space in which elite actors across diverse fields formed coalitions to embed changes in laws, rules, regulations, practices, and societal resource flows invisibly (Maclean et al. al., 2014). The ultimate power in society derives from possessing economic, cultural, social, and symbolic capital. The power stemming from command of such resources is ever varying in measure because capital formation is an ongoing, dynamic process subject to accumulation and attrition (Bourdieu, 1984).

This is an important consideration for raising awareness and understanding the structure and potential of habitus for change in governance. Bourdieu's theoretical concepts could enable the CG and researcher to recognise control structures in fields and capital, exposing and moving them from the invisible or unconscious to the conscious (Harvey et al., 2020). In school governance, new types of valued knowledge expertise, legitimising cultural values, building social capital, and raising agency access and positioning within social networks are possible (Stringfellow et al., 2015). Growing awareness and giving value to the habitus agency and capital of CGs, as they begin to impact decision-making, may change, and transform school improvement. The implications are that developing success increases the legitimisation of capital, agency, and voice, strengthening negotiation skills.

The interrelations of power are a central strand throughout all aspects of human relations and are inherent in the framework of the governor's role. My current role as a consultant gives me the power to access and explore the questions, but it may also be acting on governors, creating powerlessness

(Ball, 2013). I subscribe to Balls' view that the power structure in governance, driven by Ofsted, is creating this powerless passivity in groups, as the framework is exclusive and requires governors of diverse positionalities to interact and collude with middle-class governance protocols. An example that may occur (as in this enquiry) is when a school in SM for a period of six or more years is pressured to adjust operations away from inclusive governing environments for thinking and discussion, to acquire skills considered more expert from outside the governing body to 'get the job done' (removing the school from SMs). This mechanism and response to political ideology are often little understood by governors and communities (Ball & Junemann, 2011).

These ingredients within habitus form a rich mixture of vocabulary and frameworks to shape a methodological framework with clarity and transparency. I have used them as a recipe to explore CG habitus and look to understand and reimagine CG effectiveness when placed within a cake tin to formulate a re-imagined governance cake.

2.16 Application of the Framework

A conceptualisation of habitus is explored using Flaubert's metaphors of actors in a play (Eastwood, 2007). A social group have similar ideas, customs, and traditions, suggesting a set of underlying principles or social logic that define and organise their intersections, trajectories, and operations. (Bourdieu, 1996). He suggests that social groups interact and are competitive, reinforcing class and domination of one class over another (Bourdieu, 1984). The example he gave of this process was education. It functioned as a conduit or mediator to reinforce and legitimise 'truths' of social groups such as upper-class parents endowed with cultural capital and agency imitated by education systems, which reinforced building capital, which is converted into economic, political, and cultural power to shape and control society. Many studies have demonstrated the impact of schools representing the field of education becoming, when applied through Foucauldian theory, the 'mediator of the defined truths' (Visker, 1995), legitimising and reinforcing accepted norms (Reay et al., 2018). A seminal interpretation of Bourdieu's theory in this enquiry is the disarticulation of governance practice from the cultural experience of the CG. Ofsted could be considered an instrument of this legitimacy (Ball, 2018). Understanding CGs' background, values and experiences in school decision-making enabling this study to identify and understand the formation of customs, traditions, and underlying rules in the local community and the school. This, in turn, might illuminate a community with a rich heritage in cultural capital and agency currently hampered by a social status placed upon them, preventing their engagement in decision-making (Bennett, 2007).

Bourdieu (1996) further develops his exploration of habitus to include positionality, identity and the dynamic changes in intersections or critical moments. The intersections function as points of

unfamiliarity impacted by governor capital, agency, and the positioning of power through the relationships (Bourdieu, 1996). Bennett suggests that groups such as vulnerable communities that cannot compete take a stance of disinterestedness (Bennett, 2007). The concept offers conceptions of CG, habitus, where the immense potential of capital, agency shaped by life history, cultural and social capital can make contributions to school improvement. Currently, it may be constrained by the habitus of Ofsted, creating a dislocation from passion, value and space for the community (Olmedo &Wilkins, 2018). The school, with its intersectional habitus (community/Ofsted), could be the conduit and interface for the constraints and possibilities of this habitus (Bourdieu, 1996). A process of immersion in the troubling and reflexivity may enable the CGs to observe the impact of their cultural setting, deeds, words, the implicit, the explicit, language, rituals, and shared meanings on their decision-making. The concept encompassed new conceptions of habitus embodied within the CG. An essential aspect of the theoretical framework in the enquiry is the focus on habitus, exposing the comfortable unconscious world of an individual's habitus. The model of governor reflection through an understanding of habitus subsumed within the governing board COP may offer a transformational experience for governors who are dealing with a school in 'SM' and interacting with the LA, government policy, and Ofsted. The enquiry endeavours to illuminate these aspects.

There is a convergence of Bourdieu's 'distinction' (Bourdieu,1996) and how Ball describes a political and social governance structure which disenfranchises communities (Ball &Jünemann, 2011) when applied through Foucauldian theory, suggests that they cannot engage in the current truths (Visker,1996). The powerless accept the status quo at the risk of becoming marginalised (Ball, 2013). This was shown through work on passivity and disengagement when adults considered processes undemocratic and oppressive (Mead, 2004). This is an important consideration in the research and leads to reflections on power interactions in school governance practice. How would this shape and influence school improvement if a more equal, balanced governance could be developed and supported through collaboration (Horner, 2016)? Ball (2003) and Reay (2018) suggest that a 'middle-class habitus or 'truths' is a dominant factor which pervades education. There is a need to align education 'truths' with 'truths' of communities engaging in education governance to ensure equity in school improvement.

Contextualising the integration of habitus with the theoretical concepts and social context of situated learning and accumulation of knowledge, as proposed by Lave and Wenger (1991), is central to the development of the research. It values the governor's voice and intellectual contribution, placing it as central to the knowledge captured in the data (Wenger, 2009). In considering perspectives as an important lens through which decisions are made, I contested Reay's conclusions on equity in knowledge and learning for working-class children (Reay, 2018). As an emerging researcher from immigrant status, identity and positionality were the driving forces embedded in me to be a success.

Through reflection, it was possible to consider that, as Reay had concluded, the systems of education, knowledge and learning that confirm status may not have provided the liberation sought (Reay, 2018). The researcher's lens of provenance and positionality of the Catholic ethic and Irish heritage shaped a different view from Reay. Following this thinking, the perspectives of governors may be influenced by provenance habitus and positionality, shaping their view of knowledge and learning.

A visual summary of the conceptual frameworks of habitus is integrated and supports the key values and recognition of the power, knowledge and wisdom held within the habitus of CGs. Shaped as Bourdieu suggests by their life histories, skills, culture and expertise from their communities, which contribute to the cultural, social capital, and agency in building decision-making within the governing body when shared and validated.
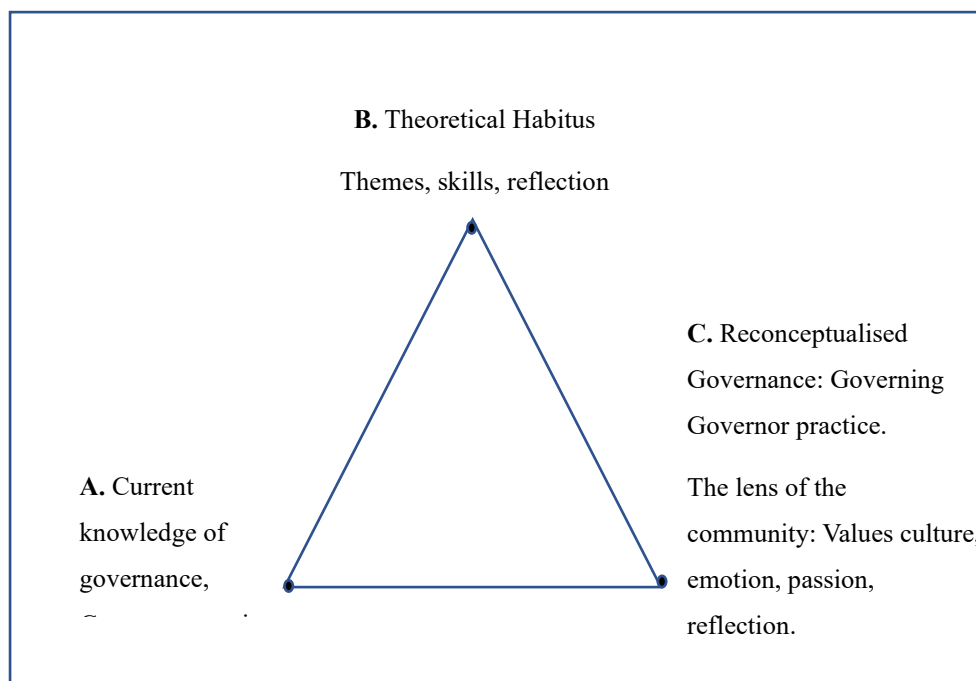
Figure 1 Conceptual Model of Governance through Habitus.

Figure 1 interprets the lens of habitus (A) and reimagines governance access improved by raising awareness of the skills and characteristics of governance expressed (B) through the life skills and attributes of the CG (C). This has the potential to improve decision-making through building active learning COP as an expanding and re-imagined practice. Reay's (2004) and Sayer's (2004) studies demonstrate that Bourdieu's concept of habitus is supportive in studies of marginalised groups. Some studies were narrow in their cohort sample, but the work on taste in French society produced many discourses about culture, race, and class (Bourdieu, 1984). There are opportunities to place data from the 'taken for granted into the problematic' (Reay, 2004, p. 9). Nash suggests its flexibility is its weakness and its strength (Nash, 2002). Further development of the habitus model included the emerging aspects of cognition. The research into CG positioning using habitus as a moving reflection

of past, present, and future experiences may uncover feelings, emotions, and behaviours taken for granted. When these are explored through engaging activities such as the identity box and walking interview, may release thoughts, feelings, and awareness to look at the impact of the intervention. It may give insights into how it moves forward and releases capital and aspiration, impacting passivity, marginalisation and inspiration (Stahl, 2015a). To look beyond the cause of practices, to raise consciousness and understand what can be done to bring about change (Costa, 2015).

Communities of Practice

The framework of COP, continuing the metaphor of the cake, offered the ingredients of scrutiny in an environment of inclusivity, equity and a commitment and value to shared learning. It has two interrelated core concepts: situated learning and legitimate peripheral participation (Lave and Wenger,1991), merging identity, community, and learning. Three structural elements, mutual engagement, joint enterprise, and shared repertoire, are the prerequisites to successful engagement within these core concepts. From this definition, the current governing board fails as a COP. The CGs, unable to access the governing board COP, may have formed a subgroup COP to deal with the current limitations of the board COP. The research looks at the outcomes of this process. Through this research, new perspectives may lead to a new reconceptualisation of governance praxis, providing opportunities for evolving the governing board COP. Mutual engagement defines how CGs participate and collaborate as part of practice in carrying out their duties as governors. Joint enterprise includes the problems and topics raised in improving progress for children through improved decision-making. The collaboration and shared repertoire included in this research inquiry attempt to co-create and capture emerging ideas and concepts by sharing experiences and ultimately improving decision-making (Iverson, 2010). The process of situated learning theorises and conceptualises models of learning and the acquisition of knowledge as a social practice (Lave & Wenger, 1991). This provided a variance which sought to challenge the standard 'paradigm for learning' from cognitive theories of knowledge as acquisition (Beckett & Hager, 2002; Fuller, 2007). This paradigm focuses on the social dimensions of legitimate peripheral participation (Wenger, 1991), and the types of knowledge valued were a central concept in placing the habitus of the CG as an agent in effective school improvement. There are, firstly, the types of knowledge that are learned, and secondly, those perceived by the CG as the value of their knowledge in persisting to create impact. Entwistle and Peterson's (2004) challenging conceptions of learning described the movement from 'binary dualism' and epistemology of what defines knowledge as being 'rational objective' to recognising knowledge as personally intuitive (Entwistle, 2004).

The CGs were committed and passionate about governance, endeavouring to learn and build joint exercise through learning from each other through active participation. One could envisage that a board of governors may develop equitable mutual learning and sharing of knowledge through

governor collaboration, exploring learning with peers as community learning, refining practice and transferring knowledge in dynamic, increasingly complex thinking processes. Governor learning through the sharing of knowledge can be dynamic, interchanging, and jointly synthesised (Pyrko, 2017), sharing habitus, life journeys, and constellations of intellectual attributes to achieve a common goal (Coffield, 2011). Thinking about learning as a social practice feels clear in its logic and construction for governors grappling with dynamic, complex critical thinking in governance decision-making. Placing the community at the centre encourages learning situated in social participation (Bet al., 2002) as a conduit for growth, as 'it aims to propagate successful learning wherever it occurs' (Wenger, 1998, p.5).

The potential role of situated learning in building capacity in CG learning through opportunities provided in the walking interview considered how CGs' position the value of their knowledge and could be described as operating as a tour or map of knowledge (De Certeau,1998). The application of knowledge in decision-making may facilitate a number of paths, firstly, developing resilience. Secondly, taking new paths when obstacles occur rather than collaborating and committing, working to overcome them, causing those who feel failure to leave or not volunteer for governance because of the obstacles that may be conscious or unconsciously occurring. Map knowledge is the potentiality to act, while knowing is using what one knows in practice. Following this perspective, knowledge 'sticks to the practice' in the sense that the potential to act is developed in the social context, but it also 'leaks through the practice' when CGs' from different contexts learn from each other as they try to address similar real-life problems (Brown, 2002). In continuing the metaphor, one knows and plans the journey to achieve the objective of overcoming the obstacles. in this manner, COP develops collaboration and thinking together strategies (Pyrko et al, 2017), incorporating the social, economic, and cultural resources to achieve their goals (Appadurai, 2004). This challenges the assumptions that governors from challenged or lower socio-economic communities are not aspirational but have many obstacles that must be overcome. Governor expectations and accountability, now enshrined in a 'High stakes' inspection model (NGA,2019), are shifting from education, which communicates in a democratic environment integral to a community (Freire, 2000), to a position where power is extrinsic, generalised and didactic (Ball, 2013). Governors working in SM need empowerment by applying habitus through COP to reimagine and become powerful, skilled, and respond more assertively to governance decision-making, producing a bottom-up approach to Ofsted and top-down regimes challenging school improvement with consciousness and praxis (Freire, 2000).

The conceptual processes of legitimate peripheral participation suggest that membership in an organisation, such as governance, enables novices to become experts over time through social participation: knowledge and experience gained from sharing in a centripetal progression from periphery 'novice' to 'expert' (Wenger, 1998). This includes the wealth of knowledge, experience,

and insight they bring through habitus (Bourdieu, 1996), provenance (Hill, 2018) and their membership of constellations of COP (Coffield, 2011). The EdD pilot enquiry illuminated the rich diversity of skills, knowledge, and political intelligence available within the CG to build capital and agency, but when not realised, it creates complexity in decision-making (Reay, 2004). Intersections of power (Visker, 1995), culture, gender, race, and historical traditions need to be considered (Bourdieu,1984). The pressure to meet challenging standards (Ofsted, 2019) and the requirement to take on new knowledge place social networks of governance under pressure. Bringing in 'experts' from outside falls short of the concept of community and governors as agentic: they become changed and, in turn, change the 'interacting trajectories becoming greater than the sum of the two' (Billett, 2007, p. 57).

This process is supportive for CGs' where their knowledge and skills to learning may facilitate multi-connections, moving from novice governors to experts, centripetally from the periphery to the core, gaining skills, and becoming experienced governors (Wenger, 1991; Fuller, 2007). In this sense, CGs are experienced individuals, the term novice refers to new governance membership. This is an important aspect in that the model has continued to evolve, highlighting that learning in peripheral participation is dynamic rather than linear. New CGs' make important contributions from their provenance skills and theoretical knowledge (Brooks, 2020). The model formulates opportunities to consider participation in thinking and learning inclusively and collaboratively, acquiring knowledge, and learning through 'reflecting and knowing' (Wenger, 1998, p3). A social evolving activity that links with models of building social and intellectual capacity and places every participant with roles and responsibilities to share, communicate, and build capital in the community (Hargreaves, 2001). The concept is further extended through communities of discovery, defined as 'the creative engagement of citizens such as governors in learning at any stage of their lives in tackling collective problems' through equity of power (Coffield, 2011). A research project by Brooks (2020) observing the involvement of new firefighters in station communities found that peripheral learning was evolving in this community, becoming radial rather than linear, as in a COP, the firefighters all contributed knowledge and skills in which learning was interchanging and dynamic. Being present passively and adding to stories and personal experiences proved important contributions to skills, knowledge, and participation (Brooks, 2020). There are similarities between firefighters working in complex situations, which often have unpredictable situations and making decisions and taking actions, and governors working in complex situations, which often have unpredictable, uncontrollable factors and making decisions and acting. The research involved one case study, and in comparison to governors, their potential for leading and sharing learning was restricted. Despite these limitations, the study offered, through theory, a perspective of the interrelations of power possible in the CGs' role and the possibility of empowerment through a COP, but currently negated, invisible and undervalued in governance structure process and protocols (Ball, 2013). A key difference between the situation

with firefighters and CGs (to carry on the comparison). Firefighters have structured, formal programmes of training and assessment to ensure the system can trust their abilities in decision-making: CGs' do not have required formal programmes of training, learning and development (*Governor training*: Teachers TV, 2008), but the system then questions their abilities due to a lack of trust.

Systems driven by Ofsted create passivity in governors of diverse positionalities. Reay (2010) and Skeggs (1988), in their research on the education of working-class cultures, observed behaviours of passive participators accepting the status quo (Reay, 2004). In my view, this is a governance perspective to be explored. The value of COP to a methodological framework built on situated learning within legitimate peripheral participation may encourage governors to commit to membership in the community. Learning and knowledge disseminate in a makeshift manner as they endeavour to engage with the learning of governor habitus (*Governor training*: Teachers TV, 2008) (Wenger, 1998, Fuller, 2005). CGs may have experienced the training process offered through voluntary governor training (Hughes, 2007). Informal acquisition of governance knowledge may occur ad hoc through school visits, working with the leadership team, and studying data on SI. They work with Ofsted frameworks, which set expectations on standards of performance and progress (Ofsted, 2019). In this thesis, I explore how governors perceive how this process of governor learning, and participation has supported them in bringing about SI in challenging circumstances. Consequently, power and influence (Young, 2017) have percolated to 'experts' (Wenger, 1998; Brooks, 2020): headteacher and leadership team with CG held in a prolonged 'novice' position observed as passivity (Van Ees, 2009).

2.17. Strengths and limitations

The COP model has some limitations, firstly in the definition of community, a term used in numerous groups and populations where the frameworks of interaction participation or impact are unknown (Jewson, 2007). I have endeavoured to minimise this open-ended definition of community as in CGs by seeking greater clarity of their role and purpose (See above). Secondly, the model is considered diminished in academia, in its definition of learning and knowledge transfer through a power-based model of expert and apprentice, which has limited provenance when considered against traditional cognitive models of knowledge and learning processes. (Goodwin, 2007). I would disagree with the view of situated learning as having a narrow trajectory (Nielsen, 2006). This model challenged me as a researcher to reorientate how I think about articulating and theorising learning, looking to place centripetal learning within a vision of innovative dynamic processes with differing trajectories and levels of engagement taking place. In this enquiry, the process of centripetal learning may involve a

recentring of governing board COP learning with CG COP learning to create an inclusive COP. The model offers opportunities to explore new creative ways of access and participation, an evolving conceptual 'bridge' (Hughes, 2007, p. 39) to facilitate a holistic paradigm of knowledge and learning, which could disseminate as schemas for learning across the school community. Experience from the pilot enquiry suggested that in collaborating with the CG, this approach was supportive and challenging, celebrating life histories, reflecting on how these attributes could be used, and developing responsibility and accountability to share and develop learning for the greater good of the community.

There was concern that COP could be manipulated by power relations in the governance community (Nielson, 2006). The model offers concepts of community and recognition of the characteristics of mutual engagement, joint enterprise, and shared repertoire (Wenger, 1998). It offers a theoretical model with opportunities to reconceptualise participants, such as governors contributing to various learning environments, to increase capital and effectiveness (MacIntosh, 2013). This model enables fresh eyes into a stuck place' of CG's decision-making (Lather, 2006), asking if power through COP and collaboration translates into building capital, particularly in knowledge and learning (Hargreaves, 2014) for governors under pressure (Ball, 2013).
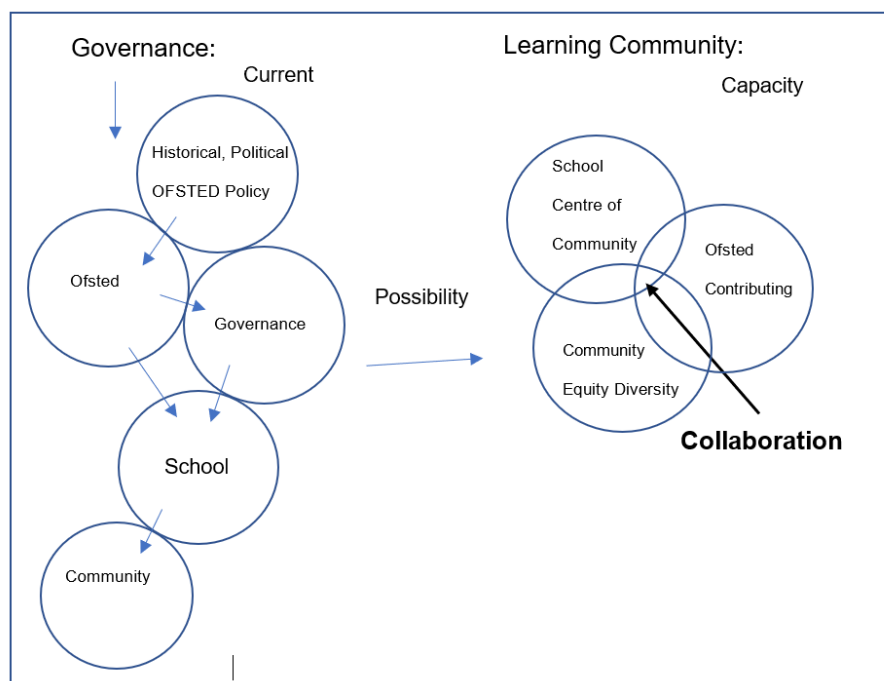
Figure 2 Reconceptualising governor praxis.

Figure 2 provides a visual interpretation of the current linear hierarchical structure of governance. In this environment, governance is shaped by top-down systems inculcating dominant coalitions

encompassed in Bourdieu's education field and doxa shaped by marketised neoliberal policies. These systems problematised access to decision-making for GCs. Figure 2 reimagines governance decision-making in dynamic, interrelated thinking, increasing and valuing access.

In this environment, there is an expectation of maximising the cultural and social capital and agency of each member of the governing board in the process of effective decision-making, ensuring SI. The collaboration built upon the equity and value of CGs' life histories and habitus could be dynamic, integral, and supported by opportunities to share, collaborate, develop new knowledge, and provide quality induction and training to governors. The findings provided feedback on this thinking.

2.18. Conclusion

The critique of the literature provided perspectives on research and theoretical models used to explore the research question, particularly the factors impacting the decision-making of CGs.' This reflection linked the literature review to emerging research, ontological and epistemological positioning and shaped the methodological framework to release the CG voice. It enabled the researcher to trouble the boundaries and seek and create a paradigm uniquely designed to provide a conduit to resolve the troubling. The literature review raised perspectives on process and behaviour in governor operations and the freedom to engage. The enquiry endeavoured to use the literature to create a transformative intervention collaborating with CGs in a process of conscientisation, releasing consciousness and providing a vocabulary to free the CG voice, which my research suggests was waiting to be heard, supported through empowerment, and supported through habitus using COP as an inside researcher (Freire 2000). These questions of policy and power relations (Young, 2017; Van Ees, 2009) are to be explored through the methodological, ontological and epistemological design. This is to be developed in the methodology chapter.

Chapter Three: Methodology Chapter

3.1 Introduction

This chapter focuses on my researcher governor positioning (ontology and epistemology) within the research paradigm and underpinned my decisions on methodological frameworks and methods of this enquiry. The data collection instruments of the identity box, walking interview, and procedures are discussed. These methods were underpinned by the methodological frameworks I developed and implemented to facilitate a space for CG and the researcher governor to develop a critical exploratory analysis of decision-making through integrated theoretical concepts of habitus (Bourdieu, 1996), Positionality, identity (Nutbrown, 2011) and provenance (Hill, 2018). The framework of COP released the CGs' voice through centripetal situated learning and collaboration (Horner, 2016), underpinned by autoethnographic methods. The data analysis framework of abductive thematic and narrative analysis was explained and discussed as the optimal approach to support data collection, allowing the CG's voice to be heard (Lipscomb, 2012). The chapter concluded with discussions of the key research ethics considerations and practices. The chapter supported the examination of the aim and questions:

To examine the factors that impact the decision-making of CGs engaging with school improvement (SI), particularly those that inhibit engagement and lead to a reimagining of school governance practice.

Key research questions:

Q.1 What do community governors bring to decision-making in school improvement in the context of an inner-city junior school in special measures (SM) and requires improvement (RI)?

Q.2. What are the social-cultural and political factors that inhibit, constrain and support community governors' involvement in decision-making in school improvement?

Q.3. How can the community governors' role and involvement be developed within the governing body to enhance school improvement in the context of an inner-city junior school in special measures (SM), requires improvement (RI) and becoming Good?

Q.4. How may a theoretical model of COP provide a framework for reflection and reflexivity to reconceptualise community governor decision-making within the governing body?

3.2 Ontological and Epistemological Position

A key aspect of the research enquiry was the researcher's orientation to ontological and epistemological positioning. The location of the researcher governor was conceptualised through immersed collaboration and participation (Horner, 2016) and COP, which facilitated a view of the CG habitus, illuminating life histories and power relationships in governance (Ball, 2013; Bourdieu, 1996). The collaboration involved me as a researcher modelling and sharing my habitus (Bourdieu, 1996) through a key tenet of COP: a passion for governance (a core interest), enabling trust, commitment, and shared understanding (Ansell & Gash, 2007; Horner, 2016). It required the researcher to take a position of vulnerability (Toma, 2000), recognising the research relationship as 'intimate, equitable and influential' (Guba, 1989, p.110). This framework looked at discourse and reflection forming part of autoethnographic processes, building knowledge through sharing understanding, maintaining intimacy, collaboration, and power-sharing (Angrosina, 2000). The methodological instruments were selected to provide safe environments where CGs' and researcher shared reflexivity (Horner, 2016), releasing thoughts (Goldspink, 2007) from unconscious to conscious (Bourdieu, 1996) (section 2. 15), enabling critical thinking about decision-making.

The ontology reflects my beliefs, positionality, identity (Nutbrown, 2011), and habitus (Bourdieu1996, Reay, 2010) grounded in the social world. My Irish values of empathy, passion, and equality influenced my engagement with the world, seeking creativity in problem-solving and social justice through my journey as a teacher and senior leader and are the basis of my research practice. My training as a scientist provided a lens of observation, analysis, synthesis, and interpreting, creating my researcher habitus (Bourdieu, 1996). The research questions framed the examination, exploration and understanding of the factors impacting CG collaboration to develop a new praxis into the effectiveness of CG's decision-making in SI. (Horner, 2016).

The theoretical underpinning for my research was the qualitative interpretivist paradigm. The metaphor of the journey subscribed to was 'Observation, participation, power and truth' (Denzin & Lincoln, 2005, p. 1). Lather suggested that proliferation and boldness were needed to bring about change (in CG praxis,) and I subscribe to this (Lather, 2006). This enquiry recognised CG and researcher truths and created a transparency which allowed the paradigms to encompass evolving truths of knowledge (Ontology) and theoretical thinking (methodology) while recognising my ontological beginnings. This was of critical importance in observing, creating, and reimagining new possibilities in this environment. I have established the paradigm (Guba & Lincoln, 1989) as my belief system in which I align my positionality based on my habitus (Bourdieu, 1996), provenance (Hill, 2018) and the journey of life experiences, emotions, education, politics, culture, and gender. This frames the lens through a subjective lens i.e. based on my researchers' view of the world, but which I strive to achieve impartiality, objectivity, and detachment, creating methods of triangulation

of data feedback and review to strengthen the credibility, trustworthiness, and transferability of this research and to limit its effects. I fully subscribe to Guba and Lincoln's description of the paradigm as not complete truth but as a dynamic, sophisticated view that theorists have currently devised (Guba & Lincoln, 1989). In this enquiry, I believe there are new modes of thinking and new invisible complexities, brought through prisms of refraction and reflection and researched through a bricolage of methodologies to be developed for future research in this field (Denzin & Lincoln, 2005). I acknowledge and stay true to my ontology as my guide in exploring issues of CG effectiveness in SI. My experience as an educator tells me that CGs need to be heard and have space to reflect and interpret memories, transforming them into action through co-construction (Horner, 2016). My professional experience and values positioned the ontological and epistemological stance to illuminate conceptual frameworks, allowing new perspectives on the troubled issues of stagnation in failed education governance systems, which current Ofsted frameworks appear unable to change (Lather, 2006). An evolving dynamic model of habitus (Bourdieu,1996), situated in autoethnographic methodologies within frameworks of COP (Wenger, 1998), was orientated through collaboration (Horner, 2016) and social participation, seeking new truths concerning decision-making (Goldspink, 2007). Building reflexivity offered a possibility of transforming and impacting the researcher governors and the CG's relationship (Reay, 2004), illuminating the voice of the CG, using knowledge, and creating sustainable change in the stuck problem of SI (Lather, 2006). I endeavoured to stay in the shadowy, troubled places defined by Lauretis as:

> . giving up a place that is safe, epistemologically for a place unknown, risky, emotionally, and conceptually other (Lauretis, 1990, p.138).

My view as a practitioner-researcher sought to remain troubled and uncomfortable, to seek an epistemological position with new depths of understanding and opportunities, and to make the invisible visible (Lather, 2006). In this enquiry, this was the illumination of thinking and perceptions in CG voices (Bourdieu, 1996; Reay, 2004;). The paradigm included sharing, reflections, reflexivity, and vulnerability (Toma, 2000) as a researcher and CG focused on inclusivity and building knowledge through carefully constructed design instruments to illuminate actions for change (Ball, 2013).

3.3 Overarching Methodological Framework

The rationale for the overarching methodological framework was the bespoke response required to the troubling expressed in the research aim and questions to release the CGs' voice. I found this located in the social constructivist interpretive paradigms in the 'Participatory and Case' study research frameworks (Stake, 2014). identity

Interpretivism encompasses a number of different paradigms, which relate to understanding the meanings and experiences of human beings. A central tenet is that people are constantly involved in interpreting their ever-changing world as interpretivist researchers. I believe that people construct the social world (Williamson, 2006). Social constructivism focuses on the way the CGs construct their worlds. As a social constructivist researcher, I attempt to investigate constructions or meanings about broad concepts such as cultural values and, in this enquiry, through decision-making. This enquiry encourages CGs and me, as researcher governor, to develop shared meanings and to reflect social constructions. It emphasises people developing meanings for their activities together (socially constructing reality) through discourse. The theoretical frameworks of habitus and COP provided the optimum framework, vocabulary, and conceptual thinking to build this social reality in the data collection process (Tuominen, Savolainen, &Talja, p. 205).

Two research methodologies were combined to deliver the methodological framework, case study and participatory research, which is the predominant approach as it lent itself to the close collaboration required in the enquiry.

Participatory research as defined in section 1.5, offers flexible techniques to collaborate with the CGs' in their everyday contexts and share ideas about decision-making. This occurred by participating in social interactions with CGs to understand their perceptions and provide a framework to let their voice 'speak' unfettered through flexible, immersive, engaging instruments (Caretta, 2016). After careful consideration, I chose 'Identity box' interviews through making an identity box (Brown,2019), and walking interviews (Evans & Jones, 2019). These allowed the CGs' and me to collaborate to examine a problematic situation and improve it (Kindon et al., 2009). Dialogue and discourse are central to participation. As Freire suggests, they form prompts in a process of co-determination where different types of knowledge are exchanged to create an inclusive space leading to a more balanced relationship between power and knowledge (Phillips et al., 2013). The relationship to power flows is considered (Bourdieu, 1984), emphasising power sharing and offering the potential to empower collaborators, triggering mutual learning (Freire, 2000). Participatory methods are supported by the ethnographic thread throughout the research, including observations through the identity box and walking interview, recorded through transcripts and researcher journals (Atkinson, 2003).

A case study method complemented participatory research in the context of the interpretive paradigm in attempting to understand the subjective world of human experience while protecting the integrity of the phenomena being investigated (Addae & Kwapong, 2023). The case study defined by Yin 'as situations, where the 'number of variables outstrip the data points' (Yin, 1994, p13), provides the research with a case study framework in the exploration of habitus and COP with the CGs'. The framework incorporates a checklist of actions: clarity in the case study context, review, detailed fieldwork, scrutiny of policy documents, triangulation, and coalescing converging evidence. Despite

this frame, they are supportive of immersive participation by providing flexibility to embrace the uncertainties of reflexivity. This led to enabling outcomes, observing and recording in an evolving situation. A feature of the case study framework and key to the analysis in the enquiry involves the triangulation of data, leading to a coalescence and convergence of the data. Grease and Frisby (2012) highlight potential imbalances in the positioning of power in these environments. This may occur when vulnerable groups, such as CGs, are participating in the research experience and sharing their truths, which may differ from other actors' truths on the governing board. (Grease & Frisby, 2012).

As in participatory research, a deeper understanding was possible by inviting the CGs to share thoughts, feelings, and perceptions from within a safe place. It provided a relatability to readers through 'naturalistic generalisation' as readers could recognise aspects of their practices and experiences in the cases and intuitively generalise from them (Abna, 2014; Merriam, 2015).

Both participatory and case study research are exploratory processes offering insights and illuminating meanings that can be construed as tentative hypotheses that help structure future research and extend a knowledge base. (Merriam, 2015). It enables an evolving understanding of the intricacies of a bounded entity or case (Flyvbjerg, 2001; Harrison et al., 2017). Extensive planning was developed to maximise trustworthiness and transparency using data collection and analysis, which was scrutinised and interpreted in a methodologically evidenced manner (Clarke & Braun, 2017). The in-depth exploration process of open-ended research questions in a small case could appear unreliable, reducing opportunities for generalisations. In my view, the interpretivist social constructivist approach enabled the meanings and perspectives of the CGs to be studied and their words to be used to convey their meanings directly to the reader. Ways of thinking about the troubling, which may not have occurred to the researcher, are often revealed, and where the complexities have a chance of emerging (Williamson, 2006).

A pilot enquiry with GX took place in 2023. It was structured around my ontological and epistemological positioning and methodological design as a practice of the conceptual framework and methodological tools. Detailed planning was put in place to create a research setting where the governor felt safe and confident to reflect insights, the relationship of critical moments and life experiences, which had shaped decision making and its impact on his role as governor. In practising the processes, GX took part in a face-to-face data collection which involved the research ethics consent procedure (Appendix 2), created an identity box alongside the researcher governor and explaining each other's identity box. The artefacts (Appendix 1) were used to prompt the discussions. The positioning of the researcher as collaborator, co-constructor researcher was also practised. This involved making an identity box and discussing experiences of governance as a governor researcher (Horner, 2016). GX then joined the researcher governor on a walking interview around the campus of the school. The method aims to afford the participant a greater degree of control over the process.

Placing events, stories and experiences in their spatial context may help participants to articulate their thoughts. The governor decides where to take the walking interview and shows the spaces that are significant to them. Both the identity box activity and walking interviews were audio recorded. Transcripts were created from the recordings verbatim (Appendix 6) to carry out data analysis, practising abductive processes. The pilot enquiry supported the development of an ethnographic design and enabled the methodological framework to be practised and tested.

3.4 Data collection

The data collection and analysis frameworks were shaped to explore the aims and research questions through the lens of Bourdieu's theoretical framework of habitus (field, capital, agency, and aspiration). The three instruments (identity box, walking interview and documentary analysis) attempted to capture voices through a growing awareness of how their habitus impacts the education field and, through the creation of the identity box, came to recognise the restrictions occurring consciously and unconsciously at the intersections, limiting their ability to operate as CGs effectively. The walking interview provided a conduit or safe place shaped through the COP strategy to share critical thinking and professional knowledge, transforming CG's knowledge agency and power. Each instrument is discussed in greater detail.

The case studies explored 'theoretical propositions' (Bryman, 2020) and were based on three CGs (see above for reduction from four to three) in an inner-city English junior school from Pakistani and Bangladeshi backgrounds in a category of RI, striving to achieve 'good' at the next inspection. The paradigm was carefully constructed to achieve the aims stated above. The key focus was anonymity, confidentiality, and respect for co-constructors. My ontology, positioned within social constructivism, sought to contribute to knowledge and practice, attempting to facilitate positive outcomes for one junior school. The relevance to broader education and research communities may include an attempt to propagate this praxis in other schools with the same protracted history, re-creating the theoretical and epistemological model in a new environment to respond to unique factors identified in an RI or SM context (Reay, 2010).

Documentary analysis scrutinised governance minutes over four years to observe any increase in CGs' voice recorded. A journal was used and shared with governors to record events and communications between governors outside the design activities. This aimed to support the triangulation of data collection shared with governors when confirming transcripts for analysis (Silverman, 2020).

Pre-research planning:

Pre-engagement packages were sent out one week before the first activity (Nutbrown, 2011; Brown, 2010; Kuhn, 2002). The aim was to facilitate maximum interest and engagement. Examples of ethnographic and autoethnographic accounts included a passage from Morrissey (Brown, 2010), family secrets (Kuhn, 2002), and my artefacts (See Appendix 1). This supported Brown and Perkins (2019) view of facilitating mutual understanding, trust, empathy, and space to explore identity. Considerations were prepared in advance where the Identity box, which used metaphors to elicit experiences and enhance linguistic expression, could be personal, raising emotions, feelings, and memories. I was conscious that, as governors, we may have aspects of power which may inhibit disclosure (Bourdieu, 1996). Feedback from the CGs on the activities was included to overcome this. The walking interview developed open, honest, critical thinking about decisions as governors involved in school improvement. This was an intimate and vulnerable position that benefited from the support framework.

3.5 The inclusion of artefacts

Included in the delivery of the identity box activities was the invitation to bring to the activity poems, music, photographs, and food. The aim was to support the triggering of memories and experiences, which could increase the depth of thinking and linking experiences to decision-making (Burden et al., 2015). This had been trialled in the pilot enquiry, where the researcher provided reading materials of autoethnographic experiences (Nutbrown, 2011) before the meeting and provided samples of Irish food and music as part of the collaborating contribution. A particular artefact was a photograph of my ancestral farm from one hundred years before, which resonated with CG's histories in their countries of origin. This approach was used in the identity box activity, and although the CGs chose not to bring artefacts (time constraints), the materials provided the stimulation of thought processes, which I had observed when trialled .in the pilot enquiry, which could be difficult to release in more formal structured interviews (Burden et al., 2015). (for other artefacts, see Appendix 1).

3.6 Identity box

The Identity box celebrated CG habitus and placed power (section 2.15) with the CGs.' This was about their knowledge, their expertise, and they had ownership of it in this space. I wanted to provide a lens of how that knowledge could be explored collaboratively. I had considered the observations of these CGs' in many governor meetings, not engaging with the governor process, which included a lack of challenge to any of the documents that the school had sent out, the previous minutes, the school action plan, the future development plan policies, and curriculum.

Initiatives which were impacting communities at that time. These documents required interrogation, time, the language of challenge and discussion. The identity box was an attempt to tune in to the governor's feelings and emotions about the period of being SM RI, the impact of that governance journey, and how it affected their decision-making. I recognised as Brown had in her research, that these emotions would not be verbalised easily (Brown, 2022). Other facets, objects, smells, food, and photographs were employed to reignite memories and then shape physical materials to embody, release and capture the summative data thinking output as a physical object (the identity box). Which was a translation of their habitus as recorded in the transcripts and cross-referenced with the collage they created in the box (Brown, 2022). This became important when it emerged that one CG experienced an obstacle to educational engagement. The identity box facilitated reflexive opportunities to express a governor's experiences and memories linked to life journeys and decisions, looking at critical moments and how they have relived them (Brown, 2019). Provocations created reflections, meaning, and connections, bringing the subconscious to the conscious and leading to stories that stimulated reflexivity (Clark, 2010). Through collaboration and vulnerability (Toma, 2000), multiple opportunities arose. The CGs' developed in direct material engagement with the 'world' by listening to the movement through the body (Goldspink, 2007). The CGs' became the 'researcher inverted,' expressed as the acronym REDO, reveal, examine, dismantle, and open to constructed meanings (Brown & Perkins, 2019, p.161).

Green Trees - Developing ideas

White tissue - Growth tolerance big thinking

Royal purple (of value important to contribute to be part of)

Red bridges - Communication sharing collaborating (co-constructing Horner 2016)

Pink & Blue - balls Small thoughts
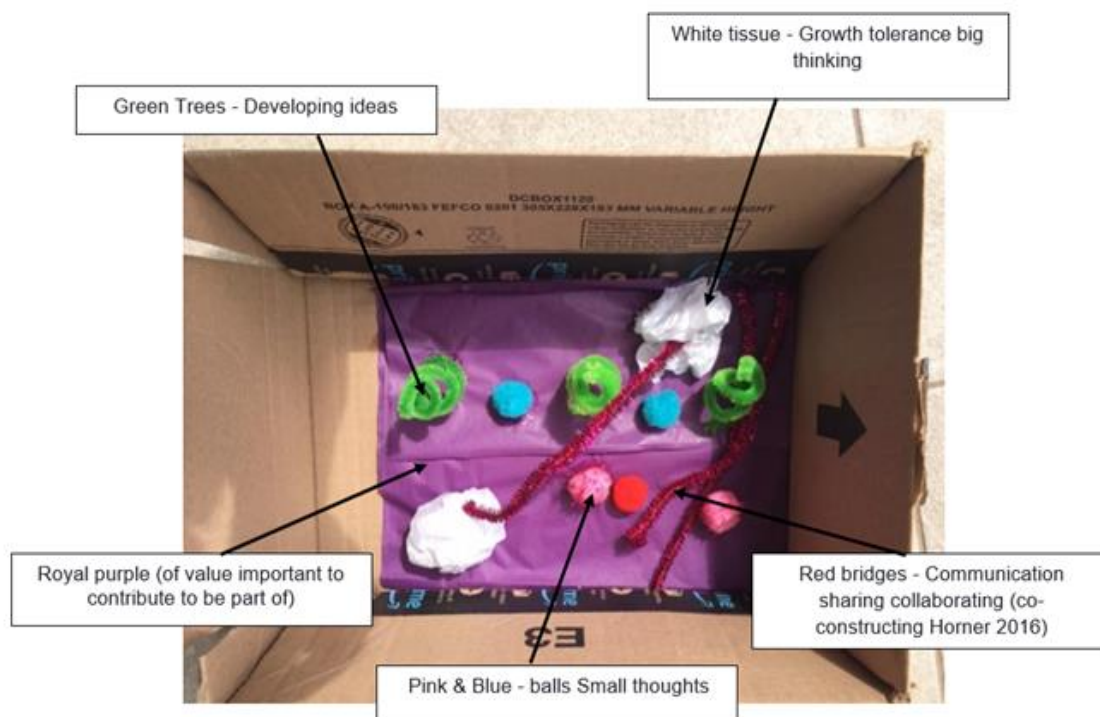
Figure 3 Completed identity box.

Identity Box

Procedure

The research took place in a meeting room familiar from governors' meetings. Each CG, now termed Governor X (GX), Governor C (GC), and Governor P (GP), attended a meeting of approximately one hour and thirty minutes. The pre-planning package was sent the week before as prompts (see pre-planning, p. 55). The gathering focused on the prompt sheets, artefacts, food, and music to reflect insights and relationships of the critical moments and life experiences which had shaped decision-making and its impact on the role of the researcher and CG. I introduced each meeting with a script on our commitment to confidentiality and anonymity. (Appendix 3). I modelled the first twenty minutes of the interview by providing Irish food and talking about my family history (habitus) shaped around a photograph (figure 3).

Figure 4 Researcher Ancestral home.

I invited the CG to share their views, thoughts, and life histories that came to their consciousness from these prompts, and all discourse was recorded. The summary of these reflections and reflexive thinking about habitus (Bourdieu, 1996) and recognition of the CG journey through their life histories, governance and its impact on decision-making was captured and recorded in the talking and making of an identity box (figure 4) (Brown, 2019).

3.7 Walking interviews

The process of the walking interview through corridors and classroom spaces inside and outside the setting could be described as an opportunity offered on what Leigh describes as embodiment. It describes how an environment may facilitate a 'conscious self-awareness of thoughts, feelings, and emotions' (Evans & Jones, 2019). This may happen as CGs' and researcher use and make artefacts and choose a route to move around the school and campus, facilitating connections of recall linked to a place or space in classrooms, corridors, or anywhere the CGs' choose to walk. These connections offered the CGs representations of school governance as they perceived it and encompassed relationality with self-other, attaching a memory or consciousness to a view, smell, or sound (Brown, 2022 This process of evolving understanding brings thinking in the control of the CG shared within aspects of COP (Pyrko et al., 2017) and raises new possibilities for changed governance practice. The attributes of the walking interview and identity box as participatory research models were the flexibility in direction and flow of discourse. The presentation of artefacts in the identity box interview provided the prompts for conversation and removed the direct focus of a one-to-one in the walking interview. This removed the pressure of answering questions and invited the CG to share

knowledge and expertise, which they valued and were important to them in the context. The possible concern for the researcher could have been the lack of control and direction, but as Williamson suggests, piloting the instruments was invaluable in learning the depth and range of data collection possible (Williamson, 2006).

Procedure:

The walking interview took place one week after the identity box. It was designed to build on narratives from the identity box activity. It was structured to capture a synthesis of thinking about habitus and their position as governors working to achieve impactful critical thinking in SI. To develop a growing awareness of the factors that disempower alongside the knowledge, skills, and vision that they could develop with opportunities to share, think, and learn together. In the walking interview, the CGs were invited to join one of the three CGs and me as collaborating researcher governor (rs) to explore their role as CGs' as they walked around the school and campus. The two walking interviews were arranged on different days. I arranged to place an experienced governor with a less experienced CG. The coding for group one was GX and GC, and I was the researcher governor (RS). The second group included GP and rs. Prompts from the identity box while walking through campus and corridors of the school building created an effective process of cross-referencing earlier ideas and releasing new thinking and memories. It provided the platform on which to reflect and be reflexive on the governor's role and its relationship to the governing board in developing effective SI. The aim was to capture critical thinking in the positionality and habitus of the governor as they intersect (Bourdieu,1996) with the school as institutionalised habitus and practice. The instrument was carefully chosen to enable a COP environment, becoming immersed in gaining knowledge from the stimulation of the school, which is dynamic and constantly changing.

The CGs' by deciding the route, participated in the research process, highlighting spaces that were significant to them (Figure 5). Placing events, stories, and experiences in their spatial context through movement and walking helped participants articulate their thoughts. These conversations were digitally captured and cross-referenced with photographs of the route and data from the identity box activity (Chosen by CGs, photographed by the researcher). Prompts and open questions raised in the identity box interview supported the sense of place attachment, and the extent to which social networks are contextualised and reproduced spatially (Evans & James, 2011). The activity was conducted at the end of the school day (no pupils or staff) using a digital voice recorder and digital camera at key positions chosen by the CGs' on the walk. The aim was to record the foci of conversations stimulated by the visual stimulus and the position in the school. I triangulated the visual points identified by the CGs with the transcripts, nuances, and reflections created from the walk and cross-referenced them with the transcripts of the conversations in activity one. The aim was to stay close to the voices and stories of the CGs' when I interpreted the analysis.

Figure 5 Research setting campus.

3.8 Governing board minutes as analysis

The analysis required the scrutiny of school governor meeting minutes to illuminate the involvement of CGs in challenging, debating and proposing decisions between 2019 -2022. The analysis of documents was specific and targeted, designed to complement other data collected in collaboration with CGs (Plummer, 1993). The aim objectives focused on the factors that impact the engagement of CGs in decision-making in the context of SM, RI, and moving to good January 2022. Ethnographic methods were used to collect data on the perceptions of governors using the methodological framework of Bourdieu through the lens of habitus, field capital and agency (Bourdieu, 1996). Methods designed by Burke and Costa (2015) enabled triangulation calibration and participation of CGs, creating validity and credibility (Costa & Murphy, 2015). The use of minutes as a primary source provided data to observe the number and type of engagement of CGs in governor meetings from September 2019 to July 2022. There were three governors' meetings per year (one per term), creating twelve sets of minutes with the governor's consent to the accuracy of the record. The use of minutes attempted to verify the participation of the CG during this time. The documents were checked and verified by each member of the governing body and sent out one week before each meeting,

increasing validity. The criteria for engagement were evidenced in the minutes that CGs interrogated and challenged for discussion. The minutes were recorded and recreated by a Clerk to the Governors who had been in office since 2018. Permission to analyse the minutes to which all governors have access was sought from gatekeepers.

Analysis of the documents observed the voice of the CG recorded by the Clerk, any changes requested, or points raised and recorded by the CG during the period in the meetings. Evidence for the development of the CG role in decision-making may have included more engagement, particularly in the imminent arrival of the Ofsted inspection in January 2022, raised by their concerns about the protracted period of the RI category (Hammersley & Atkinson, 2019). Minutes, by their nature, have credibility and authenticity. Representativeness of engagement was validated by the availability of all minutes, but it may contribute to data observing CG impact (The minutes are ratified). Interpretation was developed through a framework focusing on the context, authors' position, intended audience, intention and purposes, vested interests, genre style and tone. As a researcher, I needed to consider the CG's lens and frame of reference, the process of how the CGs interpret their access and positioning within the minutes (Wellington, 2015).

3.9 Data analysis

Data analysis incorporated narrative and thematic analysis approaches. It was immersive, reflexive, and abductive, collecting the CGs' voices and perceptions emerging through critical thinking in an environment expressed through habitus and COP (Brinkman, 2014). Using narrative analysis in the identity box interviews allowed me to understand individual life stories and experiences of being a CG and their governance experience. In applying Bourdieusian concepts in analysing the three narratives, common themes emerged, enabling a transition to thematic analysis approaches in the walking interviews. The two approaches enabled me to understand how the CGs' apply their thinking to sharing experiences of their role in governance independently and collectively. I found that the two approaches complemented each other and enhanced the depth of the analysis.

The interference in the encounters maps local-global personal, collective, historical, and experience by body and mind in the identity box and walking interview. During the animated conversations, there was transference from unconscious to conscious of remembered memories from life histories, school education, Ofsted experiences, school governance and local governance (Bourdieu 1996). The remembering could occur by doing, making, walking, building new meaning with other CGs' and releasing 'new knowledge and empowerment (Brinkman, 2014, p.270). The social constructivist paradigm delivered through the theoretical frameworks of habitus and COP merged research and practice, giving power and equity to the CGs' in exploring their positioning within SI (Ingold, 2011).

The analysis frameworks triangulated nuances, critical moments, and narratives that coalesced around critical insights. These were triangulated across the identity box, walking interview and documentary evidence from board meeting minutes, enriched with field notes cross-referenced with digital images. The strategy looked at the agency (power) impacting the encounters and the emergence of thoughts, feelings, and emotions that supported improved practice. The act of 'creating' gives materiality to experience, unstable and difficult ideas, stabilised as an image for a brief time, making it possible to dialogue with the concept (Grushka, 2005). This was captured in the colour textures and light shade objects the CGs' used to interpret representations of ideas and themes emerging in the identity box. The CGs' were encouraged to take a journal of the experience to the walking interview (This did not take place, due to time commitments).

Narrative Analysis

I began with a narrative analysis approach, defined as literary elements shaped as stories (Polkinghorne, 1995, p.8), offering content themes and attributes of social and cultural meaning (McAdams, 2012). This enabled me to understand complex individual life histories and governance experiences in a context of SM (Holstein 2016). Researchers have used this approach, particularly with identity boxes (Brown 2018), to emphasise emotions and feelings, enabling the sharing of the voice, often from marginalised groups experiencing stress, which is not easily seen (Chase, 2005; Atkinson, 1997). Brown, in her work with health patients, described the challenge as: 'Trying to make sense of the narrative and embed them in the wider socio-cultural context' (Brown, 2018, p.2).

Here is an example of how the narratives from GX were analysed and interpreted. GX shares his feelings about Ofsted. In the first example (GX01:17), he is a new governor in a school in SM. The pressure created for the school is expressed as a metaphor of a 'big, caped villain.' A phenomenon with power and control to threaten the validity of teaching and learning and the viability of the school in this vulnerable community. This was also an expression of anxiety by governors about their ability to support the school and be held to account.

The issue with Ofsted from looking at what happened to school Z as well just (rs right) they are always even for schools doing well as well so it's Ofsted coming (erm) down it's a challenge (rs fear!) ...like a big caped villain coming down Wwooooooooooo saying I'm the headmaster saying You've done this wrong we could close you down put you into in special measures to the governor's (GX 01:17:48 Pilot 2020).

In the second account (GX. 13:06), the CG has four years' experience (Vice Chair), and with the school and community, has been on a journey culminating in a 'good judgment' (January 2022). The narrative implies experience and confidence in engaging with Ofsted inspection, recognising the

evaluative positive Ofsted feedback. It also reinforces the CG's belief that the school is achieving improvement. He is part of a cohesive, effective school community governance team.

'I still believe Ofsted) is a negative …. we had two very pleasant Ofsted inspections in the last 12 months. so, it shouldn't be as a negative to Ofsted because I can see that we're already on that journey……(15:14.).It's more of a reflection in the mirror…., the people coming in were coming in .and giving us that kind of feeling of security that looks, we know you're on a journey. We know you're getting there; you just need to do XY and Z to get you over the boundary'(GX.13:06).

The data is interpreted through the Bourdieusian analysis lens (1984), based on priori themes (Bourdieu, 1996) shaped into codes. The code book supported the abductive approach by creating a structured framework for interpreting the data and coding process (Table 2, Appendix 4). As abductive narrative analysis proceeded, areas of individual experiences emerged, demonstrating the CGs' individual experiences and interpretations of their CG roles. There were areas of commonality across the three participants. I synthesised and triangulated these areas, which enabled themes of the exclusive and inclusive aspects of the CGs' experience. Thematic analysis was further developed through the walking interviews.

Table 2 Coalescing data to create themes.

Themes developed through the analysis cycle.	*Data*	Researcher's immediate analysis notes (Analytical memos)
EXCLUSIVE GOVERNANCE Governance monitoring (Ofsted impact and perception see symbolic violence)	*GX Impact of Ofsted placed the school and community in a category for six or more years of pilot enquiry narratives.* *01:1747 Pilot enquiry activity 1:* *Ofsted helps or hinders that that framework that you know the language of that frame … you know that's how we have to operate in that framework and Ofsted the language of it and said that issue or with Ofsted and this is my experience and from looking at what happened to z to just fly in here examination from Ofsted coming in is viewed as a negative, even for schools doing well as well so it's coming down it's a challenge OK so how are we need to be prepared to over the last 2 or 3 or 5 years that we have making consistent progress but because Ofsted is seen as big kind of caped I….' and saying to the headmaster.*	A perception of how Ofsted operates a suggestion of overwhelming, unreasonable power. (Inappropriate levels of power with destructive outcomes: a suggestion of how it could be or should be). The symbolic violence of the school placed under SM RI for more than 6 years (Spielman, 2019), they felt demoralised and disenfranchised.

Each interview and its conversion to transcripts were supported by my reflexive commentaries and interpretations in the current time alongside interpretations during abductive analysis (Saldana, 2016). These immediate analysis notes were an important step in supporting my analysis of the data. The approach is described by Clark (2005) as 'sites of conversations with ourselves about our data' (Clark, 2005, p.202). Saldana (2016) defines them as analytical memos triggered spontaneously by words coalescing from a group of narratives (Saldana, 2016). This process enabled me to capture my thoughts through observation and participation in the interview (Charmaz, 2014). Leading to the formulation of the code or category (Appendix 5). Table 2 illustrates an example of connecting data with memos leading to emerging themes.

Thematic Analysis

The data from the narrative transcripts recorded critical moments and the strength of feelings from a range of emerging experiences. The CGs created a walking route through the school campus where they and their children went to school. Focus on the Ofsted Inspection judgement in SI acted as provocation, re-directing the previous data to factors impacting decision-making in governance judged as inadequate for six years, becoming 'Good' in 2022 (Ofsted 2022). The analysis of the stories and memories was re-mapped, re-visited from the identity box to the walking interview and examined through the theoretical and practice lenses. Researcher journal memos and notes recorded the walking interview with a digital recorder.

Procedure:

The analysis framework was embedded in Bourdieu's methodological central concept of habitus, field, capital, agency and aspiration (Zipen et al., 2015). Abductive approaches supported the intimate engagement with the data, capturing the words of the voice. An important aspect of the equity and empowerment of the CG required that the data could communicate on its merit and that my interpretation of each CGs' thinking around decision-making was an accurate portrayal. In encouraging the data to speak, I sought to utilise a code book approach to support the interpretation and accuracy of each concept of theme with examples of evidence from the CG voice (Appendix 4). The analysis was thematic, and themes coalesced around dispositions of habitus. Priori themes described as high-order concepts from the literature were linked to themes identified from the data, with a discussion of agency and structure demonstrating the interrelatedness of issues of social and class inequality within the institutional habitus (Saldana, 2016) (Table 3).

Table 3 Priori themes

Priori themes	*Categories*	Codes
Habitus	*Governance*	CG voice Capital and agency. Impact
	Decision Making	Cultural Capital Leadership
The field (Education) Factors Impacting	*Doxa: Impact of policy* *Impact of local educational governance*	Decision-making
	Symbolic violence The legitimisation of dominant middle-class dispositions leaves CG as a fish out of water.	Disenfranchisement Marginalisation.
	COVID-19	Dispositions of CG interacting with the field: school.
	Removal of governor's voice a shift in the democratic balance	
COP	Practice	Learning
	Praxis	
	Inclusive Governance	COP

The code book:

The codebook presented coalesced codes through thematic and abductive analysis framed within and emerging through the priori themes of the literature (Table 3). The code is characterised by a word framed, a concept defined by Saldana as 'Symbolically assigning a salient attribute for a portion of language-based data' (Saldana, 2016, p. 4). My ontological and epistemological position interpreted

these, providing a lens to the stories and capturing the relationship between the concepts (Timmermans & Tavory, 2012). The structure provided a system of framing and coding the five transcripts equitably, in stage one and supporting the process of coalescing in the later stages, reducing duplication. I produced firm definitions of each code, increasing criticality, transparency, and trust to justify the results, securing a rigorous analysis and interpretation and inspiring innovative ideas from the data (Richards & Morse, 2013). It felt more appropriate to maintain authentic narratives observed as phrases and paragraphs to enable the capturing of conceptual thinking or phenomena (Point, 2017) and aligned with the research questions (Appendix 4) (Saldana, 2016)

Cycles of coding and transition mapping:

The narratives were analysed through eight coding cycles (see Appendix 4) triangulated and cross-referenced with journal memos. These processes captured a comprehensive profile of feelings, emotions, behaviours, concepts, or stories shared by the governors. Thirty-four initial narratives were coded from transcripts and analytical memos. Drafts five, six and seven were considered transition drafts with time taken to reflect on coalescing codes (Appendix 4). Specific concepts generated from the analysis of the governors' narratives were used to interpret individual habitus intersecting with the field, generating new ideas and themes. In the second cycle, coding analytic memos led to a focusing strategy (Saldana, 2016), identifying concepts and themes coalescing into categories that governors had voiced on the priori themes framed in the research questions. This enabled a greater depth of emerging thinking. Drafts eight and nine recorded a weaving of key phenomena across the categories, luminescing from narratives and analytical memos highlighting emerging connections leading to new assumptions and assertions (Table 4).

