

# **The Role of the Tutor Teacher in Secondary School Pastoral Care: Challenges and Expectations**

**Sian Evans**

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## **ABSTRACT**

The social, emotional wellbeing of students today is as of great a concern as their academic achievement. In New Zealand secondary schools, special arrangements are made for pastoral care. The purpose of this research was to examine the role of the tutor teacher in two secondary schools and to examine the expectations and challenges of this role. The role of the tutor teacher is frequently cited as an important role in the care of secondary school students yet there is no current research on the role of a tutor teacher in the secondary sector in New Zealand. Therefore, this research will contribute to the knowledge of pastoral practices in a New Zealand setting.

This qualitative research comprised document analysis of pastoral care documents such as pastoral care curriculum documents and school website information on pastoral care. Eight semi-structured interviews were conducted at two New Zealand secondary schools with a Dean and two tutor teachers at each school and a deputy principal at one school.

The findings established that although both schools deemed pastoral care important, only School Two resourced and led their tutor teachers to fulfil the role adequately. Subsequently the quality of pastoral care provided for students in School One was completely dependent upon the individual teacher's motivation to provide pastoral care for their students.

In conclusion, pastoral care is important for students, but schools need to ensure that their teachers are sufficiently resourced and trained to provide such care. Further research on the practices of tutor teachers in a variety of schools is required to extrapolate the findings of this research.

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# CHAPTER ONE

## INTRODUCTION

### Context

Adolescent mental health is an increasing concern in New Zealand. A study conducted between 2007 and 2012 on the mental health of New Zealand secondary school students showed an increase in the proportion of students who experience mental health issues such as low mood, self-harm and depressive symptoms (Fleming, Clark, Denny, Bullen, Crengle, Peris-John, Robinson, Rossen, Sheridan & Lucassen, 2014). Adolescents today face issues that have a profound effect on their mental health, such as changed family structure, an increasing reliance on technology and higher social expectations based on their exposure to celebrities and social media (Gluckman, 2017). These issues all contribute to increasing rates of mental health issues and an increased need for support in secondary school and therefore an intensified need for pastoral care.

Although commonly used as a point of difference for New Zealand secondary schools, pastoral care is an under-resourced area as schools struggle to cope with the economic and performance pressures they face in the modern era. The National Administration Guidelines and the National Education Guidelines place an implied expectation on New Zealand schools to provide pastoral care so that students can reach their educational potential and are safe both physically and emotionally (Agee & Dickinson, 2008). Pastoral care is a legal, moral and educational responsibility of schools in New Zealand (Agee & Dickinson, 2008). However the introduction of Tomorrow's Schools in 1989 increased the financial and performance pressures on schools and this has limited the ability of schools to dedicate resources to pastoral care (O'Neil, 2015).

My interest in this research derives from my observation of tutor teachers in my role as a dean in a secondary school. Pastoral care is all encompassing including support for the student's social, academic and personal needs yet many teachers do not see it as a significant part of their job (Clark, 2008). The role of the tutor teacher is vital to a check on student

well-being yet very little training or preparation time is given to this job (Chittenden, 1999; Marland, 2002). Most full-time secondary school teachers have to take on a pastoral role yet it is rarely considered in the recruitment, training and performance management of teachers (Chittenden, 1999). In my experience I found that some teachers were motivated and effective pastoral care providers and others were disinterested and barely interacted with the students in their tutor class. I wondered whether this was a problem that extended to other schools and whether the pastoral programmes and support available made a difference to the effectiveness of unskilled and unmotivated tutor teachers. I was also interested in finding out how important tutor teachers actually were to the delivery of an effective pastoral care system and whether their work could be replaced by an effective dean.

My assumption entering into this research was that although schools espouse the importance of pastoral care they do not resource or support the role of the tutor teacher, and they are in fact simply an administrator for such matters as attendance checking and school notices.

There is a distinct lack of research in the role of a tutor teacher in a New Zealand context as much of the current literature is British and therefore not directly transferable to a New Zealand setting due to differences in culture and the style of education. Hence the aim of this research is to contribute to the knowledge of pastoral practices in a New Zealand setting.

This research focuses on the role of the tutor teacher in secondary school pastoral care, the challenges they face and the expectations placed on them. The aim of this research is to determine the role of the tutor teacher in the provision of pastoral care in secondary schools in New Zealand. The research also aims to discover the challenges of the role of the tutor teacher and the challenges that they face.

My research aims are:

1. To examine the purpose and structures for pastoral care in New Zealand secondary schools.
2. To investigate the expectations and successful practices of tutor teachers.
3. To investigate the challenges of the role of the tutor teacher.

