<table>
<thead>
<tr>
<th><strong>Title</strong></th>
<th>Second Level Teachers and Educational Change: An Investigation into Teachers' Responses to the Introduction and Implementation of Cooperative Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Author(s)</strong></td>
<td>Chambers, Francis</td>
</tr>
<tr>
<td><strong>Publication Date</strong></td>
<td>2013-09-27</td>
</tr>
<tr>
<td><strong>Item record</strong></td>
<td><a href="http://hdl.handle.net/10379/4270">http://hdl.handle.net/10379/4270</a></td>
</tr>
</tbody>
</table>
Second Level Teachers and Educational Change: An Investigation into Teachers’ Responses to the Introduction and Implementation of Cooperative Learning

Francis Chambers

Supervisors: Dr. Chris Curtin and Dr. Mary Fleming

School of Education

Submitted to the National University of Ireland, Galway
September 2013

This dissertation is submitted to the National University of Ireland, Galway, in fulfilment of the requirements for the award of PhD.
Table of Contents

Chapter One – Introduction ......................................................................................................................... 1
The Research Question and the Problem ............................................................................................... 3
The Initiative .............................................................................................................................................. 6
Research Methodology ............................................................................................................................ 19
Piloting the Change Initiative .................................................................................................................. 25
Chapter Progression .................................................................................................................................. 36
Conclusion .................................................................................................................................................. 38

Chapter Two – Literature Review ............................................................................................................. 41
Educational Change Theory ....................................................................................................................... 43
The Teacher ............................................................................................................................................... 57
Professional Development ....................................................................................................................... 72
Conclusion .................................................................................................................................................. 92

Chapter Three – Context & Cooperative Learning ................................................................................ 95
The Context ............................................................................................................................................... 95
Workshops ............................................................................................................................................. 104
Cooperative Learning – Introduction ..................................................................................................... 113
Conclusion ................................................................................................................................................ 126

Chapter Four – The Findings .................................................................................................................... 128
Phase One ............................................................................................................................................... 130
Phase Two ............................................................................................................................................. 142
Phase Three ........................................................................................................................................... 152
Conclusion ................................................................................................................................................ 168

Chapter Five – Discussion and Conclusion ............................................................................................ 170
The Nature of the Programme .................................................................................................................. 172
The Introduction Phase ............................................................................................................................ 173
Teachers’ Perceptions ............................................................................................................................... 177
External Influences .................................................................................................................................. 188
Conclusion ................................................................................................................................................ 192

Bibliography ............................................................................................................................................... 206
Appendices ............................................................................................................................................... 225
Acknowledgements

I would like to thank Mary Fleming and Chris Curtin for all their assistance in the writing of this thesis. Their support and dedication were of tremendous help to me as were their skills, insights and advice throughout the study.

To my wife Josie and my daughter Bláthnáid - you never complained although you had good reason! Thank you so much for all your support throughout this project.

Finally I would like to sincerely thank the staff and students of Fairhill Community School for assisting me in this research study. Without their cooperation, opinions, thoughts and feeling this work would not have been possible. It has been a fantastic experience working with such wonderful people in such a brilliant school.
Glossary of Acronyms

ADHD………Attention Deficit Hyperactivity Disorder
CSPE ……..Civic Social and Political Education
ETB…………Education and Training Board
NCCA………National Council for Curriculum and Assessment
PLC…………Professional Learning Community
SEN………..Special Educational Needs
VEC…………Vocational Education Committee
WSE………..Whole School Evaluation
Abstract

Successful educational change at school level is difficult to achieve; however it is imperative that schools engage in change practices if they are to enhance the learning experiences and academic achievements of their students.

This thesis investigates teacher’s responses to educational change both to understand the significance of this role within the change milieu and also to develop protocols that could influence successful change outcomes at local level.

It concludes that if the professional and moral obligations of the teachers are recognised, the operational basis is accessible to teachers and a space is created for authentic discussion to take place, then successful change is possible at local school level.