Table 4 Modified Bourdieusian lens for data analysis (adapted from Macpherson 2020, p. 82)

Activity	Analysis	Transference between the activities	Notes

Building Identity box. Recap on consent, confidentiality, and anonymity. Ethnographic experiences, exploration of habitus through transcripts and artefacts	Transcripts of identity box word's themes, categories and codes present in the enquiry question. 1 Transcription focuses on habitus, governor role, and issues highlighted in the transcript: culture, class, powerlessness, transformational education opportunity, tolerance, and equality.	Rich transcripts triangulated with photographs and artefacts. Identification through the induction of themes, key critical moments in personal journeys which impact decision-making as adults in Governance	1. Limitations of photographs: loss of facial expression, which would link to transcripts and increase the depth of interpretation. 2. Limitations of the researcher collaborator in the identity box activity. The constant interruption to create security impinged on communication and may have decreased immersion in thinking.
Walking Interview school site and building .1 hour.	Memories of critical moments. Triangulate with positions in school and site (map) To triangulate with photographs and memories expressed at that spot. To identify the link with Habitus positionality and identity and their dynamics in decision-making in governance concerning SI	Use of phrases. Keywords. Inductive interpretation of stories and memories linked to insights from activity one	Some time constraints for the collaborating governor. Inclusion of an unplanned governor in the walking interview. The experience felt much more out of control for the practitioner-governor collaborator. Practice is needed to manage equipment and focus. The collaborator governor felt that the two activities gave an excellent opportunity to reflect.

Stages:

The process of analysis using the methodology proposed by Costa and Burke (2019) includes:

First-cycle coding and transition mapping. The transcripts were initially categorised using the higher priori themes from the literature, summarised and new codes emerging from the data. These linked together to themes related to the high-level dispositions of governor habitus: thinking, acting, and behaving patterns of repetition of practice and attitude habitus as an individual and part of a community (Costa, 2019).

The transcripts were initially concept-coded with analytical memos guided by priori themes supported by effective narrative and descriptive coding (Saldana, 2016). Drafts five, six and seven were considered transition drafts with time taken to reflect on coalescing codes. Specific concepts generated from the analysis of the governors' narratives were used to interpret individual habitus intersecting with the field, generating ideas and themes.

Second-cycle coding:

The use of analytic memos was considered useful in a focusing strategy (Saldana, 2016), identifying concepts and themes coalescing into categories that governors had voiced on the priori themes framed in the research questions. This enabled a greater depth of emerging thinking.

Later coding cycles:

As codes and themes coalesced in drafts eight and nine, a weaving of key phenomena across the categories, luminescing from narratives and analytical memos highlighting governor stories occurred (See Chapter Five).

Third-cycle coding:

The field of Education is observed through the habitus of the school governors meeting the institutional habitus of the school via governors' meetings and governor responses.

Fourth-cycle coding:

Observes individual governor aspiration: passivity, influential people, education opportunities provided experiences that facilitate or constrain. The intended and actual participation related to aspiration (Zipin, 2015) is impacted by notions of responses to doxa as habituated (passive) or emergent (challenging). This is further cross-referenced with the record of engagement and impact recorded in governance minutes (section 3.8).

To clarify the emerging and underlying themes, Table 5 provides the nomenclature used in the code book and analysis (Appendix 4).

To demonstrate theme, category, and code, a change in the formatting was used. Capital letters designate a theme, as in EXCLUSIVE GOVERNANCE, INCLUSIVE GOVERNANCE. The categories were represented in underlined italics, such as *governance* and codes in normal font, underlined, such as governor voice.

Table 5 Coding Nomenclature

Analysis nomenclature	Format
Themes	THEMES EXCLUSIVE GOVERNANCE, CULTURAL CAPITAL, AND AGENCY, INCLUSIVE GOVERNANCE
Categories	*Categories:* *Governance,* *Decision making* *Factors impacting* *Communities of Practice.*
codes	codes: Example, governor role, governor agency, governor voice, impact, accountability, cultural capital, leadership, learning

Two themes emerged into overarching themes identified from the data, as one moves backwards and forwards between literature and interview data, to identify themes moving between theory and research and back to theory. The Bourdieusian notion of reflexivity, triangulating reflecting ensuring everything is justified by theorists in the field to give credibility and validate the process. (Bourdieu, 1996). The code book enabled a transition from words, phrases and concepts that were coalesced, providing a view of one-off phrases or narratives (Appendix 4)

Reflections on the Analysis Framework:

The methodological framework designed by Bourdieu (1996) and further developed by Murphy, Costa, and Burke (2019) and Thompson (2022) extended opportunities to capture many aspects of the governor's voice in a framework of priori themes and subthemes. It also enabled the capture of CG emotions and feelings, expressed as an aspect of the habitus of CG positioning. These researchers organised the interpretive data using a codebook approach. The reasons for its use relate to a potential lack of structure (Thompson, 2022), thematic and narrative analysis or a response to perceptions of credibility within the field (Costa & Burke, 2019) and seeking rigour (Braun & Clark, 2022). In this thesis enquiry, I used it to ensure that I remained focused on the CG voice, requiring evidence to

support each concept and theme, minimising vagueness, and supporting clarity. This promoted opportunities for theoretical generalisation within an abductive research design (Atkinson & Coffey, 2003). The effectiveness of the framework, which provided new knowledge in analysing the governors' voice, to bring about effective decision-making, was reviewed in the discussion chapter.

Ethical Considerations for the Methodological Framework.

Ethical approval was applied for from Birmingham City University. Approval was given for the enquiry (Appendix 7). Consent forms provided transparency and informed the gatekeepers, Head COO of the federation, leadership, and collaborating governors on the nature of the study with full opportunities for a face-to-face consultation (Appendix 2). A decision was made to ensure that all stakeholders were not included in any visual record. This included the anonymity of gender, age, alongside names, schools, and locations. Data and documents were anonymised, and activities were carried out outside the school day. The activities were scripted at the start of every activity to remind us of our responsibilities to each other in ensuring anonymity. Any concerns relating to safeguarding were included, and informed consent ensured that the collaborating governor could withdraw at any time (Appendix 2). The university was part of the support framework in case of distress or unhappiness of CGs' with the process. All activities were conducted on the school site with colleagues in the vicinity.

The emphasis was on the researcher to recognise a duty of accountability to collaboration (Horner, 2016), and the issues of bias and power relations that I was continually aware of (Kvale, 2007). This was overcome by building on an existing professional relationship with the governor through email *a*nd face-to-face meetings. Throughout the research process, a non-hierarchical position was adopted. This was initiated in the pre-research meetings through text and email, and continued in the sharing and confirming the accuracy of transcripts. All audio activities were recorded and secured on a university-encrypted laptop. Key points from transcripts were shared with the collaborating governors to support ongoing conversations and thinking. The data was to be maintained until the completion of the research thesis and then destroyed (2025).

Consent forms provided transparency, informing all gatekeepers through the mail, email, and Teams, which were carefully planned and considered (Lobe et al., 2020). The emotive experiences of the identity box and walking interview (Pink, 2013) could have raised emotions and feelings, which would have been supported as described above. As researcher governor, there was a committed stance to ensure equitable balances of power (Visker, 1995) that may have inhibited disclosure. Action was taken to collaborate and check feedback from governors to overcome these issues. There were potential issues of researcher vulnerability (Toma, 2000), which were overcome by building on existing professional relationships with governors and support from my supervisors. Potential risks to

governors and researchers were considered with planned mitigations to minimise risk (Tables 6 and 7).

Table 6 Risk assessment: Researcher

Potential risk to the researcher	Mitigation
The stress of the research is challenging for me.	This risk was minimised as there is a pre-existing relationship with the governing board. I was invited to join the board four years ago to bring my knowledge and experience as a senior leader and trained Ofsted Inspector.
The original plan was to visit governors in their place of work or at home.	This placed me in a potentially vulnerable situation. This was overcome by moving all meetings to the school site at the end of the day, to ensure security and safeguarding for myself and the collaborating governors. This could be a limitation as they may have been more immersed in their place of work.
Exposure to COVID-19 outside a regulated school site.	This was minimised by working within the framework of the school COVID-19 policy (Walsall LEA and BCU) for staff governors and pupils to protect data collection activities.
Impact of an Ofsted Inspection taking place during data collection (April-July 2022)	Weekly updates on the status of the Ofsted inspection supported detailed data collection planning. Close liaison with participants enabled last-minute date changes if required. Inspection took place (January 2022).
Safety on the school site at the end of the school day	Planning and liaising with community supervisors who run activities in the school building into the evening when staff and students have left the building. They had times and exit schedules.
My emotional vulnerability as a researcher collaborator is that there could be a risk of disclosure that is beyond beliefs, views, and culture and could involve issues of a safeguarding nature.	This risk was be minimised by having conducted the exact research process in the same school and with one governor from the pilot enquiry who was part of this research. As an experienced education consultant (13 years), senior leader (18 years), and governor, we rehearsed and concluded a successful data collection process by reinforcing confidentiality and adhering to school safeguarding protocols at the beginning of each activity.
Travel to and from home to the venue (Collision.)	The risk was minimised by using my transport, and my family was notified of diarised appointments. (Please see question 25 for risks to participants and how they were minimised).

Table 7 Risk assessment participants

Potential risk	Mitigation
The strain of a school 'RI' on participants.	This risk was addressed through a pre-existing and ongoing working relationship with the governing board. As discussed above. I conducted my enquiry with the full permission, help, and support of the chief operating officer (COO) of the Federation of Schools alongside the other key gatekeepers. The pilot enquiry was a practice of the conceptual framework, methodological tools, and research used in this research. The process was positively received. Approval of the Risk assessments by the faculty Research Degrees and Environment Committee (FRDEC) further reduced stress.
Doing no harm mitigating harm in a challenging domain.	As discussed above. It was a collaborative approach for governors and researchers as collaborators (Hopkins, 2013), which was appreciated and facilitated governor immersion in the research activities. This is further supported by the clarity and transparency of the information pack and consent form delivered in face-to-face meetings.
Participants comment on aspects of their own beliefs, values, views, and perspectives in education.	This aspect of the ethnographic (autoethnographic in the walking interviews) nature of the activities was anonymised, focusing on how factors interact to affect decisions made as a CG. There were strict guidelines in information packages to the confidential nature of information sharing and guidelines for emotional re-stimulation that may occur. There were opportunities to take time to recover and stop the activity without any consequences.

Researcher Positioning

The researcher effect needed to be considered. The impact of the researcher on the research participants wanting to give the 'right answer' had been considered. The accuracy, fidelity, and trustworthiness of the analysis were enhanced using quotes in the data analysis. Choosing what to present and what actions to take were constantly triangulated. Trustworthiness was enhanced by keeping a trail of the constant movement between research design and research implementation, taking account of reflectivity and positioning in a moral, professional manner (Greene, 2014). The use of a qualitative data research journal supported validity and relatability and was supported by debriefing for trustworthiness at stages through the process.

3.10 Chapter Summary

The method of analysis developed to answer my research questions included interpretivist social constructionist ontology, epistemology, and ethnographic methodology through habitus (Bourdieu, 1996). It included relationships of power, positionality (Hill, 2018) and ethnographic methodology. The researcher was working at a key point in the positioning of CGs' and their civic right and duty to impact SI in schools that are the centre of their communities. In bringing to light misunderstandings through COP opportunities. I would agree with Caetano (2015) that the responses are in a conduit of habitus, time, place, and space where CG memory, experiences, social, and emotional circumstances converge at that moment in their life.

The approach is based on narrative analysis (Reay, 2004). Trustworthiness, Credibility, transparency, and integrity were achieved by aligning observation with the theoretical model of Bourdieu's methodological tool developed by Zipin (2015), Burke (2019) and Costa (2019) on which the frame of data collection and analysis was based. The researcher has endeavoured to support and validate the research through transparency and participation of the CGs.

Chapter Four: Findings

4.1 Overview of Findings

The chapter presents the findings from the narrative analysis of the identity box for each of the three CGs. I will present the narrative analysis findings from triangulating the three narratives from the identity box, leading to emerging themes further developed from the thematic analysis of the walking interviews.

The narratives amplify the voices of the CGs as they engaged in the identity box interview and collaborated in the walking interviews. This gives the reader a transparent understanding of how the data has coalesced from narratives triangulated to identify common experiences and transitioned to themes through the walking interviews.

In the identity box, life histories, feelings, and behaviours of the CGs' were interpreted through the lens of habitus and dispositions of CGs were observed in their interaction with decision-making (section 3.9). The Bourdieusian notion of reflexivity and theory of reproduction supported the research, offering a clear platform of dispositions through the priori themes (Bourdieu, 1996) as a framework for the analysis (Table 3). A modified Bourdieusian lens (Table 4) was created for this analysis of data alongside the practice of other researchers of Bourdieusian abductive analysis (Thompson, 2022) (sections 2.9, 3.9). Examples of the coalescing analysis process (Table 2) create transparency for the emerging codes, categories, and themes (Appendix 4). The findings embodied in the themes are interpreted as emerging from my positionality and shaped through Bourdieusian analytical processes and principles (sections 2.15, 3.9).

The identity box walking interview and documentary analysis provided data from each governor. It was analysed, coded, and categorised to ascertain the main experiences emerging from CG habitus alongside additional experiences emerging from each narrative. The narrative data was triangulated to author the story of CG's habitus and perceptions of their contribution to governance (question one). The identity box provided space to focus reflexively on habitus and the factors from the field (question two), which they perceived restricted their engagement with decision-making and other unexpected issues that arose (Appendix 4). The walking interview (Section 3.7) brought to consciousness feelings and memories of life histories emerging from the identity box on decision-making as they reflected in movement around the school, considering the limitations acting on their practice (question three). The data was collected via group one, the CGs GX, GC, and RS, and group two, the researcher (RS) and G P. (section 3.7). Despite the slight imbalance in the size of the groups, there was full discourse from the participants, and both groups were focused on the data raised in the identity box and further focused on the community. The walking interview transcripts coalesced to observe how the COP approach (question four) impacted the CGs' willingness or ability to position

and participate in the challenging activity of developing school improvement; the factors that inhibited and supported the CGs' role in school improvement were identified. The data from the identity box and walking interview were coalesced, initially with priori themes, but also captured emerging data supported by my analysis notes (section 3.9). Documentary analysis of the governor board minutes further triangulated the evidence of CG involvement.

The aim and focus of the analysis, the research questions, are placed at the forefront of the chapter.

To examine the factors that impact the decision-making of CGs, engaging with decision-making inhibiting engagement and leading to reimagining school governance practice.

Research questions (RQs)

1 What do community governors bring to decision-making in SI in the context of an inner-city junior school in special measures (SM) and requires improvement (RI)?

2. What social-cultural and political factors inhibit, constrain and support community governors' involvement in decision-making in school improvement?

3. How can the community governor's role and involvement be developed within the governing body to enhance SI in the context of an inner-city junior school in special measures (SM), requires improvement (RI) and becoming Good?

4. How may a theoretical model of COP provide a framework for reflection and reflexivity to reconceptualise community governor decision-making within the governing body?

4.2 Identity box findings

The focus of the identity box interviews was to provide a safe space for CGs to voice their feelings and perceptions about developing their governor role in decision-making and SI in an environment of SM RI. The identity box interviews created data about life histories and habitus that influenced their judgements and became part of decision-making within their habitus when sharing it with my researcher habitus. This was captured and recorded when making the identity box (section 3.6). The vehicle for this disclosure and collection of data was the reflexive immersion of life histories through Bourdieu's theoretical framework of habitus and the impact of the school's habitus on the CG's ability to develop their role. The data collected through Bourdieu's lens of abductive analysis brought CG

habitus and school habitus into proximity. The activity was collaborative with the researcher as a co-constructor (section 3.7). Each CG had an individual emphasis, identified in the narrative transcripts.

4.2.1 Governor GX Interview and Identity Box Findings

This governor took part in the same research framework in the pilot enquiry, which provided an opportunity for reflexivity of the governance journey in the school and community over three years. The governor had attended the school, as had his children. He had been in governance for four years. He was integral within the community, running a business and carrying out civic duties. Sharing life histories and experiences and being part of this community culminated in data focused on his vision for governance in the school and the impact education should have on their children, the community and society. GX illuminated his experiences in the narratives and looked at his experience of Ofsted as an accountability process. GX considered the period of COVID-19 as a period of greater school community communication. He believed it increased the power of the CG voice along with the impact of the Federation structure, as a mechanism for knowledge learning and decision-making. GX looked to releasing the CGs' voice in a framework of equity and democracy but had concerns that the opportunities for building agency and having access to accountability were fragile.

Identity box making

GX had made an identity box in the pilot enquiry alongside the researcher, it was a culmination of our reflection on question one. The artefacts provided an opportunity to reflect on the interim period and consider how his relationship with governance had evolved his perspective on being engaged in decision-making and school improvement through memories and reflections of his life history and developing habitus. These narratives recorded the emotional reflection of immigrants living in a new country. They also recorded the experience of living with the life histories of parents and grandparents coming from their home country and attempting to adjust and apply their habitus to new customs and traditions. His memories were of his parents working hard and seeing education as the key to new opportunities. He remembers the feelings of powerlessness, isolation, and the struggle to make inroads into education, employment, and the conflicting feelings he sought to overcome. He recognised that, as he had his family, he was building on past habitus, which he felt were evolving to enable his children to avail themselves of good educational opportunities. The school in their community, being placed in SM RI for more than six years, needed to improve to help their families,

so governance became an important path to take and learn to operate within to bring about change
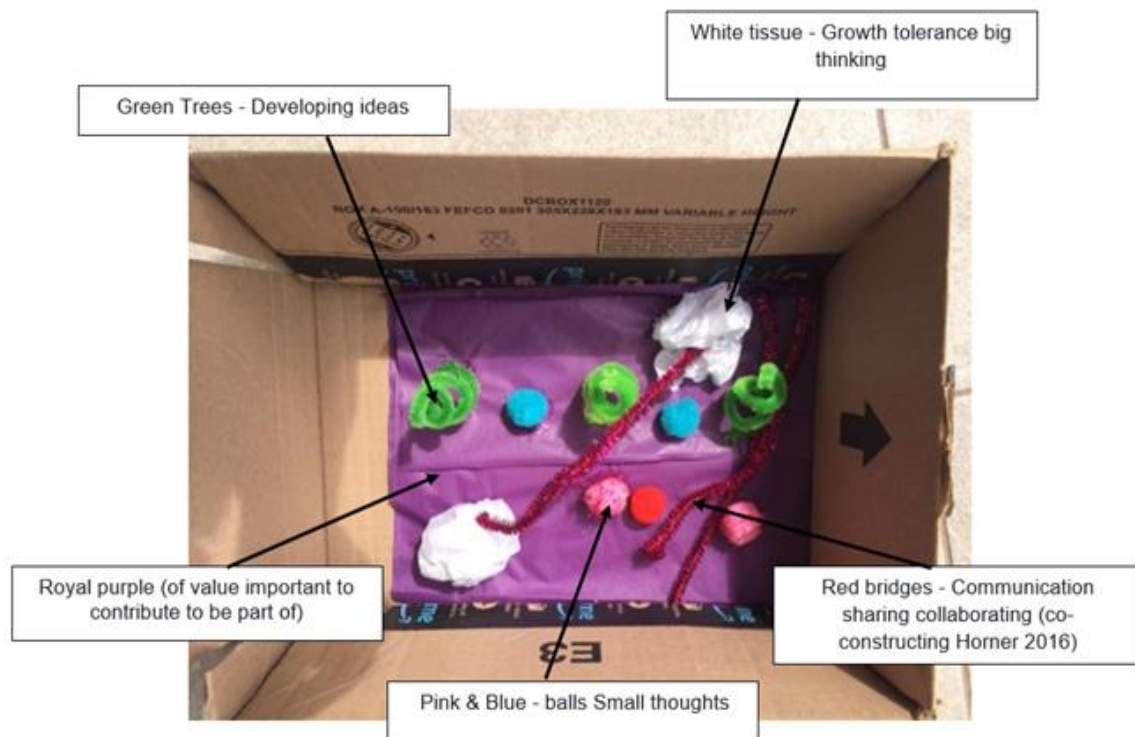
Figure 6 GX Identity box.

The governor titled the identity box 'opportunity.' (Figure 6).

'For me, the colours mean vibrancy opportunity, and I think for me this is what inside…. hope. I'm quite simple in terms of what you see is what you get but inside I'm full of hope ………. ideas the green represents what I like with in terms of trees and going out in nature and I just like the vibrancy of the colours opportunity it is all down to giving kids the space to think to have opportunities to grow …… I'm just a bridge of ideas.' …. 'it's that 'so to me education is a cornerstone of society good education will support society in a rounded way….. it will allow people to have opportunities and options that's why I think I have everything else the government spend their money on, education and creating the opportunities.' (GX 32:39. Identity box).

In our second identity box interview, I returned the box, and we reflected on the CG journey.

'that box colour, a splash of colour, some happiness and what happiness colours, my happiness, colour has always been yellow, green, and blue. Yeah. Yeah. Because of where we are now … colour because over the last three or four years, what we've gone through as a country people, people should teach us that we need to be patient, and we need… to be like with them here (the school). We need to kind of think about us. What's good and important to our future: this is the kids. And if they see

*something that they're attracted to, if there's lots of colour and happiness, they may be more attracted to it (learning)' (*GX 1:03:16).

The identity box represented a growth in confident engagement with issues to be addressed within governance and the engagement with the community. He used spiral trees to represent ideas and reflections. In the last year, this governor's confidence could be seen in raising concerns from the community about supporting effective decision-making concerning the RSE curriculum. He became chair of the finance committee and held a senior position within the governing board. The Ofsted report of 'Good' (2022) consolidated GX's work in the school and community into a growing, effective learning community, despite the ad hoc approaches of the education field and the potential imbalance and marginalisation of power. In this governor's experience, they had overcome aspects of doxa (perceptions of Ofsted 01:12:4) that inhibited his effectiveness using skills and knowledge from habitus dynamically evolving with engagement with the ecosystem of the community and channelling and modelling these positive dispositions within the governing board. In this situation, training had been replaced by a dynamic process of centripetal learning, with other CGs and the community, which placed him at the centre of decision-making.

Experience of Ofsted inspection

The experience of GX being a CG working with Ofsted charts the feelings about Ofsted and powerlessness from the identity box interview in the pilot enquiry to reflecting on it in the second interview. A journey of changing nuances can be observed in the feelings of exclusion and powerlessness of the CGs.

'GX If we weren't micromanaged from the top in checking! Isn't it more important to showcase the school to the wider community? If Ofsted says we are a bad school, this doesn't show all of this? (Spreads hands indicating all the good work) ……. 01:12:41you look at the resources. Then how many children are in class, how many electronic devices they'll have to help? OK, there's no such thing as racism today. It is a financial burden placed on societies, so if they are already behind when it comes to financing education, because resources are not there.'(GX Pilot 01:12:4)

The role of Ofsted dominated the narrative, raising themes of oppression through micromanagement alongside the lack of resources. There is a complexity in grouping critical thinking, building on powerlessness, and resolutions on the wider function of education, which must be evolved by governors for the community. It highlighted inequality and the issues of resources to create progress for the majority in classes of over thirty children. A perception of how Ofsted operates is a suggestion of overwhelming, unreasonable power with destructive outcomes.

The data expresses concern and feelings of powerlessness. At this time (2019), GX felt unable to bring about any change in the decision of Ofsted concerning the school's progress. He also expressed what I interpreted as feelings of a class distinction in habitus, with some, i.e. middle-class groups being able to improve resources and class size, bringing success for their children and the frustration this brought feelings of being treated differently The impact of Ofsted bringing another category of judgement (RI) and placing the school and community within the auspices of academisation (01:1748 below) (section, 2.5) and further feelings of powerlessness produced further anger and frustration.

'The issue with Ofsted from looking at what happened to school Z as well just (rs right) they are always even for schools doing well as well so it's Ofsted coming (erm) down it's a challenge (rs fear!) ...like a big caped villain coming down Wwooooooooooo saying I'm the headmaster saying You've done this wrong we could close you down put you into in special measures to the governor's "close your budgets" (GX 01:17:48 Pilot 2020).

In the second interview, the Ofsted role was still seen as negative, but experience and skills were learned with time in the role, and there were nuances expressed that CGs, and all governors were making an impact. I interpreted this as evolving habitus; as they perceived, reflecting on the progress. The CGs were at the centre of the conversations, in the next Inspection when the school achieved a 'Good' judgement.

'I still believe Ofsted) is a negative …. we had two very pleasant Ofsted inspections in the last 12 months. so, it shouldn't be as a negative to Ofsted because I can see that we're already on that journey……(15:14.).It's more of a reflection in the mirror…., the people coming in were coming in .and giving us that kind of feeling of security that looks, we know you're on a journey. We know you're getting there; you just need to do XY and Z to get you over the *boundary'*(GX.13:06).

Another intense experience for GX was working in governance during the period of COVID-19. This required school and community habitus to communicate and engage more closely.

I think COVID brought to the front how important education is now that we come back to some kind of normality. (GX 6:25).

The impact of COVID-19

The impact of COVID-19 was an example of the impact on pupils' learning not attending school daily. and how this was feeding into pupil progress, and SI (question 2). A community Governor died at this time from COVID-19. He was an experienced governor, a leader both religiously, in school governance, and part of the social cohesion for the CGs. He seemed to 'hold' the habitus for the community. He intersected effectively with the school and community habitus. This was a great loss,

and GX felt a loss of where this support would come from *(7:56 below)*. These emerging underlying frameworks of COP appearing in the community provided further data on how governor knowledge, practice and praxis could be transformed.

'We've had to then pick up the pieces. Governors and teachers have started to look at students less in SAT results education kind of points-based system. Now it's how are we caring for them? How are we providing for them? And I think now our headteachers have brought up really well. A complete education kind of journey. So, it's just not like we need to get good sets of results, but are we educating them well and looking after their needs? (GX *7:56* Identity box)

Despite this tragic death to the school and the community, and perhaps because of it, increasing knowledge and understanding developed in both communities. The impact of COVID-19 accelerated closer communication with the community, impacting SI. The CGs' and school shared what they perceived Ofsted was saying to leaders, governors, community. It looked like aspects of the centripetal learning in a COP experience. Knowledge from school was being shared, and the community was feeding back new information on successes and further needs to be met.

COVID-19 was considered a step change in the relationship between school and community, with CGs being placed at the forefront. The diminishing of unconscious boundaries supported learning through health, welfare and social and emotional support and maintained each pupil's academic progress. I interpreted that the school moved outside the controlling limitations of Ofsted Inspection and focused on the wider function of building capital and agency for pupils and governors within an evolving learning community. This level of creative engagement has been extended in various dimensions. The unconscious web of COP maintained this ad hoc communication ecosystem while building a more encompassing learning community.

It's difficult to say. Maybe COVID accelerated the rate of that that needs to be OK we can't just be focused. On the end result, we'd have to be more kind, of and maybe that's had a positive effect on that Ofsted result afterwards……. 12:27 Striving to show what we are capable of through this little word, (COMMUNITY?) which means so much. (GX 10:50)

There was a perception of building capital and agency in a developing learning community during this challenging time. COVID-19 accelerated dispositions from the school influenced by the Ofsted window, which may have taken so much longer and was highlighted by Ofsted. The raft of measures included maintaining learning, SEN (Special Educational Needs), differentiation, individual checking, and creative ideas to keep pupils on board with more integrated technology, such as Google Classroom.

Governor GX focused on two further strands of experience that emerged as further prerequisites of his evolving habitus as a CG. The first is the Governor's voice.

Feelings of powerlessness

In the early board meetings, there were indications of passivity and restricted impact on decision-making. The experience of building a business, being a parent and the impact of SM on their children and the community brought the governor into the dispositions of school habitus and the wider education field. The conscious awareness, as seen in the data 28:28 and 51:31 below, enabled reflexive exploration of more comprehensive concepts of past restrictions, empowering the governor to explore them in the present and impact and change the relationship with the dominant coalitions in board meetings. There was a clear investment in understanding how GX's role had evolved. This is related to the governor's voice increasing impact, transforming participation from marginalisation to learning, transforming agency, and directing impact through increased knowledge learned on the job.

'mmm. There's two thoughts in my mind, do I feel empowered as a governor yes and no... Yes, in a sense that. I am better informed and supported, so the last 24 months, especially. So yes. To all of that, but in terms of as a governor to feel empowered, I do ...you still always have one hand tight behind your back because. You don't feel like? You are going to make a significant difference, and even if you could ....(GX 28:28).

Because of national pressures on financing. RS What you would like to see happen in school? *It's always gonna be... well, yeah, I can say something. but can school follow through? So, you feel empowered at the moment. But realistically, as a governor, you know that you're. Involvement with the school. It's all gonna be limited by Internal and external factors (GX).*

GX was inspired and enabled to move into the position of fish in the water (Stahl, 2015a), weightless, and where habitus was legitimatised (Bourdieu & Wacquant, 1992). The school's experience of SM RI over six or more years demanded a new creative approach to engaging with the governor and community habitus. This CG took on the challenges and became chair of the finance committee. There were instances of challenge and decision-making, liaising on key curriculum issues such as RSE (sex education), which was successfully integrated into the curriculum. GX represented the school at the Federation board as a valued member of the larger education community (six schools).

'I had nothing against the way we approach RSE as a curriculum. But the fact that and I knew that the head teachers weren't rushing it, but from the outside as a person, as a parent governor, as a community you know what the feeling could be if we didn't have another opportunity. (RS reflect on it) .... make a few times to say, look. Make sure you do this if you don't do it, you miss out kind of

thing. .... all I can say is that if you don't have community governance, then the community don't feel empowered.' (GX 51.31 Identity box interview).

The perceived doxa of Ofsted and their negative connotation as viewed by the governor was a strong feature of this governor's voice. The power relationships that intersected with the field and doxa (and aspects of symbolic violence: Appendix Four) initiated feelings of isolation and being a fish out of water as the CG habitus could not access governance meetings and engage in decision-making. CGs' also shared their perceptions of inequalities in LA education governance, where school resources were not available to support school places and community education, which had been withdrawn. The dominant coalitions (section 1.4) and neoliberal policy structure and protocols eroded confidence and created disenfranchisement and passivity. Habitus may have offered its constraints in access, but the dynamic movement of knowledge and power began to enable access to decision-making. This may have developed from taking on a leading role in the RSE curriculum, and the desire to be successful in the coming Ofsted inspection. His vision and strategic planning emerged from his life experiences. Reflection on the impact of culture on engaging and challenging stereotypes through the research has encouraged a more expansive vision of changing societal structure and policy for their community. GX habitus was the community habitus, with the governor's habitus intersecting the field. There was a clear understanding of the importance of effective, inclusive democratic governance in building school improvement.

A strong CG experience for GX's can be expressed as a powerlessness, as Ofsted holds the school in SM RI for six or more years and perception by governors as damaging to the school and community.

GX I'm quite worried, worrying it is worrying, especially in poorer communities. Where Education, as my statement said. It's a cornerstone of opportunity……….. if we have well-educated litter pickers, they can make informed decisions about who to vote for, read policies, and understand what's going on. So, if you've got everybody at the level of an educated litter picker, you're amazingly educated and insightful society and amazing, and creative creative…… ''The better educated you are, the more patient you are with other people. You have the ability to use the manners you have been taught by your parents, have a conversation, and develop some understanding with the person opposite you. It doesn't mean to say you will agree with it. No, no, you will accept their view, yes, but at least you'll have that patience' (GX 57:00).

Ofsted's positioning and dispositions or 'habitus' diminish community habitus, as they attempt to gain knowledge and have a voice in the monitoring process. CG's voice became more engaged with school habitus in expressing support, knowledge, agency and capital during the Ofsted inspections (with support from the COVID-19 experience), showing that they were effective and needed. With new knowledge and preparation, from the collaboration with the school, they became central actors in the

Ofsted judgement. During the previous six years in the SM RI categories, changes occurred within the school and community. The move to 'Good' was a move forward for greater integration of aspiration and knowledge and involved the monitoring and support operating with the maximum capacity of every governor.

Summary of GX's identity box and interview findings.

GX's reflexive experiences were seen through his lens of habitus intersecting with positioning within the social and educational societal structures. GX's experiences of Ofsted as a CG were observed through his feelings of powerlessness captured in the codes of the Governor role (Code 1), his ability and agency to have an impact on the Ofsted decision of SI (Code 2) alongside governor voice (Code 3) and accountability (Code 5) (Appendix 4). These codes coalesced around a category of governance and provided evidence towards a theme of exclusive governance.

In GX's view, the impact of COVID-19 alongside the emerging democratic model of the Federation accelerated and enabled an environment of growing equity and democracy (Allen & Gan, 2022). He recognised learning through the webs of COP between CG school and community, rather than within the governing board, although there was evidence that this was improving. It enabled a shift outside the dominant coalitions of the field of school and Ofsted, and facilitated governor capacity (Bourdieu, 1996). For CGX, it began raising effective decision-making, enabling SI to be inspected as Good, becoming a fish in water, weightless and legitimised (Lahir, 2011). This was interpreted in code 9 (COVID-19), the governor's voice (code 3), leadership (code 7) and COP (code 10) coalescing to a category of factors providing evidence supporting an inclusive governance theme.

Another aspect of Ofsted, CGX had strong feelings about was being placed in a category of SM or RI for over six years, with little input or resources, except continual inspection. This was expressed in the codes of the governor's accountability (code 5), governor's agency (code 2) and governor's role (code 1), coalescing to the category of governance and a contribution to exclusive governance. There may also be consideration of the doxa (code 8) of the field in which Ofsted operates through outputs and accountability, which is unable or unwilling to stand outside narrow parameters of inspection. This left the school and community for six or more years in SM RI, damaging perceptions of community and school learning. These codes coalesced into further evidence of exclusive governance.

There were a number of codes emerging relating to how GX felt, particularly in this area of powerlessness, loss of agency, and little recognition of cultural capital. The concerns here included the impact of this slow process without training and support, leaving governing bodies vulnerable to the rigorous monitoring mechanism of Ofsted. Alongside coalescing around exclusive governance, it also contributed to evidence emerging for symbolic violence and relationships of power.

GX placed a particular value on the CG voice (code 3) and cultural capital (code 6). The governor's duties, challenges, and how much autonomy was available when they had limited resources to meet the needs of pupils. He discussed the value of CG and their ability to impact decision making, in school improvement. There was evidence that an untapped reservoir of capital and agency was invisible to the field, subsequently limiting decision-making. GX had become effective within the governing board, raising the profile of cultural capital and agency.

4.2.2 Governor GC Interview and Identity Box Finding

GC was the second generation and lived and worked professionally within the community's social and educational care settings. His children attended the two schools in the community. He served in governance in several settings and liaised with agencies supporting the community, including the police, health service, and social care. GC had a clear understanding of the needs of the community and worked to support learning programmes for adults in English as a second Language and youth programmes for young people in the community. GC commented on all aspects of governance, sharing his ideas during the identity box interview. He highlighted the importance of habitus in shaping his view of the world and his approach to decision-making. The intersections of his habitus with the education field, the doxa of education, demonstrated the factors impacting his effectiveness.

Identity box making: The activity was shared verbally (education barrier, including colour blindness, discovered during interviews (Appendices 3, 6). This provided the flexibility and the capacity to capture the governor's voice while remaining in a safe environment. We discussed how the box might look and the reasoning behind it:

'*Probably Grey and white right and the Grey.....would be certain people… the disruption in allowing us to do our role.'*

Rs The white?

GC '*would be having like-minded governors.*

RS *OK now if we said that, then we've got the greys and the whites, which is where we currently are; what would you put on top of that to help us move forward?*

GC' *Um, I don't know what we're gonna do, but I can tell you what I would do…..When I was paid to work for N L to energise support, what we used to do was to recognise the volunteers first that they were giving their time also as a chair of governors for another governor as a buddy scheme just sort of talk about talking today so probably more active now especially'* (GC 42:29).

The identity box focused on the structures and protocols that promote community involvement. This included the lack of role of CGs' in decision making and working actively to support school improvement for their children. There was sadness that the school was in SM RI for such a long period, and their frustration at their inability to influence the processes controlling it. There was his feelings of frustration in not being able to act in the governor's meeting to bring about change through sharing his concerns and sharing his knowledge of the community, their strengths and needs. GC perceived a lack of respect by the governing board (the field) for the expertise, time and commitment given by CGs' but not utilised. There may have been an oversight of the capital and agency on offer.

GC Feelings of powerlessness at governing board meetings

GC had considerable experience working within organisations in the NHS (National Health Service), social care, and community projects. A key area of experience as reiterated in the identity box dialogue, was the perception of factors that impacted his ability to deliver effective governance. The exclusive arrangements for the governing board meeting created feelings of anxiety. He was unable to engage with meetings, feeling undervalued and invisible.

In these three data clips, GC's perceives concepts of capital and agency were working unconsciously in the education field and appeared to have facilitated a class meritocracy, elaborated language working together and defined the 'type' of governor habitus valued. Such language and protocols may have marginalised the social culture, class and community knowledge of GC (Bourdieu, 1977).

'When I came to my first meeting, you challenged me respectfully. _____ (name withheld) was so rude back to you! I was astonished as I sat in that meeting' (GC 29:07)

GC, I thought volunteers are governors they are here to support the school their job is to challenge you……. My understanding was we were a team that's how we are in…….….. We ask the difficult questions; we don't ask them to catch them out; they're not asked to catch them; out we will ask these questions, and we respond respectfully; therefore, so when … Ofsted are here, we're ready. (GC 29:58)

GC 'School resources: This is a question that I'd love to ask, yeah, and I haven't had the guts to ask it yet.' (GC)

This CG role was a new challenge in a junior school, having experienced SM RI for a protracted period. The CG was a governor in other settings. The governor had a clear expectation of their role and function. The GC suggested that there were issues, and he did not feel he had a space for his voice to be heard in a neutral environment. The difficulty of accessibility to the governing board meeting.

The ability to hear every governor's voice. GC perceived other actors impacting the CG's feelings of feeling safe and secure enough to speak. He admitted they stopped coming to meetings.

Current governing board protocols set by policy or terms of reference may create an environment that closes the governor's voice, impacting governance decision-making and SI. Using a Bourdieuian lens, one might suggest that the school governance habitus hampered the governor's voice. It also raises issues of responsibilities and accountabilities, which would be covered in training designed to support the CGs' which at this point was not available. governors. The data demonstrated the impact of the doxa (protocols, process and ad hoc training), which was impacting the ability of the GC to hold the school to account. This mechanism of social reproduction may be how schools unconsciously organise to inculcate the dominant propositions (Bourdieu, 1977). The CG is expressing their frustration at the experience of this and his powerlessness within it.

GC's strengths in working in the community.

Governor GC had a rich experience of working within and being part of the community around the school. GC had a clear understanding of the process of COP and demonstrated effective decision-making in his community. This data demonstrates a reservoir of experience working with subtlety and sophisticated skills within the education field.

'GC I'm part of the police study panel on stop and search, and the commander previous commander said ... Would you mind telling us why there are terrorists in the (place name withheld)community' Sometimes I'm cheeky and said you are asking the wrong questions you should be asking the question why are people with extremist views living amongst us happily ...and are welcomed .. in the communities. They are such nice communities and welcoming ... people can hide why they mingle around us. The community don't know what their views are, terrorist views, until it is too late (GC 24:43).

There is a strong commitment to supporting many vulnerable groups within the community by learning new knowledge and skills available to develop SI through governance. He was constantly reflecting, asking tough questions. GC recognised the difference in effectiveness in dealing with challenging issues in the community when explored through a supportive, equitable, democratic environment. In this sphere of identity, community, learning and social practice, GC makes effective decisions as a participant committed to a common interest, learning by engaging and contributing to his practice in the community (Lave & Wenger, 1991). He compared this to his experience of a governing board meeting and governance.

'I wanted to know why our kids here are far behind the kids in the……………… (richer areas) ….I don't get it why because of the same teaching? Same standards are used by the school's (GC).

Why are the standards of progress in another area in well-off schools better than this one? factors identified possibly in the community habitus impacting on education, starting from home, and this further impacting on GCs ability to develop the impact, but they know the limitations they want to help the community to grow…..struggling with simplistic frameworks of Ofsted when habitus is complex and contributes to the progress, outcome within the school. This governor has intricate knowledge, understanding, and expertise about early learning milestone inhibitory factors and is involved in disseminating knowledge and expertise. This knowledge was not accessed in governance.

GC expected to share experiences, expertise, and passion for a joint exercise where individuals learn from each other through active participation in governance (Coffield, 2011). The protocol and doxa of the field exemplified unconsciously in the governing board meetings left him feeling shocked and marginalised. There was no space to impart capital and agency that would enrich governance. This was unlike other governing bodies and committees he attended. GC was left without a voice and unable to influence decisions and impact on school improvement. This may be the experience of many governors (when shared anecdotally), they feel unable to participate, appearing to have little in common with the environment in which they find themselves. The role of a governor is complex and requires training and resources to be effective. In interpreting GC, an unmaking of the unconscious doxa of school and Ofsted is required to create access and effective decision-making (Bourdieu,1996 & Stahl, 2015). The power imbalance minimises the governor's voice, reducing equity and democracy. This is pertinent for schools placed in SM or RI for extended periods with little support.

The importance of habitus

A particular experience expressed through GC included the importance of personal identity/ habitus that was central to GCs view of the world. They used family values from the previous generation to make decisions.

'*Yeah. Many years ago, I read a report that the M community is a community on the Kashmir side of Pakistan they don't move more than a half-mile radius from where they first settle.' (GC* 09:57). ….(RS, did you come to this school?) *GC 'Yes through the infant's juniors, the Comp.....college …… life I went through education I went to also went to _____ (name withheld) college to do it through the IT What was the reason for doing that? I wanted to work in the community and asked for a placement there at .... a course was about making leaders for the whole community. I thought I can help the community (GC:* 11:*22, 12:38)*

Building experience and work in the local community has been a key driver for knowledge and expertise in all aspects of local welfare politics, health education, and social care. GC has built COP to

share and support community growth, well-being, equity, and capacity, committing to shaping ideas straight from school.

'He (His Dad) 'instilled education in education in me. I wasn't minded. I found the classroom either too large and restrictive or too boring '(GC) (barrier to education later diagnosed) My. Foundation degree to in the integrated services Sure Start for children and young people, and then I did my BA Honours in child and family studies in education' (GC 21:37)

GC overcame education barriers and developed skills, knowledge, and expertise that may empower other members of the governors. The latent capital agency appeared despite not being diagnosed (with a barrier to learning) until he was assessed at university. This left him with a perception of lacking value because he felt that he was not supported as a child in this community and school, with few resources in school to ensure his equity in education. Despite these experiences, he developed an aspiration and drive to work in the community, to have an impact on developing knowledge and expertise available to governance.

His experience at school, marred by a non-diagnosis of a barrier to learning, did not impact his persistence or resilience to serve the community. In observing his feelings concerning the misdiagnosis in school, it was a significant negative interaction in the governor's educational journey. Later data showed that this detriment was perceived by GC as the value given to schools in the community through resourcing and the ability to attract quality leadership and teaching. As with the other two CGs' their experience working in the community and liaising with local organisations required a sophisticated understanding of the doxa of local governance and the ability to make an impact (Bourdieu, 1996). Education governance protocols have been a negative experience, where the protocols and processes were perceived as removing GCs' voices, making them feel like fish out of water (Bourdieu 1984). The relationships of power, as Foucault suggests, left them feeling marginalised and disenfranchised (Visker, 1995). There were clear feelings of frustration as their passivity prevented challenges, questioning, and opportunities to share knowledge, experience, and expertise, which would have supported critical, complex decision-making.

Summary of GC's identity box and interview findings:

GC shared considerable evidence of the capacity for capital and agency, which was resilient, creative, and developing COP communities within the community and used amongst his contacts with other CGs' outside the governing board meeting. GC focused on the issues occurring when the education field impacted the governor's habitus. In this case, the governing board meeting, the protocol, and the governance assumptions. The disenfranchisement and marginalisation he felt were expressed through governor roles (Code 1), agency and habitus (Code 2), and in frustration and absence. The protocols

currently modelled in the governing board meetings, based on historic business models with limited access linguistically, structurally, and culturally, created an imbalance of power, creating feelings of powerlessness. These aspects were coded as impacts on governor voice (Code 3), cultural capital (Code 6) and decision making (Code 7) (Appendix 4). The impact was a loss of engagement, which impacts the capital and agency (Code 2) available to challenge and engage with rich discussion and more complex decision-making. An opportunity had been missed to tap into the expertise, skills, and knowledge embodied in a CG who may have required a different process of access to the framework offered by governing board protocols. More importantly, the passivity and lack of voice seriously impede effective, informed decision-making in SI. This was coded within the impact of Doxa (Code 8), impacting accountability (Code 5). These codes coalesced into categories of governance and decision-making, building evidence of exclusive governance. The prevalence of features of exclusion, feeling undervalued, under-resourced in terms of training and powerlessness across a number of the codes further supported evidence of control of power flows and aspects of symbolic violence.

The loss of an experienced governor during COVID-19 illuminated the importance of how GC used his learning and knowledge through talking, sharing, and listening. This illustrates the complex relationship between sharing knowledge and the value of training opportunities, currently difficult to access for this CG due to time distance, cost and accessibility (Materials on the governing board had not adjusted to his need for colour and paper resources). The complex mechanism requires knowledge, capital and agency. The expectations and challenges the governors were expected to engage with to create effective decision-making and SI were considerable. The current training arrangements (See GX above) made it difficult for CGs to learn the rules of the game and create an impact. The interaction of education policies and protocols were based on middle-class business models. I interpreted that this lack of training impacted governance when knowledge and process were paramount and may have added to the category of failure (by Ofsted) due to ineffective decision-making and school improvement. The education field could be considered the instigator of its failure by limiting training to operate in the exclusive education field. This governor did not comment on the impact of Ofsted. It was interpreted that it was unconscious in the doxa, and its impact on school and governance was not questioned or challenged. GX, with more years of experience, had observed the long-term impact. GC provided evidence for Codes of COP (Code 11) in seeking communication with other CG and learning (Code 10), which supported aspects of Inclusive governance and the desire to develop this path. His feelings about the impact of doxa (Code 8), the inability to engage due to invisible cultural capital, poor accountability due to problematic training (Code 5) and feelings of marginalisation, possibly related to inadequate training, coalesced into the category of decision making and lent further evidence of exclusive governance and issues of power.

An area of personal value to GC was family and life histories through the family generations. Habitus was values passed on through the generations, creating close family ties and close-knit communities.

The support framework of service and caring GC engages with. It also provides pointers to the frustration of being unable to communicate through governance and impact decision-making through what he perceives as a lack of value and invisibility.

4.2.3 Governor GP Interview and Identity Box Findings:

GP joined the community as an adolescent, arriving as a refugee. Seeing other families from India, Pakistan and Bangladesh alongside Eastern Europe and Europe made him feel aspirational in becoming part of the community. Working in local services, he conversed in seven languages. He became a parent, and governance became a natural path to support his children in the local school. He met other CGs in the community and learned from experienced CGs, including the CG who died, but tended to take a passive, quiet, disengaged position in governing board meetings. In the interviews, he described a difficult situation of not knowing or understanding the role (he had completed some training). During COVID-19, he took a sabbatical. When GP returned to the governing board, he was voted on by parents in the community. It was observed that, at this time, joining the governance a second time, there was clarity in being chosen by the community to represent them. The governor was clear on his role in representing their voice.

Identity box making:

The identity box was an opportunity to freeze a moment of critical conceptual appraisal of their position in governance and where it may develop as the school moved forward in school improvement. The focus on habitus' physical movement-making alongside textures and colours expressed their positioning as governors. The identity box of Governor GP is used as a detailed example, with discussions from the other governors (Figure 7).

To stay positive, strive for success and sparkle.

The big arch and small arch - More experienced, leaders in the community helping less experience.

Orange celebrating the community.
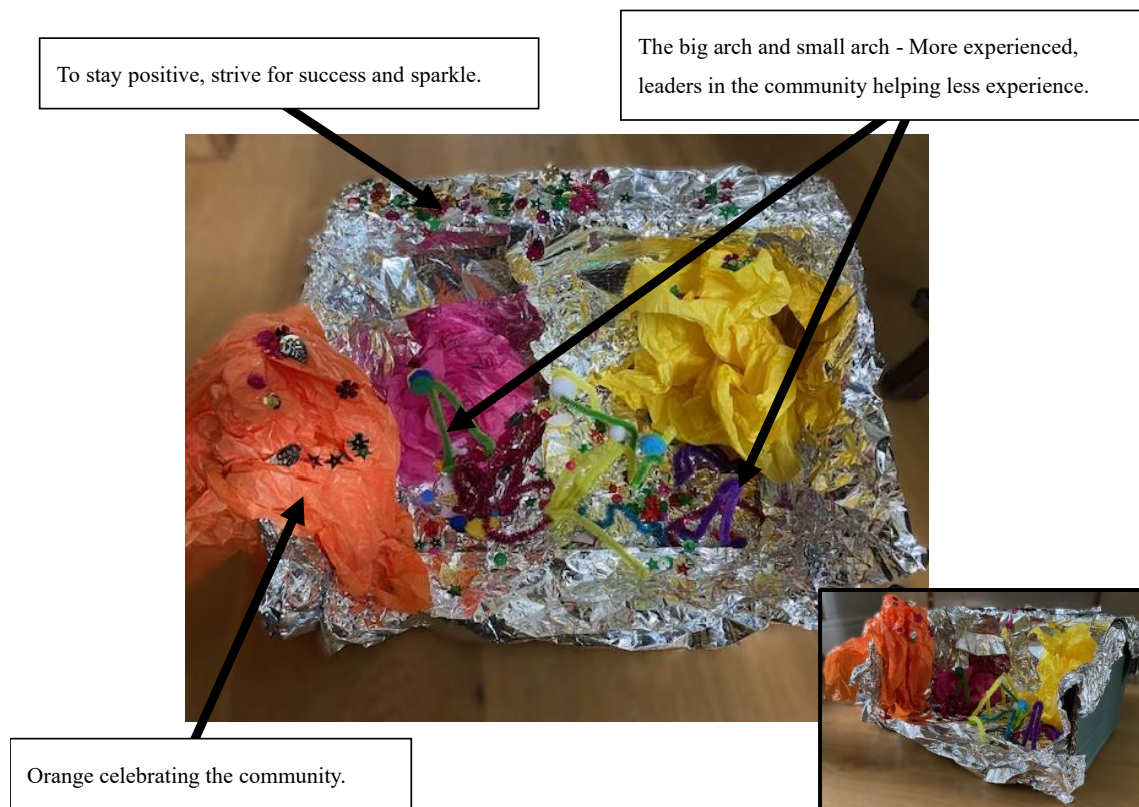
Figure 7 GP identity box.

Making the identity box.

'my approach is being positive, yeah, and use community again, people engagement interaction, yeah so these represent people (Shapes in the box) the bigger yeah, like people who lead and the smaller, one who are new, yeah need support this is newly arrived yet stick him on there if you like that's it yeah so this is kind of like people who already here with experience this to people who were newly arrived yet no one yeah the more they are here the more they will not understand I understand I'm glad yeah…… through the parents see that that success ………because I think it (arriving in the UK) must have been quite a traumatic experience……… One thing I want to create amongst the parents is to celebrate the success in their children achieve yeah, they might not have that opportunity to go to school or learn the way their children have the opportunity in this country but you know, if we encourage the parents to celebrate yeah their children success yes and it's a way of celebrating for themselves yeah young generation to do well yeah and in terms of education yes 'cause there are times when you know parents try to survive and that and that's possibly first generation yeah is all they can do you know this would be the building bridges yes you know bringing people together(GP 1:37'24).

The Identity Box

RS: What name would you give this identity box? (Figure 7)

'community community community. You see people from different backgrounds (the colour yes) some people have more experience some people less experience some just arrived with little so they are new yes small and the star of our different location which is celebrating so these are people who are kind of at the door might be doing more or having experience in the community so they can lead and then not so big you know building bridges between the different communities so this is like different the diverse nature of the communities the colours give the diversity the different communities different occasions to celebrate success yes yes (GP)

Habitus and the community

The key data emerging from the CP is embedded in habitus and the community. The data explored the skills and attributes that have been acquired by GP. His habitus developed outside the country but transformed through collaboration and commitment to groups in the community who have arrived in need of support. They, in turn, used their voice to represent them, building capacity and agency in the community. There are also indications of skills that could have been developed through training frameworks but are now supported through an effective COP in the community, enabling the governor to develop effective decision-making. GP linked decision-making to community habitus and further activated local governance by engaging with the doxa to attend to the needs of newly arriving families.

GP learned that he could adapt and be effective in decision-making, particularly in local education governance, by exploiting the rules of the game. The data incorporated the governor's voice, cultural capital leadership, and doxa. GPs Governance practice was focused on how habitus, positionality, and identity originating from one country evolved in this community. There were indications of habitus and social reproduction providing a framework of understanding, but also the emerging reflections of the evolution of habitus, responding to and transforming their environments. GP maximised the development of his role with the current experience and cultural capital he had to overcome the limitations he experienced in achieving his goals of supporting the community. The theoretical framework of doxa, i.e., playing and using the 'rules of the game,' was useful in exploring how governor habitus intersected with school habitus and particularly local education governance, and the factors within it that limited the governor's voice impacting on leadership and decision making.

'I got a good relationship with media. I want to support a family who are desperate for housing eight people in one room for one year……. so I involved the media, you know, done the story, put them in the media in a matter of few weeks we managed to find them a house why I use media to help that family yeah if I can do similar things it's not missing out not misusing but using a positive not yes because if you use everything positively and in a correct way you can make any benefit from it media. (GP 1:30:22)

Capital and agency in governance and community.

GPs learning is transformational, as a governor and in the community habitus, as it develops community learning directly impacting the wellbeing of the community. Habitus developed and extended to interact and exploit all aspects of society strata to achieve change locally. This is a view of the governor's confidence in their field, developing skills which are transferable to other discussions in governance. The value of the community is to build capital and agency. The support is given to build expertise, empower, and create new knowledge through COP. He has used aspiration and passion to create structures to support the community through COP extremely effectively. It was noticeable that the governor had moved into a professional role within his community. On returning to governance, he presented as a leader and communicator with confidence and self-assuredness.

GP 'That was one of the concerns (RSE) the parents had yeah, but I have to assure the parents because there's so many misinformation misconceptions of the subject. so, I had to give them the right information to assure the parents…. I think whenever I do that, concerns have been valued by the school (GP 1:19:12).

This is an example of GP's capital, agency, and leadership building, sharing life histories, and building trust with difficult aspects of the curriculum (RSE). He was empowered by parent support, sharing information, and learning a form of COP. The community began to build capital, agency and new knowledge. They have used aspiration and passion to create structures to support the community through COP extremely effectively. The role of CG for the school and leader in the community brought him into a wider doxa experience of how habitus and life history intersect, not only with school habitus but also local education governance. This was a focus for the walking interview.

GP has developed agency and leadership to build and have an impact through cultural capital (1:23:28 below). It is noticeable that the skills and agency are used more effectively than cultural capital to impact decision-making. I interpreted this as cultural capital, which is unconscious in the habitus of the governors because it does not have currency, is invisible in the field and doxa (Bourdieu, 1996). In this research environment (section walking interview GX GC 14:38), cultural capital is being used as an agent for change.

' organise a similar work like one is my own community organization which I founded and run from scratch l) yeah just a charity and we support newly arrived families, asylum seekers refugee migrants and also, I do community engagement work we support people who from day one from housing to school admission and to have to like benefits application immigration you name it only so I've been through this so I know I learn and that's how we had been also bringing people together' (GP 1:23'28).

GP was building expertise and empowering the building of new knowledge. There are examples of COP in action. CG shared his knowledge with the community so that housing was painted and furnished for families, and school places were created. This was brought about by groups of people having a common cause coming together and sharing knowledge and skills. GP represented and gave a voice to families in the community and came to governance, demonstrating new expertise and experience. GP had a clear goal to contribute to creating improvement.

An important experience and motivation for GP to become a CG and to bring about change began with the school being placed in a category of SM, and how this impacted his children.

RS, so why did you choose this school …….

'*Obviously, seeing a school where you are actually attending, yeah, failing or in special measure is worrying you because it's your children, in the future, your children's education, so all I can do is to be part of that decision making) I can do my bit to help schools to you know to move forward.....so that was what encouraged me what I wanted to go and help in a way'(GP* 1:16.35).

This became a powerful motivator to develop skills and attributes to increase agency and cultural capital. He wanted to commit to being part of anything that might bring about improvement to a local school in SM RI. He showed a strong desire to take on the challenge and was supported by the community. This developed into a complex interrelation of habitus experienced through communication with the community (COP) and the need to bring about change by manipulating the rules of the game to get help (doxa).

Summary of GP's identity box and interview findings:

The box was defined by bright colours of orange, yellow and pink. There was a determination to focus on the successes in the community, indicated by glitter stars and sparkles. The governor had been on a learning journey. Newly arriving as a teenager, he valued the help, support, and guidance. He had a developing habitus, which was being shaped in a diverse but supportive community. He emphasised the importance of leadership through figures beginning small and growing bigger with experience. As GP became a parent, engaging in the field of education, he perceived deficiencies that impacted children and families. The limited number of school places, resources and housing are discussed in the walking interview. The process of building a COP network enabled families to share knowledge and experiences and build capacity and agency through centripetal learning (Lave & Wenger, 1991). This was important in engaging with the doxa of the education field, not only to overcome the isolation and marginalisation from an inability to effect change but also to rebalance the power in localised governance.

As a CG, I interpreted that he was clear that he represented the community, as they had voted him in. He had a clear relationship with groups within the community due to their personal experience; this emphasised an agreed habitus and their passion and determination to develop new qualities and skills in a new country to support the community. The stars and sparkles of success represented the determination to overcome the limitation on how they expressed habitus and the passion and determination to build success through learning cultural capital and agency. He used governance to communicate community views and share the difficulties being experienced so that the school community incorporated these into new praxis.