The research questions:

1. What are the current practices of pastoral care in New Zealand secondary schools?
2. What are senior leaders' expectations of tutor teachers in New Zealand secondary schools?
3. What are the successes and challenges of a tutor teachers in a pastoral care role?

The thesis outline is as follows:

### *Chapter One*

This chapter introduces the topic of the research, the role of the tutor teacher in secondary school pastoral care. The research aims and questions and the rationale for this study are outlined.

### *Chapter Two*

The second chapter discusses current literature on the role of the tutor teacher in the provision of pastoral care. The discussion is organised around four recurring themes in the literature: the importance of pastoral care; the importance of the tutor teacher; the pastoral/academic divide and the lack of resourcing of tutor teachers.

### *Chapter Three*

In this chapter the research methodology is explained and includes the choice of an inductive epistemology and a qualitative research method. The data collection and analysis methods and how ethics, validity and reliability were ensured.

### *Chapter Four*

The research findings are presented in Chapter Four. These findings are organised into the four themes derived from the literature review: the importance of pastoral care, the importance of the tutor teacher, the pastoral/academic divide and the lack of resourcing. The findings from School One and Two are stated separately with a summary of key findings at the end of each section.

### *Chapter Five*

In this chapter the research findings are discussed in relation to the literature review from Chapter Two. The discussion is again organised into the themes from the literature review:

the importance of pastoral care, the importance of the tutor teacher, the pastoral/academic divide and the lack of resourcing. The three key findings from the research are summarised and explains the strengths and weaknesses of the study. Recommendations that can be drawn from this research are discussed as are ideas for further research.



## CHAPTER TWO

### LITERATURE REVIEW

This chapter examines the literature on the role of the tutor teacher in secondary school pastoral care. The role of the tutor teacher in providing pastoral care in a New Zealand setting is under-researched. Much of the literature on pastoral care is written by researchers in Great Britain and therefore may not be directly transferable to a New Zealand setting. A review of relevant literature highlights four major themes in the research of the role of the tutor teacher to provide pastoral care. The literature on this topic is limited and there is a heavy emphasis on a small number of authors. These themes are: the importance of pastoral care, the importance of the tutor teacher, the tension between the pastoral/academic divide, and the resourcing of tutor teachers.

#### **The Importance of Pastoral Care**

Pastoral care is defined as “the commitment of schools (and teachers) to the all-round development of the child as a person (and not just as a pupil)” (Best, 1999, p. 3). Pastoral care is all encompassing as it involves the care of students’ academic, personal and social needs (Calvert, 2009). Pastoral care is a mechanism by which a school can meet the needs of students and address social inequity and cultural differences (Calvert & Henderson, 1998). Hence pastoral care is an important tool in the improvement of student learning outcomes as teachers can provide support and guidance to students regarding their academic achievement, they can monitor subject progress and work with students to create action plans for academic improvement (Megahy, 1998). Marland (1974) identified several aims of pastoral care which are: to enrich the life of the individual; prepare the student to make educational choices; support the teaching subjects; help students to develop their lifestyle and respect others; and to maintain an orderly environment that allows all of these aims to be achieved. However, although pastoral care still has a low status in many schools (Calvert, 1998).

Pastoral care has its origins in Christian religious philosophy in 19<sup>th</sup> century England whereby the economic and social welfare of the nation were linked to having an educated population (Carroll, 2010; Purdy, 2013). The concept began with Church involvement in founding schools in the first half of the twentieth century (Purdy, 2013). There was an emphasis on providing guidance and ethical self-development and moral welfare (Hearn, Campbell-Pope, House & Cross, 2006 cited in de Jong & Kerr-Roubicek, 2007; Carroll, 2010). The term 'pastoral care' came into education in the 1950's as it was viewed as increasingly important for schools (Carroll, 2010). The development of pastoral care has, however, been haphazard as "pastoral systems and roles were never mandated or even advised but grew as an organic response of secondary schools to perceive needs in the school" (Lodge, 2006, p. 8).