Overall summary of Identity box narrative analysis

Through the narrative analysis process, it could be seen that each governor had experiences of governance that allowed coding of thoughts, perceptions interpreted through the CG habitus and my positionality as a researcher governor. GX experienced Ofsted both as a CG experiencing the process and also reflecting on Ofsted dispositions in the field of education, perceived as controlling power and agency. The narratives, when coded, coalesced into categories of governance and decision making (Appendix 4) and provided evidence for themes of exclusive governance. GX described COVID-19 as a period of engagement where he provided a strong link between school and community and helped maintain learning with families, ensuring free school meals and school learning were maintained. The codes of cultural capital leadership valued the growth of the community, and growth in the governor's voice, agency, alongside aspects of impact and leadership, which contributed to codes coalescing around inclusive governance.

GX also had personal experiences individual to his role in governance and pursuing the governor's voice and building confidence to engage with the governance process.

When GC and GP narratives were analysed, it was possible to identify commonalities across their experiences with GX. GC's exclusive evidence emerged through recognition of the impact of the doxa in governing board meetings. The invisibility of cultural capital and agency and the marginalisation through a silenced governor voice, contributing to exclusiveness. Codes contributing to inclusive themes recognised his contribution to the families in the community. He had built capital and agency and perceived improvement in supporting families in education. GC also had a personal experience interpreted as the importance of his habitus in his view of his work. In GP, experiences as a refugee and settling in this community, building a life and family, also shared a commonality of codes coalescing around inclusiveness. His approach was to seek knowledge and develop leadership and decision-making through COPs in the community. The narratives from the identity boxes coalesced around Exclusive and Inclusive governance themes.

The were small pools of evidence of factors affecting capital and agency in the field, particularly during the COVID-19 period and some experiences, particularly for GC and GP, of the impact of doxa

in the field. This included processes and protocols in the governing board or aspects of doxa in GP engagement with local governance.

The experiences leading to different codes created commonality to build sufficient strengths of experience of exclusive and inclusive governance at this stage of the analysis. It also began to highlight evidence which was occurring across several codes coalescing around the relationship of power and symbolic violence, further developed in the walking interviews.

It is interesting to note that at this stage of the analysis, the CGs' perceptions of opportunities for engaging in leadership and decision-making are limited. There are indications from the CGs' experiences that cultural capital and agency are also limited and will be observed in the walking interviews.

4.3 Walking interviews

The walking interview captured the synthesised reflexivity emerging from the identity box through habitus and critical thinking through life histories shared as stories. The walking interview positioned that amalgamation firmly in the embodiment of the importance of being an effective governor in school improvement. The governor shared governor experiences with another governor and became immersed and prompted by spaces significant to them as they chose a route around the school. In group one, GX and GC walked with the researcher (RS). In group two, GP walked with the researcher, RS. In both cases, I was involved in thinking as a governor. The structure of the experience encouraged COP as a framework for learning, sharing critical thinking and developing conceptual depth of governance. It cross-referenced the experience explored in habitus by sharing the thoughts of community identity, learning and social practice. There were opportunities for further triangulation across the instruments (Identity box), building trustworthiness and transparency in the interpretation and focusing on research questions two, three and four.

Walking interview: Walking Interview Group 1; GX, GC, RS

Context:

The data focused on the application of habitus in decision-making and the factors impacting it. Both governors had expressed commitment to family and community and had shaped their decision-making as young people. Both governors had developed their careers and services working within and serving the local community, demonstrating a commitment and depth of social-cultural capital. The identity box interviews illuminated the factors and complex dynamics of how education in their school was perceived, the impact of protracted periods in SM RI, and its effect on the morale of parents, staff, and community. This also led to the recognition of governance skills and attributes growing over time

through persistence and commitment to the school and community. This led to a discussion of wider issues of access to governance and decision-making, incorporating aspects of symbolic violence that impacted the effectiveness of their role. Localised governance and its impact on perceived resources for families and schools came to the fore. Knowledge and expertise were disseminated through clear mechanisms of collaborative and community learning, supporting COP networks reflecting and developing praxis, demonstrating a need and desire for more inclusive governance.
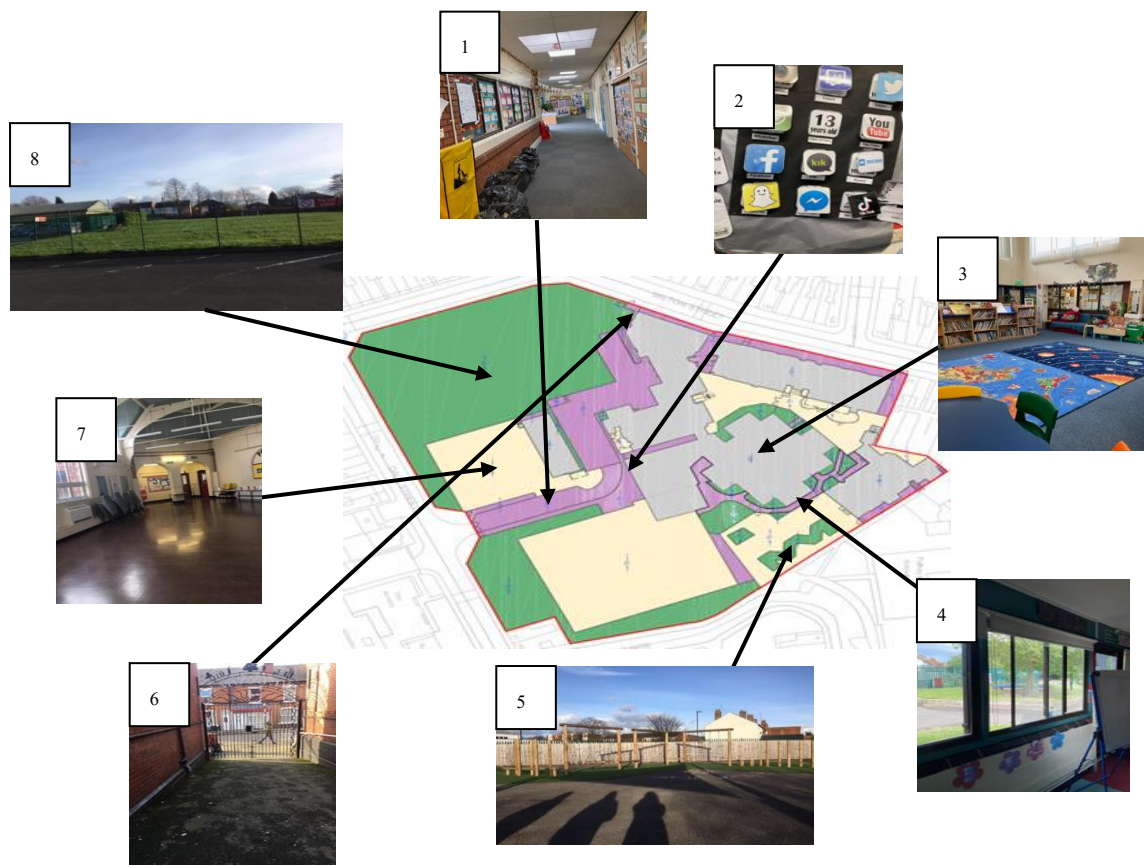
Figure 8 Walking Interview Group 1 GX GC route.

Community governors support learning in school.

In walking through the corridors (Figure 8) in an area where parents would have access, a display created by pupils and staff stimulated knowledge sharing and information dissemination about the use of platforms on the internet and the age groups that were recognised for access to them (number 2 on route). The governors were tuned into the discussion of the shock of the age groups using the platforms in the school, and the older age that was permitted.

GC '_____(name withheld) GC' brought some home, and they were really surprised they didn't think this was 13, they thought it was 7/8 they never realised parents (really) a lot of parents look at programs online stuff some of the things you could first ask questions this is the ....we ask questions yeah and kids I discussed with.. never... say WhatsApp at 16 (couldn't believe it) that .... parents thought it was 6 /7mean wow (rs the shock of such young children using it) you can't confiscate kids phone these days…. they can communicate even communicate in so many ways we don't know' (GX, GC, RS group 1: walking interview 8:00)

These examples of the expertise and knowledge available to share in governance are the concern expressed here on the internet and their understanding of what is going on with the pupils. The Knowledge is shared and communicated, but possibly not brought into the school learning community, which may have led to further development and discussion, support and protection in the school and community. The governors, as representatives of the community, took on learning (one CG striving to learn phonics) to support their children. The close relationship of the school as the centre of the community was emphasised in the building previously used for weddings, including their own. There was an emotional investment and care about what happened to the school.

it was used for school, and it was used for weddings so this was the men's hall this was the ladies' hall its convenient because there's two halls yes good price, car park within walking distance yeah and ....and we got married my with the local chef from cooking in someone garden with big pots maybe if you're lucky you get a dessert as well yeah and the main dish' (GX, GC, RS group 1: 8:50).

The school was immersed in the life of the community and understood not only the school but also the structure and how they could engage with that through weddings and youth activities (no.7 on route). It was integral to the growth of the community, so as the school has been under SM, the community has also been depressed. It's now looking to the future to ask, as the school grows, if that relationship to learning is still there to build back in the community and respond to the changes in society and how they filter down into the community.

The community association based in the community hub (school no.7 on route) was recently terminated, and all funding and resources were removed. Their feelings of powerlessness in being unable to have any effect on it were expressed.

..'the community association was really busy it had activities in here (rs all the rooms being busy and occupied) rs so and what sort of activities sewing swimming aerobics fitness gym over there that was for English IT so much happened here youth clubs a couple of elderly groups play schemes summer schemes'(GC, GX, RS 12:13 group 1).

GC had worked in the community hub and was well placed to combine work in the community with governance across two schools in the area.

Community Governors' impact on decision-making.

Synonymous with a discussion of the growth of community and cultural capital capacity, it also involved the factors impacting the ability for growth. This focused on the field, doxa and localised governance (Bourdieu, 1977). The perceived allocation of resources through the field, as in resources for governor training class size, equipment, and localised governance, where resources were removed when grants ran out or were stopped, causing frustration and distress in the community where opportunities for learning to support social mobility and greater access to becoming a fish in water in society were diminished (Bourdieu, 1984).

If _____(Name withheld)cc had the support and resources like _____ name withheld)didn't, see it so we have backup money with few weeks but because this is _____(location withheld) a_____ (location withheld) ward left simple as that (GX, GC, RS: 14:13 group 1)

There was an association with removing resources perceived as removing power and control and building capacity in the school and community through learning. Local education governance was identified as a factor that appeared to limit growth in community learning arbitrarily.

The issue behind funding and education and developing the community goes hand in hand, and for some reason, nationally and locally, they just don't seem to understand that you can educate the community, you give them ambition if you give them ambition, you can get the community moving forward in a positive way and then wanting their children to do just as well but better(GX, 13:31,4:13).

GX is interpreted as expressing an insightful perception of opportunities for democratic equality, social mobility and the desire for the school and community to be part of society on equal terms. There were other factors relating to localism and the translation of policy through local government, perceived as limiting factors. These included the perceived value of the community, which was related to resourcing and services. These issues, although recognised as the governors' concerns, fall outside the scope of this thesis, but may provide useful insights for further research.

'which is quite unfortunate because you have some very good people in _____ (name withheld)and you have people who've developed into good community leaders are good business people, and they then decided to move their families and children outside of ____ (name withheld) instead of keeping that knowledge base and that skill set within _____)name withheld) because they can see that there's no funding there's no belief in _____ (name withheld) no even litter only gets picked up

every so often so it's one of those where we're losing skill and losing knowledge base and historical connections because people moving out' (GX, GC, RS: *14:38* group 1:)*.*

The CGs had a detailed understanding of the complexity of the ecosystem of the community and the impact of interacting factors, creating a powerlessness to bring about change, leading to individuals choosing to take skills and attributes and move away.

When the governor's transitory positioning is explored through habitus, the governor's dispositions and the dominant dispositions of society (field and doxa), Bourdieu suggests, are prioritised and reinforced to maintain power. The governors bring a disjuncture in habitus, which creates constraint, inequality, and disaffection (Bourdieu, 1996).

GC 'You mean look at this for the legal counsel said that Families are struggling particularly in ___ (name withheld)…and _____ (name withheld) maybe they should consider not having more kids that's what he said, and he defended his statement but his own party in the House of Commons contradicted him and rejected his statement… it doesn't help with communities when know you're not valued because not having visibility (GX, GC RS:15:30 group 1).

The expression of anger and frustration, when interpreted through the Bourdieusian lens, may suggest that the control put into action would be influenced by the level of internalisation and submission to the dominating habitus of the field. When there is a disjuncture when habitus and field do not accord, it raises consciousness. Any acceptance of legitimacy could lead to ambivalence, insecurity, and disengagement. The group's response may create a space for change and the battlefield of transformation and habitus of education and governors' intersections. Bourdieu suggests that school and education could transform or reinforce habitus. (Bourdieu & Wacquant, 1992, p. 82) The aspirational goals of governors may unlock taken-for-granted doxic views to be challenged and may result in the governors' habitus changing, aspiration and passion for an aspect of the community, which may be perceived as unimportant. It may raise awareness of the doxa, initiating the support to develop skills, aspiration and release passion (Zipen et al., 2021), moving from an exclusive to an inclusive habitus. The complexity of the school and, hence, the community placed in SM RI for such a prolonged period influences perceptions and decisions. Diminishing capital and value are being transformed by the recognition of the school now being categorised as good (January 2022), which is perceived as raising value. The views of the community have developed in confidence to raise their right of access and participation: to challenge policies that diminish access to education and put in place new frameworks and mechanisms to bring about positive conditions for housing and school places, with further resources returning to the school for extracurricular support for parents and children.

'this shows a lack of vision RS by? people who hold funding? i.e. council?...Realistically.... The council should be saying OK this should be free for access for education parents all different sporting activities health and well-being activities unfortunately it's terrible I think this is the crux of my anger.........They don't seem to understand that it's a downward spiral we don't have support not just funding real support that's like support to the local communities..... your penny pinching but that leads to greater problems which you're gonna have to spend money on still further down the line' (GX, GC, RS; 28:50 group 1:)

As we walked into the community area and looked through doors at buildings that had been taken away, it represented for the CGs the resources taken from the community. The powerlessness around it made CGs appear diminished. Their feelings were felt and expressed in their faces and body language. Through actions taken in response to this situation (GP and GX's growth in governance), the CG's were interpreted as stepping outside the framework of their habitus-building skills, the process of reproduction was being broken by improved confidence and passion for change for new families and the support needed to bring new families into school.

.......and part of that is this each governor's ability to challenge and question in a constructive like manner to ensure we get responses in the same I. need to be able to develop these skills and either give full commitment or make room for somebody else, yes (GX, GC, RS: *19:17*)

GC recognises that developing skills and knowledge are needed. Looking at governors developing the responsibility and accountability aspect of the governor's role is discussed in a COP environment. Looking at how we develop governance skills, recognise the factors that need to be overcome at the intersections of CG and school habitus alongside the field. Data emerging perceived as symbolic violence are the limitations of the factors highlighted in this system. It was interpreted as the development of equity of the governor's voice illuminated through the opaqueness of the affecting factors, which was facilitated through the COP experience delivered through the bespoke paradigm.

Social and cultural capital through passion is relocating social mobility where it may not have been valued, leading to passivity and marginalisation (Mead, 2004). Governors develop a recognition of their potential skill value learning, becoming a fish in water within the doxa, and having the social, economic, and cultural capital to swim seamlessly through the system. (Reay, 2018). More space is needed to interrogate governance, firstly through a thorough understanding of what is happening through habitus and secondly through the process of praxis within COP frameworks.

Inclusive Governance

COP within inclusive governance was captured through the feelings and expressions of the CGs on how they learned and communicated governance. It was expressed in the feelings of success in achieving a' Good' judgement for the school and how the school and community worked to achieve it.

We worked really hard GC raising the morale of staff they were totally knocked sideways…' hard work, determination and yeah, I think we collaborated a lot more, didn't I totally? I totally dedication from everyone together really focusing ………… It was no we did really well no it was over a period of time yeah as a school as a community we got stronger and stronger, and the focus was for the children then we'll get there eventually we need to keep our focus regardless of what was happening yeah focus for good education was always there and that was tough'….(GX, GC, RS, Group 1,51:46 57:30).

The stimulation and provocation of the physical environment emotionally linked the memory of the school and their children, which supported strong reflexivity, bringing to consciousness the factors impacting their decision-making (Brown, 2022). Thoughts and ideas tumbled out and were shared as they were stimulated by a place at that moment, bringing enlightened new realisations (Leigh & Brown, 2021).

Data 51:46 (As above)

RS the environment as prompts is that as it has it stimulated you?

GC, it has reminded me of a few things I have forgotten. I only remembered today remembering only we talk about this realise that we say the back entrance we still say the kids that will come in new they will say this is the main entrance to this is the main the other side' (GC).

The experience of the walking interview was recognised by governors as an opportunity to reflect and bring memories from the unconscious to the conscious, and a space to share ideas and knowledge without restrictions from the field. This could be a useful framework for building capacity and robust decision-making.

COP provided a space for their voices, which may not be heard or empowered. There was a sharing of the critical tenets of COP, the domain of knowledge each governor held and shared with each other and other members and CG about the issues of the school, which they were passionate about and were keen to develop their practice within (Wenger et al., 2002).

Walking interview Group Two: GP, RS.

Context:

The walking interview offered a more holistic view of CGs in their community. It highlighted factors affecting their community and school decision-making. Data collection included CG positioning and how the interview experience supported reflexivity and clarity. The route around the school for this governor emphasised buildings used for the community and resources removed or diminished. As described above, habitus was built on life histories brought from home and developed in this community as a young adult. There was a period of learning the habitus of the community and, as an adult, reflection and observation of the intersections of community habitus with the field and the doxa of local education governance. This became more focused as his children entered the school environment. Significant data emerging was the desire to influence progress in the school, looking to achieve this through their skills of community awareness communication, sharing learning, modelling and building trust and loyalty. This proved to be highly effective. GP was recognised for improving the education experience of newly settled families and interacting with education, better housing, and school places. Seeing that more was needed, he set up a charity to formalise and build influence with education governance to achieve community goals.

Route
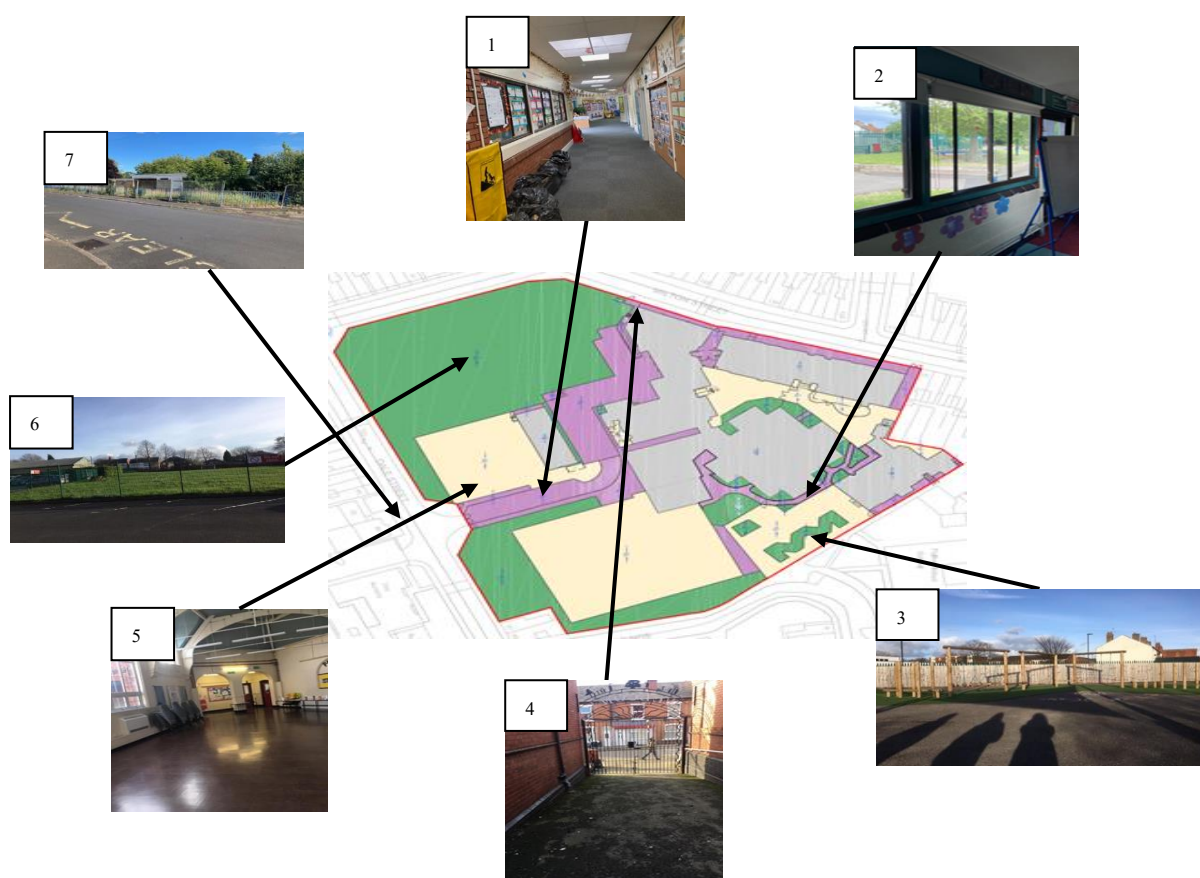
Figure 9 Walking Interview Group 2 GP route.

114

Communities of Practice.

There was evidence that GP actively brought about change to improve the opportunities for the school and community (Figure 9, no. 4 on route).

'*I want to be part of anything positive happening in the community, yes yeah, I don't want to be left behind no, of course, you did something positive I want to I want to contribute, not just be part of it, yeah fantastic I want something which is you know I would be ashamed of cynical and cynical and no luck deprived and paid I don't want to be part of that thing, but we have so much negative things in this community from ……………crimes to …………you name it this park .....so many things right obviously I can't talk no that's what needs to filter through isn't it bit by bit we're going to improve the school then the community needs to be part of that engagement as well yeah. The school can play a huge role because this is the young generation tomorrow; they will be tomorrow's adults, so we need to prepare them for this challenge ahead*' (GP, RS 1:44:19 group 2: walking interview)

There was evidence of sophisticated webs of COP dynamically communicating and sharing knowledge through situated learning and legitimate peripheral participation to bring about change. It was interpreted that this governor may be using COP to manage doxa factors of local governance and manipulate the power balance by raising consciousness of the inadequacy of resources for adequate housing and school places.

'*biggest issue we have right people have to wait years to get to place the place, so that's also have a negative impact, of course, on children and people's experience in children because people not only I deal with people who come as refugees and asylum seekers but also did migrant…..from the beginning, they can't get in at 5 five yeah five onwards So what have to wait for a year…school places one of the biggest issues we face as an organisation as a charity to help yeah and lack of lack of school to help, so yeah, housing* (GP, RS:1:45.03)

'*lack of standard we require in this country is also another issue of housing impact on having the children of course, yeah not having a suitable place to end living in an overcrowded place not having ………. that is how the impact negative impact on their education yeah course, of course, yeah'(GP, RS 1:50)*

GP used various strategies and modelling to build intellectual capacity and agency. He supports families, reinforcing the types of advantageous and resilient dispositions. These families then support new families (no. 7: areas where the community were supported). There were support networks within and around the school where parents could raise concerns for children, and the school could share concerns or increase support for families. As this became more overt and conscious, the link between home and school enabled sharing knowledge, learning and reinforcing good practice. One may

suggest that a new COP was evolving through the passion, interest, and desire for the pupils' success, which drove increased expertise through social participation and knowledge sharing.

'.. of course, yeah, the more engagement we have in, the wider community with the parents yes about, the greater the progress made better understanding the school made about the child, and the school can relay messages communication is so key, yes between the parents and school the more engagement you have the better' (GP, RS: 12:37)

……..not someone who just sits on the corporate in a company who run a school as a business yeah, not a business it's education it's about community, it's about the children so they should be run having people in mind people are having the community in mind and the more engagement we have the local people parents is set I think we learn from each other yeah we support each other yes so that's clearly how local people as a governor and parents engaged with the school and that's how we yeah have to go' (GP 13:45)

GP put forward a COP approach to bring about change. This included empowering and bringing knowledge to the community through modelling decision-making. It appears to have raised consciousness of the impact of the intersection of the school community and the governor or habitus. The learning and communication process is slowly percolating the learning and knowledge of school governance in a centripetal manner (Lave & Wenger, 1991), developing processes and skills to challenge and negotiate from a position of conscious awareness and praxis (Freire, 2000). It relates specifically to the complex, sophisticated decision-making processes in pressured environments of SM or RI. This may be considered a survival mechanism that could be effective and legitimised with more formalised support and training from the field (Bourdieu, 1984). The current situation of bringing 'experts from outside the community is short-sighted and self-defeating in the longer term (Billett, 2007)

Community Learning.

The governor's experiences were influential in localised governance. The striving in the community for equality in housing and education, creating a community asset and using the media to achieve a goal demonstrated understanding and enabled intersections of habitus and social factors to bring solutions (Billett, 2007).

'…so, the schools are not big enough to offer places……… also lack funding that's a government issue isn't it that the funding………. this is the local authority to have to give them the resources and the right tools to educate children. More children obviously, you need a building resource, more teachers, so that's the government so and the government are looking to the to the council looking to the government for that yeah." (GP)

The complexity of habitus and COP working together for the benefit of families. They do not know the governance structure. They know what they want and should be doing as a governor in a school in this community. In this context, power is the capacity to mobilise through stories. Power is shared and diversified, moving between more experienced and less experienced governors to achieve a desired outcome. The current learning process is ad hoc and in response to developing strategies to meet the needs of the children in the community. The learning of governance for GPs has not included formal training, as this has not been proven accessible. The skills of bringing about change in strategic planning and negotiation have been developed effectively when working with localised governance.

Capital, agency decision-making and leadership in governance.

The capital and agency emerging for GP through the evolving governor habitus and identity have a conscious awareness within the community and are defined and negotiated through experience and membership. COP may be considered here as identity, negotiated and recognised as distinctive and valuable. A shared repertoire of dispositions, gestures, and social engagement is developed over time. Power flows heterarchically rather than hierarchically between the agents in the community, reinforcing value, confidence, knowledge, and expertise. The process is conscious and visible.

The data illuminates the concerns GP identifies with issues in the community, which are impacting the learning progress of pupils in the school.

GP' it was really sad when I first heard the school had been put into Special measure and failed because the community was not good the service is not good this ……... is not good the school is also not good'……………'yeah, there used to be a nursery here, used to be a good Community Centre where local people attended English classes other educational classes, and that closed because of funding… (GP, RS:*30:58*)

In his first year of governance before their sabbatical, he felt unable to act:

'As been new I didn't know these things it or the other all these things before yeah I mean it was priority was to settle in myself yes, learn the language, understand everyone, so once I realised, I looked for other things (RS: becoming a community leader?*), and I learned about the community, and then I understand what is needed for the community' (*

New knowledge, experience, and expertise create new actions, develop new concepts of habitus with the new opportunities and potential capital and agency, and create a resolution to build on the capital and agency, creating new knowledge and dispositions. GPs' capital and agency appear to be invisible to the governing board. The CG engaged in the process where the flow is broken and truncated by the interruption in power relations, breaking the flow of knowledge as it was communicated through

structures and processes that are proving difficult to navigate: language, structure, and communication alongside an inability to share in a way which creates access. The governor's habitus and the school habitus (education governance field) were not sufficiently aligned, interrupting this transmission of knowledge, and weakening the COP and its ability to carry out its functions, including strategic direction decision-making and school improvement. In their second term in governance, there is an increased capacity for effective action.

'the one thing last time, the more I work, the more experience I get, yeah, more confident I get, yes, so must be at this time I'll be asking more questions, yes more engagement absolutely and that's from the confidence and experience my first time being a governor yeah don't know how much I contributed but....' (GP, RS: *35:*37).

GPs' experience working with the community, initiating a charity, has built the confidence to challenge and ask questions if supported by more effective training. He feels he will be much more engaged, confident, and empowered to act. The positioning of CGs within governance may be considered a conflicting force of power relating not only to the invisibility of the capital and agency of the governor but also the consideration of multiple groups, some accessing the characteristics of the field and others, unconscious dominant coalitions impacting on power flow and the identities and participation within the group. The CGs' could be considered 'experts 'in their knowledge and expertise of the community. One needs to consider how much value is given to this knowledge by those who hold power and the reifying consequence of these decisions in inequality and marginalisation. Activism by the disempowered could be to make changes to influence and impact, and, when possible, to move away to self-improve, creating increasingly diminished chronic marginalisation within the community.

Walking interview summary

In the first walking interview, GX and GC expressed how they supported learning for pupils in school, sharing their experience and expertise from their work in the community, and helping parents to understand the issues with internet and application use. The codes coalesced around social cultural capital and some aspects of leadership (Appendix 4). This was not a strong experience in leadership within the school. This was further developed in observing the impact of CGs' in decision making. There was a dichotomy in the level of decision-making taking place, in their roles in the community and a strong recognition of how they were protecting resources for community learning, ensuring its availability to parents to learn and, in turn, support their children. In school, it was interpreted that these expressions of cultural social capital and agency skills and attributes were still prevalent, but the doxa of the field impacted the decision-making process in the governing board meetings, hindering expression, making them diminished, opaque and invisible. In governance through COVID-19 and

into the inspection, there were stronger feelings of communication and collaboration. The CGs' demonstrated learning, sharing knowledge and expertise for the shared goal of achieving good school improvement and good governance. This may be interpreted as an evolving COP within the governing body.

In the second walking interview, GP built social, cultural capital and agency through experiences and knowledge learned through his work in the community. Coalesced codes of community learning emerged, initiating COPs, sharing knowledge to have an impact on housing and school places for families. This builds into experiences of decision-making and leadership. When this social cultural capital, agency, decision-making and leadership are applied to his governance role, as in the walking interview, it is interpreted that the doxa of the field through governance praxis appears to create an invisibility and opacity of these skills, minimising the impact on decision-making. leadership opportunities. Across both interviews, there were perceptions of symbolic violence and relationships, of power, particularly in the doxa of local governance (GX, GC, RS:15:30 group 1 above). These were interpreted as impacting, redirecting CG energy into an alternative COP and forging it with an evolving COP within governance through the COVID-19 period. There were differing experiences expressed through codes, emerging categories coalescing into themes of inclusive and exclusive governance, capital and agency in the field, alongside overarching themes of symbolic violence and relationship of power (section 4.5).

4.4 Governing Board Minutes Analysis Findings.

The analysis framework, as discussed in section 4.4, set out in Figure 10 was planned to scrutinise the minutes to identify CG engagement, voice and challenge to decision-making. The analysis framework could not be used due to the impact of COVID-19 during this period. Governors' meetings moved from face-to-face to online and were sporadic. It was found that governors' attendance was also impacted upon by COVID-19.

G	Involvement	Challenge notes of action	Knowledge provided	Action point	Call for a decision	Finance point	Resources point

Figure 10 Headings for scrutiny of minutes.

The process became more of a sampling of minutes that were available. Initially, the aim was to highlight data for each CG (section 3.9), but then it was considered useful to tabulate the governor groups and types of voices engaging. There was also the consideration of looking at the percentage

engagement compared to other actors in the meeting. It was not considered pertinent to focus on other actors in this research, but it may be a valuable consideration for future research.

Anecdotal reflections were included as the initial researcher's perceptions of passive CGs were explored.

The results were inconclusive in the availability of continual meetings due to the disruption of COVID-19. There is also the difficulty of the GC joining in later minutes and resigning within this complex period. Data that offers some insight included the engagement of CGs on the governing board for three or more years.

Observations of the available data suggest that the governor, with three or more years of governance (GX), had raised their profile and impact on decisions through being chair of the finance committee and vice chair of the governing board. Challenges and action points were raised across all aspects of governance, including curriculum monitoring and accountability. It was useful to note the questioning concerning the vote for membership of the federation, which was cross-referenced with initial concerns in the data.

'*And I think this is where the federation board is going to be helpful. When……the federation ___ (Name withheld) first came along, I was very sceptical. (*RS, what was your feeling*?) anger, fear, and anxiety over this is our school. right. You know, someone else is now going to be overseeing our school. And this is even before I became a governor when we were given all kinds of framework and maybe this is one of the reasons I came on as a governor' (GX* 1:05 Identity box Interview*)*

Driven to action over change brought (into the field) useful support from federation resources and expertise, but the initial realisation created concern. Regarding the issue of power, the response was to observe and question the federation. GP joined the board, took a sabbatical, and returned, demonstrating a marked change in engagement at the first meeting of their return, making challenges, and raising action points for key community issues. It may be considered that when support and channels for communication are not in place, governors are less engaged.

'Local Governing Committee Board Minutes 29th June 2023'.

Minute 910: GP explained that the …families had prepared and taught kite making for sale at the summer event. It was a great success and enjoyed by all.'

A key thesis aim was to see CGs engaged in decision-making and leadership in a board meeting. There were no direct notes in this aspect of governance. However, as a practitioner within the governing body, there were increasing signs of engagement when governors developed a profile of experience.

4.5 Findings synthesis and chapter summary

The identity box interviews provided snapshots of conceptual and reflexive thinking through the engagement of CG habitus, capital and agency intersecting school habitus and the local education field (question one). The activity provided a safe environment for CGs to lead and make choices on how they shared their experience of engaging life histories, identities (Nutbrown, 2011), positionality and the evolving habitus of the community (Bourdieu, 1996). Each governor provided differing perspectives, demonstrating the range of experience between the CGs. They developed differing approaches to accessing the school habitus, striving to impact and improve the current status quo for their children. It was not homogeneous, but a bricolage of skills experienced in life histories (habitus), which shaped governors' hopes and fears. This brought to the fore that though they were CGs, they had unique niches which further exhibit micro niches (Kimble & Hildreth, 2008) described as community microcosms, which evidence sophisticated evolving habitus. As CGs, they provided distinct aspects of community voice. It was a rich, vibrant cacophony of interrelating dialogues supporting leading and providing role models and, at the same time, judging how this diverse role was valued by the school habitus and education field.

The walking interviews built on the identity interviews to move thinking from the governor's unconscious to consciousness by being given a focus on their school setting (Leigh & Brown, 2021). It enabled the capturing of ideas in a moment, verbalised in analysing their habitus and how the power of the release of thinking could be likened in its magnitude to movement in tectonic plates. Personal habitus intersected with school, field habitus and doxa in a moment of time, place, and space where memory experience alongside social and emotional circumstances was placed at that moment in their lives (Caetano, 2015). Analysing the walking interviews through the COP framework enabled a recognition of the ecosystem of rich knowledge in community niches, which could be brought to reimagining and recreating praxis in more inclusive governance. There was evidence that some CGs were bringing about change, converting CG currency into action using resilience community action in seeking better housing and educational opportunities for localised governance. CGs demonstrated that through COP approaches, governors can intersect effectively with the habitus of the school and wider education, achieving effective thinking in school improvement, as demonstrated by the school achieving good results in January 2022.

The themes emerging from the data, building from Bourdieu's priori themes, are laid out in Table 8.

Table 8 Emerging themes

Themes	*Categories*	Codes
Exclusive governance	*Governance*	Governor role, Governor Agency Governor voice, Governor's impact (on decision-making), Governor accountability.
Capital and Agency in the field	*Decision-making*	Cultural Capital Leadership, Leadership
	Factors impacting	Doxa, COVID-19
Inclusive Governance	*Community of Practice*	Learning, COP Inclusive Governance
Overarching themes:		
Symbolic violence Exclusive Governance Cultural Capital and Agency	*Governance* *Decision-making* *Factors affecting*	CG voice CG Impact CG Accountability CG Cultural capital CG leadership
Power relationships Exclusive Governance Cultural Capital and Agency	*Governance* *Decision-making* *Factors affecting*	Doxa (in School and local governance habitus)

Table 8 illustrates themes emerging from the priori themes and analysis described as Exclusive governance, Cultural Capital and Agency, and Inclusive governance. Two overarching themes emerged, which identified a code in specific themes and categories (Table 8, Appendix 4) where the

surfacing of data fitted the definition within Bourdieu's identification of symbolic violence and issues of the relationship of power.
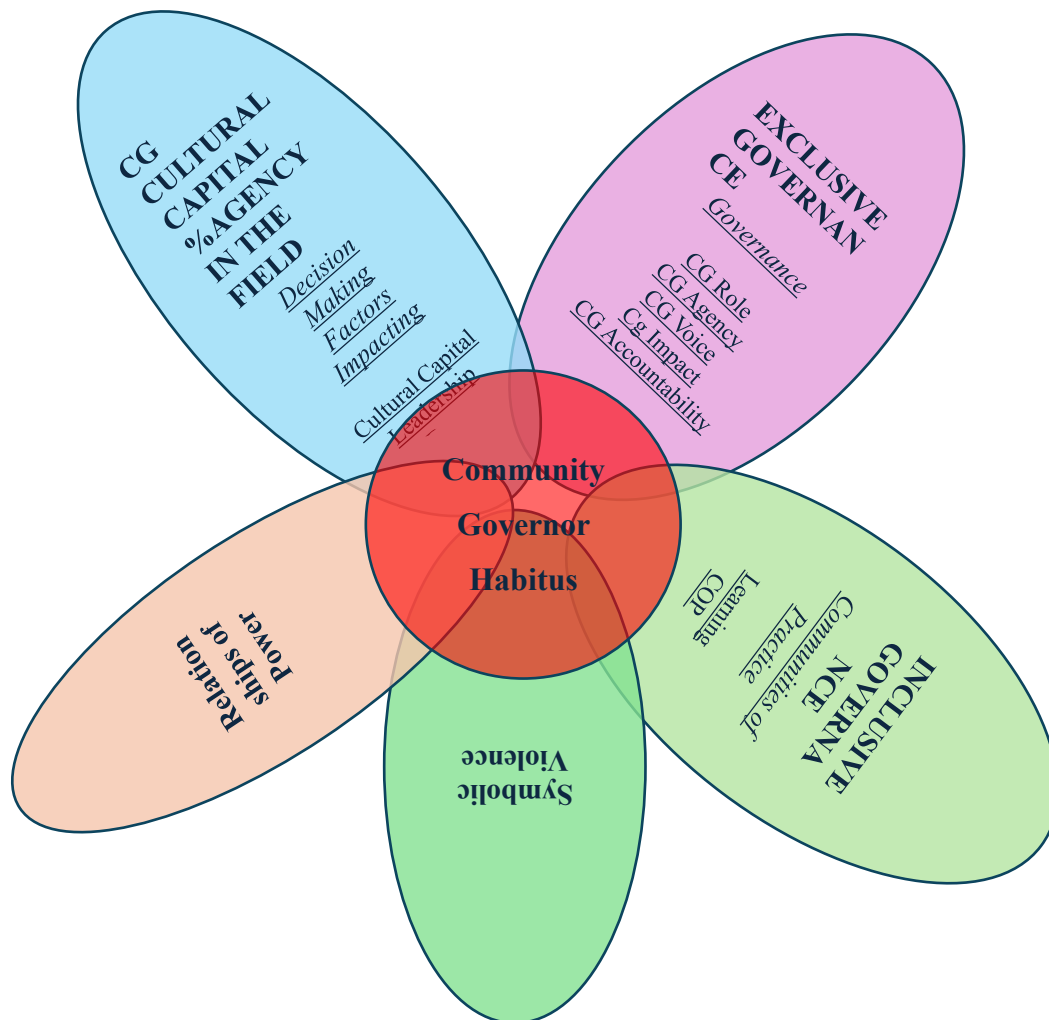
Figure 11 Weaving of codes, categories, and themes.

Figure 11 presents the outcomes of the data in a more holistic, dynamic manner. The CG experience of governance is interpreted through Bourdieu's lens of identity and habitus and is at the heart of the analysis, and at the heart of the flower. The petals illustrate the dynamic nature of the data interpreted through codes and categories coalescing around the experiences of three community governors. Each governor has differing experiences and differing strengths of experience. When the narrative analyses are coalesced and transitioned into categories, there are areas of commonality. Each petal identifies the codes that express the CGs' experiences, the emerging category leading to the themes (Figure 11). There is a weaving and overlap of experience leading to a dynamic of experiences emanating from

identities expressed through habitus, changing and evolving through governing experiences intersecting with the habitus of the school and the impact of the field.

The themes are based on the relationships between different codes and are sorted based on their ability to collectively explain the story behind the data (Aronson, 1995; Braun & Clarke, 2006) (Appendix 5). The intersection of governors' perspectives, themes and researcher interpretation in the code book (Appendix 4) triangulates and supports the claims as clear and transparent, increasing fidelity and trustworthiness. This was further developed within the COP theoretical framework in reimagining practice, considering the support needed to develop the skills and adjust practice to facilitate greater engagement.

Data interpreted as symbolic violence and unequal power relationships.

It became apparent that data coalescing under symbolic violence and relationships of power within Bourdieu's theoretical framework of habitus required further investigation (Bourdieu, 1996). Codes emerging from the data across the themes of exclusive governance and cultural capital, and agency, inferred that governor responses indicated disenfranchisement and marginalisation from the governance processes (in such categories as governance, decision-making, and factors affecting CGs').

The data from codes inferred marginalisation in accessing governor meetings (governor voice, governor role, impact, accountability and governor agency) due to possible inaccessible processes and protocols in school habitus and perceptions of discriminatory dispositions within the localised governance (identified in codes: cultural capital, leadership and doxa). It was interpreted as the governor's perception of the lack of value of CG time and the relationship between high input and minimal impact on effective decision-making. There were perceptions of discrimination and prejudice in the broader local governance. It relates to resources for community learning in supporting families and youth (Appendix 4).

Using Bourdieu's theoretical framework and thinking tools, a story of invisibility and undervaluation led to questions about the governance practice structure, which reflected the wider education policy and culture. Factors that may have discriminated against or advantaged certain groups were emerging. The researcher's analysis reflected on the governor's agency in identifying, resisting, and challenging symbolic violence. The data (Appendix 4) emerged from categories around decision-making, factors affecting power relationships, and the value of the governor's voice in decision-making. One governor with experience in governance found the formality, language and protocols of a governing board meeting organised in terms of reference to a business structure inaccessible and overwhelming.

GC 'When I came to my first meeting, you challenged a point respectfully _____ (name withheld).was so rude back to you! I was astonished as I sat in that meeting. I thought volunteers were governors; they were here to support the school, and their job was to challenge you. You don't speak to an Ofsted inspector like that' (GC 29:58 Identity box interview).

GC did not feel that his voice would be heard in a neutral environment (he left the governing board shortly after the interview). It was interpreted that the CG had points for discussion and challenge but perceived a lack of space for their voice to be heard in an environment of equity, parity, and democracy (Appendix 4). Preparing for governance meetings was time-consuming and conflicted with their view of preparedness for the role. The second governor felt unable to contribute outside of his area of expertise. The view is that CGs brought their expertise but needed more confidence to comment on other areas of expertise, despite all governors sharing accountabilities for all aspects of governance.

' I can't be an expert in everything, so I would leave that part to, you know, obviously whoever was the governor at that time.' (GP 1:21 identity box interview).

The view was that the governor brought their expertise but did not feel confident to comment on other areas of expertise, even though all governors are accountable for all aspects of governance. An unconscious passivity brought about a lack of knowledge sharing and respect for his role through deficit training and knowledge sharing. This comment was critical in identifying an area of growth in building effective decision-making. It illuminated aspects of the governor's role in which the capital and agency could be directed to build capacity in decision-making, leadership and school improvement.

Issues of the use of resources not available due to insufficient funding in budgets for governance to ensure optimum governance functioning.

'I asked them (governor admin) for paperwork to be printed……because that's the way I read it …….I was told these costs too much to send new printing, so I am not going to be prepared as you want me to be as a governor' (GC 31:26 Identity box)

This data inferred that the restricted resources in school budgets to prepare governors to be effective and deliver their duties in meetings were minimal. This is currently the same approach in the process and protocols for induction and training. These fears and emotions, in which unconscious passivity brought about limited sharing of knowledge and a lack of respect for the governor's role through deficit training and knowledge sharing. This was interpreted as the habitus of governors intersecting with the unconscious school habitus, field and doxa. These meanings, actions, language, and political structures within the school habitus reproduce dominant class depositions (Bourdieu, 1996),

maintaining the 'status quo' (Harker et al., 2000). These experiences diminished governor's cultural capital and aspiration, devaluing and marginalising CGs' habitus.

The data below suggests that the loss of Capital and Agency, leaving the community, relates to the removal of democratic processes and relations of power, preventing community leaders from supporting the community.

'which is quite unfortunate because you have some very good people in _____ (location withheld) .and you have people who've developed into good community leaders are good business people and they then decided to move their families and children outside of _____ (location withheld).instead of keeping that knowledge base and that skill set within _____(name withheld) because they can see that there's no funding there's no belief _____we're losing skill and losing knowledge base and historical connections because of people moving out' (GX GC: 14:38 walking interview).

…….'GC You mean look at this for the legal counsel said that Families are struggling particularly in _____ (name withheld) and … maybe they should consider not having more kids that's what he said, and he defended his statement, but his party in the House of Commons contradicted him and rejected his statement to his statements it doesn't help with communities when know you're not valued not because not having visibility was because you're poor' (GC 15:30)

The data illustrated in 14:38 (GX GC) provide a perception of local governance and their decisions concerning an unequal distribution of resources. The Governors were intimately aware of decisions about resources and views communicated about their community. There were feelings of frustration due to a lack of parity in engagement and a lack of value in their skills and knowledge: community habitus.

The impact of doxa is perceived as local and national political affiliations outside the habitus of the school, but it is still perceived as impacting school and community mobility. Other influences in the wider education field included the data monitoring by Ofsted, which was perceived by the CGs as disengaged, with little reference to their role, and alongside inappropriate power levels, with destructive outcomes that provided little communication or guidance.

……'.and part of that is this each governor's ability to challenge and question in an constructive like manner to ensure we get responses in the same manner that we question them, so I had that conversation with you did I need to be able to develop these skills that but either give full commitment or make room for somebody else ye' (GC 19:17: walking interview).

I interpreted through the data that the CGs perceived frustration as possible symbolic violence, as the school was placed under SM and RI for more than six years (Spielman, 2019), creating feelings of

demoralisation and disenfranchisement. This was perceived by the community, which believed that the stigma followed their children into the next stage of schooling, 'second class school, second class community'. In the local education field, governors expressed awareness of factors impacting their contribution as governors. The arrival of new families not correctly housed in accommodation impacted their children's transition into school, alongside a lack of school places, with children waiting for more than a year with no input from home learning. The frustration expressed was interpreted as not only that this was happening, but CGs involved in community governance were invisible in impacting the field and the doxa. Their experience reaffirmed that unconsciously or consciously, they were not valued: 'They don't have belief in' in our community (Appendix 4).

The Way Forward Theme: Inclusive Governance

COP was formally introduced in the research design as an experience for governors to share learning and build capacity in the complex processes of governance decision-making (Lave & Wenger,1991). Governors were encouraged to share their views of the experience. Through abductive analysis, data suggested that invisible webs of COP were occurring throughout the community and were integral to CG development, operating and in response to inaccessible support, learning, and training from the field. This involved sharing awareness and knowledge and learning from a highly sophisticated governor to novices, new and inexperienced in the governance field. (section 2.14).

*'The issue behind funding and education and developing the community goes hand in hand, (With the school and learning), and for some reason, nationally and locally, they just don't seem to understand that you can educate the community, you give them ambition…. if you give them ambition, they can get the community moving forward in a positive way and then wanting their children to do just as well but better.' (*GX GC 13:31 walking interview)

The data demonstrates a recognition and understanding of opportunities for democratic equality and social mobility. The relationship of the power balance could be interpreted as the governor's recognition of elite actors in the field forming coalitions to maintain rules, regulations, and practices. The expression of frustration was interpreted as the dissemination of resources (training skills, language classes, removed by local governance through cutting funding) were shortsighted, inhibited the community's growth, and affected pupil progress by limiting parents' cultural capital and agency. The unconscious doxa was made conscious by raising the governor's voice (Harvey et al., 2020). The observation by the insider practitioner researcher was the possibility of a growing awareness being transformatively shared, communicated and learned through dynamic layers of COP, beginning to impact decision-making. This growing awareness of the capacity of cultural capital and agency and its power to lead will be dependent on the ability of governors to 'un-make' and 're-make' the social world from the position they occupy within it (Bourdieu, 1984, p. 734).

As observed in the walking interviews, emerging resilient reflexivity, believed by one governor to be accelerated by COVID-19, was building valued capital and agency, fed back into the community as feelings of well-being, and building school improvement, categorised as good by Ofsted in 2022.

RS, *how did we get out of it (SM)? ..'we worked hard…….GC, we worked really hard hard work, determination, and we collaborated a lot more, didn't totally …. dedication from everyone together really focusing 'It was no fluke; it was over a period of time, yeah as a school as a community, we got stronger and stronger, and the focus the good thing is the focus is what we can do well for the children we need to keep our focus for a good education was always there, and that was tough our foundation and we if Ofsted said we haven't done this OK we added as a layer on top of all …' (* GX GC:57:30 walking interview)

These are valuable insights in the induction of new governors in a socially supportive manner, and the recognition that we will be in collaboration. Analysis of this data infers that aspects of COP were visible in the governor's sharing of expertise and academic knowledge during COVID-19 and across the community (GC). They revealed challenging, sophisticated, sensitive knowledge (mental health) exchanged with gentle persistence and resilience. The attributes of COP democratically encourage situated learning and invite the community to engage in participatory learning, building on identity, social practice, interest and acceptance of knowledge that would benefit them (Lave & Wenger, 1991).

The Impact of COVID-19 was devastating for the learning capacity of CGs. The data expressed the loss of a governor recognised as a source of knowledge and wisdom shared at multiple layers, bringing in new actors (governors), pooling expertise and sharing the processes in managing the school habitus local governance field and doxa.

'*Yes because when…. was here I am coming on at that time (at least four years) I had known him for years with the inference I've known I listened for years through other ways, so I have that frank conversation with'…… (GC* 32:45*).

There was learning and sharing of knowledge in the COP. The significant loss of wisdom, knowledge, and leadership. This was felt deeply by the school and community.

Governor GX, who had moved to the centre of the governing community, recognised the change in learning positions. There was more sharing of knowledge of social practice during COVID-19, more awareness of the contribution of governance collaboration, and the links developing dynamically, building school and community learning and impacting pupil progress, which was categorised by Ofsted's judgement of good (2022).

*'I was more confident that we were...being informed by not only data but being informed by prepping the governors correctly so they feel confident. This is what we need to be prepared for this. OK, this is what's going to happen. So yeah, having that prep and that information, not just data, which is great to get ...'.(GX:*18:52 Identity box).

The GX was insightful about the challenges for the future in both teaching, learning and pupil progress. There was optimism and a focus on measuring happy, resilient adults and pupil profiles as a measure of success (see 20:28). Interestingly, the concern of the school joining a federation perceived as a group taking their school away from the community (Academisation) became a source of equity, democracy, and knowledge.

Positioning the researcher as a co-constructor attempted to ensure equity in relationships of power (Visker, 1995) and gave voice to the impact of this as a form of learning of governance, which the lack of value of capital and agency could diminish.

Chapter Five: Discussion Chapter

Research Questions

The discussion chapter brought the findings to the questions that shaped the inquiry of the thesis and connected data with theories illuminated within the literature review. (Qs) are:

Q1. What do community governors bring to decision-making in school improvement in the context of an inner-city junior school in SM and RI?

Q2. What social-cultural and political factors inhibit, constrain, and support community governors' involvement in decision-making in school improvement?

Q3. How can the community governor's role be developed within the governing body to enhance school improvement in the context of an inner-city junior school in SM RI and become Good?

Q4. How may a theoretical model of COP provide a framework for reflection and reflexivity to reconceptualise community governor decision-making within the governing body?

The four questions, presented separately to achieve the investigation of the aim, are dynamically intertwined in the discussions of the findings. The key finding of exclusive governance was discussed in Q1 and supported assertions from findings to Q2, looking at the factors impacting governor effectiveness in decision-making. This coalesced around the impact of factors on discussion and decision-making, leading to an expression of the theme of cultural capital and agency interpreted through the lens discussed in question one. Q3 observed CG's development of their role despite the limitations of the school habitus, local education governance field and doxa. This was further supported by discussions in Q4, where the researcher collaborated with the CG in a transformative manner, empowering and using COP coalescing around the themes of inclusive governance. Data emerging across the codes and categories coalesced as overarching themes defined by characteristics which are expressed through Bourdieu's lens of symbolic violence and relationships of power.

5.1 Question one

> *What do CGs' bring to decision-making in school improvement in*
> *the context of an inner-city Junior school in SM RI?*

Exclusive Governance.

The findings interpreted through Bourdieu's theoretical thinking tools and conceptual frameworks of habitus, reproduction, reflexivity field, and doxa exposed complex patterns of power flows and control. The interpretation concluded that CGs' contribution to decision-making, although rich in skills, qualities, knowledge, and experience, was operating through an opaqueness of exclusive governance (Appendix 4). The outsider researcher governor position observes governors unable or unwilling to contribute to the complex, high-stakes challenge of decision-making in a pressured situation of SM RI. From the insider researcher position, one begins to observe and recognise the dispositions developing through thinking, feelings, and practices when operating in this environment (Reay, 2004). Coalescing the findings through Bourdieu's theoretical lens enabled a voicing of the life histories of CGs operating in a junior school on a journey from SM and RI and achieving good (January 2022).

The key findings in the exploration of question one concluded that governance structures and protocols, seen through the habitus of field and doxa, create an opaque exclusivity that limits access for CGs. Governance field and doxa shape the translation of national policy to localised governance and habitus, and demonstrate aspects of symbolic violence, control, and power flows impacting equity in CG's decision-making. The revelations from the narratives were the emerging evidence of the positioning of the CG within a rich tapestry linking school and community. There were different researcher-governor collaborations and interactions, a bricolage of skills experienced in life histories (habitus), which shaped governors' hopes and fears.

They had unique niches (Kimble & Hildreth, 2006) described as 'community microcosms', which were sophisticated in evolving habitus. The examples include GC's investment in the health and well-being of the children in the community, providing services to the early years, and joining police panels. GP was committed to supporting resettled families and building an influential charity coordinating housing and school places. Each governor offered unique skills and perspectives to their work within the community. GX provides links from the religious and business parts of the community to school governance. As governors, they provide distinct aspects of community voice, a rich, vibrant ecosystem of interrelating dialogues supporting leading and providing role models.

Governor's Voice Capital and Agency in Decision Making.

In exploring the ability of the CG to carry out decision-making effectively, Bourdieu's theoretical concepts of habitus, field and doxa were used reflexively to explore the trajectories occurring as the habitus of a CG interacts with the school habitus. The intersections function as points of unfamiliarity impacted by the governor's social, cultural, and capital agency, and the positioning of power through the relationships (Bourdieu, 1996). They provided opportunities to capture data and discourse, releasing capital, aspiration, and impact on passivity, leading to awareness of what can be done to

bring about change (Costa, 2015). Stahl (2015a) used this approach in his studies with working-class boys and reaffirmed the opportunities for CGs' to raise their awareness of learning the rules of governance.

Another consideration not fully developed in Bourdieu's theory but suggested by other theorists may be that habitus may evolve (Lawler, 2002; Bennett, 2009). Bourdieu suggested that childhood socialisation is considered so robust as to maintain social and cultural capital, responding only to elevated levels of passion, commitment, capital, and agency. Despite the limitations of this sample, there may be possibilities for further theorising and observing the passion capital and agency driven by building greater capital in a community. This was built on a drive to reproduce those facets of evolved habitus within families and children under the auspices of moving forward their children's progress and social mobility through their role as governors. Bennett et al. (2009), in their research into culture class and distinction in the UK, supported the observation interpreted here that habitus is influenced by interactions of age and ethnicity, cultural capital and agency and may evolve when cultural capital is seen as multi-faceted experiences and assets reproducing advantage, promoting and transforming practice. The CGs' may increase their contribution to decision-making through this conscious awareness and increased governor voice.

Governor GC, although experienced in governance in other institutions, found the intersections of the junior school habitus difficult to penetrate. The narratives coalesced around their inability to access governors' meetings due to the copious quantities of academic papers that needed to be interpreted without formal training or induction, the elaborated codes, jargon, and acronyms prone texts in educational settings were not explained. These were interpreted as experiences of the school habitus and their childhood education, alongside the pressure of governance placed them in an isolated environment, increasing their feelings and emotions about being outside the habitus of the school field and doxa. It created feelings of disempowerment and internalising emotions of marginalisation (Charlesworth, 1999). Their experience in other organisations affirmed their confidence in sharing capital and agency from their knowledge and expertise. It was apparent that this CG understood the power of their cultural capital and agency, increasing communication between home and school. The development of practice in governance may occur later.

GP had taken a different approach through the power of the community, overcoming restrictions in the field and doxa, generating change and returning to school governance to bring change into decision-making. The interpretation considered here suggests further alignment with Bennett's (2009) research that passion agency and growing facets of cultural capital have enabled multi-faceted practices which have encouraged the governor to begin to develop the confidence of a fish in water, placing their growing knowledge and expertise in the forum of governance supporting children's families and the wider community learning and reproducing agency and capital. This was supported

by researchers continuing to develop Bourdieu's concepts in varied environments (Thatcher et al., 2015).

Overarching themes of symbolic violence and power flows

Bourdieu's framework provided priori assertions for dispositions in the fields and doxa, which CG identified as aspects of symbolic violence interpreted through feelings of marginalisation and disenfranchisement. This recognised power flow was impacted by dominant coalitions (van Ees, 2009). These overarching themes were prevalent within all narratives (Appendix 4). In the finding of exclusive governance, the life histories and CG habitus intersected with the subsumed patterns and dispositions of school habitus as part of the broader education field. As seen in the discussion of question two, the finding of cultural capital and agency diminished by exclusive governance created feelings of being a fish out of water, lacking value and disenfranchised (Bourdieu, 1984). As defined by Bourdieu, part of this process is the rules of the education game or doxa, which impact the governor's ability to engage, challenge, or take a significant role in decision-making. The data suggests there was little opportunity to contribute or engage in experiences of leadership. The one experience GX and GP referred to relate to the inclusion of the RSE curriculum (section 4.2.1) in which they were important in liaison with the community. Systems and protocols created power flows away from the CG agency and voice and towards environments more conducive to dominant coalitions. These are supported by marketised education policy, reproducing the status quo regarding protocols within board meetings, as discussed in the questions below. This facilitated the tenure of power within the dominant economic, cultural, social, and symbolic capital of the field (Bourdieu, 1984). The governor's ability to impact and engage with decisions and leadership became a struggle without opportunities for equity and democratic frameworks supporting social justice communication, knowledge transfer, and training. The frustration expressed as a result was the passivity, lack of engagement, and feelings of marginalisation, leading, in one case, to a termination of governance membership. This exclusiveness could be considered as an aspect of symbolic violence toward the contribution and functioning of school improvement, discussed in further detail in question two.

The position of the theoretical framework in exploring the question.

The strengths and limitations of the thinking tools and theoretical frameworks engaging CG in sharing their voice in decision-making and school improvement were shaped by the provenance (Hill, 2018), habitus (Reay et al.,2010) and identity (Nutbrown, 2011) of the researcher. These determined ontological and epistemological decisions brought to bear on the troubling of CGs' in decision-making in conditions of SM. Concepts of habitus (Reay, 2009), including field, capital, doxa, symbolic violence and field of power, provided clarity in interpreting the data, which demonstrated the theory of habitus logically. Habitus field and doxa delivered through autoethnographic research

methods focused on learning about habitus and using it to release memories, feelings, and emotions about CGs' and their current positioning in governance. The paradigm shaped from a social constructivist positioning used habitus to release the governor's voice, capturing it within a conduit of COP. My methodological framework creates a synergy with the CGs' to be central and active, co-constructing in developing the narratives and their interpretation (Costa, 2019). My research design counters the passivity by co-constructing a counter COP for CGs, which offers a democratised social learning space that has the potential to disrupt the disempowering habitus of the school governing board. The active and dynamic actions of CGs in their spheres in the community need to become transformational within the governing board meetings for all governors, thinking together through situated learning and legitimate peripheral participation.

Habitus provided a vocabulary and a framework of conceptual understanding (Priori themes) for reflecting on the journey of life histories. It enabled complex conceptual discussion of feelings and emotions when focused on governance engagement, involvement and their effectiveness. The process with the framework of COP (section 2.15) allowed the CG to recognise and give voice to situations and decision-making when they felt like fish out of water (Visker, 1995) and conforming to the school habitus. The development of effective decision-making depended on their capital and agency in how they could step outside the field and doxa to improve 'praxis' and learning outcomes for all children. This was interpreted and justified through the increased contribution GX, GC, and GP were able to make in the Ofsted Inspection (January 2022). With increased support from school habitus and the knowledge and experience CGs had obtained, the school moved into a category of good from more than six years in a category of SM RI. In conclusion, the CG voice became more empowered, heard and involved in decision-making through evolved school habitus.

Bourdieu's thinking tools provided insights into how the methodology and analysis should be focused on the Governor's voice. Reay and Sayer (2004) found Bourdieu's concept of habitus supportive in studies of groups experiencing marginalisation and supported generalisations of the research outcomes being applied to schools in similar contexts. In this research, the theoretical framework used the life histories of the CGs and explored their connections to their decision-making. This was refocused on the governor's decision-making in the walking interview, addressing these challenges through a COP environment.

Limitations of Habitus as a Thinking Framework

A valuable consideration for the findings has been the research by Bennett (2009) and Thatcher (2015) on the evolving nature of habitus. It proved helpful in exploring the CG dispositions, although the sample size impacted these outcomes. Stahl (2015) and Costa et al. (2019) provide further clarity on the interpretation of narratives through the habitus lens, leading to methods of analysis that provide

transparency on procedure and interpretation. There were revelations in the findings that translated through the theoretical concepts of habitus, an example related to the large reservoir and rich tapestry of capital and agency from the CGs, and available to the governance process but had a negligible impact on decision-making. The conceptual exploration and vocabulary of power flows and symbolic violence helped bring together dispositions in narratives occurring across the CG experience, enabling clarity to bring development and change. An example occurred in the narratives of the governor's role, suggesting that CGs were unsure of entitlement expectations and accountability and how this was shared and communicated with the other governors.

An important area for further research is the concept of the evolving nature of habitus. The features and characteristics present or impact upon it, and how this operates within the governance context.

5.2 Question two

What social-cultural and political factors inhibit, constrain, and
support CGs' involvement in decision-making in school improvement?

Cultural Capital and Agency

The journey of governance and the factors acting upon it (section 2.13) further demonstrate the reasoning behind the finding of exclusivity and invisibility. The factors acting on CG cultural capital and agency diminishing value and visibility are complex and can be seen evolving from historical economic and political global models that have little relevance to the social justice and educational values of education. Despite these anomalies, they have been translated into English education policy further directed by the white paper (2011), demarcating marketisation and academisation shaped by dominant coalitions holding economic, social, and cultural power (section 2.3.2). These systems reproduced these circumstances, maintaining the status quo (section 2.5). When further translated into local governance, the actors positioned to develop efficient decision-making have synergy with dominant coalitions (van Ees et al., 2009), highlighted in the walking interview with GX GC (section 5.2). This was perceived as power flowing from communities experiencing governance exclusivity and limiting access. In the discussion of the findings concerning question two, it is pertinent to focus on the themes of capital and agency emerging through the narratives as a key assertion of governor cultural capital regulated by factors in the school habitus, which appeared to be emanating from the wider educational governance field and doxa through policy change (section 2.6) controlling access power (section 2.9) and creating an environment of inaction, apathy. Skeggs captures this as a decisive starting point in building a conscious picture of the possible impacts of governance settings:

The inability to trade one's cultural capital because it has only limited value or is not recognised in the places where value can be accrued, is a substantial disadvantage ……. (Skeggs 1997, p. 129).

As described in Q1, when interpreted through habitus field and doxa, CGs' struggled in varying degrees to access governance and take effective action in decision-making. The education field and doxa operated to reproduce dominant coalitions (section 1.4) both in the governing board and the field, and doxa created invisibility to the governor's capital and agency.

To bring to consciousness the complex, interrelated factors emerging and acting on governance and CGs involved specific methodological tools (identity box and walking interviews). Governors considered their habitus and school habitus in the metaphor of the journey, a timeline unfolding as a river of random choices and decisions responding to pressures and changes in school governance habitus observed in GX responses in the data.

The language of Bourdieu's habitus provided a thinking tool and vocabulary to visualise how GC habitus interacted with school habitus, expressed as limiting CG engagement in the critical duty of challenge and decision-making. The concepts of habitus enabled me to observe how school governance habitus was shaped and delivered in the protocols and framework of the current governing board decision-making.

Power flows and dominant coalitions.

All CGs expressed the disparity they believed in the organisations of protocols, the dominant coalition of power that was difficult to penetrate, as expressed in the findings (Appendix 4). All three governors appeared in various stages of feeling like a fish out of water in developing their governor role (Bourdieu, 1984). Dominant coalitions in the governance field and doxa prevented them from developing confidence to engage in decision-making. GX had overcome this and was taking roles of responsibility. When interpreted through habitus, one may consider a number of interpretations; the governor had become conscious of the rules of the game or doxa and had become more adept at participating and engaging. A key area of discontent was the voice of other actors on the governing board. They were shaped by a historical business model where power and authority were secured through efficient consensus to bring about change in educational efficiency, shaping behaviour, accountability and transparency. The impact of such models translated into English governance policy created a disarticulation of governance concerned with equity, democracy (Kooiman, 2003), and community in education, emerging as the academisation policy (2010). It favoured professional governance over stakeholder contributions as more effective (Wilkins, 2014). This approach was encouraged and communicated through self-governing regulation and performance management governance materials and governance handbooks requiring familiarity with objectives on data

performance, asking the right questions, and ensuing resourcing was correctly prioritised (Ofsted 2015, Carmichael and Wild 2011) A key feature as recognised by the CGs was the redirection of power towards rigid formal codes of conduct, accountability, self-regulation, and surveillance and away from the CGs voice valuing inclusion expertise and knowledge grown locally within a local school and community (Ozga, 2008 & Ball, 2013). GX recounted concerns that the school in SM was vulnerable to being taken over by an academy through Ofsted powers (Ofsted 2010, Appendix 4). This was a signifier of dominant coalitions within private or philanthropic actors perceived as those who would remove decision-making away from the school and community (Ball & Junneman, 2011). The evidence from research suggests that in localised education decision-making, there appear to be restricted democratic structures, removing consultation with governors, parents or the wider community (Hatcher, 2012). There were also suggestions confirming GXs' concerns that schools not measuring up would be considered 'falling short' and dealt with accordingly when attainment is the dominant factor (Muijs et al., 2011). As described in the literature, James et al. (2011) identified that combinations of low socioeconomic status and low attainment outcomes placed pressure on governing bodies' processes and practices, becoming more problematic and requiring substantive support. Despite these difficulties, the CGs' showed resilience and commitment to increasing communication outside the governing board meeting when access in practice proved difficult inside the meetings. The research by Young in observation of governor body meetings (2016) and Van Ees's focus on dominant coalitions substantiate the perception of the CGs that the exclusivity of current governance reflects power flow limiting democratic and equitable opportunities for strong decision challenge and leadership opportunities (Van Ees, 2009), Young refers to the effect of limiting social power deriving from political and economic forbearance inhibiting the governor's voice by devaluing styles of articulation and the elevation of others (Young, 2017). Young's research supports a developmental strategic governance structure, empowering access for all contributors using democracy as a facilitator for effective decision-making. As seen in the responses to question three, governors have already begun this informal process through COP to achieve their goals.

'Local Education Policy -an inhibiting factor'

It was difficult to separate the narrative concerned with the positioning of the power of the CGs' and their access to decision-making from the narratives CGs expressed regarding the controlling power of Ofsted and the perceived autocratic approach of local educational governance. GX expressed their fearfulness when a federation structure was accepted for the school and governance in 2018. The school was one of six primary schools in SM or RI under the LA framework for six or more years. The Federation, formed in liaison with the LA, brought local heads, specialists, and practitioners together and removed each school from SM, maintaining autonomy, equity, and democracy. The CG perceived the roles and stance of Ofsted as a perpetrator in attempting to place this once-stuck school

under the sponsorship status of an Academy, losing its control over staffing, curriculum budgets and self-determination.

The narratives from GX, GC GP expressed varying forms of powerlessness relating to their experience of governance and the impact of CG habitus intersecting with the school's local governance habitus and its impact on community habitus. GX, having experienced Ofsted inspection in three positions along the journey of school improvement, clearly saw Ofsted as an arm of government policy that operated as a process of checks and balances, dispassionate and creating perceptions of powerlessness. They had watched staff disintegrating under the Ofsted pressure, resulting in a second RI period. Bourdieu's conception of symbolic violence expressed the perceived lack of respect and value GCs interpreted of themselves and their teachers' children, school, and community.

'Ofsted is seen as a big kind of caped villain ….' *You've done this wrong; we could close you down in special measures to the governor's close budgets today. But if you fail …enough said, and you go from good to special measures, all of a sudden, the whole community is up in arms* (GX 1:1748 Identity box).

GX provides a perception of how Ofsted operates, a force of overwhelming, unreasonable power. The symbolic violence of the school was placed under SM RI for more than six years. The interrelations of power were a central strand throughout many aspects of human relations (Ball, 2013) and are inherent in the framework of the governor's role. The power structure in governance, driven by Ofsted, created passivity and self-surveillance as the framework was exclusive and required governors of diverse positionalities to interact and collude with middle-class positionalities and political ideologies. Reay (2010) and Skeggs (1998) observed passive self-regulatory behaviours accepting the status quo (Reay, 2004), particularly in their research on the education of working-class cultures. This could be identified from CG's perspectives. Political ideologies such as neo-liberalisation and marketised education structures need to be unpicked and understood by governors (Canaan, 2013).

GC and GP expressed other forms of power denigration, including the process of policy translation in and practice of the Ofsted inspection that had been experienced on the journey from SM to Good (January 2022) and its interpretation in localised education policy habitus. CGs were passionate about decision-making concerning resources and controlling powers in local governance habitus, an aspect of the field and doxa (Appendix 4). This was perceived as impacting decision-making on resources such as learning for early years and families new to English, alongside the community engaging in educational improvement through the school community hub. Local governance was perceived as devaluing CG's expertise or contribution. There was a feeling of judgment on the culture class and, in some cases, localised governance choices made about politics and culture (14:38, 15:30 below).

_____ *(name withheld is a _____ ward, the borough is _____ (Location withheld) their feeling is that other poor wards get funding, but P does not because it is a …… ward (GX GC 14:38 Walking interview).*

'which is quite unfortunate because you have some very good people in _____ (location withheld) and you have people who've developed into good community leaders are good business people, and they then decided to move their families and children outside of _____ (location withheld) instead of keeping that knowledge base and that skill set within ……because they can see that there's no funding there's no belief in …………there's not even ..litter only gets picked up every so often so it's one of those where we're losing skill and losing knowledge base and historical connections because of people moving out. (GX 2 14:38).

GC 'You mean look at this for the legal counsel said that Families are struggling particularly in _____ (location withheld) and _____ (location upheld) maybe they should consider not having more kids that's what he said, and he defended his statement, but his party in the House of Commons contradicted him and rejected his statement to his statements it doesn't help with communities ' (GC 15:30, Walking interview).

This emphasised the vulnerability communities perceived exposure to when local governance is removed from experts and professionals, impacting democratic accountability (Wilkins, 2017). Governors are intimately aware of decisions made about resources and views communicated about their community. There were feelings of frustration due to a lack of parity in engagement and a lack of value in their skills and knowledge: community habitus (The litter indicated a lack of care or consideration). In her research, Wallace concluded that marginalised groups had capital devalued in decontextualising or simplifying local policy as a one framework fits all, which may denigrate culture and practice as seen 'as Lacking' (Wallace, 2016, p.188). CGs' felt very strongly recognising the factors that limited them and which research into community resourcing raised concerns of weakened safeguards for equity and democracy expressed as greater competition for diminishing resources alongside a relationship between schools and their locality becoming undermined (Hodgson & Spour, 2012). Democratic localism (Hodgson & Spour, 2012) examined by researchers indicated a genuine interest in meeting the needs of all learners in a locality, thinking about how national government offers educational leadership, providing the space and the resources for collaboration at the regional and local levels to develop the creative and dynamic local learning systems (Allen &Gann, 2018). The characteristics demonstrated democratic values, social justice, and mobility in a stakeholder-valuing setting. There were clear lines of accountability, from those who managed the school to stakeholders (Gann 2021, p.223). This participatory governance promoted participation, which is supportive of a federation structure. The concern in this aspect from the community and governors is government

pressure through policy, process and practice limiting resources and incentivising an Academies model to achieve a government goal of full academisation at the cost of community cohesion.

5.3 Question three

> *How can the CGs' role and involvement be developed within the*
> *governing body to enhance school improvement in the context of an*
> *inner-city junior school in SM, RI, and become Good?*

Emerging Inclusive Governance.

The evidence from the investigation of Q2 provided a detailed analysis of how factors interpreted through habitus and researcher co-constructor demonstrated the impacts of CG habitus interacting with school and local governance habitus, illuminated limitations perceived by CGs, particularly in the decisive actions of decision-making and leadership.

Despite these restrictions, the findings provided insights into a complex web of communication between CGs in and through the community habitus, where their voice, knowledge, capital, and agency were valued. There were instances where the findings suggested that the CGs' were taking steps to reclaim access, creating, or using systems within the ecosystem of the community COP to achieve this in some aspects of school governance where it was previously invisible and undervalued. CGs used social learning in the community and informal networks of COP to reclaim agency and social-cultural capital (Hargreaves, 2014) in local governance. This provided new knowledge on the possibilities of reimagining the CG role in inclusive school governance praxis (Freire, 2000).

'I am better informed and supported, so the last 24 months, especially with the emails and the links and the portal and anything. So yes……, but at the same time, you still always have one hand tight behind your back because. You don't feel like you are going to make a significant difference because of the pressures of financing. Realistically, as a governor, it's all gonna be limited by Internal and external factors (GX 28:28 Identity box).

It is interpreted as recognising the factors acting on habitus and the actions and pragmatism required to enable CGs' to become conscious of such factors, overcoming them within the governing board. The narratives intimated emerging evolving habitus (Bennett et al., 2009), internalising new habitus and skills driven by passion, determination, and resilience to influence what they perceived as inequitable, unfair, undemocratic conditions, which would affect their children's futures. Within this

detailed research collaboration, there were indications of insightful reflexive thinking from the CG voice through the lens of habitus explored through COP. The CGs grasped the threat to their community and autonomy and did their best to support the school through the skills, wisdom, and growing power within the community. The data suggests that the CGs created a COP outside the governing board to learn from each other, sharing knowledge and expertise (From the CG who died during COVID-19) to enable them to operate more effectively within the governing board COP. The narratives demonstrated how the habitus of governors and community unconsciously worked around habitus and doxa to bring about change driven by building professional social mobility for children, families, and community in varying degrees of effectiveness without accessible training and leading to a reimagining of governor practice through praxis-centred around the COP frameworks.

'Obviously, seeing a school where you actually attending, yeah, failing or in SM is worrying you because it's your children in the future your children's education, so all I can do is to be part of that decision-making .....I can do my bit to help schools to, you know, to move forward and, you know go to our situation to go to a good school and improve yeah, so that was about what I encouraged me what I wanted to go and help in a way if I can to improve the school (GP 1:16.35 Identity box

There is a commitment to a local school in SM RI. The desire to take on the challenge. A move to be powerful, confident in skills and attributes and a desire to be part of bringing about improvement.

'I've been encouraged by so many parents here. I've been selected by the parents themselves, so I think I might have most word from the parents…community work again pushed me to do other things I never imagined, like leading people you know, leading the community running organisation obviously working in this community (GP 1:15:22).

GP habitus has been developed and extended to interact and exploit all aspects of society strata to achieve change locally, and using the power of these actions to engage in governance. They have used aspiration and passion to create structures to support the community through COP. In the fragile network of learning, sharing, and communicating, the loss of a key experienced member of the CGs created a major disruption and intense feelings of loss for both the community and school. CGs' continued to promote awareness and communication, education issues and had clear ideas on developing governance. Despite or as a response to this loss, during COVID-19, sophisticated webs of COP developed dynamically, communicating and sharing knowledge through situated learning and legitimate peripheral participation were being promoted to bring about change as discussed by Lave and Wenger (1991). As stated in the findings, GP exploited COP to manage doxa factors of local governance and manipulate the power balance by raising consciousness of the inadequacy of resources for adequate housing and school places. The passion, interest, and desire for the pupils' success was a precursor for seeking expertise through social participation. Raised consciousness of

the intersection of the school CG habitus informed the learning and knowledge of school governance in a centripetal manner (Lave & Wenger, 1991).

This practice required skills to challenge and negotiate from conscious awareness and praxis. This could be a survival mechanism that could be effective and legitimised with more formalised support and training from the field (Bourdieu, 1984). It may have specifically related to a sophisticated decision-making response in pressured environments of SM or RI. All governors shared their close relationship with the school as the centre of the community, immersed in the life of the community. It was integral to the growth of the community, so as the school has been under SM, the community has also been depressed. It was now looking to the future to build back that relationship to learning in the community and respond to changes in society and how they filter down into the community.

School funding and local governance resourcing were perceived as undemocratic and out of their sphere of influence, where resources were removed when grants ran out or were stopped, causing frustration and distress in the community, where opportunities for learning to support social mobility and greater access to becoming a fish in water in society were diminished (Bourdieu, 1984).

'The issue behind funding and education and developing the community go hand in hand, and for some reason, nationally and locally, they just don't seem to understand that you can educate the community, you give them ambition, if you give them ambition, you can get the community moving forward in a positive way and then wanting their children to do just as well but better' (GX 01:17:48 Walking interview).

This is insightful in understanding the opportunities for democratic equality, social mobility, and the desire to be part of society on equal terms. The frustration of the current status quo relates to the perceived value of the community mobilising the CG to develop a recognition of their potential skill value learning, becoming a fish in water within the doxa, having the social, economic, and cultural capital for swimming seamlessly through the system. These illuminated insights into the characteristics of a reimagined governance delivery.

'I think expectations are always there. We want our children to do well. But how do we achieve that? Doing rather than being disciplined, being a good person and being a caring person? And then doing well, also at the same time, not putting that mental pressure on kids from a parent's point of view.

I think it's keeping our parents well informed and educated, so there's a there's level of trust, between us and the parents, but at the same time. Some kind of way of understanding the children and developing well-rounded children who are forthright in their opinions but know there are boundaries, yes, and consequences.' (GX 33:47. Identity box)

Using a reflexive COP approach to plan and support students' parents and community for the future is an example of submerged habitus. The pressure and expectations to be upwardly mobile from habitus, how do we manage it through education? A further reflection of life histories informing and promoting change, stepping outside one's habitus, growing, developing, and evolving.

Um, I don't know what we're gonna do, but I can tell you what I would do………...When I was paid to work for……...to energise support, what we used to do was to recognise the volunteers first recognise that they are giving their time also as a chair of governors for another governor as a buddy scheme just sort of just talk about talking today so probably more active now especially (GC 42:29)

This CG understands the challenges and will strive to support the school and community in achieving them. This may be outside governance.

Democratic governance would imply that skills, qualities, and attributes are developed to maximise the contributions of every governor on a governing board, ensuring enhanced social capital within the school decision-making process. The findings demonstrated that knowledge sharing and greater skills input via training could enhance key areas of decision-making and leadership. This has proved difficult with tight school budgets and limited opportunities for training conducive to CG availability. The need for further research is discussed in section 5.7.

5.4 Question four

> *How may a theoretical model of COP provide a framework for reflection and reflexivity to reconceptualise CG decision-making within the governing body?*

Inclusive Governance

In building on from Question Three, the findings illuminated in the walking interviews suggested that CGs used informal frameworks of COP outside the governing board to position themselves within the school habitus and field required to be effective in participating in the challenging activity of developing school improvement. Through this framework, it was possible to identify the factors that inhibit but also support the CGs' role in decision-making and school improvement. The COP provided a space for CG's voices to be heard and empowered. There was a sharing of the key tenets of COP, the domain of knowledge each governor held, and shared with other members and CGS about the issues of the school, which they were passionate about and were keen to develop their practice. Despite this, the local COP framework lacked legitimacy as it operated invisibly. The governors, each bringing their habitus, experienced disjuncture and feelings of being a fish out of water (Bourdieu, 1984).

The informal COP experience in the walking interview provided time and thinking, facilitating a growing consciousness of recognising the characteristics of the field and doxa. It provided opportunities for empowerment by minimising unconscious power gradients. COP elucidated the ecosystem of rich knowledge in the community, which brought about the reimagining and recreating praxis in more inclusive governance (Denzin & Lincoln, 2005). Evidence showed that some governors were bringing about change, converting CG currency into action using resilience and community action, creating opportunities to act on localised governance. COP reached out, creating a platform of discussion and debate, and contributing to academic knowledge through the theoretical framework and underpinning methodology and praxis.

The research method of COP used in the walking interview raised new approaches to training sharing, demonstrating that CGs intersect effectively with the habitus of the school and broader education, achieving effective thinking in school improvement. This was demonstrated in the school achieving 'good' in January 2022. An evolving praxis has been demonstrated and has led to recommendations of similar frameworks for future governor training and induction. COP provides a safe space for critical thinking, further supported by the research process.

Reimagining Governance Practice.

The research attempted to reimagine CG praxis through the elements of COP, providing further legitimacy to raise consciousness and reflexivity for CGs and all governors engaging in the complex decision-making process. Research by Pyrko (2017) was useful in its focus on notions of knowledge and learning, creating formal spaces to be reflexive and share tacit knowledge, and developing the practice of transpersonal knowledge processes of thinking together described as indwelling (Pyrko et al., 2017). It provided a vocabulary and framework to reimagine and develop learning. The concepts of indwelling (Polanyi, 1996), when applied to CGs' practice, suggest that when CGs' interlock their indwelling on the same problem, thinking together is introduced as a trans-personal knowing process through which tacit knowledge is 'shared' indirectly and that essentially 'brings COP to life.' Learning is defined as a social function, inclusive of identity and placed within a context. The practice is described as frameworks, ideas, tools, information, styles, language, stories, and documents' (Wenger et al., 2002, p. 29). This leads to clarity of meaning within the COP constructed of three key tenets: mutual engagement (how and what people do together as part of practice), joint enterprise (a set of problems and topics that they care about), and shared repertoire (the concepts and artefacts that they create) (Wenger, 1998). The practice facilitates constellations of engagement ranging from full participation ('leading the practice' by the core group) to more peripheral or occasional participation (Handley et al., 2006; Wenger et al., 2002).

The contributions of tacit knowledge that each CG brought to the practice were fundamental to the process and practice. It is a vast unknown and implicit waiting to be stimulated and brought to bear in the context, and its indwelling encapsulates the development of physical and intellectual knowledge. It could also be suggested that it includes social and emotional knowledge. CGs' invest time and emotional passion to achieve an outcome for their children and the community. Polanyi gives an example of a pianist or surgeon who is fully informed and emotionally committed, mind and body, 'investing in the identity in practice communicating knowledge through equity and trust '(Polanyi, 1966b). When indwelling is expressed through COP, CGs with different tacit knowledge come together to attend to the same problem. The school in SM impacted families' children and communities, as in GPs narrative, 'I want to help all I can '(Appendix 4). GP suggests they can share their knowledge through their identities in the knowledge context, i.e. improving decision-making and creating school improvement. The highest form of COP to be achieved for optimal effectiveness in governance is 'thinking together.' In these learning environments, a trans-personal process is achieved through which people intensively learn together and from each other in practice, and in this way, they become more competent practitioners. The research also emphasised learning partnerships and a sense of community through mutual identification. Individuals' indwelling is interlocked: people engaged in thinking together guide one another through their understanding of the same problem. In knowledge sharing, the act of knowing is who will use it and for what purpose. From this research, an initial part of this process includes the feelings and perceptions of the governor's experience and the factors that may inhibit or restrict their access and effectiveness. This often involves mutually discovering which insights from the past are relevant in the present, guiding governors through thinking and insights to help them see their situation better (McDermott, 2000).

Figure 12 is my interpretation of an alternative perspective of active participating governance, which visualises shared learning pervading the school and broader community, building increasingly complex knowledge capacity, sustaining new knowledge, and building confidence and value as an organisation (Lave & Wenger, 1991). This approach inhibits the dominance of any group within governance and enables all voices to be heard.

Active Participating Governance = Effective Decision Making / School Improvement
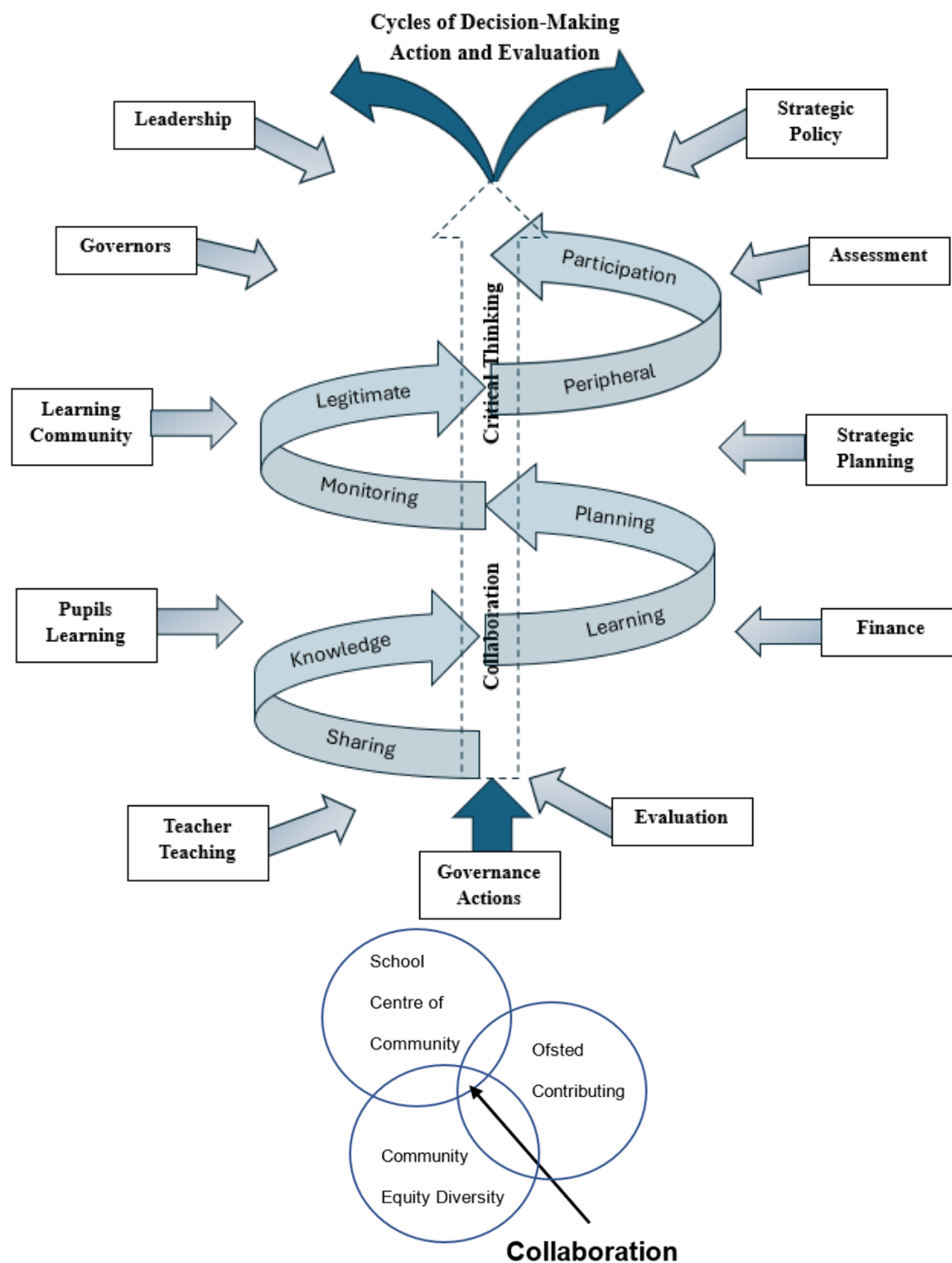
Figure 12 New possibilities for CG governance through Communities of Practice

5.5 Summary of key findings

A contribution to new knowledge from Q1 focused on releasing the governor's contribution via capital and agency through the CG voice on decision-making and in the use and design of the thinking tool of habitus and for COP to provide an environment in which it could be communicated and practised.

The contribution to practice emerged through researcher practice in positioning vulnerability (Toma, 2000) and collaboration (Horner, 2016). A contribution of the research into governance practice initiated an increased understanding of the needs and clarity of roles for each group of actors within governance, particularly CG groups, and the untapped potential now recognised in Cultural capital and agency. This research further illuminated the unique situation for some schools dealing with an Ofsted judgment, of SM and RI, for six or more years and the journey including an Ofsted Judgment of Good (January 2022). The characteristics of good governance came to the fore as CGs increased confidence and clarity about the school journey and made a significant contribution to the Inspection process. This research framework will be offered to other schools in this context. The opportunities at conferences and governance review may offer further discussion. Within the academic community, it has contributed to research by developing the theoretical frameworks of COP (Sodiq & Allen, 2023). This is in progress with a framework of Blogs, podcasts, workshops, and conferences (2022-2023).

Q2 was explored through the literature review and narratives from the findings, identifying further contributions to knowledge supporting question one. The contribution to knowledge included the examination of global economic and financial governance frameworks (section 2.3) on which English education governance policy is framed, propagating dominant coalitions. These impacted the CG's cultural capital and agency, creating invisibility and diminished value. There are implications for further research examining the characteristics of democratic governance structures and their benefits to decision-making and school improvement for governance. Examination of this question demonstrated the importance of building knowledge of education governance to challenge and develop resilient praxis supporting schools in this context.

The contribution to practice included focusing on the role of CGs as stakeholders who brought knowledge and expertise to children and families from communities rich in culture and agency. This research provided a starting point to engage with that voice to create value and equity as a prerequisite for improving pupil progress and school improvement. As governance becomes increasingly high stakes, research into the ability of all governor roles to become an effective voice in decision-making and hold the head to account becomes increasingly essential. Further research into the exclusivity of governor frameworks in the field and doxa needs to be explored to bring equity and democracy in decisions and resources. This may increase governor engagement, discussion and challenge. It

contributes to understanding and brings accepted assumptions to consciousness, providing capital and agency to re-imagine practice.

The research attempted to collaborate with the CGs in a transformative manner as suggested in conscientisation (Freire, 2000), creating a new consciousness as interpreted through habitus. Transforming CGs' effectiveness through empowerment and using COP to increase challenge, critical thinking and new knowledge and practice.

The contribution to the knowledge of governance about Q3 inferred that CGs show instances of developing informal networks of COP to reclaim agency and action in local governance. The access to covert systems of communications and constellations of COP (Coffield et al., 2011) appeared to be operating when governors and communities were under pressure to bring about positive change, mobility, value, respect, and equity for themselves, their children, schools, and communities. The contribution to practice would be to recognise and invite the reimagined evolving practice of decision-making into the protocol and process of the board meetings and continue to develop it.

The contribution to knowledge in Q4 question four is the effectiveness of governor learning enhanced through overt frameworks of COP. What was recognised as a familiar vehicle of COP, where CGs were beginning to initiate knowledge transfer learning and sharing within the community habitus, would benefit from increased development, enhancing governor knowledge, participation and effectiveness in decision-making. GX reflected that the impact of COVID-19 accelerated these COP opportunities, linking home and school. COP also offered alternative views of social participatory learning, sharing, and influencing school improvement through more equitable, inclusive democratic governance (Appendix 4). The narratives were woven across the categories and themes, providing greater depth and insights where the governor had a clear vision of how governance could be reimagined using other equitable, democratic models (Appendix 4).

The contribution to practice involves the reimagining of governance praxis. COP provides enabling frameworks for CGs passionately looking to build knowledge to operate and share ideas and experiences. They are looking to build this knowledge through the governor board meeting. The active and dynamic actions in their spheres in the community would become transformational within the governing board meetings for all governors, thinking together through situated learning and legitimate peripheral participation. Governors feel valuable and important enough to engage in decision-making.

Learning is an integral part of generative social practice in the lived-in world (Lave Wenger, 1991, p. 35).

Improved decision-making is the next phase of the journey for CGs forged in life histories through generations responding to events in time. This analogy, when applied to the journey of governance, facilitated a view enabling an understanding of the multi-faceted impacts over time and its translation into English education governance interpreted through localised structures and policy.

5.6 Researcher reflexivity

The research focused on what governors brought to decision-making and the factors that impacted their ability to make decisions. The findings provided other insights that were equally valuable. The CGs appeared to operate with sophistication and complexity, interpreted through my science background, as a metaphor for an ecosystem. There were different researcher governor collaborations and diverse types of interactions with each governor. It was observed that sharing information, skills, passion, and commitment occurred in informal governance. However, institutionally and historically, the governing board did not have the capacity or flexibility to respond or have a consciousness to see its relevance. The illumination of the overarching themes brought to consciousness aspects of symbolic violence in attempting to access board meetings, and the inability to support community social mobility. The response by the CGs' and the community to these perceived restrictions was interpreted as the resilience and emerging aspirations coming from a different positioning or more extended governor experience to outmanoeuvre power and doxic dispositions to bring about some action for change (Ilacqua and Zulauf, 2000, p.172).

Theoretical frameworks.

The choice of habitus and COP was related to the troubling of the research questions, providing an environment to release CG's voice. Habitus as a thinking tool for governors helped provide priori themes which governors could explore as I modelled them. Placing the CG at the centre was pivotal to the ontological and epistemological positioning of social constructivism. This dictated the journey to explore whether governors could become protagonists through the awareness of the power of life histories and bringing to consciousness the unconscious positioning, dispositions, and power flows in governance. As a practitioner and researcher, I found that the exploration of habitus provided a clear pathway for CGs in exploring our current position in decision-making with a strong framework and vocabulary to refer to. COP provided the conduit to develop and share critical thinking and be empowered to create solutions.

Methodological Design:

The development of collaborating environments through the identity box and walking interview transformed CG participation by an empowered governor voice operating within an inclusive framework. They provided safe, stimulating environments to adjust the gaze from one's personal

decision-making frame to how it operates within school habitus and local governance. Most importantly, it provided time and space to be reflexive about what acts upon one's ability to make decisions in a governing board meeting.

Data collection through narrative analysis in the identity box illuminated the unique voice of each governor. It gave emphasis to the importance of each journey and the attributes and qualities on offer to the governing board. The discourse demonstrated the knowledge and expertise available, bringing power to decision-making when it could be accessed. The thematic analysis from the walking interviews captured the wider discourse on the hopes, fears and frustrations within the CG group and their focus on tough decision-making. The analytical process of triangulation, with field notes cross-referenced with digital images and CG decision-making recorded in board meetings, provided me with confidence that the outcomes that emerged had substance and provenance. It gave clarity to the CGs on what improvements they felt were important and how they could be communicated into school governance. A good example is GX's view that the impact of COVID-19 accelerated strategies linking home and school, and influencing school improvement through more equitable, inclusive democratic governance (Appendix 4). In my view, CGs' began to develop a clear vision of how governance could be reimagined (Appendix 4).

The most challenging strand of the data collection proved to be the documentary analysis. The impact of COVID-19 diminished the number of meetings, followed by meetings held online, which produced data that was considered unreliable, due to inconsistent meeting attendance, the loss of meetings due to COVID-19 and the adjustment to online meetings. Despite the difficulties, the experience provided useful feedback on how the governor's voice could be improved in minutes by highlighting all actions directed by each governor present. Ethical approval for the research was confirmed on January 24th, 2022. This ensured the highest ethical standards (UKRIO's Code of Practice, 2020).

Researcher positioning:

As a practitioner-researcher, I was placed as a central actor in collaboration with CGs. This positioning supported the ontological and epistemological positions, placing governors central and empowered, recognising expertise, skill, and the desire to know their governance stories. Debates and discourses focused on the metaphor of the journey and provided a timeline of experiences and memories. Reflection and reflexivity created transparency in the discourses in the evolution of their governor experience, and central to this discourse were relationships of power (Lather, 2006). The nature of the inquiry demanded a model that placed life experiences, central sharing discourses and communication pivotal in enabling understanding of factors impacting governance (Lave & Wenger, 1991).

The theoretical and methodological positioning contributed to looking through a democratic alignment in governance and school improvement by interpreting and sharing the CGs' voices and re-imaging their future in school governance decision-making and school improvement practice. It allowed a reimagining of Neoliberal marketised education policy and strategies which could operate more serviceably through Ofsted collaborating in a more bottom-up working approach, providing an in-time formative assessment of progress, offering advice, expertise and valuing the expertise and attributes of governing members seeking to challenge and evolve in a more equitable, democratic, visible manner. The research offered an opportunity to recognise and engage with the unique skills of communities to ensure recognition of the value of CG contribution, principally because it produces the greatest progress in learning for our children.

In this study, this school and the Federation recognised the importance of CGs. Democratic governance espouses equality in the governor's voice, linking communities to the learning process and developing COP. A desired conclusion could be interpreted as a governance framework that was more flexible, democratic, and capable of responding to the habitus of the CG, which would enhance the goals monitoring processes like Ofsted was trying to achieve. The interpretation of school habitus and local governance doxa structures brought to the fore historically unconsciously accepted factors that the CGs were learning to reimagine and dimmish, releasing access capital and agency into decision-making.

5.7 Future research

The literature is recognised as providing provocations, including Bourdieu (1984, 1996) and developing perspectives from Reay (2004, 2015, 2021), Skeggs (1997, 2004), and Bennett (2009), evolving conceptual thinking of habitus within marginalised groups in education. The seminal works of Lave and Wenger (1991) resonate clearly as a conduit to support social learning, including individual values and perspectives developed by the CG. The researcher as participant and collaborator is an evolving strand (Horner, 2016) and is an area for further research. The literature supports the epistemological frameworks and paradigms, which enable the investigation of questions one and two. It contributes new knowledge through the ontological and epistemological positioning of the CG at the heart of the process, underpinned by habitus (Bourdieu, 1984), positionality identity (Nutbrown, 2011), and provenance (Hill, 2018). This is incorporated within situated centripetal learning through legitimate peripheral participation COP (Lave & Wenger, 1991).

New praxis may be reconceptualised and reimagined through the operation and practice of CG decision-making, shaped through a framework of conceptual thinking and vocabulary through Bourdieu's framework of habitus, field and doxa. It explores CG's contribution to decision-making

and developing consciousness of the factors impacting cultural capital and agency. The data analysis strategy may give a 'voice' through interaction in place-space troubling, thinking about power flows and how they emerge in governance practice, challenging issues of passivity and marginalisation.

In answering the research questions, troubling areas emerge, including CG's perspectives of the lack of value as CGs, the school, and the community, as expressed in data from GC GX concerning community learning removed from the school. There were opportunities to explore the impacts of socioeconomic status (James, 2011) and challenge the perceived assumptions of lack of agency and social-cultural capacity undervalued by governance partners (Hargreaves, 2014). Implications from Q3 in increasing the CGs' contribution to decision-making suggest that further research into the relationship and impact on CG skills is required for school improvement, as the framework for CG is currently fragile and needs support and development. Research into the operation of governors' effectiveness has proved difficult to observe in any investigation into CGs' or parent governors' voices. Studies by Sodiq et al. (2023) have focused on the professional or teacher Governor (ASG). There are similarities in the Governor's and CGs' views and understanding. There are indications of self-regulation and self-surveillance due to a lack of confidence and perceived value of their contribution (Sodiq et al., 2023). Sentiments of the CGs in the data recognised the values of democracy and social justice as an integral part of governance. As shown above, it proved difficult to identify research in this context. However, Allen and Gann have produced findings by observing a college framework committed to stakeholder contributions in a democratic environment (Allen & Gann, 2018). There is a democratic deficit that has evolved since the Education Act of 2010 (DfE, 2010), leading to reduced stakeholder engagement and gaps in support and training. This may lead to failings of accountability expressed by Ofsted as an indictment of the school and community (Wilkins, 2015). Further research may look at empowered participatory governance (Ackelsberg, 2004), refocusing collaborative values and principles that position themselves meaningfully within a COP praxis. The overarching themes of symbolic violence and the field of power pervade the narratives and suggest that in reimagining governance, these are areas where equity and democratic governance would maximise effective decision-making, leading to effective school improvement in school environments under pressure.

The implications for further research from Q4 include exploration of governor roles within government bodies in differing settings to build knowledge of governor transformational practice (Freire, 2014) and to observe their impact on improvement outcomes. This may include further research into frameworks of COP, as in the case of the CGs' which emerged outside a governing board. It used COP as a vehicle for knowledge sharing, increased governor participation and increased effectiveness in decision-making within the governing board.

Implications for policy:

It is recognised that the research sample is small, but it contributes to a growing body of research examining governor roles and their effectiveness in carrying out equitable governance (Sodiq et al., 2023). It seeks to raise awareness and facilitate improved frameworks for transformational, equitable, democratic power-sharing governance, which may develop practice.

Chapter Six Conclusion

The context of the doctoral study pertains to an inner-city junior school serving a diverse community placed in the one per cent quartile for the highest level of deprivation in England (Ofsted report, 2022). The school had been placed in SM for six or more years, defined as a stuck school (Spielman, 2019).

This chapter focuses on the research aim and questions to reflect and evaluate the findings. The discussion recaps the aim and questions, highlighting the findings, and evaluating the methodological framework and its construction through the theoretical frameworks. The research questions explored the effectiveness of CGs in engaging with decision-making impacting school improvement and the factors that limited or enhanced their effectiveness. The findings illuminated were considered through the impacts of contributions to knowledge and practice, leading to recommendations for future research. It included a reflection of the 2010 white paper 'Academies Act', which brought about changes in governance and the impact it had on the CG, their ability to carry out their governance duties, specifically in developing effective decision-making and school improvement (DfE, 2010).

Exploration of the questions leading to findings justified the key troubling and provided assertions and directions for further research questions and contributions to knowledge and practice. The doctoral inquiry centred on the knowledge of governance through collaboration with CGs. It attempted to develop a consciousness of school governance habitus through life histories, creating a praxis for empowerment in decision-making. The lens of habitus focused on releasing the governor's voice as they focused reflexively on life histories and governor journeys. Exploring the available literature on CG's role led to a reimagining through the lens of sharing life histories. The applications of habitus (Bourdieu, 1984) and COPs (Lave & Wenger, 1991) enabled this inquiry to identify social and cultural factors impacting CGs' decision-making as these factors intersected with English education governance policy.

6.1 Key Findings

The inquiry focused on the key aim of examining the factors that impact the decision-making of CGs.

Four questions shaped the thesis in exploring the question, leading to key findings.

Research questions:

Q.1. What do community governors bring to decision-making in school improvement in the context of an inner-city Junior school in SM and RI?

Q.2. What social-cultural and political factors inhibit, constrain, and support community governors' involvement in decision-making in school improvement?

Q.3. How can the community governor's role and involvement be developed within the governing body to enhance school improvement in the context of an inner-city junior school in SM, requires RI, and become Good?

Q4 How may a theoretical model of COP provide a framework for reflection and reflexivity to reconceptualise community governor decision-making within the governing body?

The key themes subsumed within the doctoral inquiry were shaped by observations of the researcher governor, invited to join a governing body supporting an inner-city junior school placed in a category of SM and RI for over six years. On reflection, education policy appeared to be focused on the operations of monitoring and accountability but provided few solutions for this context (Ball, 2011). The need to explore creative approaches was recognised, placing governors centrally, empowering them, and increasing their effectiveness. My ontological, epistemological positioning (Social constructivist), informed by the literature review, shaped the approach to this troubling. The researcher became a collaborator, sharing the processes and discourses with the CG.

The methodological design sought a bespoke framework to hear CG's voice, enabling CGs to be the experts and central to the discourse. Bourdieu's thinking tools facilitated reflexivity of identity, positionality and provenance through the lens of habitus immersed in life histories and the governance journey (Bourdieu, 1984). COP provided a conduit for communication, practice and consolidation (Lave & Wenger, 1991). The collaboration used ethical values of transparency, trustworthiness, and fidelity, reflecting on the findings, enhancing governor practice, and improving pupil progress through school improvement. During this period, COVID-19 began, and the school joined a Federation of Inner-City primary schools in the same context.

The findings illuminated critical thinking about decision-making and insights into factors that impacted GC practice. In addressing the research questions:

The exploration of Q1 through the coalescence of discourses illuminated the finding of exclusive governance operating in the habitus of school governance and the translation of education policy in localised governance. This was interpreted through narratives as high CG input and low impact on decision-making. CGs' perceptions of discrimination and prejudice in the broader education field related to resources for community learning in supporting families. Exploration of Q2 concluded the finding that a key factor operating was perceived in the theme of the impact on capital and agency. Key findings incorporated the invisibility of cultural capital and agency, undervalued by the school's governance habitus and exacerbated by ad hoc induction and training. This enquiry has brought a

luminescence to the invaluable provenance of CG life histories and tacit knowledge, which converts to insights and critical thinking, enhancing decision-making when brought to consciousness.

Q3 illuminated invisible webs of COP (section 5.4) occurring outside the COP of the governing board, throughout the community and integral to CG development. They operated in response to inaccessible support, learning, and training from the field (section 5.4). It involved sharing awareness, knowledge and learning from a highly sophisticated governor (CG who died during COVID-19) supporting new and inexperienced governors in the governance field and having the ability to start to rebalance power relationships. This provides the possibility of impacting the governing board COP and enabling it to develop into a more inclusive COP.

In Q4, the findings from Q3, supported the emergence of the key finding of inclusive governance, reimagining, supporting school governance, and bringing about the goal of enhanced pupil progress through SI. The key findings suggested that COP was visible in the governor's expertise and academic knowledge sharing. Sophisticated skill sets revealed challenging, sensitive knowledge (mental health) exchanged with gentle persistence and resilience. The tenets of COP democratically encouraged situated learning and invited the community to engage in participatory learning, building on identity and social practice (Lave & Wenger, 1991).

Overarching Themes

Overarching themes emerged when discourse across the themes produced narratives (section 4), pertinent to Bourdieu's dispositions within the habitus of symbolic violence and fields of power (section 2.15) (Bourdieu & Passeron, 1990). The findings interpreted evidence of these dispositions in governance protocols within meetings and limited governance development due to a lack of resourcing. The school was placed in SM RI for six or more years with inefficient support or developmental processes from education services, incapable of building an effective learning governance community, relinquishing, and labelling it a stuck school (Spielman, 2019). The perceptions of CGS were also directed towards power flows removed from them, in the doxa of local governance education policy.

6.2 Contributions to knowledge and practice

As discussed in sections 5.5 and 5.7, contributions to knowledge include reimagining the role of CGs' in decision-making in SI, in the context of SM or RI (Good January 2022). The application of models of COP and habitus in understanding CG roles is considered a contribution to knowledge. It can be used with other groups of governors. Finally, it contributes to ongoing research in the field of

participation of the actors on a governing board. It adds knowledge to the literature of CG positioning through a lens of sharing life histories and empowered governor voices operating within an inclusive framework.

The contributions to practice include reimagining CG practice within the governing body and how it can contribute to effective decision-making in school improvement. This may contribute to other research into the different actors within a governing board. The researcher, as a collaborator in a position of vulnerability, contributes to methodological approaches and practice in managing power relationships within the research process (Horner, 2016). Another contribution to practice is a reimagining of CG effectiveness in developing spaces for critical thinking and sharing tacit knowledge, through the exploration of COP approaches. There is a contribution to conceptual thinking and raising consciousness of the factors impacting CG decision-making and how they effectively engage with it. Bourdieu's framework of habitus, field and doxa was valuable in providing vocabulary and a frame of reference to explore governors' contribution to decision-making and developing an understanding of the factors impacting cultural capital and agency (Bourdieu 1984).

The wealth of differing capital and agency each CG contributed produced unique niches, further exhibiting micro niches described as community microcosms, which could be interpreted as evolving habitus (Bennett et al., 2009). There was evidence of sophisticated webs of COP (sections 2.16, 5.4, 6.1), of CGs' communicating and sharing knowledge through situated learning and legitimate peripheral participation to bring about access and inclusive engagement (Lave & Wenger, 1991). I interpreted that CGs may be using COP to manage doxic factors of local governance and manipulate the power balance by raising awareness of the inadequacies of resources for adequate housing and school places (Maclean et al., 2014). The model of active participatory governance (section 2.16) is an interpretation of CGs evolving new ways of learning and knowing, to release the governor's voice and improve practice. I believe that the model's approach made the CGs' responses more solid and confident. It recognises the multiplicity of duties and decision-making that requires shared critical thinking, discussion, and negotiation for CGs and all governors. It is a stepping stone to developing new research to build clarity in this process.

Research Methodology:

The methodological design emanating from the ontological and epistemological platform of habitus, Positionality (Bourdieu, 1996), identity (Nutbrown, 2011), and provenance (Hill, 2018) enabled governors to share life histories, releasing the governors' voice through centripetal situated learning of COP (Lave & Wenger, 1991) and collaboration (Horner, 2016). This contribution to governance practice facilitated provocations to create reflections, bringing the subconscious to the conscious (Clark, 2010). The governor becomes the 'researcher inverted' (Brown & Perkins, 2019, p.161),

cross-referencing the governor's habitus intersecting (Bourdieu, 1996) with the school as institutionalised habitus and practice (Thompson, 2011). This research method may be used as a development tool for governing boards to improve the involvement and effectiveness of governing boards.

Data collection and analysis:

The identity box and walking interviews facilitated reflexive opportunities to express a governor's experiences and memories linked to life journeys and decisions. The researcher maintained the position of collaborator (Horner, 2016), sharing narratives to create empathy, trust, and vulnerability (Toma, 2000). Narrative and thematic analysis triangulated transcripts of critical moments, ignited by moving or making that luminesced and were captured, releasing realisations and insights. The code book supported a process of transparency and trust to justify the results, securing a rigorous analysis and interpretation and inspiring new ideas from the data (Richards & Morse, 2013). This approach contributed to new perspectives on hearing the CG voice.

The methodological design within the chosen paradigm was justified in aligning my ontology to shaping the inquiry and exploring the troubling of the stuck areas of CGs' impact on decision-making and school improvement. It led to the inclusion of creative methodologies and increased the depth of understanding of Bourdieu's process and methods of analysis evolving through ongoing practice and research (Costa et al., 2019 & Thompson, 2022). A significant aspect of the design involved the emotional safety and security of the collaboration experience (section 3.9) balanced with the vulnerability and intimacy of sharing memories, stories, and recollections of past experiences (section 5.2).

Education Policy:

The enquiry, although small, recognised the impact of the Education Policy (DfES, 2010) in implementing three significant changes: Firstly, the widening of education provision, secondly the contraction of Local Authorities (Ball, 2018), and third, the relaunch of the Ofsted framework (Wilshaw, 2016), making governors accountable for strategic direction, SI, and holding headteachers to account. The impact of the policy, as suggested by Wilkins, was the loss of governors in governance, the increased power of government through undemocratic governing structures and the marginalisation of communities (Wilkins, 2021). This research has demonstrated that CGs, one group of actors within governance, have been restricted and rendered ineffective by the policy processes and inculcation of marketised ideologies. This research has also provided a reimagining of how CGs overcome these limitations to achieve effective decision-making and can be used to make other actors

more effective in managing these policy frameworks. Further research will continue to consider the impacts of this policy on the development of governance.

Impacts and further research:

The impacts of the enquiry contributing to new knowledge and practice have sought originality, authenticity, and a credible, validated voice to speak and write with the skills, attributes, and credentials of a doctorate researcher in this field. I worked to create a space and platform for debate and discussion about the complex dynamics of governance in junior schools in prolonged SM. Contributing new knowledge and praxis, using participatory methodologies to learn about governors' experiences and knowledge. This facilitated linking CGs within governance and re-conceptualising the operation and practice within the school and its community, enabling more effective school improvement. This has been supported in collaboration with other researchers, such as BELMAS (British Educational Leadership and Administration Society, 2021), producing articles and blogs (Reilly, 2023, 2024), and presenting papers at conferences (IPDA, 2019: International Professional Development Association) to share theory and practice. As a researcher, there have been continual developments in my practice through the position of Chair of Governors and as part of the National Governance Association, assisting in webinars, participating, and contributing to knowledge and training governors. As a director of an education consultancy, education issues were highlighted to business partners.

Further research opportunities include additional attention to capital and agency brought consciously into the habitus of governance, offering a transformative praxis in effective decision-making, and raising SI as measured by Ofsted (Section 5.7). Within the academic community, the inquiry was strengthened through supporting research led by Dr Sodiq and Dr Allen. This is in progress with a framework of Blogs, podcasts, workshops, and conferences (2023-24). This research framework will be offered to other schools wishing to join the Federation.

The research supports thinking in educational governance and SI for schools in SM. The analysis in the literature supported the epistemological frameworks and paradigms. The positioning of the CG at the heart of the process is underpinned by habitus (Bourdieu, 1984), which operates within COP (Lave & Wenger, 1991) (section 5.7), contributing to new praxis and re-conceptualising the operation and practice of CG decision-making within democratised frameworks. This research framework will be offered to other schools wishing to join the Federation.

Limitations of enquiry:

The findings emerging from a detailed and comprehensive research design were considered to provide a number of answers to the aim and research questions (Chapter 4). It also raised new questions that

would benefit from further research, including the role of COP in increasing communication equity and inclusion of all governors, particularly the CGs, in improved decision-making. I used methods and approaches that are new to governance inquiries to investigate some hidden issues. I worked very closely with my participants to ensure the work was carried out with respect, ethics, and quality. A limitation of the depth of the enquiry may be considered in my experience and technique; this was minimised by CG feedback and practice. Another limitation could include using one school and having three participants. I would suggest that the research gathered rich data on the factors impacting CG decision-making, offering new perspectives and pathways for further research.

6.3 Professional reflection

The journey of the doctoral enquiry has been my journey as a governor and chair of Governors in bringing ideas, experience, and expertise to bear on and in collaboration with other governors, to find processes of effective support for schools that find themselves in the context of this enquiry. The starting point could be epitomised by Bourdieu's metaphor of fish out of water (Bourdieu,1996). CGs used habitus to express how their life history identity and positionality, intersecting school governing habitus, implies perceptions of powerlessness, marginalisation and frustration which constrain their engagement in decision-making (Appendix 4).

Through the research experience CGs experienced opportunities to collaborate, share habitus, experience, and critical thinking (Chapter 5.), allowing a wider view of decision-making. Through habitus and COP, they explored the tacit knowledge, skills and experience they had to offer to enhance their delivery through empowerment and confidence in their skills. This could be seen as a journey for CGs from unconscious compliance to conscious awareness of the potential for more effective engagement.

The metaphor of the journey is appropriate in the evolution of education governance. There is a provenance (Hill, 2018) as Wilkins (2024) elucidates from global governance (section 2.3) translated through neoliberal discourse inculcated into English education policy (section 2.5) and disseminated into local governance and school boards. My research and governance practice have benefited from developing a greater understanding and reflecting on these discourses, identifying research paradigms (section 3.2) and theoretical frameworks (section 2.15). I used this to support governors' understanding, in becoming aware of the discourse of governance and developing solutions for increased effectiveness. The theoretical discourses (Wilkins, 2024; Reay, 2010; Skeggs, 2004; Hatcher, 2012) and research (James, 2011; Young, 2016; Stahl, 2015) have supported the aim of this research enquiry to focus on the troubling and seek to uncover CG truths about their practice.

As a researcher governor, I have expanded my knowledge and understanding of governance, evolving from my unconscious acceptance of political practice disseminated by systems maintaining a status

quo, to hearing the CG voice in the context of SM RI and the impotence of governance policy to bring about change in this Ofsted-imposed context. There is also evidence that other actors on a governing board experience difficulty in delivering effective decision-making (Sodiq, 2023).

As a researcher, I have gained experience and expertise through reflection of primary sources providing provocation within habitus, including Bourdieu (1984, 1996) and developing prospectives from Reay (2004), Stahl (2016) and Bennett (2009), evolving conceptual thinking of habitus within marginalised groups in education., The seminal works of Lave and Wenger (1991) resonated clearly as a conduit to support social learning, including individual values and perspectives developed by CGs. The participator governor is a strand that evolved from thoughts of collaboration and empowerment of CGs (Horner, 2016). The opportunity to work with other researchers in my field of governance (Sodiq et al., 2023) has further developed my expertise in contributing to future research with colleagues in the field.

This school has developed into a thriving learning community, and this enquiry may have provided the thinking and reflexive space to contribute some thoughts to that. It has supported working processes with CGs working to develop governance. The value ascribed to the voice, capital, and agency of CGs' engaged in decision-making has critical implications for inner-city schools' 'stuck' in SM. This enquiry provided a reimagining of CG's role, new information and new questions for further research.

'people from different backgrounds, some people have more experience, some people less experience, some just arrived with little, so they are new yes small and the celebrating people who lead they might be doing more or having experience in the community, so they building bridges between the different communities…… now and then we need to find a way of sharing them properly so everybody benefits, and in the end, the children benefit from better school improvement yeah so………' (GP 1:41:42).

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Appendices

Appendix 1: Artefacts

Brown. (2010). *Meetings with Morrissey*. Omnibus Press.

B, Researchers Ancestral Home

C, Irish Potato Cakes and Brack

D, Irish Soda Bread

Appendix 2: Consent package

BIRMINGHAM CITY University

version 1 01/04/2022

<u>**Participant Information Leaflets, Consent Forms, and**</u>

<u>**Access Request Letters   (Version 1) 01/04/2022**</u>

Participant Information Sheets

This information is provided to ensure you are fully informed about the research pilot project enquiry and feel confident in providing your consent. This information sheet and consent form provide the detail and proposed framework, and timeline for the delivery of the project.