The Education Act 1989 contains the National Administration Guidelines and the National Educational Guidelines that identify the need for pastoral care (Ministry of Education). Pastoral care is not explicitly stated but implied by the following requirements. National Education Guideline One states that students should be able to achieve: "the highest standards of achievement, through programmes which enable all students to realise their full potential as individuals, and to develop the values needed to become full members of New Zealand's society". National Education Guideline Two states: "Equality of educational opportunity for all New Zealanders, by identifying and removing barriers to achievement". National Administration Guideline One states that each board, principal and staff provide for all students in years 1 -10 to achieve success in all areas of the curriculum. It also requires that schools identify students who are at risk of not achieving and develop strategies to ensure address their needs. The National Administration Guidelines and the National Education Guidelines do not specifically refer to pastoral care but they place a clear expectation on schools to use strategies to ensure that all students are able to achieve their potential. The need for pastoral care and guidance is also implied in National Administration Guideline Five, which requires that schools must provide a safe physical and emotional environment for students (Agee & Dickinson, 2008). Best's (1999) definition of pastoral care refers to the development of an all-round student that aligns with National Education Guideline One that requires schools work on students' social development (Ministry of Education; Agee & Dickinson, 2008).

The focus on the importance of the student as a whole person, and hence pastoral care, has intensified in recent times with increasing government pressure for every child to achieve (Calvert, 2009; Lodge, 2006). There is an understanding that the cognitive development of children comes from the interaction of a number of factors such as their physical, spiritual, social and moral development (De Jong, Kerr Roubiek, 2007). The importance of emotional intelligence to academic success is more greatly recognized (Calvert, 2009). Innovative schools are using pastoral care to focus on the learning and the development of the student as a whole person. This change has been driven by the pressure to increase academic performance. Therefore, there is a view that schools must change to meet the learning needs of their students rather than the disciplinary focus of pastoral care in the past (Lodge, 2006)

Historically, pastoral care focussed on control with a strong presence of procedures and the use of school hierarchy to ensure discipline (Calvert 2009). It began with a strong disciplinary or control focus where there was a reactive emphasis on fixing problems with students in particular (Bell & Maher, 1986 cited in Calvert, 2009). This evolved to the care of the individual with the increased resourcing of counselling (Calvert, 2009) and a desire to prevent problems before they occur (Best, 1999). Further stages included group tutoring and a pastoral curriculum where the focus is on the personal and social development of students. The current state of pastoral care is not easily defined as schools vary in their approaches (Calvert, 2009). The control mechanism is at one end of the pastoral care continuum whereas care for the emotional and academic wellbeing of each child is the other extreme of the continuum. This continuum can be related to the seven ages of pastoral care defined by Calvert (2009). Calvert (2009) begins the first age with “pastoral care as control” (p. 270). Under this system those in charge of pastoral care were “superdisciplinarians” (p. 270) in charge of controlling the behaviour of students. The next stage was as “pastoral care as individual” (p. 271), whereby interest in counselling increased and the tutor teacher began to take responsibility for providing social, educational, personal and vocational support to students. The next stage was “pastoral care as group need” (p. 272) or the introduction of systems that allowed tutor teachers to meet individual needs in a group setting. These systems, however, worked in isolation from other curriculum areas and their success was dependent upon the motivation of individual teachers. This stage was followed by the “pastoral curriculum” (p. 272) where social and personal development learning activities

were provided by the school. There were, however, issues around the conceptualisation of what the pastoral care curriculum entailed and hence what learning should be included. A further stage is the “pastoral care, the wider workforce and the Every Child matters agenda” (p. 274). There is a great variety in the structure of schools and there are more staff, other than teachers, who are involved in pastoral care, such as support staff and counsellors. This makes it difficult to make generalisations on how schools are providing pastoral care. Modern pastoral care has an increased focus on the spiritual, cultural and social development of students (Best, 1999). Either end of the continuum represents the contradiction faced in pastoral care, that between discipline and care (Calvert, 1998).

Calvert and Henderson (1998) identified a number of school factors that contribute to a strong pastoral care. These factors are: a senior management with vision; values that are shared by both teachers and students; flexible and workable structures; a culture that supports diversity and change; a strategic approach to change management; a willingness to reflect on objectives and effectiveness; and finally a clear idea of what care is and how it relates to learning. De Jong and Kerr-Roubicek (2007) recommend a distributed leadership model for effective pastoral care as all members of the school take responsibility for care. Hence an effective pastoral care system is more than a tutor teacher and a pastoral curriculum, this must be accompanied by a school wide commitment to care.