The aim is to seek consent from the COO of the ████████ federation. Executive head, Chairs of Governors head of school and one governor to enable the pilot project to take place on the school site on dates to be decided April – July 2022

<u>Research Aims</u>

To investigate how habitus, provenance and positionality interact and impact governors as they execute their role in school improvement,

<u>Research question.</u>

What challenges impact the effectiveness of governors in developing school improvement? How can these barriers be overcome.?

Study title	The role of the governor in effective school improvement.
Aims of your study	The governors of this school have been on a journey. The school has moved from 'Special Measures' to 'Requires Improvement' and is preparing to achieve the category 'Good' shortly. To carry out an initial pilot enquiry from January to March 2020 to collect data to investigate the aim and questions leading to a larger investigation within the ███████ Federation 2021

179

	Aim to look at the factors that interact and develop in governance on this journey. Research Aims To investigate how habitus, provenance and positionality interact and impact governors as they execute their role in school improvement.
Research questions	Research question. What challenges impact the effectiveness of governors in developing school improvement? How can these barriers be overcome.?
An invitation to participate	This pilot enquiry does not involve contact with pupils, teachers, support staff, admin, and onsite staff. For the pilot enquiry, the following permissions are requested. To seek permission to invite one other governor to participate in the research. To seek permission to come on to the site on two occasions with the governor. 1. To share an ethnographic activity at the end of the school day, possibly in the library (2 hours) 2. To carry out a walking interview at the end of the school day using visual and auditory recording equipment. (Time allowed 2 hours) To request the possible use of auditory equipment(only) on a walking interview during a school day. To seek permission to scrutinise and refer to school documents (anonymised) that relate to governance
An explanation of why the participant(s) has been invited	The researcher will be carrying out autoethnographic self-interviews to explore the effect of decision-making in governance. A school governor will be invited to participate in the autoethnographic and ethnographic reflection position to illuminate the decision-making process based on personal life experience, identity culture, and a concept called habitus, which incorporates positionality, identity, life history and power relationships in governance. Terms Ethnographic methods are a research approach that looks at: • people in their cultural setting. • their deeds as well as their words. • the implicit as well as the explicit.

	• how they interact with one another and with their social and cultural environment. • what is not said as much as what is said. • their language and the symbols, rituals and shared meanings that populate their world, with the object of producing a narrative account of that particular culture against a theoretical backdrop.
Whether participation is voluntary	The request to seek participation is voluntary. I seek to collect data which includes auditory conversations with myself, participant visual photographs of the activity completed (no visual recognition of participant) inclusion of documents emails diaries interviews. Materials on websites, libraries, within the ███████ federation, and LA. Anonymised materials from the governor which they request to be included. I seek consent to use this data in my pilot enquiry and as part of the doctorate research thesis which builds on the pilot enquiry. This research may become part of research for journals, conferences, educational forums, symposiums and training, government think tanks, focus groups. The permission sought is voluntary. Non-participation is a choice and will not have any adverse effects on their access to services, education, or care. After permission has been sought and accepted from identified positions of responsibility within the school and federation, I will then move to seek the permission from the governor. Any method of support they request to be involved will be supported as much as possible.
What do you expect of participants if they consent	In participation in the pilot enquiry, the school is providing permission for : Collecting data at the consideration of the participants between January to March 2020 .1The use of a room (library or other comfortable room) at the end of a school day to carry out an auto-ethnographic activity with a governor, which may include creating an identity box (using resources provided), music, visual stimulus from a tv, artefacts tape recorders and camera to take still photographs of product outcomes. (2 hours in total) 2. This activity may be carried out in a self-interview at a time to suit 3. Walking interview with the governor to apply activities from activity 1 applied to the positionality of their role as governor. To be carried out at the end of the school day using a camera attached recording visuals and sound. 1 Hour interview (2 hours in total set up and take down) All data will be recorded and coded to identify trends and patterns. This will remain anonymised and will be seen when written up in the thesis.

	It is requested that this data be held within the secure protected. facilities of Birmingham City University All participation will be in line with current school COVID-19 requirements.
Potential benefits of participation	The study is an opportunity to illuminate the journey of governors in a junior school, part of a group of schools that are on a journey of school improvement. Each school has its context, which is part of the study and would be immersed in the contexts of other schools initially within the federation and ultimately in junior schools and federations in similar inner-city contexts to see if patterns, trends, and strategies for supporting improvement can be identified. There is no financial reimbursement for participants or the opportunity to influence policy or practice or for altruistic reasons.
Potential risks of participation	There is the risk of participants commenting on aspects of their own beliefs, values, views and perspectives in education, the workplace or community from a practical, emotional, physical, and psychological perspective. This is part of the ethnographic nature of the detail ethnographic activities create, but the research is anonymised, focusing on how these factors interact to affect their decision-making as a governor working on school improvement
Confidentiality arrangements	Confidentiality is addressed by ensuring the school, governor, data, and documents, are anonymised. This will be an ongoing scrutiny of factors throughout the data collection process. Auditory data collection and controlled visual stills will be used. No visual of pupil staff, any adult, or pupil on site is to be taken. The role of the researcher will be included in data analysis conclusions and strategies for future study.
Data protection	The collection will be held within the data facility of Birmingham City University and will be password-protected. Data is to be kept in data protection until the completion of the doctorate thesis. Trends and patterns from the anonymised data will be coded and processed through electronic programmes and help will be sought from tutors within the university to develop strategies to immerse in the data produced. I, as the researcher, will have access to the processing of the data as explained above. The data may form the basis of continuing study into this investigation of governance and be used to compare to other studies in other inner-city parts of the country.

Participants' rights	All participants, (School, ███████ Federation, governor) have the right to informed consent, the right to withdraw from the study at any stage (without prejudice), the right to anonymity and data protection.
Who the funders are	NA
Details of anyone responsible for reviewing the study	Supervisor at Birmingham City University: Dr Abdulla Sodiq Abdulla.Sodiq@mail.bcu.ac.uk Dr Vanessa Cui is involved in an advisory role. Vanes.cui@mail.bcu.sc.uk Dr Katy Vigurs Katy.vigurs@mail.vcu.ac.uk
Details of Supervisors/senior academics	Abdulla.Sodiq@mail.bcu.ac.uk Vanes.cui@mail.bcu.ac.uk Katy.vigurs@mail.bcu.ac.uk
Details of who to contact if participants have a complaint	This is either HEL_Ethics@bcu.ac.uk or BLSSEthics@bcu.ac.uk
Your contact details	Personal contact details Bernadette.ratcliffe@mail.bcu.ac.uc
Details of providing informed consent	All participants will be asked to give consent via a consent form to be signed and dated. I will be inviting colleagues to a short meeting where information sheets and consent forms can be provided for information and consideration, with a date to collect the signed consent form.

Version Pack 1

MF

Consent Form

To xxxxxxxxxx

School Community Governor

Study title	To examine the factors that impact the decision-making of community governors (CG) engaging with school improvement (SI), particularly of those that inhibit community governor engagement and leading to a reimaging of school governance practice.
Summary of the project	The governors of this school have been on a journey. The school has moved from 'Special Measures' to 'Requires Improvement' and is preparing to achieve the category 'Good.' To carry out a research enquiry from April 2022 to July 2022 to collect data to investigate the aims and questions as identified in the research title and information leaflet provided.
Statement about voluntary participation	In participation in the research enquiry, the school is providing permission for: Collecting data at the consideration of the participants between November 2021to March 2022 .1The use of a room (library or other comfortable room) at the end of a school day to carry out an auto-ethnographic activity with four governors which may include creating an identity box (using resources provided), music, visual stimulus from a TV, artefacts tape recorders and camera to take still photographs of product outcomes. (2 hours in total) 2. This activity may be carried out in a self-interview at a time to suit 3. Walking interview with the governors to apply activities from activity 1 applied to the positionality of their role as governor. To be carried out at the end of the school day using digitised recording sound, with still photographs as above. 1 Hour interview (2 hours in total set up and takedown. 4.All data will be recorded and coded to identify trends and patterns. This will remain anonymised and will be seen when written up in the thesis. 5.All participation will be in line with current school COVID-19 requirements.

	6. It is requested that this data be held within the secure protected. facilities of Birmingham City University.
Invitation to participate	I would like to invite the school, federation, governor, to take part in this enquiry to recognise and celebrate the journey made in school improvement.

Nature of participation is voluntary	The request to seek participation is on a voluntary basis. I seek to collect data which includes auditory conversations with myself, participant visual photographs of the activity completed (no visual recognition of participant) inclusion of documents emails diaries interviews. Materials on websites, in libraries, within the ▇▇▇▇ federation, LA, anonymised materials from the governor, which they request to be included.

I seek consent to use this data in my research enquiry and as part of the doctorate research thesis. This research may become part of research for journals, conferences, educational forums, symposiums and training, government think tanks, focus groups.

The permission sought is on a voluntary basis. Non-participation is a choice and will not have any adverse effects on their access to services, education, or care. After permission has been sought and accepted from identified positions of responsibility within the school and federation. I will then move to seek permission from the governor. Any method of support they request to be involved in will be supported as much as possible.

Confidentiality is addressed by making sure the school, governor, data, documents, are ammonised. This will be ongoing scrutiny of factors throughout the data collection process. Auditory data collection and controlled visuals still will be used. No visual of pupil staff any adult or pupil on site are to be identified. The role of the researcher will be included in data analysis, conclusions, and strategies for future study.

The collection will be held within the data facility of Birmingham City University and password protected. Data is to be kept in data protection until the completion of the doctorate thesis. Trends and patterns from the anonymised data will be coded and processed through electronic programmes and help will be sought from tutors within the university to develop strategies to immerse in the data produced. I as the researcher will have access to the processing of the data and as explained above. The data may form the basis |

	of continuing study into this investigation of governance and be used to compare to other studies in other inner-city parts of the country.

PARTICIPANT CONSENT FORM

Study Title: Examination of the factors that impact on decision making of community governors (CG) engaging with school improvement (SI)

Name of Researcher: Bernadette MM Reilly

Project Code :　　　　　　　　　　　　　　　*Participant identification number:*

EdD1819-01BR0209		0	0	0	5

Initial

1. I confirm that I have read the information sheet (to be carried out for this study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.	
2. I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason, without my legal rights being affected.	
3. I understand that relevant sections of my data collected during the study may be looked at by individuals from Birmingham City University and from regulatory authorities where it is relevant to my taking part in this research. I permit these individuals to have access to my records.	
4. I understand that personal data about me will be collected for the research study including name, address, date of birth, ethnicity, sexuality, status, audio recordings, and that these will be processed in accordance with the information sheet [current version before ethics approval].	
5. I agree to audio/ recording and the use of anonymised quotes in research reports and publications.	
6. I agree to take part in this study.	

Initial

_____ _____ _____

Name of Participant   *Date*   *Signature*

_____ _____ _____

Name of Person taking   *Date*   *Signature*
Consent

*1 copy for participant; 1 copy for researcher site file.

Appendix 3: Identity box and walking interview discussion prompts

GX on Wednesday. They. 8th. Of June.

0:24

RS OK, then fantastic. So, what I've got to do to begin with, I've got to make sure that you were happy with the form that you saw. Gx yes) and are you're happy to sign it, so it's just a matter of saying that you're happy with that and that one and that you're happy to sign and date and signature (GGX mmm). Then, I can sign the date signature. That's just at the bottom of all of that sort of information. Which we did. So, I just have to have that. Confirmed.

2:23

Rs The other thing I need to show you is the permission that I've had to do it so I have to apply to research and then Birmingham University check everything that I am going to do and then they give me permission to actually do it (GX okay) that So that's just the two admin things out of the way …….so I'm not going to get us to do the boxes again but we're in a very unique situation really of reflecting. We have a chance to reflect on where we've come from because we did this in in 2019 didn't we?

2019 gosh, 2019, oh my goodness, when, when did we?

(GX A lot has changed so well.)

RS This is what I want us to get to. So, just to say that we're working under the Chatham rules, which means that we're free to say whatever we like, but we don't identify ourselves and or any affiliation and everything that we're doing here is confidential. The transcript I sent you all that time ago and everything we talked about, right. And, you know, we did such a great job. I've got to say, we spent a lot of time making and reflecting on our box (In the pilot enquiry) … which is what I'm going to do with Governor GP and Governor GC. ……

Hello,

INTERRUPTION

INTERRUPTION

XXXXXXXXXX COMES IN THE LIBRARY

You're right. Yes. Well, I think you should actually know that's the chocolate biscuits I think you should have one I'm trying. I was trying to find plain. Yeah. We're just realising that last time we did

this was probably 2019, 20. And just so much has changed, hasn't it ? So that's what we're going to have a look at tonight.

3:47 So we looked at the fact we where we started, is, you might remember the photograph (Same photos of researchers Ancestral) that I sent on the net for you all to go back and look at our, our life histories and the impact and you know for us, we, we. You know, it felt we were immigrants and the impact and prejudice and issues that were raised with that and how we found education treated schools like this, but then we got to the key there really what we wanted was the best for our kids basically.(GX yes) That's what it was all about. And how were we going to do that? And I think you came up with this amazing statement. You know, for me, education is a cornerstone of society. A good education will support society. It's not going to make society richer; it's not going to create any more jobs, but it will allow people to have opportunities and options if they take them. And that was really the key, you know, for that work and. I don't know whether you were picking up that you know you have all this experience. Well, at that point, you had all this experience, but the Community governor, as other governor, roles like the teacher governor, didn't actually fully engage in the governor's process. You'll notice that you know the …………were very dominant, and other people were quite dominant in the meeting. But other people were not engaging in the meeting, and I think that's changed a lot. But I'm interested to see what you think has changed. So, we're looking at that and. They also had a feeling of powerlessness in society in a way because the government was where their resources were going. It raises the idea of power and the power of the CG and the power of the community governor as a representative of the power of the community………

Rs (thought: I am having different types of interaction with each governor although they are community governors within that they have unique niches which further exhibit micro-niches like Bronfenbrenner (Crawford, 2020) they are community microcosms which are sophisticated evolving habitus)

RS able to set the scene in detail of where we reflected and were reflexive two years ago.

6:03

RS I think do you think sitting where we are now do you think? What changes would happen? Do you think have taken place? (mmm no answer (I SHOULD HAVE BEEN BRAVE ENOUGH TO HAVE HELD THE SILENCE) (Or shall I pin it down? Do you think the role of the Community governor has changed? …………………………………………………………………

Script used with GC.

00:00

RS

189

So that should be OK So what I have to do is I sent you this form which you saw and all I need you to do to for us to carry out the research is for you to sign if that's OK to begin with so that you're happy to take part so that you've read sort of they say if you like what we're going to do and you just need to take yeah this is what the consent I need for the research to be able to do it and I've got a letter here which by the university who have passed yeah that was all sent to you and it's just signing that there and I can sign it to

1:33 I had an inkling this was not recorded so I repeated it when I knew I had the recorder working.

We don't identify ourselves but it'll be anonymized down anyway and it just keeps everything confidential and visitation yet this is my PhD and I did some work with any ask to begin with in 2019 and what I wanted to do was and the reason the researches in two activities the first part is about understanding how we think and make decisions because if we understand that then we can begin to focus on the decision making in governance which is tricky difficult you know this school was in special measures for 10 years it's a long journey and people had to well I'm going to ask you how you I think people have changed and developed, but I want to share something with you first of all so for example.

01:37

Brilliant

RS so you must be run off your feet really so busy at the moment smart are you OK I don't know where that one's going to work can't wait it's not a great one.

RS OK lovely now again just to say that it is all anonymous so if you don't see too far like I've got to catch you on here yet that's it so it is anonymous it is about your views and feelings and I'll take you through the activity and what I'm saying is the process is a meeting of what we call Chatham rules which is that you and I will share a variety of different things confidentially and as long as that we don't identify ourselves but it'll be anonymized out anyway and it just keeps everything confidential

GC is this is for your university dissertation?

RS and then yeah, this is my PhD (Ed doc), and I did some work with any ask to begin with in 2019 and what I want you to do was and the reason the researches in two activities the first part is about understanding how we think and make decisions because if we understand that then we can begin to focus on the decision making in governance.

(GC mm mm)

RS which is tricky difficult. You know this school was in special measures for six years it's a long journey (c absolutely) and people had to but I'm going to ask you how you I think people have changed and developed, but I want to If I share something with you first of all so for example if I shared with you my and this is what Morrissey was in but you know we haven't got to worry about that …….that is a photo you can see (shows a photograph of researcher's ancestral home West coast of Ireland mother's children outside of a white-washed thatched cottage, and the children don't have any shoes on) that well I'm showing a picture of an old thatch cottage (GC mm) in the West of Ireland, and there is a lady there with five children, and there are no shoes they have no shoes so that was taken that's my father's house that he came from in 1932 (GC ok) so that's his mother and those were his brothers and sisters so my father came to this country he came as part of the war actually he came over as part of the war but he came as an Irish immigrant to this country and obviously his whole life history

04:44

shaped the way he thought, so he was a devout Catholic. He went to church the whole church in the parish was his life. Any brothers or sisters came across, they all followed his lead, and what I've deliberately done is here is a piece of typical food if you like I did have some potato cakes so help yourself if you wish that is.

(food of potato cakes tea brack).

a (GC, I've got gluten, so I am ok)

RS, you've got gluten, and I've even got chocolate biscuits.

(GC It's a blessing, to be honest, or I'll eat too much, it stops me eating too much)

Rs I wanted to share with you was the fact that I then, as his child first generation Irish, was brought up in exactly the same way now, I never really realised how much that had impacted my life until I actually went to the University and I started to think and see how my decision making as a teacher and the way I had led my life were we're very strictly following what we call the habitus of a life history of my dad. (C ok) so he had come over he experienced many things ……. and …………….but they built up a strong Irish community here, and that allowed the next generation, if you like, to begin to figure out beginning to………………………………………

I feel (RS sorry, I'm just (went to shut the door that was slightly open) so how we lived if you like and as I grow older I suppose I sort of question that little bit more and you know………so I was going to ask you what you know and the Morrissey one was Morrissey you know Morrissey the singer no you haven't heard him when he's quite a well-known singer of Irish origin, but his experience in a primary in an in his school brought up by priests Just completely turned him against Catholicism …….aggression their class like behaviour basically made him feel like that So what we were going to

do now this is sort of just explore a little bit of where your decisions how your decisions are impacted or how your thinking has been shaped if you like

RS well, it's absolutely, yeah.

GC so when your father came here, he must just suffer the same thing no dogs no Irish in the shops (RS Oh absolutely) so how much of that did you go through?

RS Errm, we were very sheltered, very, very sheltered. I didn't have any friends outside my faith or my church. I even went to a Catholic Junior School I went to a Catholic the largest Catholic comprehensive school in …became head girl the people I played with were my cousins so I didn't actually meet anybody at I went to a Catholic college, and it was only when I was about 18 or 19 that I began to see the world through the eyes and lens of other people.

Appendix 4: Code Book and emerging themes

Impact

CODEBOOK:
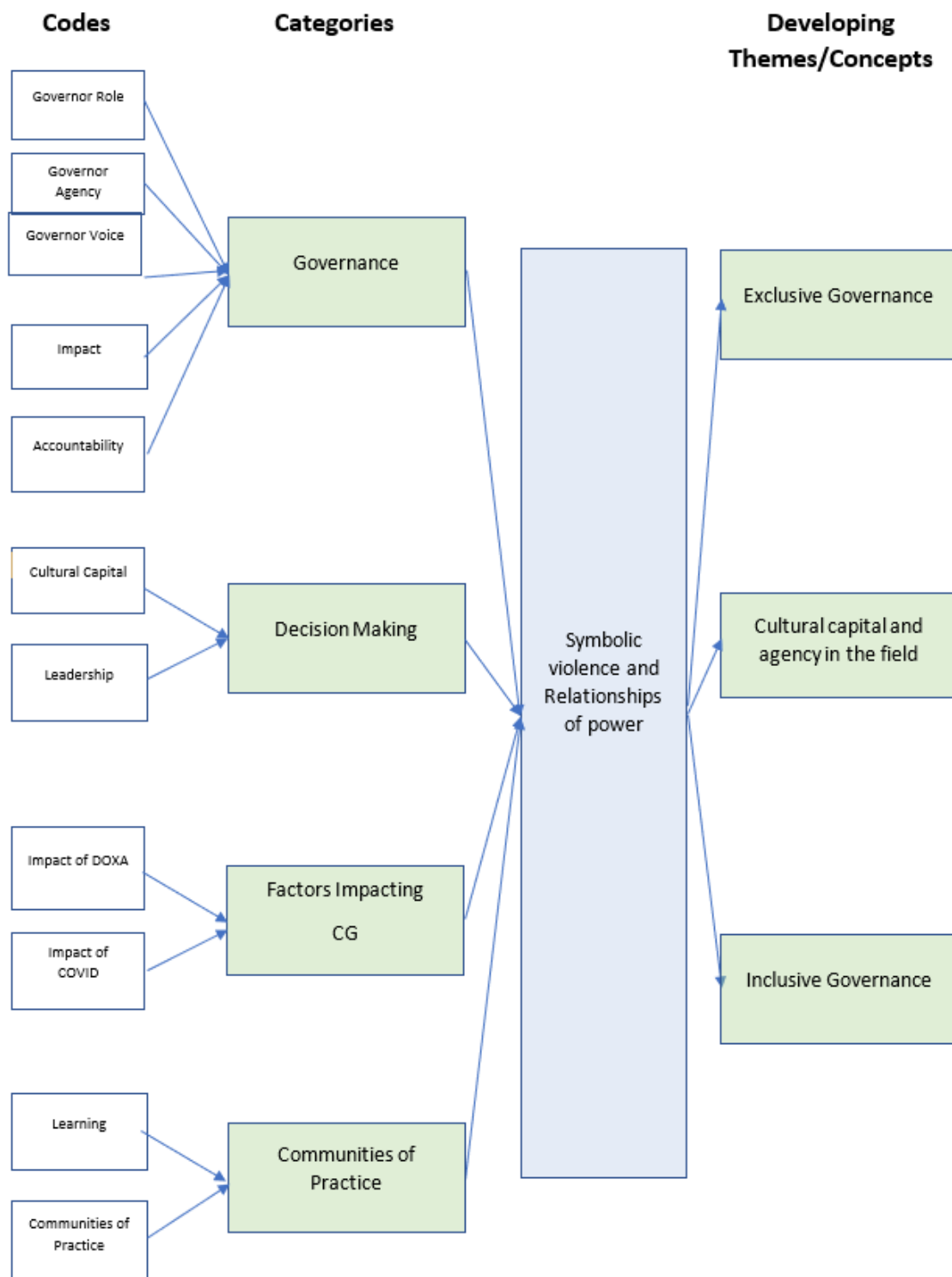
Examination of the factors that impact the decision-making of community governors in an inner-city junior school in England.

RQs:

Research questions:

1 What do community governors bring to decision-making in school improvement in the context of an inner-city junior school in special measures (SM) and requires improvement (RI)?

2. What social-cultural and political factors inhibit, constrain, and support community governors' involvement in decision-making in school improvement?

3. How can the community governor's role be developed within the governing body to enhance school improvement in the context of an inner-city junior school in special measures (SM), requires improvement (RI) and becoming Good?

4. How may a theoretical model of COP provide a framework for reflection and reflexivity to reconceptualise community governor decision-making within the governing body?

THEME EXCLUSIVE GOVERNANCE

Category Governance

Code 1: *Category - Governance*

Code: Governor role

Code Governor role (Life Histories habitus)
Definition CG Narratives about role
When to use: Apply to comments about CG participation in governance, developing school improvement
When not to use. This is not used when reflecting on the engagement as governor in the community see code 2

Example

GC

I became a governor because I wanted to give something back to the school system; this was before my kids went to school. I wanted to know Why our kids here are far behind the kids in the………………(richer areas). (EXPLAINING AND ASKING THE QUESTION, WHY ARE THE STANDARDS OF PROGRESS IN ANOTHER AREA BETTER.

I don't get it. Why because the same teaching? Same standards of school

(RS so ………. Is another school in another community? the same mix? it's just off ………………………). The posh side of………………………

GC 27:00

you can't say it's about rich and poor there's something are we doing wrong? … I went to a meeting two weeks ago and we still got potty training issues and we still got kids in dummies and you know what that damage it does to the roof of the mouth ?(of the mouth and the development of language) affecting language yeah that's some of the kids up to three are still on milk not solids see I'm thinking when we did the work around simple things like weaning mums should be doing the same when we did things about post-natal depression (he saw how the community dealt with it , what has she got to moan about she has a beautiful child either she is ungrateful and it can't be mental health because it doesn't exist she is ungrateful.

GC 27:33

we are trying to talk about adult mental health now with trying to get it out to the community through religious leaders to say that adult mental health is real and stuff like that, but it took a long time to explain these things and get it get the word out using religious leaders.

28:17

who are known in the community that look it's a real it's not something made up it doesn't need exorcism you don't need a beating it's a real thing.

1:25 GP

yes and voices of the community the people obviously I met the people I you know parents and the parents so I'm one of them I understand what I want for my children yeah so obviously another person in the community will would want the same thing for their children yeah for the school to be successful to deliver the writings of outstanding yeah….

Obviously seeing a school where you actually attending yeah failing or in special measure is worrying you because it's your children in the future your children education so all I can do is to be part of that decision making (RS so you became the governor to do that initially) I can do my bit to help schools to you know to move forward and you know go to our situation to go to a good schools and improve yeah so that was about what I encouraged me what I wanted to go and help in a way if I can to improve the school.

Code 2: *Category - Governance*

Code: Governor Agency

Code <u>GOVERNOR AGENCY</u> HABITUS)
Definition CG Employing kills strategies thinking from their life histories employed in governance decision-making
When to use when CG comment on actions taken supporting developing decision making in governance
When not to use when identifying actors constraining CG covered in code 8

GC 21:37 I started doing my foundation degree to in the integrated services Sure Start for children and young people (RS Sure Start). I did?. and then I did my BA. Honours in child and family studies in education ………

24:42 I'm part of the police study panel on stop and search and asked telling us why there are terrorists in the Muslim community why are people with extremist views live amongst us happily …and are welcomed in the communities. They are normal people, such nice communities' the point is people can hide …………. Is such a nice community welcoming you've got the at.......... extremist groups all over the place but they find safe haven in ………………

why? cause their (people) too nice and welcoming and they mingle around us the community don't know what their views are terrorist.

1:23'28 GP organise a similar work like one is my own community organisation which I founded and run from scratch l (rs is it like charity) yeah just a charity and we support newly arrived families asylum seekers refugee migrants and also I do a community engagement work we support people who from day one from housing to school admission and to have to like benefits application immigration you name it only (RS fantastic) so I've been through this so I know I learn and that's how we had been also bringing people together.

GP That was one of the concerns(RSI curriculum) the parents had yeah, but I have to assure the parents because there's so many misinformation misconceptions of the subject.

Memo

Examples of community and governor using agency to build and have an impact through cultural capital. It is noticeable that the skills in agency are used more effectively than cultural capital to impact on decision making. I interpreted this as cultural capital being unconscious in the habitus of the governors because it does not have a currency and is invisible in the field and DOXA if not oppressed or ridiculed. In this environment (See DOXA GXGC 14:38) cultural capital here is being used as an agent for change.

GP 1:26:0

One of the biggest assets I have in the organisation I run is the community behind me. I get things done in a matter of minutes while other organisations will struggle while other guys not even think of it (rs because you are actually with the parents it's like ……….) I'm with the community, yeah trust me, and they will listen to me when I need something done you know if I want to bring 50 people I can just send a text message tomorrow they will be here, and that's that can't happen in any other organisation (rs this certain attributes in that isn't there for you with every businesses etc. so I've been supporting the families from day one so they to be able to do that you have developed very insightful skills haven't you got skills have you developed you name them?) I can, yeah it's because you know when you know when you have someone in a difficult situation, and you are genuine and passionate about it. I don't see where you come from no matter if you come to me, I will support so if you are in difficulties, you come to me I'll help you; you will not. You will never forget that yes, yeah as you come back in and also you respect them. Yes, people are in difficulties in their lives, but you

keep the people professional who did without situation professionally keep it confidential, help them and in the best ability you can. Yeah, they will remember it, yes, so next time I need help to help others, the same person who can help before will help me to help another just by sharing whatever they have been through.

(Example Pilot data of Civic duty in the field)

GX I'm quite worried, worrying it is worrying, especially in Poorer communities. Where Education, like my statement said. It's a cornerstone of opportunity. And even if you get a job as a. dustbin man an important duty. We don't have people collecting our bins. It's chaos like we saw in Birmingham, where they had the strike, you know, litter everywhere for months. At least if you well-read you can on your time up instead of going to pub getting drunk into a fight, you can go to pick up book. Read We should aim as an education system. We should aim to have litter pickers so well educated that if you were to ask them. What are the rules of gravity.? Say yeah, you know this gravity, you know, blah, blah, blah. And you know, this is a planetary system You know that's kinda on the map there like a huge support network. Yeah, for people. And they thought well within themselves.

Activity 2 GP Activity 2 28:08

GP in terms of the area better (better right yeah) yeah in terms as a parent I will be letting one of the main worries for me was and the main reason for me to move from here is because of the crime rate.

GP So I don't want my children to go on the street (right) or come to the park like this (yes) school is great but

RS, and do you feel that relates to local governance?

GP that impacts on everyone the police the local authority everybody yeah, the community leader the community themselves is it because they don't take things seriously because it's affecting everyone yes it's their children and it's their sons and their daughters and their community so everyone has a responsibility.

Code 3: *Category - Governance*

Code CG voice.

Code Community GOVERNOR VOICE
When to use: CG narratives on carrying out governor duties: voice ideas, challenges, leading discussion
When not to use Not to use when talking as a parent covered in code 10
Example
GX 28:28
Gx mm. There's two thoughts in my mind do I feel empowered as a governor yes and no. Yes, in a sense, that. I am better informed supported, so the last 24 months, specially. So yes. To all of that, but in terms of as a governor to feel empowered, I do ………you still always have one hand tight behind your back because. You don't feel like? You are going to make a significant difference, and even if you
Because of national pressures of. Financing. What you would like to see happen in school? It's always gonna be. Well, yeah, I can say something. But can school actually follow? Follow through. So, you feel empowered at the moment. But realistically, as a governor, as a parent governor, you

know that you're. Involvement with the school. It's all gonna be limited by. Internal and external factors.

GP.:21.53

I would agree with you of what you have said but that it sometimes it was the case but my understanding was that obviously I can't be expert in everything, so and I would I would leave that part (aspects outside the community experience) to you know obviously whoever was the governor that time (interesting point in that the view that governor brought their particular expertise but didn't have a comment on other areas of expertise even though we are accountable for all aspects and issue of need to share to train together)or other governors more had more experience than me (re yes so you learn you're in a learning situation then) yeah obviously yes I'm I'll go on about but doesn't mean that I know everything I was always in our contribute to what is my yeah the community governor parent governor contribute and reflect the concern of the community (RS and then you're learning from each other like you did when you came here) it's that learning yeah and I'm putting that in something called a communities of practice where people learn bits and tips of governance from each other) for me I think my aim was to learn as well as contribute yes but the biggest thing I would take off is learn how much I had effectiveness of contributing but suddenly I learn so much more

GP

I think whenever I do that(raise concerns) concern has been valued, which we have meetings with concern it is being taken notes(it has been noted) (yeah). I know that's what encouraged me to continue raising concerns, yeah, and then collect the parent's opinion and concern and act upon it, yeah, which helped me, you know, whenever I say anything l they have listened yeah and yeah and act upon it.

GC 35 :00

My point is that we need to set those (targets) *and we work on it in the ...school......,the.. risks that because there's that environment : I was involved in the headteacher appraisal before that so this is what I like is there a better way to say it* (rs challenge or criticism) *because we're not saying how much achieving you are : but you can achieve sometimes progress far greater than that and why are we setting ....you if Ofsted came in this they would you are not leading in the leadership that you are setting such low targets your achieving them totally so we changed it round but I haven't had that at the moment here (in this school) at the moment .*

Gc 25:42

Code 4: *Category - Governance*

Code Impact

Code GG Impact
Definition CG impact of decision-making school improvement pupil leaning
When to use CG make comments on learning and how they have impacted on it through governance
When not to use Do does not use in relation to community learning code 10
Governor bringing the community along in the sex education curriculum to be taught.

> *GX RSE In the West Midlands area, we've seen what's happening, then yes, there's been some very difficult responses. The good thing that we did was that we got the information out, and as the governor, I was allowed and felt allowed to challenge.*
>
> *I had nothing against the way we approach RSE as a curriculum. But the fact that and I knew that the head teachers weren't rushing it, but from the outside as a person, as a parent governor, as a community that, you know what the feeling could be if we didn't have another opportunity. (to look at it again)*

Code 5: Category - <u>Governance</u>

<u>Code Accountability</u>
Definition CG narratives on the school/governor journey from Special measures to good
When to use When CG make comments about the journey from special measures to good .
When not to use
When not to use Not overlapping with impact of COVID-19 covered in 9
Pilot GX 01:1748   57:03   *GX. Where Education like my statement said. It's a cornerstone of opportunity. So, if we as a country have well-educated elected. Litter pickers They can make informed decision of who to vote for, make sure they vote, make sure they vote for the right people, read policies, understand what's going. On So then you become a. So, if you've got everybody at the level of a litter picker, you're going amazingly educated and insightful society and amazing, (insightful and creative.)*   *''The better educated you are, the more patient you are with other people, and you have more. You have the ability to use the manners you have been taught by your parents, have a conversation, and develop some understanding with the person opposite you. It doesn't mean to say you will agree with it. No, no, you will accept their view yes, but at least you'll have that patience.'*   Analytical memo   57:00 Aspirations for the future how governance communities can impact on society's recognition of education and governance in its widest sense of equality and equity educated dustbin' people.   01:1748 Pilot 2020   Pilot GX   *The issue with Ofsted (erm) and this is my experience and from looking at what happened to school Z as well just (G1 right) they are always a negative so examination from Ofsted coming in is viewed as a negative even for schools are doing well as well so it's Ofsted coming (erm) down it's a challenge (rs fear!) ...because Ofsted is seen as a kind of big caped villain coming down Wwoooooooooooo saying I'm the headmaster saying You've done this wrong we could close you down put you into in special measures to the governor's "close your budgets" all this nasty stuff yeh.*

G X Ofsted holding school in special measures and the damage to school and community see

01:12:41

GX *If we weren't micromanaged from the top in checking…*

Isn't it more important to show case the school to the wider community If Ofsted says we are bad school; this doesn't show all of this? (Spreads hands indicating all the good work)……….

Memo

The role of Ofsted dominated the narrative, raising themes of oppression through micromanagement alongside the lack of resources. Ultimately, coming to a complexity of grouping critical thinking, building on powerlessness, to resolutions on the greater function of education which must be evolved by governors for the community.

if you're doing well …… supporters that give us guidance they'll give us resources that make us better yes which is the complete opposite ..but if you fail enough said and you go from well to special measures all of a sudden, the whole community's up arms.

Related interpretation

Memo

A perception of how Ofsted operates a suggestion of overwhelming, unreasonable power. Inappropriate levels of power with destructive outcomes and suggestions of how it could be or should be.

Moving from passive acceptance to solution focused.

01:1748 Pilot 2020

GX *The issue with Ofsted (erm)and this is my experience and from looking at what happened to school Z as well just (G1 right) they are always a negative so examination from Ofsted coming in is viewed as a negative even for schools are doing well as well so it's Ofsted coming (erm) down it's a challenge (G1 fear!) ok so what are we needing to be prepared to over the last 2 or 3 or 5 years that we have been making consistent progress but because Ofsted is seen as a kind of big caped villain coming down Wwoooooooooooo saying*

You've done this wrong we could close you down, put you into in special measures to the governor's " close your budgets" all this nasty stuff (G1 yeh) it's never if Ofsted come down and if you're not doing well they'll support us they'll give us guidance they'll give us resources that'll make us better . (G1 yes) which is the complete opposite to when you sit your exams for example, (G1 yeh) if you do your GCSEs and you had a bad day, you can retake them you know it's not the end of the world but if you fail an Ofsted you go from good to special measures, (G1 yes) all of a sudden the whole community is up in arms

Memo A perception of how Ofsted operates a suggestion of overwhelming unreasonable power. Inappropriate levels of power with destructive outcomes a suggestion of how it could be or should be.

Example GC 31:26

1:16.35

RS *so why this school then why what have you been happy about what have you watched it change on the journey?*

GP *obviously seeing a school where you actually attending yeah failing or in upper special measure is worrying you because it's your children in the future your children education so all I can do is to be part of that decision* making (rs so you became the governor to do that initially)*I can do my bit to*

help schools to you know to move forward and you know go to our situation to go to a good schools and improve yeah so that was about what I encouraged me what I wanted to go and help in a way if I can to improve the school.

30;39

You don't have to challenge in …….. you said something and maybe you said I haven't read it the point is if you haven't read it was it that it wasn't sent didn't have time to read it, could it be sent in a better form.

I asked the Headteacher if they could print out the paperwork, I was told these costs too much to send new printing so I thought it would cost too much then I am not going to be prepared as you want me to be as a governor.

GX 18:52

The only difference this time was. We. We had all the data. I was more confident knowing that we were in that position where we were there before. I was only giving from what I could see.

Being informed by not only data but being informed by prepping the governors correctly so they feel confident. I think on the first occasion there was, although I was told looking up this possible question that I come on. These are the possible areas, like trying to take you down. This is what we need to be prepared for this time again is a similar kind of thing, but there was more kind of, OK, this is what's going to happen. So yeah, having that prep and that information, not just data wise, which is great to get that quite a lot from that.

Memo Governor knowledge learning opportunities that were more consciously made rather than ad hoc.

Definition CG reflect on powerlessness of unconscious /conscious fish out of water experience.

Higher articles where somebody is in a position of power telling people what to do.

THEME: CULTURAL CAPITAL /AGENCY IN THE FIELD

Code 6 Category – *Decision Making*

Code Cultural capital.

Code Cultural capital
Definition CG Explicit skills strategies thinking from their life histories employed in governance decision making.
When to use CG narratives on sharing leading on their knowledge and experience in decision making in board meetings
When not to use in comments of family or community covered in 4
Example GP 1:32'2

GPI got my mother tongue, Pushto, and now my second language in Afghanistan is Parsa, and then I would do Hindi, Punjabi and a bit of Russian and English and Mirpuri everything is kind of similar, yeah, when I was working, I had to pick up Mirpuri as well so it was a time like I had Pakistani customer speaking Urdu and then a customer speaking Pushto rs yes so governance really came fairly natural to you then to represent would you say that you you're able to take the voices of the community.

Memo

Tremendous skills and expertise are of great value in governance to support school improvement. Cultural capital is assigned by the community—a recognition of the skills, attributes and leadership they could support in him.

1:18:5

GP, it was a difficult thing I've been supported, but I've been encouraged by so many parent here in the community, and obviously, the way they select the governors was through the voting I think, from the parents so I've been selected by the parents right so it just didn't just come I've been selected by parents themselves so I think I might have most words from the parents.

Memo

(RS yeah so that's important isn't it because that's a strong validation and do you feel you've been able to impact on governance the way that they want you to?

GP, I think yeah I reflected the parents' opinion and also their worries and concerns about RSI when we were having the meeting and making decisions and (rs any particular example of that ?) yeah there was like a few issues in the schools which I raised up in the meeting and I've been discussed and resolved yeah yea.

Rs yeah 'cause I know the one that we've recently dealt with which in other communities hasn't really coped with very well with the RSE curriculum and

Activity 2 GX GC tape 11 03:41

2:05

GX One such example was a display on the dangers of social media. Governor x the children had designed it its interactive and kids can see for any parents or visitors that come in can see, and it's quite interesting to see how young some of the ages are (the age limits for us of social media platforms

GC My nephews brought some home, and they were really surprised they didn't think this was 13 they thought it was 7/8 they never realised parents (really) a lot of parent looks at programs online stuff some of the things you could first ask questions this is the …we ask questions yeah and kids whatever social media statement that is what we use they told us a few that really we don't hear of and the teachers don't hear of, and then we discussed ages I discussed with nephews never say what's app at 16 (couldn't believe it) that Snapchat parents thought it was 6 /7mean wow shocked tik TOK 6/7 (rs the shock of such young children using it).

RS that they can see isn't that amazing.

28:21

RS) how do you has it you've made the decision now why at this point in time has something changed along from the point when you first came to this community?

has it changed that you now want to move out of it?

GP As been new I didn't know these things it or the other all these things before yeah I mean it was a priority was to settle in myself yes learn the language understand everyone so once I realized I looked for other things.

(RS and you becoming a community leader)

GP *and I learned about the community and then I understand what is needed for the community.*

Code 7 Category – <u>Decision Making</u>

<u>Code Leadership</u>
Definition CG leadership experience from the community and their participation in decision making.
When to use CG make comments about confidence and value to participate in decisions in governors meeting
When not to use Not related to COVID-19 conditions covered in 9
GP 1:23:28   *I'm leading organisation or managing our people being volunteers trustee and yeah also treasurer organise a similar work like one in my own community organisation which I founded and run from scratch l (RS is it like charity) yeah just a charity and we support newly arrived families asylum seekers refugee migrants and also I do a community engagement work we support people who from day one from housing to school admission and to have to like benefits application immigration you name it only (RS fantastic) so I've been through this so I know I learn and that's how we had been also bringing people together.*   Rs role of governor vision he wants to develop.   GX 20:00   GX, RS So where do you go from here? *It's difficult to say because there's always that. Chance of plateau. And once you've hit your goals and targets, I don't know. We want to get to. outstanding. Standing. Yeah, I know. We want to get to, but because it's been such a struggle over the last seven years to get to here, there's always that chance. Well. We've got this and we won't expect be inspected for a while. As long as the key focuses again is on the children and. I mean, not just the sats results but looking at the attendance and the punctuality and their creativity. Looking at the smiles on their faces, looking at the teaching team and seeing if they are happy 'cause. If you have happy children, you have a happy teaching team, everything is only positive. Then you just need to. Make sure that you know going on a tangent over there because it's so happy. Yeah, trying to focus that energy into happy. Yeah, try to focus that energy. Yeah, that positive energy*   memo   Difficult decisions and planning to ensure expected progress in school improvement as measured by Ofsted.

Category 3 Factors impacting on CG decision making.

Code 8 Category – <u>Factors Impacting CG</u>

Code Impact of DOXA(RULES OF THE GAME)
Definition CG reflect on the operation of policy
When to use CG comments on constraints to their work in governance
When not to use Not related to COVID-19 9

GC 32:46

GC When I came to my first meeting, you challenged a point respectfully........ it is ...was so rude back to you! I was astonished as I sat in that meeting. I thought volunteers are governors; they are here to support the school their job is to challenge you. You don't speak to an Ofsted inspector like that. They would make sure they found something wrong with your school before they left. I was thinking that is a bad attitude. I couldn't believe it. I have missed quite a few briefings since then. I haven't missed the …….school because I can challenge and ask questions and get answers respectfully; if they don't know, they will go back and check them.

Example

GC 32:46

My understanding was we were a team that's how we are in the ...(another school) ……….. I joined the ……... first, I was asked to come here on the following week and were with a team that asked us all to difficult questions. We ask the difficult questions; we don't ask them to catch them out; they're not asked to catch them; out we will ask these questions, and we respond respectfully, therefore so when ... Ofsted are here, we're ready.

GC 33:12

The second thing is my second issue at the issue that's been raised several times by professional and by parents are we using the school resources properly this is question that I'd love to ask yeah and I haven't had the guts to ask it yet?

Examples GX GC 15:22

GP 1:19:21 Relates to lack of confidence to speak see GP.

local governance decisions on education resourcing GX GC

14:38 Activity June 2 29th GXGC

which is a quite unfortunate because you have some very good people in ……….......and you have people who've developed into a good community leader are good business people and they then decided to move their families and children outside of (The school)……………………instead of keeping that knowledge base and that skill set within ...(the school community)……………………. because they can see that there's no funding there's no belief in (The school/area………………there's no not even litter only gets picked up every so often so it's one of those where we're losing skill and losing knowledge base and historical connections because people moving out

15:30

GC You mean look at this for the legal counsel said that Families are struggling particularly in ...School……………………and ……area…………………… may be they should consider not having more kids that's what he said and he defended his statement but his own party in the House of Commons contradicted him and rejected his statement it doesn't help with communities when know you're not valued because not having visibility: Symbolic violence : Example of racism prejudice)

GX 01:12:41you look at the resources. then how many children are in class how many how many electronical devices they'll have to help teach how much open space that they have then you say OK there's no such thing as racism today is a financial burden placed on societies so if they are already behind when it comes to financing education because resources are not there. we as governor

someone needs to be able to change all children given exactly. I think here what is nice to see is all children are at least have playing human and equal opportunity push to the best of their abilities.

28:28

GX. There's two thoughts in my mind 'cause it goes back to the initial three kind of questions you asked earlier Do I feel empowered as a governor yes and no. Yes, in a sense that. I am better informed supported, so the last 24 months, especially with the emails and the links and the portal and anything. So yes. To all of that, but in terms of as a governor to feel empowered, I do to with certain degree, but at the same time, you still always have one hand tight behind your back because. You don't feel like? You are going to make a significant difference, and even if, you could .. because of national pressures of financing. Of what you would like to see happen in school? It's always gonna be. Well, yeah, I can say something. But can school actually follow? Follow through. So, you feel empowered at the moment. But realistically, as a governor, as a parent governor, you know that you're. Involvement with the school. It's all gonna be limited by. Internal and external factors.

Memo

Becoming empowered and external factors as a governor. The impact of government policy internally and externally Insight but with little framework to share a voice or have an impact. Ad hoc training and little time for reflection

37:41GX Cultural wise had to overachieve anyway, just like I think we've touched upon before. Yes, as first, second, third generation, immigrant families, children have always had to overrepresent in education to get past their names.

Memo

Reflection of the impact of culture and race on ability to engage and challenge stereotypes to become socially mobile (Reference to the symbolic violence of discrimination) or their faces fitting.

GX. (In American schools, that focus was on—the black child instead of the other children because of the negative connotations behind it.

40.31

*Obviously So, in the UK, it's different, but people are people, and inherent racism is always going to be there and if... Children aren't achieving certain targets. It's always gonna come back to their background, their upbringing, and I think that's always been the case with immigrant families. That's because they're such and such a person, or they come from there, so they're gonna be like,
……………*

Memo

Research which came up in studies in the house by the son and discussed as a family. This led to the transcript. Interpreted as the recognition of the factors acting on habitus and the actions pragmatism required to enable family members to become conscious to overcome them.

Issues of racism reflecting Bourdieu's habitus

Code 9 Category – Factors Impacting CG

Code Impact of COVID-19
Definition CG reflects on the impact of COVID-19 on decision-making.
When to use GC Comment on their observations of how the school engaged with the community during and as a result of COVID -19
When not to use Not when interacting with governing board meetings code 1

7:56

GX *The knock-on effect for us at our Junior School. We've had to then pick up the pieces. Governors and teachers have started to look at students less in a. SAT Sets results education kind of points-based system. Now it's how are we caring for them? Rs MASSIVE How are we providing for them? And I think now Our headteachers have brought up really well. A complete education kind of journey. So, it's just not like we need to get good sets results, but are we educating them well, how we l looking after their needs?*

Memo

How the impact of COVID-19 has accelerated the closer communication with the community impacting on school improvement he is sharing what he perceived Ofsted was saying to leaders, governors, community. Part of the centripetal learning in a COP experience

9:49is their education, healthy for them, are they actually getting good quality education regardless of their background or their education.

10:50

If COVID didn't happen, would we have still had this journey where we incorporating more parents, parent governors trying to be more holistic with their educational needs for our children, would that have naturally developed. ?

10:50

It's difficult to say. Maybe COVID accelerated the rate of that that needs to be OK we can't just be focused. On the end result, we'd have to be more kind, and maybe that's had a positive effect on that ofsted result afterwards.

Memo

thought Feelings from the governor their perception.

the impact on school relationship with the children parents' community was transformed by COVID-19 it accelerated dispositions from the school influenced by the Ofsted window which may have taken so much longer and was identified by Ofsted. the raft of measure maintains learning SEN differentiation individual checking visiting creative ideas to keep pupils on board more integrated technology google classroom.

GX 11:44 Identity box interview

Yeah, I think so. You got to remember school did the lunches as well. Yes. And they were doing the roll calls wellbeing calls every day, so I think. Although some parents might not have been receptive to a call at 10:00 o'clock in the morning but in general they needed someone out there who's caring. And that bought, the school to the centre perceived by governors as of the community. So yes, I think those kinds of things have really brought the community and school together. We can only build on and I think the good thing is that the school has and becoming GOOD will enforce it (rs Yeah. S)o yeah. Look, you know, no one had cared.

12:27 GX *strive to show what we are capable of through this little word (community?), which means so much.*

GP18:64 don't. for me personally, I can only talk for when ………………… (governor who died during covid). I can remember when I spoke to ofsted before that, yes. and I do live party monitors

there. my feeling towards the school and my belief and what the teaching team and the admin team were doing was just as strong (as it is now).

Memo

Growing belief in governorship becoming effective. There was an acute awareness of the great loss of governance wisdom and expertise, and support to the community.

THEME COMMUNITIES OF PRACTICE

Code 10 Category – *Communities of Practice*

Code Learning
Definition CG reflects on learning opportunities for governance.
When to use CG, comment on preparation for governance meeting and decision-making.
When not to use Not include in interactions with training code 11
Example 35:37 GP, *the one thing last time, the more I work, the more experience I get, yeah more confident I get ye so must be at this time I'll be asking more questions, yes more engagement absolutely and that's from the confidence and experience my first time being governors yeah don't know how much I contributed but …......* Memo Governor self-learning through sharing knowledge with other governors and communities as communities of practice   27:23 GC 27:33 *We are trying to talk about adult mental health now with trying to get it out to the community through religious leaders to say that adult mental health is real and stuff like that, but it took a long time to explain these things and get it get the word out.* *Memo* Types of learning in the community. Governor insight that they offer to governor.   1:32'2 GP, I think the someone who came from other countries I'm gonna ….when parents back from their own countries *might not necessarily have the same system where parents engaging with the school and when I grow up my parents my father never take me to school could (rs you your father was in..... then and you came here that must have been such a ……. Traumatic time) yeah it is yeah the school system is different there yeah children go themselves right no parents when they are you know you're one or two you have to go and come back so never had a parents evening only few parents will find out from the school I was happening with my child but normally you don't have a parents evening they don't they don't there's no school inspection there's no the more money you pay the fee you pay more planning school run there so the system is different yes and here if we engage more parents the parents need to take responsibility of their children yes so it's not only the school have to check (rs right) but the parents also need to be engaging (rs and accountable yes as well responsible it it's a learning community for everybody no school can inject the learning and education into a child unless the school there's the parents or the parents support is not there (rs but parents need that*

input as well don't they need that learning) as well learning understand what their responsibility as a parent is yeah and then we most people might become from a country where they have no education they don't know the value of their education here yeah it's free but it doesn't mean they know they don't have a take responsibility so be responsible parents understand being how good parents you are and also take responsibility of your children support your child with education engaged with the school that if we do that we can make sure (rs we become outstanding don't we) we do have to be both sides yeah I'm gonna ask you to come down here for a moment and see what you think if we can take the the bread with you

4:48 Activity 2 GXGC June 29, 2022

GC And also a lot of parents don't……like I'm rubbish at phonics yes absolutely rubbish, to be honest I can hardly make sense my wife is a teacher she does that with the kids yeah I wasn't sure so I did a course for parents so they don't feel like they are thick and they can support their children because we learnt it in different way and that's the way we know .

Memo

Governor self-learning to support family which support some aspects of governance.

12:13 Activity 2 GXGC June 29, 2022

GC Sewing swimming aerobics fitness gym over there that was for English IT so much happened here youth clubs a couple of elderly groups play schemes summer schemes.

*12:46 (*Rs that was fed into the education then of the children and there were classes here is that right?)

GC yes I education of the parent s really adult education at one point in each of these rooms in the morning ESOL IT so for example English. They were up to level 3 and after that they would go to college which was brilliant. Walk in straight off the street. Community learning with full community engagement until funding was restricted or redirected, .

Memo This has impacts on the habitus of families and children's progress in school.

GC *At the moment it has just all gone and at the moment very little things have replaced it but there were the three blocks here this was a mutual centre for the community.*

Activity 2 GXGC June 29, 2022, 13:31

GX The issue behind funding and education and developing the community goes hand in hand and for some reason nationally and locally they just don't seem understand that you can educate the community you give them ambition if you give them ambition he can you get the community moving forward in a positive way and then wanting their children to do just as well but better.

July 15th activity 2 GX GC

RS how did we get out of it (Special measures) by the way?

GC, we worked really hard.

GX *hard work determination and yeah I think we collaborated a lot more didn't I totally I totally dedication from everyone together really focusing.*

GC *raising the morale of staff they were totally knocked sideways really focusing.*

57:30

GX *It was no fluke it wasn't just no we did that we on one particular day we did really well no it was over a period of time yeah as a school as a community we got stronger and stronger and the focus the good thing is the focus has always been if we can do well for the children then we'll get there*

eventually we need to keep our focus regardless of what was happening yeah focus for good education was always there and that was tough our foundation and we if Ofsted said we haven't done this OK we added as a layer on top of all the well as yeah there was never return it yes yes we haven't done it was OK what was said taking it in taking on the chin and say OK yeah we couldn't be better yes we would do some of this or we have

GC *I said yeah just hoping to finally see what we've seen in the school this week yes they did this time and it was a team effort from the children to parents governors leadership staff everyone yeah and we're proud to say we did it ourselves we never get consultants no we did it there's no doubt about because we know what we did in a way we do know it. We can build on it.*

Memo

(Indirectly, how the rich multi-linguistic skills could be used in governance can be redirected to governance in the meetings, as a community voice and interpretation of board meeting outcomes

1:30.22

Training

GX *No, and that's not the fault of the governor's school anyway. That's my own shortcomings because I've not been going to the emails. Yes, governor training that's right. Yeah, yeah, the support strategies that are there from the council Yeah. Yeah. 'cause. And LA and what not, didn't sign into it. Cause I didn't sign into it. They are from the Council. I didn't sign into it a couple of times. Yeah. I've been. A leader elsewhere as well. Yes, that's right. That's right. Yeah. I've recently decided to step away from that. Right. I need to focus more on work and more my own family. Yeah. Yeah. Again. Just like the head teachers here. It's a voluntary position. Yeah, it's a constant everyday kind of thing. So, I'll still be there. So, we're helping with the education system. I'm hoping then I'll be able to pick up (Governance).*

Memo

Recognition of the commitment needed to be training for effective governance. Time availability no recompense.

THEME COMMUNITIES OF PRACTICE

Code 11 Category – *Communities of Practice*

Code Inclusive governance
Definition Used when CG reflects on ways to improve governance effectiveness or impact
When to use CG make comments on improving governance meetings greater inclusion and reflection
When not to use Not used when community on operating during COVID-19
Example July 18th CP Activity 2 43:29 GP, *I see myself the more I work the more I involved in the community the more I learn yes confident I did (rs and you sharing that) then I want to share that yeah.* 26:33 GP *obviously it is affecting our school known if there are active governors and counsellors they would engage with the school. school can benefit from them.*

GP 1;:30:22 *I think more interaction with parents more connection with the parents would help so they are aware of the progress they are aware of and 'cause I(RS was gonna get to that how do they monitor the progress of their children can they see their children making progress?) The more they engage them or they will understand I think it is not only once or once in a while that are invited by assembly alright so while they're not invited for parents evening there's not enough the more engaging they are the better yeah there will be people thought of the school yes the minority (rs so weekends they might come on site and do things on the ground and things like that .....) so they can they can take ownership of the school yes yeah it might not only but always they shouldn't come a feel (rs the feeling of not been welcome or invited !!) it and then engage with it yeah and I think the more engagement we have the parents the better we can you know we can make this school yeah (rs and are they learning English as well I suppose some of them will be are they doing the ESOL on here perhaps or 'cause I know you're coming back on site with an organisation aren't you what ?) what's that having the because we grow so much organisation grow so much we are we have bases smaller so we need a bigger space yeah and the organisation and obviously which closed down behind us this great big building yeah these school they used to be a kitchen next to........*

50:41

GC the *environment as prompts is that as it has it stimulated you ? GC it has reminded me of a few things I have forgotten.*

GC *I only remembered today remembering only we talk about this realise that we say the back entrance we still say the kids that will come in new they will say this is the main entrance to this is the main the other side.*

GX 1:05

Thank you very much. Thank you ever so much. It's really great. I do appreciate. As well and you will let me be very honest and blunt at times.

GX and I think this is where the federation board is going to be helpful. when ……the federation………..first came along, I was very sceptical. (*rs were you? well, yeah. oh yeah, yeah, really. what was your feeling?*) anger, fear, and anxiety over this is our school. right. you know, someone else is now going to be overseeing our school. and this is even before I became a governor when we were given. all kind of framework and maybe this is one of the reasons I came on as a governor (driven to action over change brought into the field) came on as a governor.

 Memo

Useful support from Federation resources expertise but the initial realisation created concern. The issue of power the response was to observe and question the Federation.

RS Do you think it wasn't explained to the community very well at that point?

GX, I think whichever. Whichever you try to explain it to because it's very close to. Academisation Yes. Yeah. So, and that was having negative connotations: Why are you coming in when we can do just a good enough job with that pride kind of thing comes in. Uh.

25.04

RS Becoming a better governor, with a couple of hours in the day yes. And I think they'll be training for us and I don't think …………..will be very far away. You know, initially as to pull on or to. …….

Rs So, so that was taking power away, really. It felt like power was being taken away from the community and from the school.

GX: *Yeah, yeah. Yeah. You feel powerless. As a community Yes. Someone from outside l the community, I mean, is going to tell us, and yet maybe it will explain enough, but I think. Because it*

was so new. And the only time you saw anything like this happening was while the school was going in a negative direction, especially with the secondary schools,

GX think it was, yeah. (rs and they just taking the governing board. Had they) Yeah. Yeah. Yeah. I think when I came on, we were in special measures. So yeah. Yeah, it was a lot of things going in a negative direction. With the Previous head teacher, what was happening with Ofsted? school finances all this kind of negative stuff a(rs and then you have to have this just coming straight on top of you as well.?) And as a parent, you think (rs you're angry?)

memo

Feelings of powerlessness. The special measure situation causing a threat and vulnerability.

GX 28.00

Yeah. And as a former student and a member. Of the community Kind of like. Plus, we're not here, you know. Is someone profiting from our negative kind of environment that we were at the moment. But once you figure it out and I still have my reservations about the federation in question getting too big, and unfortunately, I've had to miss a lot of the meetings. But when I'm there, I always kind of bring it up and it has been brought up by other federation governors had to be fair to them that are we over stretching are we going too fast growing. Too big and I think as long as the questions are being asked, then it'll keep those people who want to see us get bigger for positive reasons. You know that they have their own very positive good reasoning.

As well there are people saying hang on as people are going to stand up. Are we going too big too quickly? Are we catering for everyone still and being one of the founding members of the federation in that sense, now gives us a bit more empowerment.

Memo

Parents feeling invisible, someone profiting from our negative situation power community threat to governance.

Question raised were the skills attributes available to do the job was there a lack of training.

Rs Exactly. So what? What has brought you to feeling more powerful now? What? What have they done to reassure you? Sure. You. If they do, to reassure you?

1 priori themes

The priori themes.

Priori themes	*Categories*	Codes
1 Governance journey Habitus	*Powerlessness and symbolic violence became governor agency.* *governor perception perspective Position within the board through their lens of habitus looking at equity democracy*	Governor voice Capital and agency. Ability to impact.
2	*Factors impacting dislocating it from practice*	Marketisation Policy Ofsted: special measures

		Change in LA support to commissioning (removing training, resources)
The field (Education)	*DOXA Impact of policy* *Impact of local educational governance*	Factors diminishing agency and capital expressed as marginalisation. Disenfranchisement passivity restricting access to meeting structure and protocols
	Symbolic violence	Legitimisation of dominant dispositions (middleclass) leaving CG as a fish out of water marginalised and disenfranchised. An aspect of institutional symbolic violence
	Disenfranchisement	Dispositions of CG interacting with the field: school. Limited access to leadership Limited access to decision making
	Removal of governor's voice a shift in democratic balance	
Communities of practice	CG standing outside their habitus developing capital and agency impacting positively on the field	
	The practice involves learning	
	Building capacity sharing knowledge through governor collaboration	
	Refining practice increases the complexity of decision-making.	

Theme <u>EXCLUSIVE GOVERNANCE</u>

Category: Governance

Code: <u>Governor voice</u>

(See appendix 4)

Governor voice codes	Narratives	Memos	Interpretation

Governor voice			
Agency			
Accountability Factors affecting *DOXA*	*Pilot 01:12:4GX If we weren't micromanaged from the top in checking!* *Isn't it more important to showcase the school to the wider community If Ofsted says we are bad school; this doesn't show all of this? (Spreads hands indicating all the good work)* *pilot* *01:12:41you look at the resources. then how many children are in class how many how many electronical devices they'll have to help teach how much open space that they have then you say OK there's no such thing as racism today it is a financial burden placed on societies so if they are already behind when it comes to financing education because resources are not there. we as governor someone needs to be able to make change all children ...exactly. I think here what is nice to see is all children are at least have playing human and equal opportunity and pushed to the best of their abilities.*	The role of Ofsted dominated the narrative raising themes of oppression through micromanagement alongside the lack of resources. Ultimately coming to a complexity of grouping critical thinking, building on powerlessness, to resolutions on the greater function of education which must be evolved by governors for the community. (Attached interpretation) Highlighted inequality, the issues of resources to create growth intellectually whole person for the majority, in classes of 30 children response to what can we do? words: education governance, upper crust society recourses political opportunity, pushing equality equity.	Related interpretation A perception of how Ofsted operates a suggestion of overwhelming unreasonable power. Inappropriate levels of power with destructive outcomes and suggestions of how it could be or should be. Moving from passive acceptance to solution focused. The themes expressed were interpreted as recognition of class distinction as a habitus and the perception of powerlessness as governors in being able to make a difference for children in the school in the community particularly to Ofsted.

(Accountability)	*01:1748 Pilot 2020* *Pilot GX* *G6 The issue with Ofsted (erm)and this is my experience and from looking at what happened to school Z as well just (G1 right) they are always a negative so examination from Ofsted coming in is viewed as a negative even for schools are doing well as well so it's Ofsted coming (erm) down it's a challenge (G1 fear!) OK so what are we needing to be prepared to over the last 2 or 3 or 5 years that we have been making consistent progress but because Ofsted is seen as a kind of big caped villain coming down Wwooooooooooo saying I'm the headmaster saying.* *You've done this wrong we could close you down put you into in special measures to the governor's "close your budgets" all this nasty stuff (G1 yeh)*	A perception of how Ofsted operates a suggestion of overwhelming unreasonable power. Inappropriate levels of power with destructive outcomes a suggestion of how it could be or should be)	
Factors impacting *DOXA*	*37:41 GX Cultural wise had to overachieve anyway, just like I think we've touched upon before. Yes, as first, second, third generation, immigrant families, children have always had to overrepresent in education to get past their names.* *GX. (In American schools, that focus was on. The black child, instead of the other children because of negative connotations behind it.* *40.31* *Obviously So in the UK it's different, but people are people and inherent racism is always going to be there and if. Children aren't achieving certain targets. It's always gonna come back to their background, their upbringing, and I think that's always been the case with immigrant families. That's because they're such and such a person, or they come from there, so they're gonna be like, ……………*	Reflection of the impact of culture and race on the ability to engage and challenge stereotypes to become socially mobile. (Reference to the symbolic violence of discrimination) or their faces fitting. Research which came up in studies in the house by the son and discussed as a family. This leads to the transcript.	Feelings of Institutional racism in the field Interpreted as the recognition of the factors acting on habitus and the actions pragmatism required to enable

			family members to become conscious to overcome them.
Impact of DOXA Factors affecting. *doxa*	*28:28* *GX . There's two thoughts in my mind 'cause it goes back to the initial three kind of questions you asked earlier Do I feel empowered as a governor yes and no. Yes, in a sense that. I am better informed and supported, so the last 24 months, especially with the emails and the links and the portal and anything. So yes. To all of that, but in terms of as a governor to feel empowered, I do to with a certain degree, but at the same time, you still always have one hand tight behind your back because. You don't feel like? You are going to make a significant difference, and even if, you could quote. Because of national pressures of. Financing. Of what you would like to see happen in school? It's always gonna be. Well, yeah, I can say something. But can school actually follow? Follow through. So, you feel empowered at the moment. But realistically, as a governor, as a parent governor, you know that you're. Involvement with the school. It's all gonna be limited by. Internal and external factors.*	Becoming empowered as a governor The impact of government policy internal and external factors	
Communities of practice *Inclusive governance e*	*43:45* *GX Yeah, we did. And. did we overprotect and has that had effect on education has that put more pressure on teachers and as a result on governance.* *(rs Has aspiration because of it gone gone down.?* *GX I think expectations are always there. We want our children to do well. But how do we achieve that? Doing rather being disciplined, being a good person and being a caring person? And then doing well also at the same time not putting that mental pressure on kids from a parental point of view. It's fantastic for them,*	43:45 Using a reflexive COP approach to plan and support students' parents and community for the future is also habitus submerged. The pressure and expectations to be upwardly mobile from habitus how do we manage it through education. New approaches learned from immigrant habitus	

	(our children) but then some part of me thinks they're missing life skills.	structures in a new country community.	
		Recognition that governors have got to know him. The community know and respect him.	
	33:47		
	GX, I think it has. As. People have got to know me that I work with. Understood that. communicate ideas, develop ideas, listen, and understand. It's really interesting.	A further reflection of life histories informing and promoting change with more complex stepping outside habitus, growing developing evolving.	
	45:54		
	GX, I think it's keeping our parents well informed and educated, so there's a there's level of trust, between us and the parents, but at the same time. Some kind of way of understanding the children and developing. Well-rounded children who are forthright in their opinions but know there are boundaries, yes, and consequences.	An example of this learning from life histories through generations	
		The aspect of how life histories enabled deep engagement with complex concepts through their habitus using an underpinning of COP.	
	History informs our decision-making process, so you don't want them to go through what we went through. Some of that isn't going to be a bad thing.		
	Rs and your habitus if you like because it has developed, you're now going to influence your children in this new in this. The experiences that you have gained so it is stepping outside all the time and growing, isn't it?		
	47:17		
	IGX I always say to my children just like my parents said to me and their parents said to them is that we will because of our names, we will have to work harder to be able to be at a parr not no, it's less now.... At the same time!!		

The impact of COVID-19 on the community and the school

INCLUSIVE GOVERNANCE

Factors Impacting CG

COVID-19

table

covid codes description	narratives	Analytical memos	Interpretation
COVID detrimental to community growth and seen in school as milestones have been lost impact on children's learning recognised by the governor.	*GX 6:25 I think COVID brought to the front how important education is now that we come back to some kind of normality…….* *, but even a simple motor skills of knife fork at lunch time have not been taught?* *even to the simplest kind of things of picking up books and reading going online.*	The impact of COVID-19 is an example of the impact of lack of daily contact with learning the losses have occurred across the education process and how this is feeding into the school and its impact on learning progress and school improvement (Q2 factors impacting.	The recognition that the secular unique habitus of the community is impacting families in that youngsters leaving the home community habitus and interacting with the education filed representative of doxa to be able to manipulate is putting them in a fish out of water situation affecting aspiration and acting as barriers.
As an accelerator of change	*7:56 GX The knock-on effect for us at our Junior School. We've had to then pick up the pieces. Governors and teachers have started to look at students less in SAT results education kind of points-based system. Now it's how are we caring for them? (rs massive) How are we providing for them? And I think now Our headteachers have brought up really well. A complete education kind of journey. So, it's just not like we need to get good sets results, but are we educating them well, and looking after their needs?*	How the impact of COVID -19 has accelerated the closer communication with the community impacting on school improvement. GX is sharing what they perceived Ofsted was saying to leaders' governors' community !!! part of the centripetal learning in a cop experience	
	9:49 Is their education, healthy for them, are they actually getting good quality education regardless of their background or their education? *10:50*	though feeling from the governors, their perception. the impact on the school's relationship with the children's parents'	

	if COVID didn't happen, would we have still had this journey where we incorporating more parents, parent governors trying to be more holistic with their educational needs for our children, would that have naturally developed. ? *10:50* *It's difficult to say. Maybe COVID accelerated the rate of that that needs to be OK we can't just be focused. On the end result, we'd have to be more kind, of and maybe that's had a positive effect on that Ofsted result afterwards.*	community was transformed by COVID-19 it accelerated dispositions from the school influenced by the Ofsted window which may have taken so much longer and was identified by Ofsted. the raft of measure maintains learning SEN differentiation individual checking visiting creative ideas to keep pupils on board more integrated technology Google Classroom.	
	11:44 GX *Yeah, I think so. You gotta remember school did the lunches as well. Yes. And they were doing the roll calls well-being calls every day, so I think. Although some parents might not have been receptive to a call at 10:00 a.m. But in general, they needed someone out there who was caring. And that brought the school to the centre of the community. So yes, I think those kinds of things have really brought the community and school together. We can only build on and I think the good thing is that the school has and becoming GOOD will enforce it (rs Yeah. S) o yeah. Look, you know, no one had cared.* *12:27* *Strive to show what we are capable of through this little word (COMMUNITY?), which means so much.*	Emphasis of COVID-19 highlighting community.	
Death of a senior governor	*GP18:64 don't. For me personally, I can only talk for when …………………. (governor who died during covid) helped me. Can. I can remember when I*	Growing belief in governorship becoming effective.	There was an acute awareness of the great loss of governance, wisdom, expertise,

	spoke to Ofsted before that, yes. And I do live party monitors there. My feeling towards the school and my belief and what the teaching team and the admin team were doing was just as strong (as it is now)		and support to the community.

GC Habitus life histories narratives

	Narratives	Interpretation	
Importance of family community Habitus	*09:57GC yeah. Many years ago I read a report that the Mirpuri community is a community on the Kashmir side of Pakistan(right) they don't move more than a half-mile radius from where they first settle Why didn't you raise this before it is true for me I was in .... then............street and now back to ....street that's less than half a mile Oh man all close together* *(Rs did you come to this school?)* *GC Yes through infant's juniors the Comp........................ ....college I never achieved throughout*	An expression of close community habitus staying close together close family ties.	
	11:22 life I went through education I went to also went to …………………. college to do it through the IT What was the reason for doing that? I wanted to work in the community and ask for a placement there at .... comp	12:38 Building experience and work in the local community has been a key driver for knowledge and expertise in all aspects of local welfare politics health education social care. Building COP sharing to support community growth well-being equity and capacity	
	12:38 *A course was about making leaders for the whole community I thought well that's*		Total commitment to community shaping ideas

	interesting that doesn't make me an … It's someone....(who can help the community my interpretation) makes me so happy so we went, and we studied …. ....so fortunate to Oxford Christchurch		straight from school. Overcoming education barriers persisted developed skills knowledge expertise that may empower other members of the governors.
Developing habitus	*16;10* *GC So when my dad came he started working in foundries.* *he built up that reputation and that's what he said to me it's all about reputation, so he instilled that in me. He instilled education in education in me, I wasn't education-minded I found the classroom either too large and restrictive or too boring.*	Habitus developing according to new circumstances not set but dynamic flexible evolving to encompass changes in societies H6 T3JULY 2023 DM19 Family values and habits are passed on and valued by the next generation. Knowledge and expertise valued by the community. governance communities of practice and learning.	
	20:07 *I finally started to achieve in education was that I went into the world of work I started.* *21:37Started to achieve.* *Started my foundation degree to in the integrated services Sure Start for children and young people (Rs Sure Start). I did? and then I did my BA Honours in child and family studies in education that*	AS20:07……. diagnosed.) Latent capital agency despite …….. which was not diagnosed until he was assessed at university. A lack of value resources in school to ensure his equity in education lack of value the emerging theme of aspiration.	Despite the pressure to achieve and the constant failure he began to achieve his goal) around this time

	24:11 *did young citizens before that yes then after I did .... college community development experiences no qualifications I had but they saw my experience and saw how I worked in the community.*	Commitment to supporting many vulnerable groups within the community learning new knowledge skills which are available to developing school improvement through governance	Emerging aspiration drive to work in the community This is all positioning in the community to have an impact in developing knowledge and expertise to be available to governance. Aspiration community evolving knowledge expertise capital agency 6 7 that would be available to feed into governance community hence school improvement but there is no voice.
25:49		Key points on the factors that have driven this governor to participate in governing bodies. Detailed understanding of this community with the skills and expertise to help support and communicate with the learning community developing school improvement.	A clear rational objective and goal for becoming a governor. This feeds into the decision-making governance, this is the capital and agency growing and available, but the voice is being lost. And they leave governance.
		An insightful understanding of	Suggestion of the restrictive impact of habitus in

		the needs of the community	delaying or impacting on school improvement H6 but the thinking of the governor in developing the vision capital agency knowledge and expertise available to governance.
	27;33 *it took us a long time to get it explained that it does exist, were working with the NHS we are trying to talk about adult mental health now with trying to get it out to the community*	The detail of the governor's knowledge expertise available to governance. The priority of value given to it through governor's voice lost. The structure of governance and its limited flexibility i.e. as not being fit for purpose it needs COP built into it.	actors identified possibly in the community habitus impacting on education starting from home and this further impacting on the CGs ability to develop the impact, but they know the limitations they want to help the community to grow within the limitations and simplistic framework of Ofsted when in fact the habitus is complex and contributes to the progress outcome within the school.
	27:33 *29:58 You have this add a memo* *When I came to my first meeting you challenged respectfully........... it is she was so rude back*	The accessibility of the governing board meeting. The ability to hear every governor's voice.	actors impacting the CG feeling safe and secure enough to speak. governance G1 governance P4 An environment

222

	I thought volunteers are governors they are here to support the school their job is to challenge you.	POINT HE suggested that there were issues, and he didn't feel he had a space for his voice to be heard in a neutral environment.t (left the governors shortly after the interview)	which closes down the governor's voice impacts governance decision-making and ultimately school improvement. The atmosphere has hampered the governor's voice. It also raises issues of responsibilities and accountabilities which would be covered in training designed to support the governor's voice.
	32L42C *The truth is I haven't come to these many meetings because I haven't built them into my calendar basically.* *34:03 The second thing is my second issue at the issue that's been raised several times by professionals and by parents are we using the school resources properly this is a question that I'd love to ask yeah and I haven't had the guts to ask it yet.* *3402*	issue of the skill deficit wanting others to remind the professionality relating to the skills around governance. Use of school resources The impact of the loss of a highly knowledgeable and charismatic community governor.	An example of G1 responsibility and accountability A clear understanding of the governor's role responsibility and accountability. It is interesting that without training expectations may not be aspirational or challenging. Issues of use of resources and teaching and learning which they have not

				felt able to tackle with confidence key issues of school improvement not dealt with

2 Overarching themes: Symbolic violence (See Appendix 4 for complete table)

Symbolic Violence pervading several categories/themes.	*Narratives*	Analytical memos as interpretation
EXCLUSIVE GOVERNANCE Governance *Governor voice* marginalised disenfranchised	*GC When I came to my first meeting, you challenged a point respectfully............ it is ....was so rude back to you! I was astonished as I sat in that meeting. I thought volunteers were governors; they were here to support the school their job was to challenge you. You don't speak to an Ofsted inspector like that.*	29:58 GC He had issues, and he didn't feel he had a space for his voice to be heard in a neutral environment (left the governors shortly after the interview). This has synergy with young research (2017)
Governor's voice (voice passive)	*GP 1:21 My understanding was that I can't be an expert in everything (rs of course) so I would leave that part to you know obviously whoever was the governor at that time*	The view was that the governor brought their particular expertise but didn't feel confident to comment on other areas of expertise, even though all governors are accountable for all aspects of governance. An unconscious passivity brought about a lack of sharing knowledge and a lack of respect for the governor and his role through deficit training and sharing of knowledge.
Decision-making DOXA		
Access Governor value	Key POINTS 31:26 I asked them (governor admin) for paperwork to be printed……because that's the way I read it …….I was told these costs too much to send new printing, so I am not going to be prepared as you want me to be as a governor.	Issues of use of resources not available due to insufficient funding in budgets for governance to ensure optimum governor functioning.

EXCLUSIVE GOVERNANCE governance monitoring (Ofsted impact and perception see symbolic violence)	*GX Impact of Ofsted placed the school and community in a category for six or more years of pilot enquiry narratives.* *01:1747 Pilot enquiry activity 1:* *Ofsted helps or hinders that that framework that you know the language of that frame … you know that's how we have to operate in that framework and Ofsted the language of it and said that issue or with Ofsted and this is my experience and from looking at what happened to z to just fly in here examination from Ofsted coming in is viewed as a negative even for schools doing well as well so it's coming down it's a challenge OK so how are we need to be prepared to over the last 2 or 3 or 5 years that we have making consistent progress but because Ofsted is seen as big kind of caped I....' and saying to the headmaster* *01:1748* *You've done this wrong we could close you down in special measures to the governor's close budgets today we could do all this nasty stuff it's never if you're not doing well that they give us guidance they'll give us resources that make us better … but if you fail ...enough said and you go from good to special measures all of a sudden the whole communities up om arms.*	A perception of how Ofsted operates a suggestion of overwhelming unreasonable power. Inappropriate levels of power with destructive outcomes a suggestion of how it could be or should be) The symbolic violence of the school placed under special measures RI for more than 6 years (Spielman 2019) they felt demoralised and disenfranchised.
EXCLUSIVE GOVERNANCE Factors impacting Doxa Power relationships the value of the governor's voice in decision-making Community value	*14:38 GX GC Localism local governance perception of unequal distribution of resources* *……...is a labour ward the borough is conservative their feeling is that other poor wards get funding, but P does not because it is a labour ward.* *14:38* *which is quite unfortunate because you have some very good people in …………......and you have people who've developed into good community leaders*	14:38 GX GC Localism local governance perception of unequal distribution of resources Governors are intimately aware of decisions made about resources and views communicated about their community. There were feelings of frustration due to a lack of parity in engagement

Factors impacting	*are good business people and they then decided to move their families and children outside of ………….……....instead of keeping that knowledge base and that skill set within ………………………. because they can see that there's no funding there's no belief IN ……….……....there's no not even Litter only gets picked up every so often so it's one of those where we're losing skill and losing knowledge base and historical connections because of people moving out* *15:30* *GC You mean look at this for the legal counsel said that Families are struggling particularly in …………………….and ……………………… maybe they should consider not having more kids that's what he said and he defended his statement but his party in the House of Commons contradicted him and rejected his statement to his statements it doesn't help with communities when know you're not valued not because not having visibility was because you're poor*	and a lack of value in their skills and knowledge: community habitus. Exasperation that the litter was an indicator of lack of care or consideration
Factors impacting	*Local education protocols* *GP* *24:05 p So only community anybody new is lost with education in terms of in obviously what's your responsibility yeah as a resident what you can contribute we can learn so much from them from different background but we also need to adopt a new way of life here yeah and same in the same time businesses need to take some responsibility local leaders and one thing which I always regret we don't have active counsellors who take responsibility who work within the community they only are visible when there is election time (right)they are never seen this school*	
Factors impacting	*Recourses 14:38 GX GC GP school is treated with resources.*	

13:31 *GC At the moment it has just all gone (resourced community learning from funding) and at the moment very few things have replaced it but there were the three blocks here this was a centre for the community.* *GX the issue behind funding and education and developing the community goes hand in hand and for some reason nationally and locally they just don't seem to understand that you can educate the community you give them ambition if you give them ambition you can get the community moving forward in a positive way and then wanting their children to do just as well but better*	A major point inciteful understanding of opportunities for democratic equality social mobility the desire to be part of society on equal terms democratically.	

Governor GC Impact of DOXA

THEMES EXCLUSIVE GOVERNANCE

Category: Factors affecting

Code: doxa

Themes factors impacting habitus intersecting with the field.

DOXA	narratives	memo	Interpretation
	16:10 *he (FATHER) instilled in that in me. He instilled education in education in me, I wasn't education minded I found the classes.* *om either too large and restrictive or too boring…………..*	……….diagnosed. Latent capital agency despite ………which was not diagnosed until he was assessed at university. A lack of value /resources in school to ensure his equity in education.	
	29:07	The accessibility of the governing board meeting.	He admitted he stopped coming to meetings

	Rs this here? but when you were there you didn't speak up. *When I came to my first meeting you challenged respectfully............ it was so rude back to you! I was astonished as I sat in that meeting*	The ability to hear every governor voice	
	29:58 *I thought volunteers are governors they are here to support the school their job is to challenge you.*	He suggested that there were issues, and he didn't feel he had a space for his voice to be heard in a neutral environment.	actors impacting the CG feeling safe and secure enough to speak.
	34:03 School resources: this is a question that I'd love to ask yeah and I haven't had the guts to ask it yet?	Current governance protocols using governing board protocols set by current policy or terms of reference may create an environment which closes down the governor's voice impacting governance decision-making and ultimately school improvement.	The atmosphere has hampered the governor voice. It also raises issues of responsibilities and accountabilities which would be covered in training designed to support the governor's voice. Doxa leading to aspects of symbolic violence

GC COP in the community

THEME: INCLUSIVE GOVERNANCE

Category: Communities of Practice

Categories *learning, inclusive governance*

Governance			
Knowledge sharing	*24;43* *GC I'm Part of the police study panel on stop and search and the*	The safe secure caring but challenging	*Constantly reflecting asking the difficult questions in the community. The difference in*

	commander previous commander said ....would you mind telling us why there are terrorists in the ....community ' Sometimes I'm cheeky and said you are asking the wrong questions you should be asking the question why are people with extremist views living amongst us happily ...and are welcomed .. in the communities. They are normal people such nice communities' the point is people can hide .... Is such a nice community welcoming you've got the .. at.......... extremist groups all over the place but they find safe haven in ....why? cause they're too nice and welcoming and they mingle around us the community don't know what their views are terrorist views until it is too late everyone started laughing. *Don't ask me stupid questions I'm not an extremist (Laugh)*	environment to have honest conversations and bring about change. This difference here and the school governance experience Commitment to supporting many vulnerable groups within the community learning new knowledge skills which are available to developing school improvement through governance	*effectiveness in dealing with challenging issues when explored through a support equitable democratic environment*
	25:49 *I wanted to know why our kids here are far behind the kids in the……………… (Richer areas _. (* *I don't get it why because of the same teaching? same standards of school.*	Asking the question why the standards of progress in another area are better in well off school better than this one*?*	
	25:54 You can't say it's about rich and poor there's something are we doing wrong? ... *In a meeting* *I went to a meeting two weeks ago and we still got (.... potty training) ……and you know the mouth? (Affecting language _..........see I'm thinking when we did the workaround weaning mums should be doing the same*		factors identified possibly in the community habitus impacting on education starting from home and this further impacting on CGs ability to develop the impact, but they know the limitations they want to help the community to grow within the limitations and simplistic framework of ofsted when in fact the habitus is complex and contributes to the progress outcome within the school.

	when we did things about post-natal depression		This governor has intricate knowledge understanding and expertise about early learning milestone inhibitory factors and is involved in the dissemination of knowledge expertise. this is not accessed due to the lack of opportunity to access their voice through a safe equitable cop environment that he operates ineffectively in the community.
	27:33		
	it took us a long time to get it explained t(that (it does exist,) were working with the NHS.	They observed. how the community dealt with it	
	We're trying to get it out to the community		

GP

Themes: EXCLUSIVE GOVERNANCE

Category: Governance

Codes: Role Agency

Governance Agency Habitus	Narratives	Memos	
voice	*1:19:12*		
	GP yeah I think whenever I do that (raise concerns) concern has been valued and went out of the table which we have meeting with concern it is being taken notice of (it has been noted) yeah I know that's what encouraged me to continue raise concern yeah and then collect the parents opinion and concern and act upon it yeah which helped me you know whenever I say anything l they have listened yeah and yeah and act upon it	(An interesting point is the view that the governor brought their expertise but didn't have a comment on other areas of governance even though they are accountable for all aspects and issues. (A need to share to train together)	
	:21.53		
	GP		
	I would agree with you of what you have said but that it sometimes it was the case but my understanding was that obviously I can't be expert in everything (rs of course) so and I would I would leave that part to you know obviously whoever was the		

	governor that time)or other governors more had more experience than me		
Agency	*1:16.35* *rs so why this school then why what have you been happy about what have you watched it change on the journey?* *GP obviously seeing a school where you actually attending yeah failing or in upper special measure is worrying you because it's your children in the future your children's education so all I can do is to be part of that decision making (rs so you became the governor to do that initially)I can do my bit to help schools to you know to move forward and you know go to our situation to go to a good schools and improve yeah so that was about what I encouraged me what I wanted to go and help in a way if I can to improve the school* *rs yeah were their things that inhibited that were the things that were difficult for the community or for you know for you trying to be the governor for them was it difficult in any way.*		Commitment to a local school in Special measures requires improvement. The desire to take on the challenge. A move to be powerful confidence in skills attributes. Wanting to be part of anything wanting to bring about improvement.
Decision making Cultural Capital	1:15:22 Rs gosh so you speak more than four languages. GP and I have a few languages. I got my mother tongue Pushto and now my second language in Afghanistan is Parisa and then I would do Hindi Punjabi and bit of Russian and English. GP it was difficult thing I've been supported but I've been encouraged by so many parent here and obviously the way they select the governors was through the voting I think from the parents so I've been selected by the parents right so it just didn't just come I've been selected by	Tremendous skills and expertise to be of great value in governance to support school improvement. Cultural capital is assigned by the community. A recognition of the skills, attributes and leadership they	

	parents themselves so I think I might have most word from the parents different.. (RS yeah so that's important isn't it because that's a strong validation and do you feel you've been able to impact on governance the way that they want you to? GP, I think yeah I reflected the parents' opinion and also their worries and concerns.	could support in him.	
Leadership Decision making	*GP 1:13:48 yeah we were saying that (rs) you the leadership that you've gained doing in this community.* *GP and the community work again pushed me to do other things I never imagined like leading people you know leading the community running organisation obviously working in this community I had to you know, hear people concerns…… to this area is obviously predominantly a deprived area. yeah I mean it's diverse area different multicultural.* *1:18: RSI (Sex education curriculum_)* *GP That was one of the concerns (RSI) the parents had yeah but I have to assure the parents because there's so many misinformation misconceptions of the subject. so, I had to give them the right information to assure the parents.* *1:19:12* *GP yeah I think whenever I do that (RAISE CONCERNS concern has been valued and went out of the table which we have meeting with concern it is being taken notes (it has been noted) yeah I know that's what encouraged me to continue to raise concern yeah and then collect the parents opinion and concern and act upon it yeah which helped me you know whenever I say anything l they have listened yeah and yeah and act upon it*	Examples of this capital and agency building sharing like life histories building trust with difficult aspects of the curriculum RSE	Empowered by parent support sharing information learning a form of COP
Factors DOXA	*1:30:22* *(RS so you have good relationships with the links now into the council to make things happen) I got a good relationship with media I use media against people who don't work simple as that I use media*	Habitus has been developed extended to interact and exploit all aspect of society strata to achieve change	

	against council if they don't want to work if they don't support the community let people know it worked for me I won't support I want to support a family who are desperate for housing eight people in one room for one year and council was hesitant to help so I involved the media the you know done the story put him in the media in a matter of few weeks we managed to find them a house why I use media to help that family yeah if I can do similar things it's not miss not misusing but using a positive not yes because if you use everything positively and in a correct way you can make any benefit from it media is there to highlight issue we have in the community at media can help me with that highlighting the issue there and the council or the local authority can be aware of that and take action sometimes it just need to push them sometimes we listen and just by your talking to him but sometimes you have to use different tools yes	locally the power of these actions and how they could be tapped in governance.	
COP Learning	*1:21:53* *for me, I think I aimed to learn as well as contribute yes but the biggest thing I would take off is learn (rs yes absolutely) how much I had effectiveness of contributing but suddenly I learn so much more*	A view of the governor confident in his own field. Skills needed which are transferable to other discussions in governance	
	1:23'28 *GP I'm leading organisation or managing our people being volunteers trustee and yeah also treasurer organise a similar work like one in my own community organisation which I founded and run from scratch l(rs is it like charity) yeah just a charity and we support newly arrived families asylum seekers refugee migrants and also I do a community engagement work we support people who from day one from housing to school admission and to have to like benefits application immigration you name it only (rs fantastic) so I've been through this so I know I learn and that's how we had been also bringing people together* *1:26:00* *An organisation which I founded and run from scratch l(rs is it like charity) yeah*	The value of the community is to learn and build capital and agency. The support is given to building expertise empowering building new knowledge COP example in action. People coming to the governing body in this research have expertise and experience in voicing and representing areas of the community and they have come to governance of the school to represent	The value of the community is to build capital and agency. The support is given to build expertise empowering building new knowledge COP example in action. They have used aspiration and passion to create structures to support the community through COP

	just a charity and we support newly arrived families asylum seekers refugee migrants and also I do a community engagement work we support people who from day one from housing to school admission and to have to like benefits application immigration you name it only (rs fantastic) so I've been through this so I know I learn and that's how we had been also bringing people together.	to contribute to create improvements in education for all children and those groups.	extremely effectively. 1:28:51 Points as they collaborate listen to and encourage creativity the wealth of experience is vocalised develops in confidence and passion is expressed

Over-arching theme Symbolic violence

Symbolic Violence pervading several categories/themes.	Narratives	Analytical memos as interpretation
EXCLUSIVE GOVERNANCE Governance *Governor voice* marginalised disenfranchised	*GC When I came to my first meeting, you challenged a point respectfully............ it is ....was so rude back to you! I was astonished as I sat in that meeting. I thought volunteers were governors; they were here to support the school their job was to challenge you. You don't speak to an Ofsted inspector like that*	29:58 GC He had issues, and he didn't feel he had a space for his voice to be heard in a neutral environment (left the governors shortly after the interview) This has synergy with young research (2017)
Governor's voice (voice passive)	*GP 1:21 My understanding was that I can't be an expert in everything (rs of course) so I would leave that part to you know obviously whoever was the governor at that time*	The view was that the governor brought their particular expertise but didn't feel confident to comment on other areas of expertise even though all governors are accountable for all aspects of governance. An unconscious passivity brought about a lack of sharing knowledge and a lack of respect for the governor and his role through deficit training and sharing of knowledge.

Decision-making DOXA		
Access Governor value	*Paperwork not provided GC.* *Key POINTS 31:26* *I asked them (governor admin) for paperwork to be printed……because that's the way I read it …….I was told these costs too much to send new printing, so I am not going to be prepared as you want me to be as a governor.*	Issues of use of resources not available due to insufficient funding in budgets for governance to ensure optimum governor functioning.
EXCLUSIVE GOVERNANCE governance monitoring (Ofsted impact and perception see symbolic violence)	*GX Impact of Ofsted placed the school and community in a category for six or more years of pilot enquiry narratives.* *01:1747 Pilot enquiry activity 1:* *Ofsted helps or hinders that that framework that you know the language of that frame … you know that's how we have to operate in that framework and Ofsted the language of it and said that issue or with Ofsted and this is my experience and from looking at what happened to z to just fly in here examination from Ofsted coming in is viewed as a negative even for schools doing well as well so it's coming down it's a challenge OK so how are we need to be prepared to over the last 2 or 3 or 5 years that we have making consistent progress but because Ofsted is seen as big kind of caped I....' and saying to the headmaster.* *01:1748* *You've done this wrong we could close you down in special measures to the governor's close budgets today we could do all this nasty stuff it's never if you're not doing well that they give us guidance they'll give us resources that make us better … but if you fail ...enough said and you go from good to special measures all of a sudden the whole communities up om arms.*	A perception of how Ofsted operates a suggestion of overwhelming unreasonable power. Inappropriate levels of power with destructive outcomes a suggestion of how it could be or should be) The symbolic violence of the school placed under SM RI for more than 6 years (Spielman 2019), they felt demoralised and disenfranchised.

EXCLUSIVE GOVERNANCE Factors impacting Doxa Power relationships the value of the governor's voice in decision-making Community value Factors impacting.	*14:38 GX GC Localism local governance perception of unequal distribution of resources* *……...is a labour ward the borough is conservative their feeling is that other poor wards get funding, but P does not because it is a labour ward.* *14:38* *which is quite unfortunate because you have some very good people in ……….…....and you have people who've developed into good community leaders are good business people and they then decided to move their families and children outside of …………………....instead of keeping that knowledge base and that skill set within ………………………. because they can see that there's no funding there's no belief IN …………….. there's no not even Litter only gets picked up every so often so it's one of those where we're losing skill and losing knowledge base and historical connections because of people moving out.* *15:30* *GC You mean look at this for the legal counsel said that Families are struggling particularly in …………………….and ……………………… maybe they should consider not having more kids that's what he said and he defended his statement but his party in the House of Commons contradicted him and rejected his statement to his statements it doesn't help with communities when know you're not valued not because not having visibility was because you're poor*	14:38 GX GC Localism local governance perception of unequal distribution of resources Governors are intimately aware of decisions made about resources and views communicated about their community. There were feelings of frustration due to a lack of parity in engagement and a lack of value in their skills and knowledge: community habitus. Exasperation that the litter was an indicator of lack of care or consideration
Factors impacting	*Local education protocols* *GP* *24:05 p So only community anybody new is lost with education in terms of in obviously what's your responsibility yeah as a resident what you can contribute we can learn so much from them from different background but we also need to adopt a new way of life here*	

	yeah and same in the same time businesses need to take some responsibility local leaders and one thing which I always regret we don't have active counsellors who take responsibility who work within the community they only are visible when there is election time (right)they are never seen this school	
Factors impacting	*Recourses 14:38 GX GC GP school is treated with resources.* *13:31* *GC At the moment it has just all gone (resourced community learning from funding) and at the moment very few things have replaced it but there were the three blocks here this was a centre for the community.* *GX the issue behind funding and education and developing the community goes hand in hand and for some reason nationally and locally they just don't seem to understand that you can educate the community you give them ambition if you give them ambition you can get the community moving forward in a positive way and then wanting their children to do just as well but better*	A major point inciteful understanding of opportunities for democratic equality social mobility the desire to be part of society on equal terms democratically.

Appendix 5: Examples of analytical memos

a) Key theme 1: CULTURAL CAPITAL: - Issues of power

In walking through the corridors (Figure 8) in an area where parents would have access, a display created by pupils and staff stimulated knowledge sharing and information dissemination about the use of platforms on the internet and the age groups that were recognised for access to them (number 2 on route). The governors were tuned into the discussion of the shock of the age groups using the platforms in the school and the older age that was permitted.

Data 8:00 (GX, GC, Researcher, governor, RS group 1: walking interview)

GC 'M………' *brought some home, and they were really surprised they didn't think this was 13, they thought it was 7/8 they never realised parents (really) a lot of parents look at programs online stuff some of the things you could first ask questions this is the ………..we ask questions yeah and kids I discussed with.. never... say WhatsApp at 16 (couldn't believe it) that ……. parents thought it was 6 /7mean wow (rs the shock of such young children using it) you can't confiscate kids phone these days…. they can communicate even communicate in so many ways we don't know' (GC)………*

Analytical Memo: Examples of the expertise and knowledge available to share in governance are the concern expressed here on the internet and their understanding of what is going on with the children's pupils in both schools that governors support.

Analysis

Knowledge is shared and communicated but possibly not brought into the school learning community, which may have led to further development and discussion, support and protection in the school and community. The governors, as representatives of the community, took on learning (one CG striving to learn phonics) to support their children. The close relationship of the school as the centre of the community was emphasised in the building previously used for weddings, including their own. There was an emotional investment and care about what happened to the school.

Data 8:50 (GX, GC, Researcher governor rs group 1: walking interview)

'GC' it was used for school, and it was used for weddings so this was the men's hall this was the ladies' hall its convenient because there's two halls yes good price, car park within walking distance yeah and ….and we got married my with the local chef from cooking in someone garden with big pots maybe if you're lucky you get a dessert as well yeah and the main dish' (GC)

Analytical memo

10:00. Cultural Capital. The importance of the school. It was the centre of their community. Weddings, including their own, were planned here.

Analysis

The school was immersed in the life of the community and understood not only the school but also the structure and how they could engage with that through weddings and youth activities (no.7 on route). It was integral to the growth of the community, so as the school has been under SM, the community has also been depressed. It's now looking to the future to ask as the school grows if that relationship to learning is still there to build back in the community and respond to the changes as expressed in society and how they filter down into the community.

The community association based in the community hub (school no.7 on route) was recently terminated, and all funding and resources were removed. Their feelings of powerlessness in being unable to have any effect on it were expressed.

Data GC 12:13 (GX, GC, Researcher governor rs group 1: walking interview)

..'the community association was really busy it had activities in here (rs all the rooms being busy and occupied) rs so and what sort of activities sewing swimming aerobics fitness gym over there that was for English IT so much happened here youth clubs a couple of elderly groups play schemes summer schemes'(GC)

Analytical memo

GC had worked in the community hub and was well placed to combine work in the community with governance across two schools in the area.

b) How the analytical memo is integrated into the interpretation process

The impact of COVID-19 on the community and the school

INCLUSIVE GOVERNANCE

Factors Impacting CG

COVID-19

table

covid codes description	narratives	Analytical memos	Interpretation
COVID -19 detrimental to community growth and seen in school as	*GX 6:25 I think COVID-19 brought to the front how important education is now that we come back to some kind of normality…….*	The impact of COVID-19 is an example of the impact of lack of daily contact with learning the losses have occurred across the education process and how this is feeding into the school	The recognition that the secular unique habitus of the community is impacting families in

milestones have been lost impact on children's learning recognised by the governor.	*, but even a simple motor skills of knife fork at lunch time have not been taught?* *even to the simplest kind of things of picking up books and reading going online.*	and its impact on learning progress and school improvement (Q2 factors impacting.	that youngsters leaving the home community habitus and interacting with the education filed representative of doxa to be able to manipulate is putting them in a fish out of water situation affecting aspiration and acting as barriers.
As an accelerator of change	*7:56 GX The knock-on effect for us at our Junior School. We've had to then pick up the pieces. Governors and teachers have started to look at students less in SAT results education kind of points-based system. Now it's how are we caring for them? (rs massive) How are we providing for them? And I think now Our headteachers have brought up really well. A complete education kind of journey. So, it's just not like we need to get good sets results, but are we educating them well, and looking after their needs?*	How the impact of COVID-19 has accelerated the closer communication with the community, impacting on school improvement. GX is sharing what they perceived Ofsted was saying to leaders' governors' community !!! part of the centripetal learning in a cop experience	
	9:49 Is their education, healthy for them, are they actually getting good quality education regardless of their background or their education? *10:50* *if COVID didn't happen, would we have still had this journey where we incorporating more parents, parent governors trying to be more holistic with their educational needs for our children, would that have naturally developed. ?* *10:50* *It's difficult to say. Maybe COVID accelerated the rate of that that needs to be OK we can't just be focused. On the end result, we'd have to be more kind, of and maybe that's had a positive effect on that Ofsted result afterwards.*	though feeling from the governors, their perception. the impact on the school's relationship with the children's parents' community was transformed by COVID-19 it accelerated dispositions from the school influenced by the Ofsted window which may have taken so much longer and was identified by Ofsted. the raft of measure maintains learning SEN differentiation individual checking visiting creative ideas to keep pupils on board more integrated technology Google Classroom.	
	11:44 GX *Yeah, I think so. You gotta remember school did the lunches as well. Yes. And they were doing the roll calls well-being calls every day, so I think.*	Emphasis of COVID-19 highlighting community.	

	Although some parents might not have been receptive to a call at 10:00 a.m. But in general, they needed someone out there who was caring. And that brought the school to the centre of the community. So yes, I think those kinds of things have really brought the community and school together. We can only build on and I think the good thing is that the school has and becoming GOOD will enforce it (rs Yeah. S) o yeah. Look, you know, no one had cared. *12:27* *Strive to show what we are capable of through this little word (COMMUNITY?), which means so much.*		
Death of a senior governor	*GP18:64 don't. For me personally, I can only talk for when ………………….. (governor who died during covid) helped me. Can. I can remember when I spoke to Ofsted before that, yes. And I do live party monitors there. My feeling towards the school and my belief and what the teaching team and the admin team were doing was just as strong (as it is now)*	Growing belief that governorship is becoming effective.	There was an acute awareness of the great loss of governance, wisdom, expertise, and support to the community.

c) An Overarching theme emerging

2 Overarching themes: Symbolic violence (See Appendix 4 for complete table)

Symbolic Violence pervading several categories/themes.	*Narratives*	Analytical memos as interpretation
EXCLUSIVE GOVERNANCE Governance *Governor voice* marginalised disenfranchised	*GC When I came to my first meeting, you challenged a point respectfully............ it is …….......was so rude back to you! I was astonished as I sat in that meeting. I thought volunteers were governors; they were here to support the school their job was to challenge you. You don't speak to an Ofsted inspector like that.*	29:58 GC He had issues, and he didn't feel he had a space for his voice to be heard in a neutral environment (left the governors shortly after the interview). This has synergy with young research (2017)
Governor's voice	*GP 1:21 My understanding was that I can't be an expert in everything (rs of course) so I*	The view was that the governor brought their particular expertise

(voice passive)	*would leave that part to you know obviously whoever was the governor at that time*	but didn't feel confident to comment on other areas of expertise, even though all governors are accountable for all aspects of governance. An unconscious passivity brought about a lack of sharing knowledge and a lack of respect for the governor and his role through deficit training and sharing of knowledge.
Decision-making DOXA		
Access Governor value	Key POINTS 31:26 I asked them (governor admin) for paperwork to be printed……because that's the way I read it …….I was told these costs too much to send new printing, so I am not going to be prepared as you want me to be as a governor.	Issues of use of resources not available due to insufficient funding in budgets for governance to ensure optimum governor functioning.
EXCLUSIVE GOVERNANCE governance monitoring (Ofsted impact and perception see symbolic violence)	*GX Impact of Ofsted placed the school and community in a category for six or more years of pilot enquiry narratives.* *01:1747 Pilot enquiry activity 1:* *Ofsted helps or hinders that that framework that you know the language of that frame ... you know that's how we have to operate in that framework and Ofsted the language of it and said that issue or with Ofsted and this is my experience and from looking at what happened to z to just fly in here examination from Ofsted coming in is viewed as a negative even for schools doing well as well so it's coming down it's a challenge OK so how are we need to be prepared to over the last 2 or 3 or 5 years that we have making consistent progress but because Ofsted is seen as big kind of caped I....' and saying to the headmaster* *01:1748* *You've done this wrong we could close you down in special measures to the governor's close budgets today we could do all this nasty stuff it's never if you're not doing well that they give us guidance they'll give us resources that make us better ... but if you fail ...enough said and you go from good to special measures all of a sudden the whole communities up om arms.*	A perception of how Ofsted operates a suggestion of overwhelming unreasonable power. Inappropriate levels of power with destructive outcomes a suggestion of how it could be or should be) The symbolic violence of the school placed under special measures RI for more than 6 years (Spielman 2019) they felt demoralised and disenfranchised.

EXCLUSIVE GOVERNANCE Factors impacting Doxa Power relationships the value of the governor's voice in decision-making Community value Factors impacting	*14:38 GX GC Localism local governance perception of unequal distribution of resources* *……...is a labour ward the borough is conservative their feeling is that other poor wards get funding, but P does not because it is a labour ward.* *14:38* *which is quite unfortunate because you have some very good people in ……………...and you have people who've developed into good community leaders are good business people and they then decided to move their families and children outside of ……………………...instead of keeping that knowledge base and that skill set within …………………………. because they can see that there's no funding there's no belief IN ………………...there's no not even Litter only gets picked up every so often so it's one of those where we're losing skill and losing knowledge base and historical connections because of people moving out* *15:30* *GC You mean look at this for the legal counsel said that Families are struggling particularly in ……………………...and ………………………… maybe they should consider not having more kids that's what he said and he defended his statement but his party in the House of Commons contradicted him and rejected his statement to his statements it doesn't help with communities when know you're not valued not because not having visibility was because you're poor*	14:38 GX GC Localism local governance perception of unequal distribution of resources Governors are intimately aware of decisions made about resources and views communicated about their community. There were feelings of frustration due to a lack of parity in engagement and a lack of value in their skills and knowledge: community habitus. Exasperation that the litter was an indicator of lack of care or consideration
Factors impacting	*Local education protocols* *GP* *24:05 p So only community anybody new is lost with education in terms of in obviously what's your responsibility yeah as a resident what you can contribute we can learn so much from them from different background but we also need to adopt a new way of life here yeah and same in the same time businesses need to take some responsibility local leaders and one thing which I always regret we don't have active counsellors who take responsibility who work within the community they only are visible when there is election time (right)they are never seen this school*	

Appendix 6 Governor transcripts

<u>With Governor GX Wednesday 8th June 4-5, 2022. Transcript 10 first section</u>

Activity 1

TAPE STARTS AT 1;09.

Time stamp	Speaker	Dialogue
0:24	rs	X on Wednesday. The. 8. Of June. 0:24 RS OK, then fantastic. So, what I've got to do to begin with, I've got to make sure that you were happy with the form that you saw. GX yes) and are you're happy to sign it, so it's just a matter of saying that you're happy with that and that one and that you're happy to sign and date and signature (GX mmm). And then I can sign date signature. That's just at the bottom of all of that sort of information. Which we did. So, I just have to have that. Confirmed. Rs Great. I'm glad we caught your Wednesday when you wouldn't say you're not working, but you've got a little bit of. More time.(GX Pop to my parents, right? On the way round) rs Quite close, aren't they? GX Yes Just live on……………… St off …………………. Mi St (RS arr great.) Finish went round. Introduced him to a builder. For painting. you have to say. 2:23 Rs The other thing I need to show you the permission that 've had to do it so I have to apply to research and then Birmingham university check everything that I am going to do and then give me permission to actually do it (GX okay) that So that's just the two admin things out of the way …….so I'm not gonna get us to do the boxes anymore because I think I think we did that. But I mean it's we're in a very unique situation really of reflecting. We have a chance to reflect on where we've come from because we did this in in 2019 didn't we ?
		20:31: 2019 gosh 2019 oh my goodness when, when did we? (GX A lot has changed so well). Rs This is what I want us to get to. So just to say that we're working under the Chatham rules, which means that we're free to say whatever we like, but we don't identify ourselves and or any

		affiliation and everything that we're doing here is confidential. So, we wouldn't, you know, sort of move on and, funnily enough I took off the find Internet, the transcript I sent you all that time ago and everything we talked about, right. And, you know, we did such a great job. I've gotta say, we spent a lot of time using our which is what I'm going to do with governor P and Governor C. I'm going to go through the.
		INTERUPTION INTERUPTION 3:13 Hello you alright.? executive head comes into the library. You're right. Yes. Well, I think you should actually know that's the chocolate biscuits I think you should have one I'm trying. I was trying to find plain. Yeah. We're just realizing that last time we did this was probably 2019, 20. And just so much has changed, hasn't it ? So that's what we're going to have a look at tonight.
		3:45 Yeah. Amazing. Fantastic. thanks ever so much. yeah.
	rs	3:47 so we looked at the fact we where we started, which is where I'm gonna go with ………., is our you might have seen the photograph and stuff that I sent on the net for them to go back and look at our, our life histories and the impact and you know for us, we, we. you know, it felt we were immigrants and the impact and prejudice or. issues that were raised with that and how we found education treated schools like this, but then we got to the key there really what we wanted was the best for our kids basically. (GX yes) that's what it was all about. and how were we going to do that? and I think you came up with this amazing statement. you know, for me, education is a cornerstone of society. good education will support society. it's not going to make society richer; it's not going to create any more jobs, but it will allow people to have opportunities and options if they take them. and that was really the key, you know, for that work and. I don't know whether you were picking up that you know you have all this experience. well, at that point, you had all this experience, but the community governor, as other governor, roles like the teacher governor, didn't actually. fully engage in the governor's process. you'll notice that you know ….like… was very dominant and other people are quite dominant ……. but other people were not engaging, and I think that's changed a lot. but I'm interested to see what you think has changed. so. we're looking at that and. and you had and also feeling of powerlessness in society in a way, because the

		government was where their resources were going. and it raises the idea of power and the power of the community, governor, and the power of the community governor as a representative of the power of the community,
		rs thought I'm having different types of interaction with each governor although they are community governors within that they have a unique niche which further exhibits micro niches like Bronfenbrenner they are community microcosms which are sophisticated evolving habitus.
		able to set the scene in detail of where we reflected and were reflexive two years ago.
6:03 6:25	6:03	RS Do you think sitting where we are now do you think? what changes would? do you think have taken place? (mmm no answer should have been brave enough to have held the silence) (or shall I pin it down? do you think the role of the community governor has changed? 6:25 GX, yes, there's warming up different answers, but it has. well, in terms of education, my point back in 2019 still stands out. yeah, I think it's throughout time. it's quite valid some time. has our way our outlook the way we look at? schools education changed. because of COVID-19 yeh. RS covid you say that had a major impact, isn't it? GX, I think covid brought to the front how important education is now that we come back to some kind of normality. as you can see, the role that infant school plays in. I can't remember who I was speaking to but from? I was told. I don't know if it was a governor's meeting with the teachers speaking to my wife who's in teaching or somebody else, but even a simple motor skills of knife fork at lunch time have not been taught? yeah, yeah. so, you know, even to the simplest kind of things of picking up books and reading going online. young people who are, you know, maybe 4-5, six years old over the last couple of years. and from all the studies I've read and stuff I've read online, that would have a continuous knockout throughout the education life. Rs Thought. The recognition that the secular unique habitus of the community is impacting on families in that youngster leaving the home community habitus and interacting with the education field representative of doxa to be able to manipulate is putting them in a fish out of water situation affecting aspiration and acting as barriers.
7:56		7.56 RS So that's a major thing for us, isn't it our relationship with the ……in this context and how they relate to the community as well

		and are informed about what they need. To provide or engage with. Yeah.

Time stamp	Speaker	Dialogue thought.
		this CG is aware is looking to recognize the impact to school improvement in the junior school totally in tune with the community understand the impact of habitus factors from the community and the education field habitus of the school and the governor board.
		GX The knock-on effect for us at Junior School. We've had to then pick up the pieces and then us as governors and teachers have started to look at students less so in a. SAT Sets results education kind of points-based system. It probably the best way to put to more. Yeah. To how are we caring for them? (rs massive) How are we providing them? And I think now Our headteachers have brought up really well. A complete education kind of journey. So, it's just not like we need to get good sets results, but are we educating them well, how we l looking after their needs? Are we doing all these things and I think. Maybe Ofsted was trying to get us to think more rounded way for the education, but. Because schools where I think this is where all schools have changed, the bit or a lot is there's always GCSE's results always SATS (rs he is sharing what he perceived Ofsted was saying to leaders' governors' community !!!part of the centripetal learning in a cop experience) results. It was always, you know, key stage one results. It's more how are we catering for the children going through things educational needs. So, it's not tending to like a soft mampy pamby kind of thing. But we're more aware it's not just the final result is their education, healthy for them, are they actually getting good quality education regardless of their background or their education is you have really smart kids and is that all we cater for that. But you know the kids who are less, less bright. I(t's OK.) 9.49 (I'm just gonna meeting. Gonna call you back in a bit.) OK, no problem.)
9:49		RS Did you think the school have changed their vision of, of how they are educating? And that is incorporated governors more because people are governors from the community because they need to hear. And they need to work with the families. And in COVID-19, they did work intimately with them. Do you think?
10:50		GX Oh Yeah, I totally agree. And I think it's difficult for us as ………….. junior school, I tell you why, because we already on that journey because of our level at Ofsted. Now, if COVID-19 didn't happen, would we have still had this journey where we incorporating more parents, parent governors trying to be more holistic with their educational needs for our children, would that have naturally developed.? 10:50

		It's difficult to say. Maybe COVID accelerated the rate of that that needs to be OK we can't just be focused. On the end result, we'd have to be more kind, of and maybe that's had a positive effect on that Ofsted result afterwards.
		rs. The impact on school relationship with the children parents' community was transformed by COVID-19. It accelerated dispositions from the school influenced by the Ofsted window which may have taken so much longer and was identified by Ofsted. the raft of measure maintains learning SEN differentiation individual checking visiting creative ideas to keep pupils on board more integrated technology google classroom.
11:08	11:08	RS Because it was major it wasn't it. They had to account for every single child in the community, whether it was a safeguarding issue .Was it the fact that we're picking up books but then became obvious the Maths was beginning to slip and attendance was always as good as it could be, that meant parents were and then the Google Classroom was fantastically supported by parents. And newsletters, so that bond with the community. Really, Grew, didn't it? Do you think it was more than what we saw before COVID-19?
11:40	11:44	Yeah, I think so. You gotta remember school did the lunches as well. Yes. And they were doing the roll calls wellbeing calls every day, so I think. Although some parents might not have been receptive to a call at 10:00 o'clock in the morning and there's no need because they're not going to work. But in general, they needed that there was someone out there who's caring. And that bought, the school to the centre of the community. So yes, I think those kinds of things have really brought the community and school together. It's only. We can only then use it to build on and I think the good thing is that the school has and becoming good will enforce it (rs Yeah) So yeah. Look, you know. 12.27 for your children and you as a community. Strive to show what we are capable of through this little word, (COMMUNITY?) which means so much.
		12:40 (RS absolutely, absolutely) and I've got the Ofsted report here and you know I mean that was pivotal, wasn't it really after coming out and I remember our feelings about Ofsted before where? You know, we felt they were just coming to pummel. You're actually suggesting that perhaps they were trying to get us to be more rounded in our picture. When you look back?
Time stamp	Speaker	Dialogue
13:06	13:06	GX Yes, but I will kind of. I will kind of put a caveat to that. I still believe Ofsted is there as a I think we discussed at the time

		(absolutely) is a negative yes, although we've had Pre inspection with yes, (rs)we had to report in the December, yeah. '(I'm just gonna shut down myself and. (phone ringing) Hello there. Could I all you back? I'm just in a meeting. Or you could call Shamus. Is that OK? Lovely. Thanks a lot. Thank you.) GX Yeah. Still, we had two Very pleasant Ofsted inspections in the last 12 months. so, it shouldn't be as a negative to Ofsted because I can see that. Rs do you think we change did we respond like because of all this holistic better uh listed do you think.
		GX, I think we're already on that journey we're on the who already on that journey this is why I am trying to frame I think in the fact that COVID. Speed up that process our teaching team and how closely they work with the community. Speed up that change anyway, and then the inspections that we had because there were again framed in a positive light because I can remember the initial inspection look very negative and the people who came were very negative as well. But the last two. they were framing it positively.
15:14		GX I sometimes when. Something inspecting. It's more of a reflection in the mirror. You see what you portray out if you are being negative, that person y inspecting you me. You're gonna think that they're gonna have negative thoughts about you because of your mindset. This is a reflection of a previous inspection when the school braced itself for Ofsted being negative and it became a reality. So again. It's very difficult to say, but in my mind, from my perspective, the people coming in were coming in as often in a positive light and giving us that kind of feeling of security that look, we know you're on a journey. We know you're getting there; you just need to do XY and Z to get you over the. The boundary and then when we had the one in January, yeah, we kind of were there and we knew and were very positive.
		15:39 RS We all knew didn't, maybe 'cause, I mean, they came back with, you know, the pupils are proud of their school and love of learning. So, for a start, kids were up there, weren't they? They would be saying that we love it. They enjoy coming to school and attend relationships between staff and pupils are very positive, but I mean they've always been positive, but I think also. 1600 I don't know. There's a growth, wasn't there in some way that I don't know children were using. That creativity, their initiative. I GX didn't think that that was again really, we had started to look at that kind of stuff if memory serves me memories I remember. right

Time stamp	Speaker	Dialogue
		back in that 2018-2019 phase where even back then we knew we were working our way towards becoming a much more positive and inclusive school. So, the journey had already started. Yeah, and obviously. There's a lot of things that we can take as positives as away. That last couple of years because we've got there.
17:18		Rs Yeah, we did. We did get there, and we and we have that sort of feeling, don't we leaders have high expectations which they've always had. But I think it may have widened in in the creativity aspect of that where the expectations not just in the. Key subjects now but in the foundation subjects as well, and staff and governors aim to provide the very best education for their pupils. Ensure all pupils, including those special educational needs and disability and those that speak English as an additional language, have access to a broad curriculum and so. 17:22 Has governance become? More powerful Reflecting on the current situation
17:22		17.22 Rs Have individuals because I know that you and ……………………. We're actually central to the inspection. Remember the practice one where you just to the two of them, you know, you and …………………just gave it to them, you know. And that. That really was the first time I'd seen you, really. Give it out. recognition of expression of power confidence articulation you know, really say. and that was such an important. and it was a good practice because when the real ofsted came you were able both of you to do it again. did you feel that was a change of position for yourselves? Within the governors as a governor.
18:54	18:54	I don't. for me personally, I can only talk for when …………………. (governor who died during COVID-19). I can. I can remember when I spoke to Ofsted before that, yes. my feeling towards the school and my belief and what the teaching team and the admin team were doing was just as strong (as it is now) the only difference this time was. we. we had all the data. I was more confident knowing that we were in that position where we were there before. I was only giving from what I could see. RS major point now the expectation for and of governors that they were expected to collaborate in equal partnership.
Time stamp	Speaker	Dialogue
		18:52 RS so we were better informed than weren't we as governors. (GC oh yeh) So we. All of us had required an expectation, if you like, that governors would be as well informed as possible. And then people realize that you know, the better-informed governors were the better

		they could sell the story. Really. And I think that has developed, hasn't it? GX Yes. Yes. On that side of it Being informed by not only data but being informed by prepping the governors correctly so they feel confident. I think on the first occasion there was, although I was told looking up this possible question that I come on. These are the possible areas Like kind of try to take you down. This is what we need to be prepared for this time again is similar kind of thing, but there was more kind of, OK, this is what's going to happen. So yeah, having that prep and that information not just data wise which is great to get that quite a lot from that. Sometimes be too much 'cause. I know, I know. It's hours and hours, but. Sometimes too much (hours and hours). (RS This is the COP experience)
20:00		20.00 RS It was much more over team approach to yeah, yeah, we bounced off each other, weren't we? And. And that was that was really good. GX And there's a lot of positivity in the room. There was less from the previous ones where people were unsure. I think everyone is confident about each other's position. Rs So even the difficult bits, you know, I mean we can mention in here, you know the in……………was going to be really difficult and when we were talking in the pre-report, I………………… was but I could go in and bring it down, and they could see the dynamics in action. Because we're gonna have to stay calm, you know. And then I think we then found out that ……………on the governing body, which is absolutely crucial. Yeah. And we didn't know that. And yet it was such a key role, you know? And. And so that helped to build that team coming, you know, coming to the Good, and that's interesting because, you know, we're celebrating, and we've got Good. But the question is where do we go from here? And I mention that because, you know, ……………is gone in September now. So, Your position. could be chair governors, GX I think we were in that sense. Not taking away anything from anybody else. No, no, no. Very lucky to have, ……………… Yeah, as the chair and as a figurehead that you could kind of develop that pattern of leadership and strength from. So where do you go from here? It's difficult to say because there's always that. Chance of plateau. And once you've hit your goals and targets, I don't know. We want to get to. outstanding. Standing. Yeah, I know. We want to get to, but because it's been such a struggle over the last seven years to get to here, there's always that chance. Well. We've got this, and we won't expect to be inspected for a while. As long as the key focuses again is on the children and. I mean, not just the SAT results but looking at the attendance and the punctuality and their creativity. Looking at the smiles on their faces, looking at the teaching teams and seeing if they are happy 'cause. If you have happy children, you have happy teaching team everything, only positive. Then you just need to make sure that you know going on a tangent over there because it's happy. Yeah, I'm trying to focus that energy into happiness. Yeah, try to focus that energy. Yeah, that positive energy.