An effective pastoral care system is a whole school issue, it must be entrenched within the school structure, climate and daily operation (Chittenden, 1999; De Jong, & Kerr Roubiek, 2007). Pastoral care must be part of the job of every teacher (Chittenden, 2010; Fincham, 1991). The system must also be a whole school system where necessary support is put in place (D’Rozario, 1990). Lodge (1999) found that the role of a tutor teacher and a subject teacher was viewed as separate rather than contributing to the overall goal of learning for the student. The extent to which a student feels connected to their school is an important factor in adolescent mental health and academic outcomes. The priority or importance given to pastoral care can have more effect on connectedness than activities that occurred in the past or the structure used (Waters, Cross & Shaw, 2010). Given the importance of pastoral care there must be a whole school commitment to the system, as a pastoral system, such as a vertical house based system, will not be effective if it is simply used as a system for

organizing sports events (Fincham, 1991). A house based system is a pastoral care system where students are organised into mixed year level tutor groups based on the house that they belong to. For pastoral care to be effective it must be the domain of everybody in the school (De Jong & Kerr Roubiek, 2007).

### **The Importance of the Tutor Teacher**

The role of the tutor teacher encompasses “a wide range of knowledge, skills, beliefs and values” some of which will be useful to their academic role (Schoeman, 2014). Marland and Rogers (1997) state: “The tutor is the heart of the school, the specialist whose specialism is bringing everything together, whose subject is the pupil herself, who struggles for the tutee’s entitlement, and who enables the pupil to make the best use of the school and develop her person.” (p. 12). Marland and Rogers (2004) developed this idea further in the statement: “At the heart of the work of a secondary school is enabling a child to become a student and to develop as a person” (p. 1). Further to this Marland and Rogers (2004) also explained that: “A form tutor is a teacher whose subject is the pupil herself” (p. 19).

Marland (1974) defined three different levels of responsibility that could be given to a tutor teacher: Tutor Ascendant, Tutor Neutral and Tutor Subordinate. At one end of the continuum a tutor subordinate has no confidential information on a student and is not involved in decisions regarding the student, they are simply a “register checker” (Marland, 1974, p. 75). This view is highlighted by one tutor teacher in Carnell and Lodge (2002) who stated “someone who tells them off and gives them stuff” (p. 57). On the other end of the continuum a tutor ascendant has full access to information, he/she is actively involved in the care of the student and feels as if they have “primary responsibility” (Marland, 1974, p.75). The three types of tutor teacher are closely aligned with the culture of the school, Tutor Subordinate roles, are often found in a school where discipline is dealt with by Senior Management and an authoritarian style of student management. Schools that utilise a Tutor Ascendant model involve all staff in issues with students and control of students is personalised and “based on relationships” (Marland, 1974, p. 76).

The tutor teacher plays a vital role in the provision of pastoral care as they are the first point of contact for any student issues and they are also the teacher with whom the student will have the closest relationship (D’Rozario, 1990). Critical in underpinning pastoral care is the need to build relationships between school leaders, teachers, students and their families (Robinson, Hohepa & Lloyd, 2009) The amount of time that teachers spend with students makes their influence greater than any other professional they will interact with (Blom, Cheny and Snoddy, 1986 cited in Cleave, Carey, Norris, Sloper, While & Charlton 1997). Marland’s (1974) seminal text introduced this idea with the statement “the tutor can spot the vulnerable pupil only if he has the power to do so” (p. 77). Lodge (2002) found that the role of a tutor teacher is one that many teachers enjoy as it gives them a feeling of making a difference and allows them to build relationships with students. Marland and Rogers (2004) stated “tutoring is one of the most rewarding aspects of teaching (p.148). Timetables which are adapted to provide sufficient pastoral care time allow for students to develop a relationship with a significant adult who can act as a mentor to them (Symonds & Hagell, 2011).

Tutors have a special position that could be described as “someone who helps them to learn” (Carnell & Lodge, 2002, p. 57). Tutor teachers know the curriculum, know the students and have the potential to communicate this knowledge in order to assist learning. If a tutor teacher is to have pastoral responsibility for a student they must be able to be trusted with the confidential information about that student, and this has been an issue in schools (Marland & Rogers, 2004). There are a number of practical things that a tutor teacher can do help students learn, such as checking diaries, daily conversations about learning and the early identification of issues (Marland, 2002). Spratt, Shucksmith, Philip & Watson (2006) found that students appreciated relationships with teachers that extended beyond the classroom and allowed for a more informal nature. Unfortunately, this is often not the case and tutor teachers are simply “clerical proceduralists” (Addison, 2012, p. 311). Lodge (2002) found that the powerful influence that a tutor teacher can have is often wasted on administrative tasks. Tutors describe administration as the key purpose of tutor time and subsequently hurry through what is a tedious task. Students then “pick up on this attitude, tutoring becomes a bore and opportunities are missed” (Marland & Rogers, 2004).