		23.06
		RS but I know that the outgoing chair is saying no, it's outstanding, we're going for. But it could be developing outstanding features or something like that. So, will you become feel confident in to be able to walk along or for us to walk along together?
		Do you feel you've been prepared enough?
23:40	23:40	GX No, and that's not the fault of the governor's school anyway. That's my own shortcomings because I've not been going to the emailed meetings. Yes, governor training, that's right. Yeah, yeah, the support strategies that are there from the council yeah. yeah. and la and whatnot (recognition of the need for commitment to achieve the level of accountability). I didn't sign into it 'cause I didn't sign into it. There from the council, from LA. I didn't sign into it a couple of times. Yeah. I've been. A leader elsewhere as well. Yes, that's right. That's right. Yeah. I've recently decided to step away from that. Right. I need to focus more on work and more my own family. Yeah. Yeah. Again. Just like the head teachers here. It's a voluntary proposition. Yeah, it's a constant everyday kind of thing. Yeah. So, I'll just stepping away from that end of the next term, 'cause, the new syllabus split into three. So, we're not mirroring the school terms anymore, right mirroring our own kind of term system. So, then the second three terms of stepping away and completely stepping off 'cause, they have a governing body as well arrive stepping away from that and just being a trustee. So, I'll still be there. So, we're helping with the education system. I'm hoping then I'll be able to pick up.
		(RS The meta cognition here is in great depth complex and sophisticated The habitus of the field is understood and the commitment needed to shoulder the responsibility and accountability for self but also to bring on the team and this is drawing from all the experience etc of the habitus of the identity and positionality but drawing on the skills wisdom experience here and using it to build new habitus for the community the community habitus .)
		GX and I think this is where the federation board is going to be helpful. when ……the federation……….first came along, I was very sceptical. (rs were you?) well, yeah. oh yeah, yeah, really. what was your thinking?) anger, fear and anxiety over this is our school. right. you know, someone else is now going to be overseeing our school. and this is even before I became a governor when we were given. all kind of framework and maybe this is one of the reasons I came on as a governor (driven to action over change brought into the field) came on as a governor.
		RS Do you think it was explained to the community at that point?
		GX, I think whichever. Whichever you try to explain it to because it's very close to. Academisation Yes. Yeah. So, and that was having negative connotations: Why are you coming in when we can do just a good enough job with that pride kind of thing comes in.

25:04		25.04
		RS Becoming a better governor, with a couple of hours in the day yes. And I think they'll be training for us and I don't think ………….will be very far away. You know, initially as to pull on or to. …….
		RS So, so that was taking power away, really. It felt like power has been taking away from the community and from the school.
		GX Yeah, yeah. Yeah. You feel powerless. As a community Yes. Someone from outside l the community I mean, is going to tell us and yet maybe it will explain enough, but I think. Because it was so new. And the only time you saw anything like this happening was while the school was going in negative direction, especially with the secondary schools,
26:44 27:00		26:44
		RS was that we the school was in special measures at that point. I
		GX think it was, yeah. (rs and they just taking the governing board. Had they) Yeah. Yeah. Yeah. I think when I came on, we were in special measures. So yeah. Yeah, it was a lot of things going in a negative direction. then you have to have this just coming straight on top of you as well.?) And as a parent, you think (rs you're angry?) Yeah. And as a former student and a member. Of the community Kind of like. Plus, we're not here, you know. Is someone profiting from our negative kind of environment that we weren't the moment. But once you figure it out and I still have my reservations about the federation in question getting too big and unfortunately, I've had to miss a lot of the meetings. But when I'm there, I always kind of bring it up and it has been brought up by other federation governors had to be fair to them that are we over stretching are we going too fast growing. Too big and I think as long as the questions are being asked, then it'll keep those people who want to see us get bigger for positive reasons. You know that they have their own very positive good reasoning.
		28.00
		As well there are people saying hang on as people are going to stand up. Are we going too big too quickly? Are we catering for everyone still and being one of the founding members of the federation in that sense, now gives us a bit more empowerment.
		Rs Exactly. So what? What has brought you to feeling more powerful now? What? What have they done to reassure you? Sure. You. If they do, to reassure you.
28:28		28:28
		Gx m. There's two thoughts in my mind 'cause it goes back to the initial three kind of questions you asked earlier Do I feel empowered as a governor yes and no. Yes in a sense that. I am better informed supported, so the last 24 months, especially with the emails and the links and the portal and anything. So yes. To all of that, but in terms of as a governor to feel empowered, I do to with certain degree, but at

		the same time, you still always have one hand tight behind your back because. You don't feel like? You are going to make a significant difference, and even if, you could quote. Because of national pressures of. Financing. Of what you would like to see happen in school? It's always gonna be. Well, yeah, I can say something. But can school actually follow? Follow through. So, you feel empowered at the moment. But realistically, as a governor, as a parent governor, you know that you're. Involvement with the school. It's all gonna be limited by. Internal and external factors.
Time stamp	Speaker	Dialogue
30:00		RS 30:00 What would open that up? Do you think? What steps? Could the governing board take and people within that governing board and because?
33:00		. As I have you know, we were people who came with low expectations of us. And we've, we've not only taken the patterns of behaviours and experiences in life histories that we've got, we've actually turned them by growing our confidence and becoming more empowered. You're a businessman. You're at the key, your community. You're now a governor where you are a voice for that community. We are and this is what Bourdieu you said. You know it is. People can step outside their habitus they can explore and be creative, but. the percentage that does that always you know, isn't, isn't always …………………… (HIGH) and the consequences of that is that. Things become static in the way they don't grow or and you can understand why the pressures financial pressures that the pressures, financial pressures.
		33.00
		RS Cultural pressures. You know COVID in a way has accelerated some of the growth, because we've all needed each other, you know the NHS is the largest, you know, and there's every person in there and we've and we've needed everybody. But we still run by, ………….but that's changing. You'll see the culture now on the Party, for example, that's changing. And that will have an impact. So, things are happening. Things are changing and it's people like ourselves on governing boards who can. Like because we put the children first, it's not about being political. You know the capital P, but it's about doing what is right and empowering everybody. And it's this aspect of sharing. You know, we get very little training, so our …………….and ……………….may not have had any training but just by sitting. Together and sharing thoughts, which is called, you know, Lave and Wenger called it Communities of Practice. But what that actually means is that your experience, your creativity, your thoughts, your habitus is shared. And I share it with you, and you share it with me and then we think about. Governance in education and we bring all of that down onto governance and we're valuable. Each one of us is valuable. But we have to create a space for that voice. To actually be heard, and I think that's what I'm hoping you feel that overtime that has changed for various different reasons really COVID I think has worked in an in a different way, isn't it?

33:47		33 yeah 47
		GX, I think it has. As. People have got to know me that I work with. Understood that. I can communicate ideas, develop ideas, listen, and understand. It's really interesting. Something that me my eldest son is doing A levels doing government politics at history and sociology, and we were speaking about. Certain topics of education. The. That is in my mind, that kind of cultural step over where 'cause he bought something about girls or Asian girls and now pointed out that their Asian girls have been far exceeding any other of the ethnic backgrounds, but they're probably. Cultural wise had to overachieve anyway, just like I think we've touched upon before. Yes, as first, second, third generation, immigrant families, children have always had to overrepresent in education to get past their names or their face fit. Yeah. Yeah. Or that life history. Yeah. And I asked my eldest son about what he knows about the African Caribbean communities in and that the Caribbean community do worse, and it says what? Why do you think that is? I pointed out to him that Black community has been in the UK longer than Asians have the Indian community. So, they've been. So, when did they end? Rs Wind ush rush. 57, wasn't it? Or even before that for the Caribbean community GX The late 30s, early 40s and then the Indian community again. You have to remember the community was part of the British Army for a long period of time, so they were already here in in the 20s and 30s after the First World War. But a lot of Indian migration happened in the 50s and 60s where you had the big factories and needing labour. But. The African Black community is a
37:41		
39:24		37.41 recent. Step into the communities so they are what I would say it the Indian community were back in the 60s, seventies where our parents, our grandparents wanted us to be highly educated, probably over educated for the positions that our community ended up in. And so, you got the same kind of prospects for. Black African Caribbean 'cause they've been integrated into society for so long and they faced racism for such a long time that's affected their views on education. And I can see some of that creeping into the Indian community. Where? The opportunities are no longer there in terms of working in factories, so. What's the point of getting educated 'cause 20 years ago if you got didn't educate, get yourself educated very well. You could walk into the factories up and down …………………up and the best in …………they're all gone now the inclination for our parents and grans parent to say we if he she doesn't do well that's fine because they can just get a job but that's not there anymore then you have this kind of similar.
40:31		39:24
		A cultural thing with the African Caribbean community and Hindus' has come to a community that ability just to say, OK, if I don't get my GCSE's, I don't know. I don't do A levels, I can just go into training and become a lock smith or engineer or it's not there anymore. So, education then becomes. OK, what do we do with education? can we achieve and because there's lack of resources already in the whole and you get that again, negative effect where if you're not naturally bright and you don't get support at home and like?
		40.31

		Obviously So in the UK, it's different, but people are people and inherent racism is always going to be there and if. Children aren't achieving certain targets. It's always gonna come back to their background, their upbringing, and I think that's always been the case with immigrant families. That's because they're such and such a person, or they come from there, so they're gonna be like,
41:00		41:00 xx
41:39		41:39 GX
42:41		GX This is again the immigrant mentality that we need to overachieve. Under pressure from the parents is. It's not just you do. Well, you must be seen to be doing well. Yeah, I'm that pressure on children is always there. And I think in a certain degree that pressures kind of over the last maybe 10-15 years declined. 42'41 rs People perhaps have become more integrated. You think, ? GX more integrated, more relaxed or at the same time, maybe knowing that nothing is going to change. In a positive light, less pressure on children is a great thing. GX Yeah, we did. And. did we overprotect and has that had effect on education has that put more pressure on teachers and as a result on governance. Has aspiration because of it gone down. It's a fine balance between. Discipline and being caring and it's always gonna see saw.
43:45		43:45 Rs Does that do expectations come into there as well? I suppose. You know, GX, I think expectations are always there. We want our children to do well. But how do we achieve that? Doing rather being disciplined, being a good person and being a caring person? And then doing well also at the same time not putting that mental pressure on kids from a parent's point of view. My mom said this to me many years ago. You are not what it's like until you have your own children and that you know, when I was, I think that we had this week. It is true that obviously it's been three years and my eldest is now an A level student. And have this conversation at work and you know we always come back to the kids once. You better remember what we were like. That and we were terra ways The things that we got up to that we got up to and our children don't. It's fantastic for them, but then some part of me thinks they're missing out on life skills or being too soft you know, not disciplining them
45:03		45'03
Time stamp	Speaker	Dialogue RS So how does that come in to us as governors in school? Then how can we? Prepare them all or…….

		45:54 GX Without kids, I think it's keeping our parents well informed and educated, so there's a there's a level of trust. Between us and the parents, but at the same time. Some kind of way of understanding the children and developing well-rounded children who are forthright in their opinions but no, there are boundaries, yes, and consequences. It's OK. It's very difficult because. Being 42 now. 43 I think this quarter I would like to remember. People pretending to be 21 but because we are certain age we, we remembered it differently. Like I said our history informs our decision-making process, so you don't want them to go through what we went through. Some of that isn't going to be a bad thing. RS and your habitus if you like because it has developed, you're now going to influence your children in this new in this. The experiences that you have gained so it is stepping outside all the time and growing, isn't it?
47:17 47:35		47:17 GX I always say to my children just like. My parents said to me, and their parents said to them is that we will because of our names, we will have to work harder to be able to be at a parr not no, it's less now. At the same time, if someone sees. 47.35 impact of culture Abdul on his CV, I can hand on heart. I believe this to my core or is that they will kind of look at it and they will be that kind of taken aback do I want this especially. So, when you look at the top 10% of jobs. Do I want Abdul to be as part of his team would have to make certain allowances for him, you know. And it's good that there has been that internal conversation because at least now they can prepare themselves as futures of Abdul. Yes. Yeah.
49:54		RS So you as a governor, knowing what I do with my children I would dream or dare doing that with children under my care. The reason being is like I said, this is my history. Yeah, and it might be the same for anyone else in the community. I wouldn't want to second guess parents' way of upbringing. Yeah, I want to protect them and keep them far away. Exactly. Exactly. RS And what, you're hitting the word that's being used at the moment a lot is. The development, the need to develop democratic governance and the thing that's creating that real big monument at the moment is because Academicization academies have chosen to remove parents and community governors completely from the governing boards, so there are no. Influence is going on and as a consequence, you know an Academy in in P……. or is being looked after by somebody in Manchester. That's what allowed him, but they're suffering now because you will suffer if you don't understand, you know the complexity of the. The community and the school that you're looking after, 49.54

		So, do you think the federation is overcome that do you think 'cause that was that one of your worries that the school wouldn't be understood?
		GX, I think so because they give that autonomy. I am a parent governor, and I think it's part of the Constitution that has to be so absolutely. Governors on ………………… to think is great. I think it could be a few more. Yes, I agree. Probably people like myself who don't come on enough should have a talking to and say, look, you know you need to represent, rs that's an area in terms of democratic governance that that needs to be developed and training for all Community governors in all of the federation So ……………….So he'd understand. They roll the expectations, the responsibility that they have, as well as the accountability, because being a governor is tricky. It, you know, you do need people supporting because it is tricky. But I think possibly the way towards greater democracy is to empower them to understand. What they can achieve, or if they ……………………
Time	Speaker	Dialogue GX and I think. Key thing here is if we take our little cross section. 51.31 RSE In the West Midlands area we've seen what's happening, then yes, there's been some very difficult responses. The good thing that we did was that we got the information out and as the governor was aloud and felt allowed to challenge you did, didn't you? You are completely. I had nothing against the way we approach RSE as a curriculum. But the fact that and I knew that the head teachers weren't rushing it, but from the outside as a person, as a parent governor, as a community that you know what the feeling could be if we didn't have another opportunity. It doesn't make a few times to say, look. Make sure you do this if you don't do it, you miss out kind of thing. rs and that was you working out there. Really. That was empowering them on that on that issue, wasn't it giving them good information. GX That's right and. It was good for the minutes, for my, for my own protection in terms of his minutes. Community presence as well, community. As parent and community governor what did you do its minutes here it is Yeah, I'm not just sitting There stumped, but I don't feel like I've been marginalized. I feel inclusive in the government governance of this school and 'cause we allowed to have autonomy within. To do this, we're allowed to just say, OK, it's gonna take a couple more weeks. But if some of them it doesn't matter but if you are in Manchester then say well you have to do this, then the community then feels dejected. And then you do have things like what happened in Birmingham happening. And. The whole thing with RSC, when you look at the black and white is it has to be community lead, you have to take the community into consideration when developing your RSC. If you don't have any community governance, if you are not inclusive to the community, then OK, you might then develop your RSE Which is curriculum based and could be giving kids a bad education could not be. I'm not here to judge that at the
51:32mp		

		moment, but. I would, all I can say is that if you don't have community governance, then the community don't feel empowered. They feel alienated. Then you have that breakdown in relationship when you have something so flammable as RSC and it's not a Muslim thing, you know, like you say, Catholics, they would have all had problems with it. Yeah. And you have a majority ethnic background or even Anglian and Christians or whatever it is, but they feel they don't have a say in it. And then all of a sudden you have that kind of backlash and then you have. Why? Why? Why should I be a community governor if we can't have a saying anything? What's the point? And then you have that negative quite a spiral where? Well, the parents aren't really involved. So, what's the point asking them? They're not going to take part. So, what's the point in all of a sudden you have that breakdown straight to where you have I attendance issues? I don't think I'm gonna send my kids doing on Friday because they have RE, or I don't like the way that the girls and boys are changing together. It's so I won't send them on sports day.
		54.39

we have attendance issues, so all of a sudden because you don't have community governments feeding that they can make positive changes or at least try to think make things happen in a way that benefits the community. You have that breakdown. And.

rs There's lots of schools, you know, without community governance.

GX, I think it was a norm.

Rs I know there's a lot of schools that choose not to have community governments. I mean, how can they survive you and you don't you? It's just that it's so it's so important here. Oh yeah.

GXI like it was a normal for every school. Had a parent governor, you know, like how we got myself ………… ………….Yeah. We all part of the community having different roles. Yeah, but we're all part of the,

RS I think. I think that is an important point. You know, where there are community governors more. Is achieved and I know …………..would have got him to go list. Well, I'm going to look at it now and see because I think it's a real issue.

RS Are you surprised that there are not community governors? You shocked Yeah, IGX I thought that every school, infant, junior or primary and secondary would have parent governor, community governor, some kind of. Link to the community that link that we have. I think it was like a national thing that you have to have these things in place. rs t's amazing, isn't it. |
| 57:03 | | 57.03

GX I'm quite worried, worrying it is worrying, especially in poorer communities. Where Education like my statement said. It's a cornerstone of opportunity. And even if you get a job as a. dustbin man an important city duty. We don't have people collecting our bins. It's chaos like we saw in Birmingham, where they had the strike, you know, litter everywhere for months. At least if you well-read you can on your time up instead of going to pub getting drunk into a fight, you can go to pick up book. Read e I I've been in situations where I've |

59:59		spoke to the people. And they're like, wow, you so well educated, and I say I'm not, you know, I've got 4 GCSE at C plus. I didn't get on to do a level. I did GNVQ. Yes, I got to university only got a second-class degree. Didn't miss down at two. Why? You know, I'm not in myself. I'm not very well educated. Compared to my peers, like I said, my some of my cousin's master's degrees. I wonder so you know, I'm somewhere in the middle. But. When I, when I speak to people and maybe this is a good thing about being in retail, being a shopkeeper to certainly, although we do lots of other things being the front face you see a lot of different people and. they are so poorly educated that you feel kind of a bit shocked. How do you not get a good education at school, and this is white middle class? Ok, you don't know where, for example, the capital of Egypt is, or you know. You don't know even. People don't know the history of Ireland. Struggles between the Republic of Ireland now and what it was 200 years ago.

59.59

They don't understand that America is only 250 years old, you know? And because I read because I enjoy reading and watching documentaries recently that America was quite small until. America, Mexico, Mexican war. And then they had Colorado and Florida. That came afterwards, and that only makes the current American state 180 years old. But then that helps me when I hear about the horrible shootings in America. Understand more of the American psyche So then instead of just picking up a red dragon, this what's happening in the world? Yeah, you have little bit more educated in new view so if we as a country have well educated elected. Litter pickers They can make informed decision of who to vote for, make sure they vote, make sure they vote for the right people, read policies, understand what's going. On So then you become a. So, if you've got everybody at the level of a litter picker, (rs then yeah, you're going amazingly educated and insightful society and amazing, insightful and creative) GX insight. Or, yeah, well-mannered because. What I've found is more not in all cases, it's not always true, but the better educated you are, the more patient you are with other people, and you have more. You have the ability to use the manners you have been taught by your parents have a conversation and develop some. Understanding with the person opposite you doesn't mean to say you will agree with. No, no, you will accept their view yes, but at least you'll have that patient with

		GX, I Say this. People would be prejudice. I will have a prejudice to support my family and me over everybody else. Now, that's not to say that negative, that's just me and my family always come first but that's not to put other people out or put them down. I would never say, OK, I'm going to share my bed with you because. You of this Caste of this colour, yes. As long as we can share it equally with my family, I'm happy to share bed with you. You know that kind that comes into education and this is the worrying thing. In the last couple days meeting you talked about no. Prices going unused still is going up and going and saying well, we can't help the schools on that. It's just utility, bill. The money has to come from somewhere on so we buy less books, resources and the poorer communities will be more

		marginally effective. So, who then gets less education? The poor people, poorer people get less educated, so there'll be more prejudice in society more animosity in poorer communities.
		Identity box working from last time the changes.
		1:03:16
		(rs hat is sort of a frightening thought, isn't it?) I'm just gonna ask you that to finish off by just saying. I don't know if you remember what you did here, but I'm these were ideas and you had created bridges. And I think these were growing ideas and these were masses of ideas. I mean, I've done three of these and they've changed amazingly each time. What would you add to that? You think that box colour, splash of colour, some happiness and what she happiness colour my happiness colour has always been yellow, green, and blue. Yeah. Yeah. Because of where we are now. Where you are as a governor, where we are as a school. No, just my life. General, last few years. Yeah, but for patients, you know that showing thankfulness. So, I left the two older gentlemen talking about his thinking helps if that was me I get up in the morning and get to where I'm jumping up and down. These statesmen, especially my dad. Who's semi tired. Then show me. That's why I can colour because over the last three or four years what we've gone through as country people, people.
		1.05 Point 17 Point.
		Should teach it. Teach us that we need to be patient and we need to like with them here. We need to kind of think about us. What's good and important to our future is this is the kids. And if they see something that they're not attracted to, if there's lots of colour and happiness there be more attracted to it. So that's why that's why. B
		Rs because I think you called it hope as well. You called it dreams and hope and yeah. More colour more happy. I'm going to put more colour in it,
		But just thank you so much for your time. I think what we've done is something really special, and we've built on something we did before, which I think you know we've covered such a range, and the next activity will be with our ………….and I think we can share that with GC GP. We walked around the school and you,
		1:06 37
		Use of good time to allow him to prepare and attend.
		Thank you very much. Thank you ever so much. It's really great. I do appreciate it. As well and you will let me be very honest and blunt at times. So and so I think that's important. You know we're trying to make a change here. They find it confusing that I'm not just doing a doctorate, but I'm trying to do something to make a change.
		1:07:16
		THOUGHT
		1:08
		Importance of bringing about change. Looking at how governors are working together. Just recording the aspect of Habitus and life histories that I'm using. Is important in that it's a mechanism to

| | | engage with governors. To recognise the Contributions that they are bringing through their life histories and to engage them in that aspect of thinking about their decision-making through that process of habitus and how they are, in some respects, stepping outside that. No row aspect of. Life histories and behaviours to reach. Up And. In terms of governance. Develop skills and engage in skills that they've got. And this process I'm creating is allowing them to share. Critically, think. As the governor says, it's therapeutic. In allowing them to think and share. Which was the whole aim of this? Thesis in bringing about change and sharing through. We could call it a community of practice. |
| | | First main coding is to do again on May 9th, 2023 |

Governor GC Tuesday 14th June (2022). ACTIVITY 1

May 2nd this was coded with analytical memos.

May 30th second code

July 1, 2023, T3 with code book and transcript checked again.

On tape labelled 14, it is the first tape there is a second tape here.

00:00

RS

so that should be OK. So what I have to do is I sent you this form which you saw, and all I need you to do to for us to carry out the research is for you to sign, if that's OK, to begin with, so that you're happy to take part so that you've read sort of they say if you like what we're going to do and you just need to take yeah this is what the consent I need for the research to be able to do it and I've got a letter here which by the university who have passed yeah that was all sent to you and it's just signing that there, and I can sign it too.

1:33

We don't identify ourselves, but it will be anonymised anyway, and it just keeps everything confidential and visitation, yet this is my Ed Doc and I did some work with any ask to begin with, in 2019, and what I wanted to do was and the reason the researches in two activities the first part is about understanding how we think and make decisions because if we understand that then we can begin to focus on the decision making in governance which is tricky difficult you know this school was in special measures for over six years it's a long journey and people had to well I'm going to ask you how you I think people have changed and developed but I want to share something with you first of all so for example.

Timestamp	Speaker	Dialogue NARRATIVE TO BE CAPTURED	code
01:37	RS	01:37 Brilliant	

		RS so you must be running off your feet really so busy at the moment smart are you OK I don't know (PROBLEM WITH PENS) where that one's gonna work can't wait it's not a great one stuck OK lovely it's brilliant … RS OK lovely now again just to say that it is all anonymous, so if you don't see too far like I've gotta catch you on here yet, that's it so it is anonymous it is about your views and feelings, and I'll take you through the activity and what I'm saying is the process is a meeting of what we call Chatham rules which is that you and I will share a variety of different things confidentially and as long as that we don't identify ourselves but it'll be anonymised out anyway and it just keeps everything confidential GC, is this for your university dissertation	
		Rs and then yeah, this is my (Ed doc) and I did some work with any ask, to begin with in 2019 and what I want you to do was and the reason the researches in two activities the first part is about understanding how we think and make decisions because if we understand that then we can begin to focus on the decision making in governance……. (GC mm mm) RS, which is tricky and difficult you know this school was in special measures for over six years. It's a long journey (GC absolutely), and people had to, but I'm going to ask you how you think people have changed and developed. I want to share something with you first of all, so for example, if I shared with you my and this is what Morrissey was in but you know we haven't got to worry about that. That is a picture you can see (shows a picture of the researcher's ancestral home on the West coast of Ireland, mother and children outside of a white-washed thatched cottage, and the children don't have any shoes on) that well I'm showing a picture of an old thatch cottage (GC mm) in the West of Ireland and there is a lady there with five children and there's no shoes they have no shoes so that was taken that's my father's house that he came from in 1932 (GC ok) so that's his mother and those were his brothers and sisters so my father came to this country he came as part of the war he came over as part of the war, but he came as an Irish immigrant to this country and obviously his whole life history 04:44	
04:44	rs	shaped the way he thought, so he was a devout Catholic he went to church the whole church in the parish was his life any brothers or sisters came across, they all followed his lead, and what I've deliberately done is here is a piece of typical food if you like I did have some potato cakes so help yourself if you wish that is (food of potato cakes tea brack) a (GC, I've got gluten, so I'm ok) Rs, you've got gluten. I've even got chocolate biscuits. (GC It's a blessing, to be honest, or I'll eat too much, it stops me eating too much) rs yes, I know gosh, because it helps ..but what I wanted to share with you was the fact that I then, as his child first, generation Irish was brought up in exactly the same way now, I never really realised how much that had impacted on my life until I actually went to the University and I started to think and see how my decision making as a teacher and the way I had led my life were we're very strictly following what we call the habitus of a life history of my dad. (C ok) so he had come over he experienced a lot of …..	
		05:09 06:47	

263

		and ….but they built up a strong Irish community here, and that allowed the next generation if you like to begin to figure out beginning to feel (rs sorry I'm just. Went to shut the door that was slightly open), so how we lived if you like and as I grow older, I suppose I sort of question that little bit more and you know.	
		Memo: There are issues tied up in this data collection. The sample is important in that it is the experience of immigrants coming to a new country that gives us common ground we are a homogeneous group. The issue of being an inner-city immigrant fish out of water is part of the reasoning for having this community and its difficulty engaging with the habitus of the school and the school having difficulty engaging with the community. This lack of engagement impacts the school's ability to improve progress and develop school improvement. This study is focused on a particular set of circumstances.	
		Stuck school prolonged the SM RI category, with 98% of first-generation immigrants and new immigrants and refugees arriving.	
		so	
		I was going to ask you what you know and the Morrissey one was Morrissey, you know Morrissey the singer no you haven't heard of him when he's quite a well-known singer of Irish origin but his experience in a primary in his school brought up by priests.	
		Just completely turned him against Catholicism the way that they behaved, their aggression their class behaviour, and putting him down all the time basically made him feel like that. So, what we were going to do now is sort of explore a little bit of where your decisions are, how your decisions are impacted or how your thinking has been shaped if you like.	
O7:24 07:31	rs	GC like some of that examples there is that religion is meant to be a peaceful thing.	
		Spread by peace when the people of religion who you respect or look up to (yes) are teaching religion in an aggressive way (yes) it makes you feel like you don't want to believe in the religion.	
		RS well, it's absolutely, yeah.	
		GC, so when your father came here, he must have just suffered the same thing: no dogs, no Irish in the shops (rs Oh, absolutely). So, how much of that did you go through?	
		(RS aspect of engaging with me empathy possibly sharing the same experiences. The collaborator is interviewing me.)	
07:54	rs	RS Errm, we were very sheltered, very sheltered. I didn't have any friends outside my church college, and it was only when I was about 18 or 19 that I began to see the world through the eyes and lens of other people.	
08:30	GC	*GC My grandfather used to tell me that there's two reasons why the Irish and the Muslim community got on, the first was is that they were working in the Muslim shops and the second one was because when the great famine England did what it did the Ottoman Empire was going to donate and the queen wrote to the Sultan said your Highness if you can kindly not donate so much stuff as I am donating only this much stuff so he donated less but sent ships of food to Ireland so it tells me about all those things into long term*	Sharing of habitus experience in being a different

Timestamp	Speaker	Dialogue	code
		relationship so he said if you ever go to Ireland you'll be welcome there I haven't managed to go yeah but we do intend to go just so my daughters five she's four so pop in. In terms of my thinking and the way my thoughts are being shaped, is raised in a household with eight children instead of grandparents, a sister-in-law, and another grandmother, so that's nice. *(Rs here in this community?)* [Sharing knowledge here from personal habitus COP] [Recognition of the disparity in power in equity and the oppression of the voice. It is a long-term experience creating a learned disposition of lack of power]	culture to host culture
09:57	GC	GC yeah. Many years ago, if I read a report that the Mirpuri community that is a community on the ..side of ....(right), they don't move more than a half-mile radius from where they first settled. Why didn't you raise this before? It is true for me. I was in ….............. then..........street and now back to ….......................street that's less than half a mile. Oh man, all close together. (Rs, did you come to this school?) GC Yes through infant's juniors the Comp......................... ….........................college I never achieved throughout ……..	
10:10 10:37		10:10 GC, I left school. (Rs How did you feel about that experience? Coming in . they because when the second activity we're going to do is walk around the school and put our thoughts into those experiences a lot of people…….) 10:23 GC, I don't know. I don't remember much about my childhood. 10;37 I remember seeing the people you mentioned, I just don't remember him yeah, It's true all the time because I do recall some of those things (rs you don't remember him) but well my childhood is really good childhood we didn't have much we made use of every single thing we had which is helped in life in terms of finances in terms of re-using things making things out of nothing making games out of nothing we didn't have all these…….. you know we love hopscotch skipping something simplest things can't remember what it's called now but we put a few stakes done and smack them, on all these games we used to play that didn't cost much for either team player games used to play those. 11:22 Somebody asked me once what language do you think in? What do you mean, what language do I think in? I'm still thinking oh god my think in Mirpuri! my parents spoke it to me, my grandmother spoke it to me, my other grandparents spoke it. I do I do, and then I convert it to English, and sometimes I'm looking for the word, and he said if you know what language you think in, then you will understand how you thought is framed. I thought, oh my God, until that day, I never thought about it, so now when I look at life, I went through education. I went to also went to ……………… college to do it through IT. What was the reason for doing	

		that? I wanted to work in the community and ask for a placement there at …....... comp the careers sent me ……..that wasn't the future I wanted that, so I left school. 12:07 12:12 RS So you've always wanted to work in all the communities that draw then?	
12:12			
12:18 12:33		12:18 GC I'll tell you why purely I went to college that and…. then a course called Young Muslim leadership program: it was for young people thing that we wanted it was about making Muslim leaders for the whole community, not just them or their communities or their congregations I thought well that's interesting that doesn't make me an Iman It someone....(who can help the community my interpretation) makes me so happy so we went, and we studied …….so fortunate to Oxford Christchurch the only place which has its own cathedral I was so happy with that. I said I would never get on the program, but………………………wrote me a reference, and based on my experience, I got on to that program. 13;03 I did that program, and they did it for some do not have English we had lectures from Oxford and Cambridge university there so I joked and said tone it down and use a dictionary (a joke) I said probably wouldn't be able to even spell the words. … We did activities. In one activity, here is the data, and can you make a case out of which of these communities white British boys individuals…Bengali……..boys Pakistanis ………………..boys make a case for them to get funding, so we made a case out for each of these communities…. they showed us how to make a case for all three communities separately, so remembering showing this is what happens it was really interesting to me. 13:58	Total commitment to community shaping ideas straight from school. Overcoming what later became known as barriers to education but persisted developed skills knowledge expertise that may empower other members in governors.
15;22		rs So your parents came from ……………………. GC They that came from Kashmir side of Pakistan (rs right they came as Muslims here?) yeah my dad came my grandfather came uncles came to work (right yeah) and they earned a lot of money and made that community of men up and down the country up. (R Up and down the country? Not just here?) GC First to Bradford right all the North towns and then they ended up coming to Midland here in ……. working in the foundries and they lived all over the place in digs and they intended to go back go(rs back into Kashmir?) yeah The issues happened What actually happened is that they wanted to	

		bring some of the boys over and what the government said was l it didn't want all these kids coming all on benefits so what the government decided was you can't unless you bring their moms as well and that's what started they never intended to stay here they didn't buy stuff they were always going to go back. Then they got together and bought a house so they wouldn't have to live with someone else. So, they kind of changed their whole history because of government policy, so they started bringing wives and kids over and started settling. My dad worked all his life he never claimed benefits and that's what he's instilled in us he told us two things if you can afford it buy it if you can't, struggle don't buy it don't get a credit card the only loan I would expect you to get is a mortgage. Not living on rent, you have to get a House of your own. First, borrow from the family what's leftover get from the bank pay the bank first, then family	
16:10 17:43 17:20		rs They were teaching you their life skills, weren't they? 16:10 GC, when they came here, they were living with other people in their houses. This was nice (rs the R Irish did that went straight into ***** called *****) under so GC So when my dad came, he started working in foundries, one of the common questions was we've been living here all our lives my dad said with our funny accents how the hell do you come here off the boat then, boats off the boat and you in the job in the house how do you do it? even giving it stop but my dad is such a good worker not like me always late he is never late always on time if he says he will do something always do it on time so he come back to go to …………..travel and say I'm back They ask ok Mr Z when do you want to start work he said when tomorrow ok do your fitness test you they said how do you come up with the next thing 'cause he built up that reputation and that's what he said to me it's all about reputation so he installed that in me. He instilled education in education in me; I wasn't education minded. I found the classroom either too large and restrictive or too boring. (R S Do think …….. are you 8 girls.........?) GC 4 boys 4 girls yeah do you think what (rs what position you were in.?).......... in the middle so I wasn't spoiled, and I wasn't I was there to look up to, and I was brought up by my grandmother my dad mother she spoilt me loads my parents not so much they had 8 I wasn't missed out, but I can get everything. 17;43	
            1938		R when school came, what were your feelings about that? 17:59 G C All I remember is when the six weeks holidays were over, I always used to cry used to cry I didn't wanna go back not 'cause' I didn't like school (we find that he had ………which was not diagnosed until he was in late teens) I just love stopping at home. What I do remember that school is that education system was boring you got talked to where you have to like as an English lesson you have to read I still don't like reading books at home I was good at Maths. 19:38GC not let's say he went to pre GCSE he wanted to work in Pakistan his dad said no, do one more year so he could write beautiful writing this absolutely beautiful, and he said that he did that, and that helped him when he came here he talk too much and at work, they just saying to me at the foundry is why do you talk so much. He said I'm trying to learn I can write it and read it, and they said oh, that's ok, so that's why people come because	

		he was like that, people would come to him to fill that letter, benefits all sorts of things, you know apply for someone stay in this country all sorts of booking planes and stuff he could do all of that so he would he	
20:07		20:07

rs Was he happy here?

GC He absolutely loved it, his experience here was he said there's a really nice I think, because he went in places where there were already Asians there right never faced any of that…… so he knows and some of them had given good impressions so bad so, In the buses he absolutely loved it because they're all communities in buses and it was like a family. just found it to go with him and said that it was such a nice environment for him. he worked all his life he left …….with when he retired and went to ….... but he instilled that in us.

I was out of work for five months in 2010 on benefits. He said you got two arms and two legs that work. Why are you on benefits? So, I said I'll go to work then. | |
| Time stamp | Speaker | Dialogue | code |
| | | rs So school for you is it because you would be that middle person if you like.

GC, it was very funny that when I finally started to achieve in education was that I went into the world of work I did community development up to level 2/3 (you wouldn't believe it I failed level 2 and got on to level 3 (rs despite the pressure to achieve and the constant failure he began to achieve his goal) | |
| 21:37

23:34 | | 21:37Started to achieve.

I started did my foundation degree to in the integrated services Sure Start for children and young people (Rs Sure Start). I did, and then I did my BA Honours in child and family studies in education, which was really nice last semester. ….with my teacher said you should be getting higher than that? I think you have…….. and I will get you a test it will be free. I laughed so much she said to me that you'll get 30 hours 1:1 tuition, you'll get a computer printer and laptop free, you are still fine, your grades are fine but not what they should be ,but they think about the rest your life if you have……… they'll work with you to change your habits in life and everything, so I did the test, was a really yeah you last another home ……..STATED HERE. IT EXPLAINED SO MUCH why I didn't get an education

(RS, you are the Centre of your community it is amazing, so fantastic)

23;34

You finished your degree you finished in 2016.

GC yeah, start 2016, and then I went to …...............centre yeah and then …………………………………yeah so children centres was community focus young citizens.

24:11

GC before that, yeah, I did young citizens before that, yes, then after I did .... college community development experiences. No qualifications I had, but they saw my experience and saw how I worked in the community, picked up on it. They asked me to apply, so I applied for the job and got it. | Commitment to |

24:11		Doors opened in life, but that was my experience in education, and it is still the case today. rs it's phenomenal, you know, so now you're a governor here, and then you're a governor at the infant school. 24;43 GC I'm Part of the police study panel on stop and search, and the commander previous commander said….. would you mind telling us why there are terrorists in the …. community ' sometimes I'm cheeky and said you are asking the wrong questions you should be asking the question why people with extremist views are living amongst us happily …and are welcomed .. in the communities. They are normal people such nice communities' the point is people can hide …………. It is such a nice community welcoming. You've got them at.......... extremist groups all over the place, but they find safe haven in Walsall. Why? cause they're too nice and welcoming and they mingle around us the community don't know what their views are terrorist views until it is too late everyone started laughing. Don't ask me stupid questions. I'm no extremist (Laugh)	supporting many vulnerable groups within the community learning new knowledge skills which are available to developing school improvement through governance
25:49 25:54		rs why are you a governor then? 25:42. I became a governor because I wanted to give something back to the school system this is before my kids went to school. I wanted to know why our kids here are far behind the kids in the……………….(richer areas explain and asking the question why are the standards of progress in another area better in well off school better than this one? I don't get why because of the same teaching. same standards of school (rs so ………. is another school in another community? the same mix ? it's just off ……………………….). the posh side of….. rs and our children are behind? we've been in special measures for quite some time. GC The school has been in special measures. I understand that this are our ..this is our kids here, and the kids are ……………..they've all got to reach here(shows a low level of progress and attainment with hands they come into school here (shows his thinking hand at a higher level of progress and attainment they've got yeah this(they used items to show that in the richer community. Why are our kids here? (the children were much further ahead in achievement and attainment) why here are our kids coming in …..children coming into nursery and reception with….. I don't understand! Do the parents need the support? you can't say it's about rich and poor there's something are we doing ……… I went to a meeting two weeks ago, and …see, I'm thinking when we did the work around simple things like weaning mums should be doing the same when we did things about post-natal depression (he saw how the community dealt with it), I couldn't understand why I'm not …..........do the parents have the support. I can understand the shortage of resources and the loss of sure start. they are growing up at …………. as well	Key points on the factors that have driven this governor to participate in governing bodies. Detailed understanding of this community with

		Memo factors identified possibly in the community habitus impacting on education starting from home and this further impacting on CGs ability to develop the impact, but they know the limitations they want to help the community to grow within the limitations and simplistic framework of Ofsted when in fact the habitus is complex and contributes to the progress outcome within the school.	the skills and expertise to help support and communicate into the learning community, developing school improvement
27:33		27;33 we are trying to talk about adult mental health now by trying to get it out to the community through religious leaders to say that adult mental health is real and stuff like that, but it took a long time to explain these things and get it to get the word out using religious leaders' people. 28:17 who are known in the community that look it's a real it's not something made up……. I've still got issue with both schools, and I mentioned in number of times is first of all in this school they say that Punjabi is the main language of the kids. Punjabi comes from Indian side, not Pakistan Kashmir side language spoken here is Mirpuri, which is they can understand Punjabi, but that's not the problem. But there's two things that you just remember pronouncing the person's name right. The identity is not Punjabi but Mirpuri Important points Why they put it on the forms that English is an additional language! it's not English is the traditional language if you want it to say it fore Ofsted these kids coming into school English is their first language they are third generation now they do speak some Mirpuri.	
20:07 29:20 29:58		29:07 THE ISSUE OF THE GOVERNING BOARD MEETING R so there's an accountability issue here for all of us in an expectation. GC here I don't speak up too much my first meeting I came to you had a question (RS is this here?) 29;20 You got you got a question? rs this here? not here now I've done before but when you were there you didn't speak up there, but you didn't speak I speak up there (……….) I didn't speak up here. R this is the question I want to ask you? When I came to my first meeting you challenged respectfully............ ….so rude back to you! I was astonished as I sat in that meeting, I thought volunteers are governors, they are here to support the school their job is to	The accessibility of the governing board meeting. The ability to hear every governor voice.

31:26 30:39		challenge you. You don't speak to an Ofsted inspector like that. They would make sure they found something wrong with your school before they left, I was thinking that. I couldn't believe it. I have missed quite a few briefings since then I haven't missed in the ……….school meetings? because I can challenge and ask questions get answers respectfully if they don't they will go back and check them. The way with ……………………… spoke well I'm going to have to challenge you there. You don't have to challenge here there you said something and may be you said I haven't read it the point is if you haven't read it, was it that it was it sent timely did you have time to read it, could it be sent in a better form I asked for it to be printed to be sent to me. 29:58 POINT: HE suggested that there were issues, and he didn't feel he had a space for his voice to be heard in a neutral environment (left the governors shortly after the interview) Key POINTS 31:26 duplicate HERE I asked them to be printed at the they sent to me because that's the way I read it when I was …… I had a printer I use that printer, but I haven't got it anymore yeah I was told these costs too much to send new printing so I thought it would cost too much then I am not going to be prepared as you want me to be as a governor. 30;39 I'm not going to be prepared the way you told me to be as a governor.	
3048		3048 rs So you have made your decision? This is leading to the effectiveness of governors. Governors not only have a commitment if we choose to be that volunteer and we have an aspiration, but we also have an expectation and accountability. You could say that a school that goes into special measures and then has it's into a situation where a few governors are dominating the situation, and the voice the wider voice is not being expressed, and that's a huge loss now what you're sharing with me is that is the situation you sometimes feeling or feeling a lot of the time you don't speak out more because the environment you don't feel supports you.	
31:46		31:46 GC My understanding was we were a team, and that is how we are in the ……. I joined the ………. First, I was asked to come on the following week and were with a team. They asked us all difficult questions; we ask the difficult questions, we don't ask them to touch them out, they're not asked to scratch them out. We will ask these questions, and we respond respectfully, therefore, so when … Ofsted are here, we're ready right now, we're probably, I mean, it is ready for Ofsted.	

Time stamp	Speakers	Dialogue	code
32:20 32:42		R has it changed at all do you feel mind that? 32:20 HAS IT CHANGED GC haven't come to many meetings. rs right so That's difficult but also because you haven't wanted to because of the experience you've had first time round. GC The truth is I haven't come to these many meetings because I haven't built them into my Calendar. 32:42 RS can you feel a point where you will become because of the insight and the experience that you have in supporting this community is greater than anybody has do you feel that you know that can be exploited for the benefit of the school and the community….but GC This is for your study? R This is confidential. This is totally anonymised.	
33:12 34:03 34:21		GC I will be honest with you. 33:12 The second thing is my second issue at the issue that's been raised several times by professional and by parents are we using the school resources properly this is question that I'd love to ask yeah and I haven't had the guts to ask it yet? 3402 USING SCHOOL RESOURCES PROPERLY 34:03 Question I'll go to ask I haven't asked it yet is this we got. …………………….. is that a good use of resources I don't believe it is right if every so often you share meetings that's fine if you at every single meeting same meeting everywhere someone is getting shortchanged somewhere yeah is it's in the school yeah the staff member or what yeah. 34:21 these questions would have to be addressed we addressed some questions at the……. R it how you know the really good question. If we ever got questioned? GC My point is that we need to set those, and we work on it in the……… because there's that environment (rs absolutely totally) I was involved in the headteacher appraisal before that so this is what I like is there a better way to say it because we're not saying how much achieving you are but	

		you can achieve sometimes progress far greater than that and why are we setting ……totally so we changed it round but I haven't had that at the moment here (in this school) at the moment .	
35:42		35:42 So, this really so as a governor………………	The impact of loss of a highly knowledgeable and charismatic community governor
37:00		3700 rs 38:04 (It is noticeable that the governor voice is stronger and clear, moved away from the quiet voice which has recorded more clearly on the digital recorded) GC it's not here at the ….. if there is an issue I check with other parents I see yeah that happened to me too so they take it on board the problem with taking it on board here as well but there's a sense of that's the problem there's a defence that it doesn't sit well Ra sense of defence!! defensive here not sure why? May be because ten years of being in special.	
39:18 40:47		39;18 GC We've haven't got very long and we would never really have enough what I would like you to do is let me show you something and if you'd like to come over here we've got 15 minutes we might be able to do this I know I'll help you what we did this is …................. is at the end of this session we made a representation of the way we were thinking at this moment in time so it's like a summary now for for............ as we did this in 2019 they talked about lots of similar things with you but what he did was he said these ideas he said this is about dreams and opportunity here are my dreams I want to bridge them and I want them to grow and produce change and that's what I get out of using my life history and my habitus as we call it to make a change now if I gave you the box and threw glue all over it could you throw something together 40:35 no it's not your thing it's not your thing OK GC no it's not my thing so let's visualize it then this is a box OK 40;47 Visualising the thoughts and feelings of a box	IDENTITY BOX ACTIVITY ADJUSTED

		What would you put in this box so at the moment the way you're talking what colour would this box be the way you feel as a governor at the moment? for example, he's gone for purples would you go in expressing your feelings would you go what would be here would be black, red would you feel more hopeful green, yellow.	
42:29		Gc Probably Grey and white right and the Gray................would be certain peoples the disruption in allowing us to do our own role. GC would be having likeminded governors and having ....doesn't matter about names. and have a chair of governors right. Rs OK now if we said that, then so we've got the greys and the whites, which is where we currently are now what would you put on top of that to help us move forward ?yeah, how are we going to move forward from this what are the like he was using this it's going somewhere how what would you do for example you know is it is it gonna sparkle is it going to be a drudge are we going to work together stronger well how are we going to move for because otherwise we're gonna lose governors which is really serious what are we gonna do I'm do 42:29 GC Um I don't know what were gonna do but I can tell you what I would do. Yes When I was the paid work for N L to energise support, what we used to do was to recognise the volunteers first recognise that they are giving their time also as a chair of governors for another governor as a buddy scheme just sort of just talk about talking today so probably more active now especially. Summary for GC, but sometime after the transcript This governor focuses on the issues occurring when the field impacts upon the governor's habitus. In this case, the governing board meeting, the protocol, and governance assumptions. It has missed an opportunity to tap into expertise, skills, and knowledge embodied in a community governor, but which requires a different process of access to the framework offered. More importantly, the passivity and lack of voice is a serious impediment to effective informed decision-making. this is the lack of respect felt by the field for their expertise, time freely given, and an understanding of the capital and agency that is on offer, symbolic violence, and offence. response to a democratic, collaborative collegiate experience as in communities of practice. I, as a researcher, have learnt so much and am in awe of the commitment, experience, and expertise available but not tapped into.	

Time stamp	Speaker	Dialogue	code

Time stamp	Speaker	Dialogue	code
43:58		rs and how what's that experience like talking to me today? I think it is really good today you made me realise so many things I'm mentioning I'm not the only one, so that's good, and that always helps because it means that if you could raise that somebody else is likely thinking it and may back you up my if not at least in your head you know that someone else is thinking it so that good so that governors support thing I think with governing bodies in any one organisation paid staff should only be there if they need to be there I think our governing body sometimes has more paid staff than voluntary governors which can be intimidating because you got a whole school team and it is going to end up feeling like it's us against them I don't see why.......... needs to be there and …................ and others yes five sometimes 6 I was sitting there thinking. (I INTERRUPTED THINKING) 43:58 R whereas in the …………what's the structure of the infants? …......................there is the head that......................doesn't come to meetings she'll give report she's not needed at the meetings finance questions answered they come in an do their bit also at ……….. bit local I was coordinator I would be there in this case the teacher. r so how many of these are these? CC no more than more than 2 everyone else would come in when it's their agenda item, right. Rs so Rin and out if I were six people moving in and out. GC, yes, but not the all it's the of that time it's a waste of their time your kind of outnumbered, and it's supposed to be a governing body with a couple of people from the school and the rest, not governors and leadership of the school in a sense a lot of thinking and reflection taking place.	
44:43		44:43 GC, I'd like to see some opportunities for governors to check, keep in touch, ask questions and know details. How we left that meeting feedback because it wasn't a good experience for me, and I never got challenged anyway. back I would have checked on you after that meeting you challenged that was a long time ago before COVID-19 but it is still a memory.	

46:20		I was before called it but you can still amendment yeah and I remember you after explaining that I'm not challenging you it's just I didn't get you might have sent it but point is when you got it or not answer the question because it's after person doesn't know what they do now they will not do you understand it you might have sent me that report but do you understand it did your sister write it THE IMPACT OF AGGRESSIVE CHALLENGE ON ……… rs that's absolutely great now what we're going to do is we're going to do some thinking and then the next time we meet you and… be together yeah with me and what we'll do is we'll take this thinking that's going on and we'll direct it to our experiences of this school as we both have done it and look at the decision making which is what you've already gone on to as governors and where we lead and how we lead and how we do it so that will be the exciting bit and we walk and I take still photographs and then I will annotate those as we go along so 46:20 thank you ever so much I hope you've found it interesting as well yeah and you're so valuable you. GC Its going really well know it's just like you said if governors would have more of a voice without worrying that someone's gonna be yeah absolutely, we might make more positive changes in school yeah that would help 'cause everyone's got it is insightful everyone is insightful. GC well obviously Where the school needs us can get hold of us yeah so I can't understand why it's they can't send a text messages the day before if you've seen a pattern where you know someone's not attending.	
		First complete coding May 1ˢᵗ, 2023, with analytical memos	

20ᵗʰ June 4-5 is this activity one for Governor P

9ᵗʰ May. This is being coded using the 7 themes with new ideas which may possibly become themes emerging.

T3 Trawl using code book and rechecking tape JULY 3ʳᵈ.

Second transcript from the verbal document labelled 10.

Starts at 1:09.

Time stamp	Speaker	Dialogue
	rs	Thought between transcripts FOR GOVERNOR P importance of bringing about change looking at how governors are working together and just recording it the aspect of habitus and life histories that I'm using is important in that it's a mechanism to engage with governors to recognise contributions that they are bringing

		through their life histories and to engage them in that aspect of thinking about their decision making through that process of habitus and how they are it's in respect stepping outside that narrow aspect of life histories and behaviours to reach up and in terms of governance develop skills engage skills that they've got and this process that I'm creating is allowing them to share critical thinking as the government says it's therapeutic in allowing them to think and share which was the whole aim of this thesis in bringing about change and sharing through what we could call communities of practice it was noticeable that the governor had moved into a professional role within their community. GP was more of leader a communicator with confidence and self-assured which was a considerable development from their role of two years ago when they were part of the governing body but left as they had a considerable amount of work to do with an aspect of the community. They now feel that that and period of intensity has stabilised, and they feel they are now ready to contribute back to the governing body of this school starting shortly so it is an opportunity to put some training in place before they take up their role.
1:104 1:13:21	rs	Monday the 20th of June meeting in the library with governor from 4 till 5 governor pay so because I'm doing as part of the university, I've had to go through a process of acceptance and that they have seen I want to do, and they've checked it from insurance purposes that it's OK to do So what I have to do is to make sure you're happy So what I did was sent this through the post as the whole document but what would be useful for me if you would just you've seen this in the e-mail but just to confirm that you're happy with those and then just sign it on that side (GP ok)as well that gives me my permission (Gp yes) to actually do it and I have a letter from the university as well which says if you have any concerns. It is all checked in ensuring the etc so and this is with Birmingham City university so they checked my research checked what I'm doing I'm happy with it as long as the people who are getting involved with there are happy as well so welcome to a piece of research it's about community governors and what I'm looking at are the factors that affect the decision making of community governors and the place I've chosen is here so the school if you like that has been in in really special measures are required improvement for 10 years and so it's been one journey and a half for everybody and I think what's so unique is that each of you here have experienced most of that journey which is really fascinating So, what I'm gonna say is what we're going to do is call the Chatham rules so we can participate freely say this is completely confidential completely anonymous we don't mention names our names or anybody else is names and in any script that I do when I did one with them this is one I did with .... last year it's completely anonymised and you're sent script so you can see what we're actually doing (GP) so you so today to look at all life histories if you like or are where we've come from and how that has impacted on our personal decision making first you know how we live how we brought up our children what communities we've chosen why this school met our needs or didn't meet our needs and then the second activity is to then walk around with school and take our thinking and what you know however way it was developed and put it on the situation of governor decision making which is complex it's tricky and you more than anyone know that because now you're working really central to that so I'm going to ask you to explain where you came from but I'm going to start by sharing with you where I'm from.
1:13:48		GP, yeah, we were saying that (rs) you the leadership that you've gained doing in this community. GP and the community work again push me to do other things I never imagined like leading people you know some leading the community running organisation obviously working in this community I had to you know, hear people concerned to this area is obviously predominantly a deprived area. Yeah, I mean, it's a diverse area, different multicultural.

		rs So what sort of how you would describe the diversity within this community.

GP I came to the UK as a teen refugee I love the diversity deep out of it because we know first when I came to the UK I will only Thinking the UK I thought it was just a white dominated country which I was wrong when I first came I saw this Asian man driving a bus and then I saw a mosque and more people so I did as yeah I was wrong it's not just white people you know and like give me kind of encourage me and feel that I'm kind of one of them because you see people similar to you yes the way they talk and you know the communities like Pakistani community Indian community Bangladesh community yeah very close to us and we are neighbours in this community don't feel much kind of a new yes because I could integrate better to the existing community then you know in in pure white or English community so that helped me integrate myself quickly yes because I could you know like a first job I was a hard work with the Asian shop (rs right So what was that what will you do shop right So what we start what did you do ?) I worked at a supermarket yeah so I worked there and because I know the language before the help me I could learn the language even easier similar culture similar understanding yeah and also you know people in the community help as well because I could communicate yes even if I don't know the language English language but I could speak Hindi and Urdu it's people but people do as well as well so that helped me in my first few years. |
| 1:15:22 | | 1:15:22

Rs gosh so you speak Hindi and Urdu, and I got a few languages.

GPI got my mother tongue Pushto, and now my second language in Afghanistan is Parisa, and then I would do Hindi Punjabi and a bit of Russian and English and a (rs and the other goodness add Mirpuri) Everything is kind of similar yeah when I was working I had to pick up Miyapur as well y(rs es so yes fantastic) yeah so it was time like I had Pakistani customer speaking Urdu and then I was gonna customer speaking Pushti kind of makes the league j(rs just incredible and you were able to link all of those ..) yes so governance really came fairly natural to you then to represent would you say that you you're able to take the voices) yes and voices of the community wise off the people obviously I met the people I you know parents and the parents so I'm one of them I understand what I want for my children yeah so obviously another person in the community will would want the same thing for their children yeah for the school to be successful to deliver the writings of outstanding yeah. |
| 1:16:35 | | 1:16.35

rs so why this school then why what have you been happy about what have you watched it change on the journey?

GP, obviously seeing a school where you actually attending, yeah failing or in upper special measure is worrying you because it's your children in the future your children education, so all I can do is to be part of that decision making (rs so you became the governor to do that initially)I can do my bit to help schools to you know to move forward and you know go to our situation to go to a good schools and improve yeah so that was about what I encouraged me what I wanted to go and help in a way if I can to improve the school.

rs yeah things that inhibited that were the things that were difficult for the community or for you know for you trying to be the governor for them was it difficult in any way? |

278

1;18:6		1:18:5 GP, it was difficult thing I've been supported, but I've been encouraged by so many parents here, and obviously, the way they select the governors was through the voting, I think, from the parents, so I've been selected by the parents right so it just didn't just come I've been selected by parents themselves so I think I might have most words from the parents. (rs yeah so that's important isn't it because that's a strong validation and do you feel you've been able to impact on governance the way that they want you to? GP, I think yeah, I reflected the parents' opinion and also their worries and concerns. (ABOUT RSI) when we were having the meeting and making decisions and (rs any particular example of that?) yeah, there was like a few issues in the schools which I raised in the meeting, and I've been discussed and resolved, yeah. rs yeah, 'cause I know the one that we've recently dealt with, which in other communities hasn't really been coped with very well with the RSE curriculum and GP: That was one of the concerns the parents had yeah but I have to assure the parents because there's so many misinformation misconceptions of the subject. 1:18.5 about this curriculum of this you know this how to reassure the parents it's not going to happen because there were rumours there was missing information yes so I had to give them the right information to assure the parents.
Time stamp	Speaker	Dialogue
1:19:12		1:19:12 Rs yes yeah absolutely so being a governor I think you're pulling on past experience at the moment what is it like for you to be able to impact on governors' meetings how do you find your voice if you like in governors' meetings are you able to share experiences at all? GP yeah I think whenever I do that (RAISE CONCERNS concern has been valued and went out of table which we have meeting with concern it is being taken notes (it has been noted) yeah I know that's what encouraged me to continue to raise concern yeah and then collect the parents opinion and concern and act upon it yeah which helped me you know whenever I say anything l they have listened yeah and yeah and act upon it
		R in research outside of my one of the reasons II sort of chose this particular area to look at is the other researchers have looked at governance and particularly governance meetings and there are a variety of issues arriving but one of the things that's noticeable in some of the governors meetings is that only certain people talk and other people don't either appear to be able to talk or they don't want to and what researchers feel is that that rich richness of thinking and decision making isn't impacting on the curriculum and the governance of the school .

1:21:53		1:21.53 GP I would agree with you of what you have said but that it sometimes it was the case but my understanding was that obviously I can't be expert in everything so and I would I would leave that part to you know obviously whoever was the governor that time (interesting point in that the view that governor brought their particular expertise but didn't have a comment on other areas of expertise)or other governors more had more experience than me (rs yes, so I don't necessarily so you learn you're in a learning situation then) yeah obviously, yes I am. I'll go on about it. It doesn't mean that I know everything; I was always in our contribute to what is my yeah the community governor parent governor contribute and reflect the concern of the community (rs and then you're learning from each other like you did when you came here it's that learning yeah and I'm putting that in something called communities of practice where people learn bits and tips of governance from each other) for me I think my aim was to learn as well as contribute yes. However, the biggest thing I would take off is learn (rs yes absolutely) how much I had an effectiveness of contributing, but suddenly I learn so much more. (rs because you're known of whom you represent, it's such an important area, isn't it? Do you govern anywhere else, or are you governor? GP, not in school and any other governance at all. No, I'm leading an organisation or managing our people by being volunteers' trustees and, yeah, treasurer but not a governor. rs, do you want to talk about that without mentioning the name of it? What what's your experience of running that organisation or being part of that organisation?
1:23:28 1:26:00		1:23'28 AGENCY GP I am I'm leading an organisation or managing our people being volunteers trustee and yeah also treasurer organise a similar work like one in my own community organisation, which I founded and run from scratch l (rs is it like charity) yeah, just a charity and we support, newly arrived families asylum seekers refugee migrants and also I do a community engagement work we support people who from day one from housing to school admission and to have to like benefits application immigration you name it only (rs fantastic) so I've been through this so I know I learn and that's how we had also been bringing people together. Thought So what from researcher people coming to the governing body in this research have expertise and experience in voicing and representing areas of the community and they have come to governance of the school to represent to contribute to create improvements in education for all children and those groups. 1:26:0 The parents with, yeah, one of the biggest assets I have in the organisation I run is the community behind me. I get things done in a matter of minutes while other organisations will struggle while other guys not even think of it (rs because you are actually with the parents it's like …) I'm with the community, yeah trust me and they will listen to me when I need something done you know if I want to get 50 people I can send a text message tomorrow they will be here and that's that can't happen in any other organisation (rs this certain attributes in that isn't there for you with every businesses etc so I've been supporting the families from day one so they to be able to do that you have developed very insightful

1:27:07		skills haven't you got skills have you developed you name them?) I can yeah it's because you know when you know when you have someone in a difficult situation and you are genuine and passionate about it I don't see where you come from no matter if you come to me I will support so if you are in difficulties you come to me I'll help you will you will not you will never forget that yes yeah as you coming back and also you respect them yes people are in difficulties in their lives but you keep the people professional who did without situation professionally keep it confidential help them and in the best ability you can yeah they will remember it yes so next time I need help to help others the same person who can help before will help me to help another just by sharing whatever they been through (rs and it's like learning from each other again learning and sharing and I suppose) you do that and you understand how that that happened yeah so you standing on your own feet in a matter of a year or two yes and tomorrow another family will come in a similar situation (rs and you might somebody else might help them because you help them)yeah and it's like you know you need a housing can you find out if there's any house and they will happily do that can you working in your company can you find out if there is any work available so we can help this gentleman they will be happy to do that and that connection through you know not filling all the forms and the referrals and training that he go he is hard working person and that company the manager will listen to him is he the same similar hard worker like you say yes he will take him because of the trusting career in there and he will be employed and obviously he will be hard working and he's here he will be appreciated and that's how we you know support yeah and also like if I needed to do something in a community like a little pick one of the issues we have in this area is the litter right everywhere the rubbish is so we often

They have used aspiration and passion to create structures to support the community through COP extremely effectively.

1:27.07

We have the social gathering on a Sunday where we have this regular social gathering we discussing community matters having meals to get meals together just meet each other yeah newly arrived families meet the existing community sharing experience (rs but these are quite critical issues aren't they that they you put you create a social gathering but they're really quite critical decisions that you are looking at of livelihoods) yeh from this gathering and now if I want to do something like a litter pick I can just decide in five minutes I have 50 people after 50 people I say look let's do a litter pick for half an hour of the 50 people that can easily have 10 people yeah and all you have the resources pick up the litter and good as go around they come apart and we can pick a easily pick 10-15 bags of rubbish I don't need to advertise it yeah similar things like our family just arrived I already got a home for him but the home leader painting he don't have the money he just had the money to buy the fence but you don't have to the money to pay for the painter decorator we have the community just go five people right and another of two hours I can finish a whole house and painting and again there is a one in the in the community he need moving from one house to another let's go we gotta one let's go ahead incredible so we move and setting like someone need a hoover someone might have super can you can we donate yes that is just phenomenal so that things like this make a huge difference . |
| | | Points

As the collaborator is listened to and encouraged to be creative, the wealth of experience is vocalised, confidence is developed, and passion is expressed. |
| 1:28:51 | | 1:28:51

Rs, yeah, and do you think that can come into education governance? Do you think ……….. (very impassioned, very articulate, louder voice and smooth articulation). |

1:30:22		GP It can how can we some of the things here yes yeah we can create similar things.
		Rs what do you think needs to be done what example if you when you come back on now you've had you've been out in the community and what do you think you would be …………….
		GP, I think more interaction with parents, more connection with the parents would help so they are aware of the progress they are aware of and 'cause' I (rs was going to get to that how do they monitor the progress of their children can they see their children making progress?) The more they engage them or they will understand I think it is not only once or once in a while that are invited by assembly alright so while they're not invited for parents evening there's not enough the more engaging they are the better yeah there will be people thought of the school yes the minority (rs so weekends they might come on site and do things on the ground and things like that …..) so they can they can take ownership of the school yes yeah it might not only but always they shouldn't come a feel (the feeling of not been welcome or invited !!) it and then engage with it yeah and I think the more engagement we have the parents the better we can you know we can make this school yeah.. (rs and are they learning English as well I suppose some of them will be are they doing the ESOL on here perhaps or 'cause I know you're coming back on site with an organisation aren't you what ?) what's that having the because we grow so much organisation grow so much we are we have bases smaller so we need a bigger space yeah and the organisation and obviously which closed down behind us this great big building yeah these school they used to be a kitchen next to
		ISSUES OF RESOURCES
		1:30.22
		location is a big room so we're going to be using that room soon obviously there is still not enough, but we can use this something t(rs that's so important because that's a really enlightening again of another aspect of the school that used to be and isn't any more for a variety of different reasons but now you're bringing it back to life again yeah?) the first thing we might have is the half term activities there with children yeah for the newly arrived (rs fantastic) so that's what's it gonna be using for I was looking to use those school hall but we have just had their the counsel arranged so maybe that one instead (rs so you have good relationships with the links now into the council to make things happen) I got a good relationship with media I use media against people who don't work simple as that I use media against council if they don't want to work if they don't support the community let people know it worked for me I want to support a family who are desperate for housing eight people in one room for one year and council was hesitant to help so I involved the media the you know done the story put him in the media in a matter of few weeks we managed to find them a house why I use media to help that family yeah if I can do similar things it's not miss not misusing but using a positive not yes because if you use everything positively and in a correct way you can make any benefit from it media is there to highlight issue we have in the community at media can help me with that highlighting the issue there and the council or the local authority can be aware of that and take action sometimes it just need to push them sometimes we listen and just by your talking to him but sometimes you have to use different tools yes
		r what do you think of the challenges for this community and this school as we go forward what do you think the challenges are?
		Memo
		Habitus has been developed and extended to interact and exploit all aspects of society strata to achieve change locally, as well as the power of these actions and how they could be tapped in governance.
1:32:21		1:32'21

		GP I think the someone who came from other countries I'm gonna when parents back from their own countries might not necessarily have the same system where parents engaging with the school and when I grow up my parents my father never take me to school could (rs you your father was in Afghanistan then and you came here that must have been such a …traumatic time) yeah it is yeah the school system is different there yeah children go themselves right no parents when they are you know you're one or two you have to go and come back so never had a parents evening only few parents will find out from the school I was happening with my child but normally you don't have a parents evening they don't they don't there's no school inspection there's no the more money you pay the fee you pay more planning school run there so the system is different yes and here if we engage more parents the parents need to take responsibility of their children yes so it's not only the school have to check (rs right) but the parents also need to be engaging (rs and accountable yes as well responsible it it's a learning community for everybody no school can inject the learning and education into a child unless the school there's the parents or the parents support is not there (rs but parents need that input as well don't they need that learning) as well learning understand what their responsibility as a parent is yeah and then we most people might become from a country where they have no education they don't know the value of their education here yeah it's free but it doesn't mean they know they don't have a take responsibility so be responsible parents understand being how good parents you are and also take responsibility of your children support your child with education engaged with the school that if we do that we can make sure (rs we become outstanding don't we) we do have to be both sides yeah…
Time stamp	Speaker	Dialogue
1:34:43		1:34:43

RS right So what we're gonna do here I've got one as well now this is I know it looks a bit odd but this is like a summary box now this is …………… is he did this one and we only spent about 10 minutes on it but instead of writing anything he used to any material to represent something so for him he felt that when he came to this country it was he experienced as a first generation Asian person more prejudice than you did but he was still so the purple was not so positive to him but he had lots of ideas which grew and grew and then he built bridges in his community and now for his own children the whole thing is just you know gathering momentum it's exciting life is changing now what I for me what I would dealing with this is because I'm Irish and stuff I'm using a lot of green in mine but at this moment in time I'm also very happy 'cause I think things are working really well so I'm just gonna pour a load of glue on here and put quite a lot of glitter on it because that's the way I feel at the moment so because things you know we are good is there anything you can grasp to put on yours to represent to be

IDENTITY BOX |
| 1:37:24 | | GP one thing I always think positive towards anything, yes so my approach is being positive, yeah you can tissue paper to screw it up, yeah so oh, light blue, yeah, and you don't.. you can tear them up, you don't need to cut them already and so, for example, he used these as ideas different kinds of ideas yeah start date so yeah and use community again people engagement interaction yeah so these represent people the bigger yeah like people who leads and the smaller one who knew yeah need support this is newly arrived yet stick him on there if you like that's it yeah so this is kind of like people who already here with experience this is people who knew the newly arrived yes no one yeah the more they are here the more they will understand I understand I'm glad yeah and these can be you growing

1:37'24

Moreover, these can be your growing things if you like, you know, where they spiral upwards yeah I mean, it sounds so positive, but what you're actually doing it must give you a real feeling of you know, really doing well and being excited and I suppose the outcomes you've got your for glittering for your outcomes and there you go when it when he looked at this again he wanted to put yellow on it he felt that there was a lot he had since and this |

| | | letter and this can be the celebration of different occasion we succeeded in different things absolutely in the community yeah and do the parents see that? they think through the parents see that that success to, because I think it must have been quite a traumatic experience I

GP One thing I want to create amongst the parents is to celebrate the success in their children achieve yeah they might not have that opportunity to go to school or learn the way their children have the opportunity in this country but you know if we encourage the parents to celebrate yeah their children success yes and it's a way of celebrating for themselves yeah and I t may encourage other parents who might don't have to take much responsibility towards the it children yeah and encourage young generation to do well yeah and in terms of education yes 'cause there is that isn't there are times when you know parents try to survive and that and that's possibly first generation yeah is all they can do you know this would be the building bridges yes you know bringing people together. |
|---|---|---|
| 1:39:38 | | Rs and what do you think they want for themselves as a community do you think do you think they can do it with you if we have a good leader and to lead them, we can work with you.

1:39'38

They give me strength I give them encouragement yeah so and what does a leader what does the leader require what sort of skills do they GP positive thinking yeah rs Can you be that leader for them.

GP I'm I don't know if I can be buy a leader or not but I lead them yes I had to encourage them to listen and to help me to help this yes and that's not always easy it's not it's full up challenge is it's not just all positive no I had to come so many I have to cross so many obstacles yes and pay so many challenges and also obstacle within the community within the parents within the community as well as the wider community yeah and I still there is still is working dealing with the council dealing with different people different organisations their politics involved there is external and internal politics involved there is like different communities you might find OK because you're certain background you not like yeah and there are the politics which I know regional politics back home .have a different past we might have come from different countries but here we live in they bring it with them they bring him here yes yeah that's also involved that's very difficult that doesn't make it difficult but I believe is we might one country and let's share the future together absolutely.

Rs so in governance you know we have different skills and it doesn't necessarily mean that some people are more important than others they're different aren't they and therefore we and it's good to be different it is good to be different now and then we need to find a way of sharing them properly so everybody benefits and in the end the children benefit from better school improvement yeah so do you want to describe you then yeah what name would you give this what describe

Summary of GP activity 1. The governor is clear that they represent the community they voted them in, so a clear mandate. They have a clear relationship with a group within the community due to their personal experience; this emphasises an agreed habitus and their passion and determination to develop new qualities and skills in a new country to support the community.

The governor identifies the limitations for resources where the focus is. They are clear that growth and meaningful decision-making is about community engagement, listening, and participation in a learning community in its broadest sense. |
| | | The box

What name would you give this what name?

GP community community community you see people from different colour yes different backgrounds some people have more experience some people less experience some just |

		arrived with little so they are new yes mall and the star of our different location which is celebrating so these are people who are kind of the door might be doing more or having experience in the community so they can lead and then not so big you know building bridges between the different communities so this is like different the diverse nature of the communities the colours give you the diversity the different communities different occasions to celebrate of success yes absolutely and that's sums it up beautifully doesn't it really what you're doing and what your hopes are for the future and that that's absolutely great because what we'll do yeah you finish that off for a second RSI just finished I'm going to put a bit of yellow up here as well in a bit yellow on there this is the one because next week what we'll do is we'll take these ideas because we need to now think that you know light like what you've done with your communities this school has been on a journey a terrific journey and it's taken 8-9 ten years of that journey and you know we've now got good its Ofsted but we do need time to reflect on what is going to move us forward as a governance that a group of governance which is a governance of this community as well to keep momentum going to help the staff see as well you know alongside Ofsted what their demands are but then you know be lovely to have an outstanding school because it's an outstanding community so

GP, I think we can turn what is negative in the community to positive yes to work together and we work together. |
| 1:44:19 | | 1:44:19

R what do you think that one of the one of the possible challenges is that we need to take on board in our next action plan catch up would you say that's because the parents are in a learning situation as well as the children are so or what would you how would you explain that to you

think I would agree with that?

The constant changes the constant new learning of integrating personal habitus with that of the community and school.

RS and had to is that because there just aren't the places in in these schools are not big enough at the moment.

GP The schools are not big enough to offer place not big enough and also lack of funding that I would say right lack of schools enough schools enough so that's a government issue isn't it that the funding is not coming down it's not the schools issue with the schools can take whatever there is enough space is there's not enough spaces the school cannot do anything about it this is the local authority to have to give them the resources and the right tools to educate children more children obviously you need a building resources more teachers so that's the government so and the government are looking to the to the council looking to the government for that yeah and from what you're saying there's a big hold up here so there's no cascade there's not enough cascading down of funding to this particular area this community mostly to the deprived areas would you say that you're categorically say yes that's the case you can't see this in right because

1:47'41

populated area residential populated area but also really deprived and worse at the same time and that's where they say lack of places for children to actually cook any particular age group or is it right starting from the beginning or not beginning. |
| | | 1:45.03

Explain that to you think I would agree with that is still in the process yeah and now fully engaged they're not fully aware comes that comes to a new country that that immigrants |

and all the trauma that goes with that few years probably want to just their child to go to school no matter where yeah no matter which school yeah we just wanted children school because of the school places crisis we have the old one just

Rs what's your experience of that school places crisis?

GP biggest issue we have right people have to wait years to get to place the place so that's also have a negative impact of course on children and people experience in children because people not only I deal with people who come as a refugee asylum seeker but also did migrant who like from very you know well country like Norway Holland which is in affluent yeah rich countries yeah they have a much better education system there but because of we have a really diverse nature of lifestyle. Here they choose to move here they come here rather than that Norway despite all the other positive and when they come here and there's no good places to kind of whole surprise yeah and we had to wait.

Time stamp	Speaker	Dialogue
1:48:46		

GP from the beginning they can't get in at 5 five yeah five onwards So what have to wait for a year we have some in some cases yes yeah tomorrow is good and buses or all they have to stay home and in most cases certain weeks and the child not at school they have to provide yes learning yeah rs this is this is like a requirement isn't a legal requirement the challenges at home I know a child who well because there's no place and they're not being given an education now that wouldn't happen as you said person was in a different area.

We had a really good school right, but his children other sibling go to school is he is not right, so he lost one or two years of education in this community.

rs and then the teachers then are working like mad to try and get that child to fit within the Ofsted criteria and yet Ofsted in terms of education governance have not met their responsibility for that child amazing and you see that quite a lot?

GP Yeh his case ongoing issue what percent numbers or percent or? when is it depends yeah sometimes, I get places easily something hard to wait yeah.

Housing and school places one of the biggest issues we face as an organisation as a charity to help yeah and lack of lack of school to help so yeah housing.

1:50 lack of standard we require in this country is also another issue of housing impact on having the children of course yeah not having suitable place to end living in overcrowded places.

GP we're all in the whole UK standard of housing compared to and other countries in Europe despite being third richest country or when fourth or fifth country in the whole world or one of the important countries in the whole year we have very far behind housing standard.

old housing and not pressure on landlords to maintain that standard and you have to fight with the landlords to get a good standard. They want the rent, but they don't want to spend the money on it yeah and that is something that the family was living there with poor

accommodation. what do you expect the child to happen in how you see that like someone coming from a country like Norway Holland where house housing standards what do you see that child will be seen as part of the community or school yes whereas the other family won't feel that because they'll be giving substandard accommodation already so that's starting right back in the community that connection

GP so we have waiting lists for housing victims waiting years and years in our travel accommodation and I mean shouldn't leave in poor recommendation that is how the impact negative impact on their education yeah course of course yeah and then rs that just then cycles in doesn't it.

1:53'59 Outside Vandalised nursery building

And that is been empty yeah there was organisation like us after that building to let us use for the benefit of the local community yes and also there was other organisation who were supporting the homeless in the community we asked the council to give it to us to set it on us paying them the market value yeah they said no OK So what you gonna do the left it vandalised really good building vandalised yes we told them look decorated their hazard yes you creating a health and safety.

now the last time I find out what you gonna do what's your plan is we're gonna demolish it t and sell the land to who in the open market maybe a company with lots of money come here create it have last what's gonna end up we have more families (the building across the road) that mean more school classes needed more people in in the area with lack of services yes we will having that if we were or other organisation have it who will benefit the local people we would work with the school we work with parents we do work within a local organisation to support the local community that has been taken away

GP

 Well, there's lots to talk about. obviously, the more I work in the community, the more I learn about the politics they, of course, and the politics in the community don't open me up …………… (FRUSTRATED LAUGHTER)

GP

GP they, everyone suffering.

1:58:45

Rs, a community of practice would be something that would take control of that and teach and learn and share and somehow minimise that sort of me approach, isn't it? Really, yeah.

so, I'm angry on them (FRUSTRATED LAUGHTER) yeah useless from MP to the counsellor (LAUGHTER)

rs GP I want to be part of anything positive happening in the community yes yeah I want to be part of the positive thing in community yeah I don't want to be left behind no of course you did something positive I want to I want to contribute not just be part of it yeah fantastic I want something which is you know I would be ashamed of cynical and cynical and no luck deprived and paid I don't want to be part of that thing but we have so much negative things in this community …………………..it this park is hot from so many bad

		things right obviously isn't it bit by bit we're going to improve the school then the community needs to be part of that engagement as well yeah I think fantastic yes The school can play a huge role because this this is the young generation tomorrow they will be tomorrow's adults so we need to we know prepared them for this challenge ahead yeah absolutely one thing I don't know is it separate from what do you want me to turn this off now well now I'll take it if you can if much word.com yeah. but thank you there is so much to develop I think we're gonna have a great time next session thank you so much.
2:02:36		

<u>Walking interview group 1 GX and GC</u>

Walking interview 1 29 June 2022 tape known as 11 ACTIVITY 2 Checked through 19th June 4th.

Governors GX GC plus researcher RS. THIS IS THE 29TH OF JUNE FOR TWO GOVERNORS WALKING OUTSIDE

Time stamp	Speaker	
2:05		2:05 GX One such example was a display on the dangers of social media., the children had designed it, it's interactive and for any parents or visitors that come in can see , and it's quite interesting to see how young some of the ages are (the age limits for us of social media platforms)G C said that there were many discussions in the community of the ages allowed on each platform and parents were shocked it had created considerable discussion and the issues of limiting the use of mobile phones, GX R S they do they bring this home has anyone ever did you haven't got it someone here yet have you no and you also just passing through fixing the comment?
		GC MY nephews brought some home and they were really surprised they didn't think this was 13 there's always like 7/8 they never realized parents (really) a lot of parent looks at program online stuff some of the things you could first ask questions this is the infants we ask previous question yeah and kids whatever social media statement that is what we use they told us a few that really we don't hear of and the teachers don't hear of and then we discussed ages his nephews never say WhatsApp at 16 couldn't believe that Snapchat parents thought it was 6 /7mean wow shocked tik T.O.K 6/7 (the shock of such young children using it) R So that they can see isn't that amazing
3:42		3:42 GX and twitter and it's gamers in streamers for gamers ……..as well now ……..yeah and that's another one that's just come on now it's been around for a while but more and more people are using it as an alternative to WhatsApp or

		Twitter especially when you want to ongoing conversation could maybe quite like teams in terms of the way I've seen my oldest one is talking or revising with friends they're all using discord

GC The kids play games and talk to each other using this through the games this one play games and games yeah this is awful you can't confiscate this wasn't how it goes through this they can communicate even communicate in so many ways we don't know ………

Memo

examples of the expertise and knowledge available to share in governance re

 concern expressed here on the internet and their understanding of what is going on, the children's pupils in both schools that governors support |
| 4:02

4:48 | | 4:48

GC this looks the same as I've seen it since being a governor but I haven't I don't know but yeah we

GX we actually never used the library like this when we were working more I think just I think trying to think back? (rs because on our Ofsted inspection, if you like the aspect of reading is the phonics area, isn't it that we reading and reading for meaning we've done well at because I think you made the point that in the fact there are a lot of our youngsters are coming in and they're not language ready we're finding that phonics is having to be re taught if you like as they come in year three again so and Ofsted wanted to see that we had recognised that that sort of repeating was necessary rarely and that we did it and……)….

GC And also of stuff that a lot of parents like, I'm rubbish at phonics, yes absolutely rubbish and can hardly make sense my wife is a teacher she does that with the kids yeah I wasn't sure so I did a course for parents so they don't feel like they are thick up that thick yeah with their children because we learnt it in different way and that's the way we know

taking up opportunities to learn new knowledge to support families and children.

rs yeah right well don't get comfy we're off again let's go where do you want to go which way we're off again where do you want to go chose a door !......... |
| 06:14 | | 06:14

GX OK I think well go to where we thought the entrance OK historic entrance right that would be OK that that would be this way move left that's the mistake.

Rs, well, what you know what has come out is that there's tremendous expertise and insights from the community not only about the children but about the school as well and how it's going.

(Walking and speaking to cleaners who are part of the community, and the banter is familiar knowing each other walk round you need the exercise where you going?)

CG Trying to find the entrance that used to be an entrance hello there oh I did yes so here we are we got the whole here that was that the first one was it.

We got the hall here. |

Time stamp	Speaker	Dialogue
		8:48 GX so what we used to have was we used to come through the main gates over there line up depending on the side of the school yeah and then the older kids would come round through here and then go to their classrooms so GC This used to be the music block didn't it (reflecting remembering how they came into school as little children) actually music I think it's still used ……………………………
8:50		8:50 Rs do you remember this, do you remember this, do you remember this yeah. GC, I remember this. I remember the music block. GX, it used to be reception here, yeah should be reception yeah It used to be like an open doorway and another doorway other side where you see a window. GC I remember that it was used for school and it was used for weddings, right so this when did this whole go up this is part of it as well ok, so this would tell me in the wedding, this was the men's hall this was the ladies hall would have been the men who go right. GX They put the stage at the back there where the bride and groom so would stay during the ceremony. Rs, you say then that a lot of people, I don't know if yourselves included, had their weddings in this building that's Yeah … well, that is so amazing yes so that's a real personal event isn't it that is amazing so this school has really been central, and it's held here because I………
Time stamp	Speaker	Dialogue
10:18		10:18 GC it's convenient because there's two halls, yes, good price, car park walking distance yeah and but so now they use and big places but now people want awaited surface, and people want 3/4 yeah back at that younger and we got married my with the local chef from cooking in someone garden with big pots maybe if you're lucky you get a dessert as well yeah and the main dish ss so yeah this school has been really central hasn't it shall we go and stand on the other side in this one yeah thank you. GC, you know, like in Robin Hood, a banqueting table, yes, set out long tables with chairs on either side, so I'm just three or four rows one batch of people eat same here, so when we come through that entrance there. 11:09 yes, that used to be my office in the corner there (rs GC worked for a counsel organisation supporting the community based on the school site) rs before you changed your role, so right, ok, so before we moved from here, you know you started here, people started here. GX there used to be a youth club here a community youth club generally again for the local community we used to have table tennis here pool tables in there that's where the food …………………comes here.

		rs Memo The school was immersed with the life of the community the community understood not only the school but the structure and how they could engage with that through weddings and youth activities it was integral to the growth of the community, so as the school has been in special measures the community has also being depressed in that way so it's now looking to the future to ask the school grows is that relationship still there to build back in the community and respond to the changes as expressed in society and how they filter down into the community there is also a decision of localization governance above school governance controlling finances and how that is impacting the operation of the school in the sense that the school environment is ……… and the current council area is actually …………(differing local and council politics) and the impact that it is having?
		11:58 (5th July started tape again some overlap) Rs So, what changed in your time in terms of the development of this space when you were enrolled here? 12:01 GC In truth I don't remember it was true. Rs no, I meant like, you know, I meant like your post you've recently left. So, what was happening then because obviously, the school has been the centre of the community, it's had on different roles …………………
		12:13 C The community association was really busy it had activities in here (POINTING ALL THE ROOMS BEING BUSY AND OCCUPIED) RS so and what sort of activities GC sewing, swimming aerobics, fitness gym over there that was for English IT. So much happened here: a couple of elderly groups play schemes and summer schemes. 12:46 Rs that was fed into the education then of the children, and there were classes here, is that right? GC, yes, the education of the parents was really adult education at one point in each of these rooms in the morning ESOL IT so for example English THEY WERE UP TO LEVEL THREE A Levels and after that, they would go to college which was brilliant. Walk in straight off the street. It is a long way for so many people who used to coming straight through yeah, obviously people eventually, yes, yeah, and
		rs where is all that gone now? 13:31 GC, at the moment, it has just all gone, and at the moment, very little things have replaced it, but there were the three blocks here. This was a mutual centre for the community.

| | | GX The issue behind funding and education and developing the community goes hand in hand, and for some reason, nationally and locally, they just don't seem understand that you can educate the community, you give them ambition if you give them ambition he can you get the community moving forward in a positive way and then wanting their children to do just as well but better

memo

A major point inciteful understanding of opportunities for democratic equality, social mobility, and the desire to be part of society on equal terms democratically. |
|---|---|---|
| 14:13

14:38

15:30 | | 14:13

GC If …….cc had the support and resources like …………did it if not, see it so we have backup money with few weeks but because this is …… a ….. ward was left simple as that there's other community associations that have trouble being funded because everyone found in trouble is in a ……ward.

rs Is this a……. ward then!

GC it is a safe seat.

rs why hasn't it been funded?

GC Because the council is …………..

GX To the point they have views which are derogatory to the community….. because the council is……………

P is a …………ward the borough is……… their feeling is that other poor wards get funding, but P does not because it is a l……

14:38

which is quite unfortunate because you have some very good people in ……………..and you have people who've developed into good community leaders are good business people, and they then decided to move their families and children outside of ………….instead of keeping that knowledge base and that skill set within …… because they can see that there's no funding there's no belief in ……….there's no not even litter only gets picked up every so often so it's one of those where we're losing skill and losing knowledge base and historical connections because people moving out

15:30

GC You mean look at this for the legal counsel said that Families are struggling particularly in ……and …… maybe they should consider not having more kids that's what he said, and he defended his statement, but his own party in the House of Commons contradicted him and rejected his statement to his statements it doesn't help with communities when know you're not valued not because not having visibility was because you |
| Time stamp | Speaker | Dialogue |
| | | 18:52

GC

 Where there is a good achievement, but from what my memory serves me well, with outstanding it's without stopping, it was brilliant for our service users. The rating at the time, but it makes people complacent at times that can be achieved, so there's only one way after that it's down so first we gotta get to outstanding.

19:17 |

		and part of that is each governor's ability to challenge and question in a constructive like manner to ensure we get responses in the same manner that we question them, so I had that conversation with you did you did for me I need to be able to DEVELOP THISE SKILLS do that but either give full commitment or make room for somebody else.
		Memo
		recognition that developing skills knowledge are needed and need to be available
19:42 20:50		19:42 Rs, we recognise that things like commitments, accountability, a passion for, you know, what we do, which is already I've recorded the passion because each of you is, you know, strong representatives of the fields in which you work and the desire for bringing change about in the community. so I think you mentioned the skill area you also, I know, in our conversation, said that the actual talking was quite useful thinking, and at the moment, we don't have that in governance we go to our meeting, we sit at a structured process and there isn't much opportunity for this critical thinking how could we possibly look at incorporating that without making it too heavy for everybody is it a phone call is it is it a WhatsApp group or how could we do that that would just allow some thinking to go on say before a governors meeting where we formulated you know thinking and ideas I don't know shouldn't be as part of regular governance? 20:50 GX, I think it shouldn't be as part of regular governors' meetings it would be more of a strategy meeting, right, maybe the start of the year, yes, looking ahead kind of meeting to take to make it less strategic and that kind of pointed yes, kind of softly so (you have like a baseline to begin with) some kind of understanding where our vision is for the next 12 months so, therefore, you don't end up making it to hard granite meeting where there's things to answer for this questions to give out, but it's more ok a softly subject focus start of the year the motivate the leadership team and although we want to hold it to account if we don't motivate and at the start of the end of October it could lot more to the left that's the last thing you want from your team otherwise you get feeling that quite quickly yes you don't need to stagnate no don't you don't want to push too hard.
22:00		Rs because what they they've been doing at the moment and then others have had any input into because they needed time to rest, and think was the action plan and development plan for the next 22:00 time, what would that look like that soft, what would we actually do? What would we create or how would we do it?
22:24		22:24 to here GX, a few years back, what we had was a brainstorming session, yes, where we had like a big vision. I mean, how do you get to that vision? How do you filter down to activities to do we have this skill set? what skill sets do we need to bring in to get to that vision about how's it going to do it so it's something in my mind... rs Would you have sort of a practically would you have a twilight session where would you have it here? GX yeah, I' would have it here I mean what usually works

23:17		is having it before so there's no pressure on the school day yeah, I think so yeah maybe we could perhaps get food as well and have like………………
		Remember the impact of COVID-19, the limitations it created for the protection of the children, and the difficulty there has been in moving away from the safety of it.
		23:17
		GC some governors during COVID, but some governors haven't been affected by covid and maintained their relationship) actually the key to a strong relationship is strong leadership if you don't a have a strong relationship, I was thinking about now right now my colleagues here could name all the governors, I probably couldn't!
		Rs, well, there's some coming on board who I've started with you who hasn't …..was a governor three years ago but hasn't been a governor, but he's kindly come and been part of this because he's starting September.
		23:41
		for him, that is, you know, unless we do something that is an enormous stair to climb in such a short space of time and would rock anybody 's confidence.
		GC More of a link really for governors so we can share ideas raise concerns with one another actually this is what's going on this is what you're more confident in meeting was able to speak able to support leadership and able to feedback what the students are saying what the parents are saying …
24:23		24:23
		Rs because I picked that up from you that you are you're getting that I'm probably you get that as well you get parents you get the lay of the land you get the atmosphere and it's not always you know completely running alongside while what is actually coming at the other end if you knows what I mean and so I that sounds as if that would be very useful in terms of helping us achieve our objective of keeping everybody on board feeling secure and supportive at the same time still looking for that drive that creativity bringing the community you know and you talked about expecting if the other gentleman talked about expectations you know it is about some of the people that he's working with you have been in educate not where there's no education system so they're only just happy to have them in school don't perhaps have the expectation or realize the accountability and expectation that's going to be put on them here so it's already starts from a negative experience just because our system you know although you know it is free it is an amazing system if people can actually and exploit it and develop it.
		memo
		key point in looking at governors developing the responsibility accountability aspect of the governors role discussed in a COP environment looking at how we develop it in governors and how we develop it in the wider community so key themes developing in relation to the questions symbolic violence is the limitations the factors highlighted in this system the development of equity of governors developing in to governor voice the hidden elements seen through the COP experience delivered through the bespoke methodology ontology and epistemology or paradigm is releasing governor voice in the expertise of their habitus community habitus built on aspiration to discuss this in the finding.

Time stamp	Speaker	Dialogue
25:43		25:43 RS, we do that here in this community, but interestingly, you've talked about the politics and then people moving out because they know because it was going on that they're not getting the funding, and of course, as a consequence of that, this community is diminished. 26:17 GC As we talked about earlier, people leaving it's because ....ability this block (of the old school was allowed to be included in the school) came to school as governors we supported it championed it supported and if we didn't have strong leadership, this part b would have gone to somebody else, or we just used the caretakers room and that bit on ....'cause they gave the other block away a good year and a half to get and now it is in tatters GX What are they doing are they doing anything yet ?
26:33		26:33 GC rs so this is now this building over here should we have a look at it through the door. Memo point the issue of local government on the resources of the community affecting the capacity and agency of the school. GC so that site is the site they didn't give this away they gave the other side rs who gave it away. GC ….council came to look at the building and then because it's been ………. for so long with …….so Community Association I didn't even realise how big it was a little shocked how big it was so they split them in three they gave that other side to N ………To support issues in communities and then this side to …..services and they will give to the youth club and they will give some points, and in the end, even this site was given to……….as well but then to hire it out make use of it and make some money and what's……… with integrated and right Memo: they are passionate inciteful on what they know they have capacity and agency they need a mechanism to communicate it.
27:32		27:32 GX OK, is that being used at the moment? so that slide isn't this side they are starting to use every It every so often surfaces, this site currently is a group called…………………….. and the African community based in ………………..they've moved here and are just negotiating the rent what they've been offered is way too high yeah
28:10		28:10 Rs do their children come here there from another area ……………………so that isn't p….offering which is what confused everyone with that site because what you would normally do is the utilization of groups that serve the community of

		……They're doing the same thing here with ………………..he said it should be part of the school and governors supported it what a nightmare will it be in living here and not been able to access it ………………………………
28:50 29:48 31:13		28:50 GX this shows a lack of vision. rs by? people who hold funding? i.e. council? GX Realistically you don't want as much all the communities of W………… to do well were interested in …students of …………………. and parents of ……..I think we could have used that instead of having to get money back from a different part of W…………..to come here and spend money. The council should be saying OK this should be free for access for education parent all different sporting activities health and wellbeing activities unfortunately it's terrible I think this is the crux my anger. 29:48 GX R it's the crux of my anger with local government. 29:54 29:54 GX They don't seem to understand that it's a downward spiral we don't have support, not just funding real support that's like SUPPORT to the Local communities you don't have that …. Rs developing English developing skills in small business. GX small business support, you've got social wellbeing support, so unfortunately, domestic abuse, alcohol abuse, drug abuse, all that can happen in the community to support the community, we've got ready made buildings here that all of a sudden you don't want to do anything with because your penny pinching but that leads to greater problems which you're gonna have to spend money on still further down the line. 30:36 GC if you think about this about that strong leadership and governance that is hand in hand. 31`:13 GC So we didn't know about councils given it away. Everything is in this block is ours, so we got on to the council together. They came back to pay for new one, alright, which is a bit better, but the point is, yeah, we raised it had we not raised it and had that joint partnership with the school, so those tables and chairs earmarked for the ……….. community those kids can really benefit from that stuff in there. Memo Examples of insightful understanding of localism and the ability to be an activist in securing resources, etc., for their community look for aspiration terms.
31:50		31:50 RS Like that, it's really interesting that as community governors, we're gonna walk this way, right? Obviously, our concern as governors this is the community aspect of it, but what I would say to you is that as governors within a governing boards, we also have to be accountable for the other three, which is behaviour achievement and

attainment which of course is all intimately tied up so I want you to lead us into the curriculum somewhere so we can like you said that corridor has changed so much.

32:30

APPLYING SKILLS TO THE CURRICULUM

32:45

GX, I think for us as former students many years ago (thank you), that entrance is something that was a big change. Yes, all this was accessible for students, and then we could go out from here into the playing field, so this will never be accessible. Access has changed, and that represents you. I know it's sort of curtailing of freedom for you, yeah, individual freedoms.

GC, what do you call red grass? we had the red grass well, go outside in a minute, and we'll walk around outside.

Time stamp	Speaker	Dialogue
33:31		33:31 GX That age of innocence, you could have kids just at lunch times, run downstairs, go out this way, and then start paying straight away. Yeah, that has been really curtailed and contained, and there are safeguarding reasons for it, and I appreciate that. Rs yes, so legislation has increased, hasn't it children protection has increased, and there's a cost to that legislation, and curtailment has occurred.
34:01		34:01 curtailment loss of freedom reminiscent of the past freedoms? what has been lost? It takes a bit of the just fun, enjoyment adventure of being a child away. I mean, when we were kids, the old magic idea that you could see your doors open kind of stuff, yeah, yes, yeah, I think we all need to lock our doors, but maybe we could be trusted as children. rs well go down because they have done a lot outside; you can see some fantastic things they've done currently, like, exactly. GC out there trees everywhere was this. Rs, where was this when you were here? 34:40 GC, I am just saying in and out of school, in the park, everywhere, yeah, but obviously, with all safeguarding now that's going on, said quite enough, yeah that's create environment first kids are now more at home they don't go out as much yeah can many parents find it difficult to let them cause of computers.
		rs yeah shall we have a look in here we go. GX, this class classroom is classic. You could see out into both Playing areas, so where the adventure playground is, yes, yeah, you could see out here used to be red

297

		grass. We used to sit here as kids looking outside when you could get outside to actually play.
		35:33
		Rs So what do you think are the benefits that that have been done by governors at the moment, and what are the drawbacks of that?
		Comments on the impact of COVID-19 as a legacy
35:35		35:35
		The biggest benefit is safeguarding, unfortunately, we live in a world where safeguarding yeah is very important at the same time, we still try to incorporate some fun with the play area now and through the markings on the play area over there, so .....
		I
		rs I think also, in a way, COVID-19 regimented everything, I mean, and it's still running at the moment. They've adopted systems where children don't move until parents come in to collect them. It is all done by systems in the playground.
		GX It was the same kind of way with the kids were taken out by the class teacher yeah teaching assistant and then they just playing in the ground so they still being monitored yeah.
		36:41
		GC how it was before it was not when we were kids when we hadn't understood the safeguarding stuff, so the schools made the best of a bad situation, but because they're open on trips, shapes, and groups in the past, they didn't have that.
		Rs No, I think as governors, we probably need to realize that that is going to take quite a while, you know, we have to build the confidence to allow them to feel that they, you know, they can go forward really, and I think this is gonna take longer than we anticipated that you know students freedoms and there you know adults are far more no sort of anxious you know about it and schools will be probably for quite a long time so that's a thought for us
37:53		37:53 COVID-19
		THE LONG-TERM IMPACT ON SCHOOLS IN BUILDING AGENCY AND CAPACITY
		GX as leadership is something that, again, these are the soft issues that we can hold or continue to ask the question of, yes, you can say, OK, do you still need these things in place? Can we now have a full lunch hour so the kids can spend more time out? Developing motor skills, communication, and social skills within their lunch break interaction with other people from the school's different age groups, which, especially when you come to five and six preparing for secondary school, will be socialising with more than just your bubble yes, I understand to a point, but lots of members of staff family members children are jabbed this might sometimes be to ease up for me, it's that giving the kids that opportunity to teach that yeah you know develop their motor skills and social skills within a safe environment with their peers and other members of staff maybe so yeah I'm looking forward to getting some more less rigidity or ....
		39:41
		Changes of systems should go on then, and eventually, will go outside and see how that is sort of ....

Time stamp	Speaker	
		rs so in looking at ………this that governance the process of governance or the structure of governance at the moment.
40:54		Memo: This conversation looks at the issues of governor accountability, positioning responsibility, and who the power has been given to, participating in the governor board meeting another theme agency and capital used in the governing board meeting to support school improvement having access to the meeting the makeup of the board meeting and its impact. 40:54
		Rs OK, hey you when you what you mentioned was that in another organization that you work with, only one or two people are in the meeting, yeah, and people come in to contribute, and they do their report, and then they go again, and that is a much more relaxed environment how would we manage the Ofsted requirements around that or what was the feedback you got when you had your Ofsted inspections?
42:00 42:45		42:00 GC my suggestion was finance comes in does their bit and goes have introduced the governors to this teacher at this point they come and go yes and goes yeah so, I don't understand your question. Rs right, no finance manager doesn't, but the key governors, so there would be a community governor, there would be somebody involved in leadership, there would be the chair of governance aspect of it, and we have three community governors. GC but in this scenario, we've got but there can be something like 8 sitting around the table, we have the executive role. GC, we have two heads of school, that's three people from leadership not all will be involved in Ofsted anyway engage, I don't see.. 42:45 where it's spending resources three leaders in here in here it is just a governors meeting rs was mentioned that yes you talk about resources in terms of resources I think we should have something better, at any one point Ofsted might be speaking to each one of those individually, therefore, they should have the same amount of knowledge, and that is what minutes are for makes up for meeting so yeah if they are not accurate I understand that they need to be in there yeah but for fruitful conversations or we can have them with one or two people from leadership not so many yeah, and it's so yes yeah it is the governor's role to challenge I just the governors are there we can't have too many representatives from the school because It outnumbered w the governors who are supposed to be the strategic role in there all in that yeah so that's right yeah that's yeah point about yeah resources is public funding
43:45		So 43 45 rs I like I like the point you were raising about the number in in in a meeting I don't know how you know should we walk on and walk outside and then we can sort of develop that. LEAVING THE BUILDING TO WALK OUTSIDE

		44:44 RS OUTSIDE PARTICIPATING IN THE GOVERNING BOARD MEETING We can have a walk around the outside while we're doing it has it changed for you and then if I can get it no it may be locked actually next. GX, no, that used to be an embankment, and then you have Tarmac on that site. This is a new building for us. GC was that the sweet shop on the corner there. GX No oh really, I………… used to own it and do children's clothes didn't have thought we can go down this way should we should we have a look at that because the build the hut the yes can we get to that I don't know is it locked yeah so I don't I mean what are your feelings about f the broad structure as it is I mean it's quite strong I know from I said I think especially when at the …..
46:49		46:49 GX, I think we've got a moment, especially when we've got the member with us at the moment, and a few other members were with us before we were kind of in and out. When you have a full allocation of governors, there link governors and what have you, I think we're a very strong governing body, and I think as we get to know each other better, right, I do understand where sometimes you do feel like you don't know what to say especially earlier yeah relationship as you get to understand and know the people then you get a bit more confident like myself who knows maybe a bit more vocally challenging yes. 46:51 rs in a way, then it's the.. it's the job of governors to build that confidence in that trust. It goes back to this issue of, you know, starting the term on the softly collaborative approach, possibly a twilight where we have something together, break bread if you like, have a chance to use the ……….a seed hut yeah that would be good, wouldn't it forest school is it last. GC yeah now that would be a wonderful idea with the seed hut.
47:46		47:46 GC and have a governance meeting in there that and have our afternoon with some food and people you know have a chance to chat and meet and yes. GX, you feel a bit more relaxed. Yeah, it's forest. It's the forest classroom, isn't it, or the bird? GC have a governor meeting in there. Rs I think they've got it related to a bird, but it's the forest classroom, and that would be a great way to start with a chance to meet 'cause there will be a change as a change in the shape of governors as I say new members coming on or members leaving and but also available in ……………..is still available in ………………..so we can still refer to them for knowledge and that sort of thing yes.

		GX and support, yes, we will need it the issue that we have yes of not stagnating and keep moving forward sometimes as a reference point to help those people back on board just as a representative, say yes, you doing this well or no, yes, yeah I think if you do if we do get to have this meeting before…
		Or as the school term starts, as soon as just as the first perhaps the first governors meeting is that or before the governors meeting, I think yeh the meeting it's a lot of data it's yes yeah you it's a lot of analysis known hard facts that we need to go on yeah.
		GC, I like the idea of breaking bread talking about what we achieved last year yes celebrating that has a good start here yeah start and boosts the confidence.
Time stamp	Speaker	Dialogue
		49:14 GX would think that before we start, yeah, have an afternoon there we get together, especially with the new governors and, yes, new chair of governors and what not, say, OK, we have thought its own its own function, its own meeting, something separate, yeah, basically. 50:15. We have no agenda item, no minuted meeting beginning together, and this is our vision for the school put forward. GC, perhaps we welcome the new governors, yeah, and then if any of the school leadership can pop in, that would be useful, or they're there for, you know, short, we make it short half an hour 40 minutes, doesn't have to be a big thing does it, but I think it could be quite key actually.
		50:41 GX, have a cup of tea cake, yeah high tea afternoon tea cake gorgeous yeah well happy people and we're actually gonna, you know, kick it forward you know, which is great, and I don't want to hold you up Is there anything grasping that you'd love to say or has. rs this been useful or interesting it's a different approach that will. COP The PROCESS OF COP THOUGHT ABOUT THE WALKING INTERVIEW APPROACH GC Its interesting you don't you use the environment as prompts is that as it has it stimulated you? GC, it has reminded me of a few things I have forgotten. RS, tell me two things.
		51:46 GC, I only remembered today that we talked about this. I realised that we say the back entrance. We still say the kids coming in new will say this is the main entrance to the other side. RS yeah, and also, you know, despite its difficulties, the focus of the community resources that people are trying to claw back or get hold of and for the area, you

know, for this community, so yeah that's really interesting well thank you for that I have one more of these with another the other governor who is joining us in September. Then, I'll be pulling it all together. I'll send out what we've said to see whether you're happy with what we've what I have typed up, and if you are. I'll move forward with it, but then you can make any adjustments if you're not, you know, because it is a collaborative piece of research, you know, it is about us working together not only to identify but also to try and make a change, make a difference.

GC it will be useful to a few ....

RS: Yeah, well, this is my hope that what we're setting up here actually is like a template!

RS, how did we get out of it, by the way? Any idea?

GC, we worked really hard.

GX hard work determination, and yeah I think we collaborated a lot more, didn't I totally I totally,.., dedication from everyone together really focusing.

GC is raising the morale of staff. They were totally knocked sideways, really focusing and if.

RS when you think about what we've actually had to overcome during that. You know, the illness of 1 member, the COVID-19 aspect of it all, we seemed to build capacity. You know, it was not because we've achieved what we know, this trust, this collaboration, but because we seem to have greater capacity to overcome even more hurdles that were thrown in front of us.

GX: It was no fluke. It wasn't just no, we did that not on one particular day, we did really well. No, it was over a period of time, yeah, as a school, as a community, we got stronger and stronger, and the focus, the good thing is the focus has always been if we can do well for the children then we'll get there eventually we need to keep our focus regardless of what was happening yeah focus for a good education was always there and that was tough our foundation and we if Ofsted said we haven't done this OK we added as a layer on top of all the well as yeah there was never return it yes we haven't done it was OK what was said taking it in taking on the chin and say OK yeah we couldn't be better yes we would do some of this, or we have

Planning to do it, let's bring it forward a bit faster, let's carry on going, yeah, so

GC I said yeah, just hoping to finally see what we've seen in the school this week yes, they did this time, and it was a team effort from the children to parents, governors leadership, staff, everyone yeah, and we're proud to say we did it, ourselves we never get consultants no we did it there's no doubt about because we know what we did in a way we do know it. We can build on it.

55:44

R Sif you have any thoughts that you want to add that you haven't said, just writing down on something or just text into me because this sort of thing just tends to stimulate further ideas and thoughts so instead of losing them, if you want to just send them to me or and I'll build it in but thank you so much I think it's just been really useful I think it will help us moving forward.

RS is up at teatime. Thank you very much. Take care. See you soon, OK?

57:38

REFLECTIONS

		feelings after the meeting were very interesting as community governors, the passion was for the community, and we stayed in the community area, and we looked through doors, and we looked at buildings that had been taken away and had political issues around, and the feeling of resources taken from the community. The powerlessness around that which made people drop and made them feel you could see an expression of that in their face and their body language. Despite that, there's hope, and I think there's a gap in new governors although they're passionate about the community, their understanding of accountability strategic aspects of the work training is an issue, and it looks like we're looking to induct new governors in away in a socially supportive manner which I think you know it's gonna be really great but also the recognition and that we will be in collaboration and everyone working together.
		END
Time stamp	Speaker	Dialogue

Group 1 GP RS Walking interview GP transcript.

Key narratives Factors impacting DOXA.

COP

Reimagining governance

05:06		5:33
		GP for me because I'm working in the community as someone working with parents and newly arrived families, so it's important for me to reflect on their views.
		Memo
		This is this governor's specialism. A clear understanding of his role in governance.
	GP	GP and I showed them the progress being made, and we saw positive progress and went towards positivity.
		Rs, which is quite a big challenge, isn't it? So, what a government, what parents are saying to you at the moment, parents who got their children here but had perhaps been in the, you know, have been in this community eight months or nine months.
		GP in my new no mean nothing to some of the parents because it's depending on where they come from.
		(rs yeah)
		GP, you know most of the parents come from Asian backgrounds where there's no school inspection, no most of them in private schools send their children to the government school yeah mostly the you know, privately run schools, and there is not some kind of

		progress or report or inspection by anybody who oversees the schools so and go being good or bad they just they just all they know. (rs yeah) GP it's a good school a bad school that's all they yes it's yeah, it's a matter for them. Memo A clear understanding of the expectations parents need support to get to grips with Due to the lack of a governor voice, this lack of detail isn't being shared, or considered.
07:14	rs	
	Gp	GP children do talk about what has happened at schools, and they talk to the parents, and I also encourage the parents to know more about the school through their child because otherwise, the child's father the parents might not have to engage plus having the evening parents evening is another opportunity for parents to engage with the school and know more about the school have their child progress which is you know something they might not see back home. (rs yeah)
8:18		8:18 GP this is something in a new body and that's the way we think is valuable the progress the child is making, I think something positive and when the child goes home.
10:44		10:44 GP Finding out more of what has happened the progress we find out more and reflect that back to the parents and the community, which is good news to share and talk about the progress that has been made in the last few years to get to that stage and also contributes to engaging more with the community, especially with the parents itself. My aim is to try to engage the parents with the school (yes) parents, learning about the opportunities of parents' evening and what they can learn about their child.
12:37	GP	12:37 GP, of course, yeah, the more engagement we have in, the wider community with the parents yes about, the greater the progress made and better understanding the school made about the child, and the school can relay messages, communication is so

		key, yes, between the parents and school the more engagement you have, the better
		12:56 GP I think to have more activities for the community yeah not only for the kids but for the wider community yeah use the school as a hub one part of the building as a hub yeah sometimes we can use that to bring people together. Using governor expertise to develop community enhance build capacity in the community build capacity in learning.
		IMPACT OF RESOURCES ON COMMUNITY IMPROVEMENT LEADING TO SCHOOL IMPROVEMENT
	1547	GP So what I do every day support I provide to the local people is. (rs, do you get funding for this ?)
	P 22:24	GP yeah, there used to be a nursery here, used to be a good Community Centre where local people attended, English classes and other educational classes, and that closed because of funding. portfolio GP and what I'm doing at the moment is support. I registered this place as an asset community value, so when the council want to sell it, they don't sell it to private companies.
22:00		GP pit's quite a big room where we know we have our main activities with the social on a Sunday, so we're going to be using for our social gathering Eid when it's yeah got other things, yes yeah, and
24:05		24:05 GP So only community anybody who is new is lost with education in terms of (knowing) responsibility. Yeah, as a resident, what can you contribute? obviously, we can learn so much from different backgrounds, but we also need to adopt new ways at the same time, businesses need to take some responsibility, and local leaders.
		P 25:28 They should be representing the issues in this part of ………….. to the council to tackle the issues we have. Yes, they are not giving clear messages from this community to the counsel of the issues we have because Clean up then consult the community. Yes, that's the issue we are fighting for

		27:00 GP in terms of the area better (better right yeah) yeah in terms as a parent one of the main worries for me was and the main reason for me to move from here is because of the ……….. A lack of support funding in the community governor moves children to a different area.
28:08		Agency and capital are leaving the community and governance because the community is impacted on by local governance (local counsellors through to borough governance. Governors express their power by social mobility.
28:49		GP impacts on everyone: the police, the local authority, everybody, yeah, the community leader, the community itself. GP, it's affecting everyone, yes it's their children and it's their sons and their daughters and their community so everyone has a responsibility. Memo GP
		GP As I was new, I didn't know these things, it or the other, all these things before. Yeah, I mean it, my priority was to settle in myself, yes, learn the language, understand everyone, so once I realised, I looked for other things. (Rs and you becoming a community leader) GP and I learned about the community, and then I understood what is needed for the community.
		Memo This relates to new knowledge, experience, and expertise, creating new actions moving out, developing new concepts of habitus with the new opportunities and potential capital and agency, and the resolution to build on the capital and agency, creating new knowledge and dispositions.
29:32		
		29:36 GP: Yeah, when this affects yourself, yeah, well, once you got your own family, you want better for your family, your kids, yeah, so you will think about it: which option is good for you, which place is good for you to live so that's why I learned and I work with you know with people with community newly arrived with everything and working in the community yeah so I had to make a choice yes yeah and that's why I have to make a decision to move out?

		Memo The CG is moving out of the community to improve educational life opportunities for his children due to the impact of a lack of resources and local governance. lack of support for education
31:17		30:58 GP, it was really sad when I first heard the school had been put into Special measures and failed because the community was not good, the service was not good, this .... is not good, the school is also not good. rs GP The community it protests, and you know the community governor can do great things in governance.
		GP yes help me yea to do things differently I think the first thing I would do is suggest is to engage with the community right people we have now the whole part of the school, so why not we can use for the benefit of the community (yeah yes, yeah).
34:21		34:21 GP yes, we can use it to generate some income, but at the same time, we can use it to engage with our local companies some (rs free activities) free activities (rs celebration) celebration yeah at the school, have don't have the capacity to use the stuff the community out community would love to be part of that about something (RS in the hub) in the building.
35:37		GP The one thing last time, the more I work, the more experience I get, yeah, more confident I get, yes, so must be at this time I'll be asking more questions, yes, more engagement, absolutely, and that's from the confidence and experience my first-time being governors yeah don't know how much I contributed but 35:37 Memo The experience of working with the community initiating a charity has built the confidence to challenge and ask questions. Would this have been further supported by more effective training?
		Thought rs Change of preparation as a governor the theme part of the confidence of learning from the first governor experience, he feels he will be much more engaged.

37:58		Rs WALKING THROUGH THE CORRIDORS We moved through the school and made a small building a focus, where the community governor led the discussion and raised the issues. It a very stimulating environment now isn't it looks great, the corridors look amazing yes hi is that the main this is the main corridor. thank you. So, 37:58 Moving to the outside.
		GP The school has a swimming pool. GP, we can not only use it for our children; we can use it for ladies here for local people to hire and use it. Rs, yeah, and that's the sort of thing that you can use to raise capacity. The governor is constantly looking at building capacity and agency in the community.
37:09		GP
42:36		GP, I see myself the more I work, the more I am involved in the community, the more I learn. Yes, confident I did (rs and you sharing that), then I want to share that, yeah.
43:29		43 :29 GP on the summer .well (be having activities (re you will t that's ready to go?) is it… are you using it now at the moment) gonna be start using next week yeah rs. Oh wow, so I am coming just beside this school.
47:45		GP, I hope so. also, I want one thing I always do is I just don't want to be part of something which don't contribute yes not yeah, not benefiting everyone, yes, I want to be part of anything happening before we can bring change yeah, and I tried my best whatever I come we do want to be part of something which is in a benefited to the local people to look at yes yeah caught up with something positive yeah not something negative yeah and we could we could eliminate the negativity of course, and that's what we've got to work out really how that then impacts on quality and attainment and progress for everybody in school. 50:44,

Appendix 7: Research Integrity Letter

BIRMINGHAM CITY University

Faculty of Health, Education & Life Sciences Research Office
Seacole Building, 8 Westbourne Road
Birmingham
B15 3TN

HELS_Ethics@bcu.ac.uk

26/Jan/2022

Ms Bernadette Ratcliffe

bernadette.reilly@mail.bcu.ac.uk

Dear Bernadette ,

Re: Ratcliffe /#9703 /sub2 /R(A) /2022 /Jan /HELS FAEC - Examination of the factors that impact on community governor engagement in the governance of underperforming schools,

Thank you for your application and documentation regarding the above activity. I am pleased to take Chair's Action and approve this activity.

Provided that you are granted Permission of Access by relevant parties (meeting requirements as laid out by them), you may begin your activity.

I can also confirm that any person participating in the project is covered under the University's insurance arrangements.

Please note that ethics approval only covers your activity as it has been detailed in your ethics application. If you wish to make any changes to the activity, then you must submit an Amendment application for approval of the proposed changes.

Examples of changes include (but are not limited to) adding a new study site, a new method of participant recruitment, adding a new method of data collection and/or change of Project Lead.

Please also note that the Health, Education and Life Sciences Faculty Academic Ethics Committee should be notified of any serious adverse effects arising as a result of this activity.

If for any reason the Committee feels that the activity is no longer ethically sound, it reserves the right to withdraw its approval. In the unlikely event of issues arising which would lead to this, you will be consulted.

Keep a copy of this letter along with the corresponding application for your records as evidence of approval.

If you have any queries, please contact HELS_Ethics@bcu.ac.uk

I wish you every success with your activity.

Yours Sincerely,

Dr. Annalise Weckesser

On behalf of the Health, Education and Life Sciences Faculty Academic Ethics Committee