A tutor teacher has more information about a student than a subject teacher as they have an overview of the student's life, both outside and inside school (Rosenblatt, 2002). The quality of the tutor teacher is very important to the success of the system as they are the first point of contact for any issues that the student faces and they are also the teacher with whom the student will have the closest relationship (D'Rozario, 1990). Investment in the work of a tutor teacher increases the motivation of students beyond their first year of secondary school (Barber & Graham, 1994). Hawk, Cowley, Hill and Sutherland (2002) researched the importance of the teacher/student relationship for Maori and Pasifika students and found that across three separate research projects there were consistent factors that contributed to a positive relationship. These factors were empathy, caring, respect, 'going the extra mile', passion to motivate and a belief in their ability. Given the amount of time a student will spend with a tutor teacher, especially in a pastoral system where students stay with the same tutor teacher for five years, the ability to build and maintain relationships with students will be key to their learning and experience of secondary school.

If tutor teachers are to be responsible for the pastoral care of their students then their role must be clearly defined with responsibility, and authority for the successful completion of the role must be delegated to them (Chittenden, 1999). Lodge (2002) found that this is often not the case. Schofield (2007) found that students are not clear about the role of the tutor teacher. Instead much of a tutor teacher's role is reactive as action is taken when a concern arises about a student (Carnell & Lodge, 2002). "The tutor's subject is the learner and their learning" (Carnell & Lodge, 2002, p. 12). And hence a more structured role where the tutor aims to support students with the learning challenges. This can be done by allowing time for tutors to listen to students offer advice and sort out problems such as issues with teachers. Frequently this does not happen as schools do not prioritise pastoral care and there is poor documentation and support for it. For a tutor teacher to take the actions needed to support leaving these expectations should be apparent in all school policies and procedures and staff development (Lodge, 2000). If tutor teachers are to support student learning they need to build relationships that enhance learning, have time to meet talk and listen, be in physical proximity to other teachers, feel empowered and have good communication skills (Carnell and Lodge, 2002).

Lodge (2002) identified that tutor teachers have a responsibility to provide a caring and secure environment that allow students to be valued as individuals and have a sense of belonging. They need to build relationships with students, create the right environment and provide practical advice. To do this they need to have contact with a small number of students on a daily basis. Furthermore, sufficient time to do this is vital, as it takes time to build relationships, track achievement, set and monitor goals and communicate effectively. Students can gain confidence if the tutor teacher/student relationship is effective and this can be achieved through consistency, continuity, familiarity, individual contact and stability and the relationship is based upon unconditional positive regard for the student.

Providing pastoral care for students can be difficult to achieve in an era of performativity (Tucker, 2015). Ball (2003) defines performativity as “a technology, a culture and a mode of regulation that employs judgements, comparisons and displays as means of incentive, control, attrition and change based on rewards and sanctions (both material and symbolic)” (p. 216). New Zealand has been subjected to neo-liberal educational reform for over thirty years (Clarke, 2013). In an era of performativity, teachers struggle to have the time to help those students who are struggling with issues such as transition to secondary school and learning issues (Ball, 2003; Lodge, 2002). In Lodge’s (2002) study of form tutors in London, England she found that the teachers did not have the time necessary to provide pastoral care tasks such as building relationships, monitoring academic achievement and goal setting. This is particularly concerning when research has established that academic failure and behavioural difficulties within a school can be directly attributed to transition issues and the quality, or lack of pastoral care available to the student (Jindal-Snape & Foggie, 2008 cited in Tucker, 2015). Time needs to be given to teachers to work with students individually to provide the pastoral and academic support they require (Schofield, 2007).

Sufficient tutor time alone, is not enough as it is important to have the ‘buy-in’ of the staff. In many schools, full-time staff have to take on a pastoral role and they are “dragooned into being part of the Tutor system when they don’t really want to be” (Chittenden, 1999, p. 20). The majority of teachers in secondary schools act as tutor teachers, yet ninety percent of their time is spent teaching their academic subject (Megahy, 1998). Hence, the majority of their skill base is on their academic role, and the techniques required for the role of a tutor teacher



are different. Teachers give little thought or planning into their role as tutor teacher and prefer an informal nature to their pastoral work (Chittenden, 1999). An effective tutor teacher needs to have a planned and proactive approach to tutoring (Megahy, 1998). An informal system can, however, be powerful as it fulfills a number of needs. The values of students are captured, individuals and groups are cared for and parent involvement is gained, as even though teachers are often inadequately resourced teachers value the importance of pastoral care and therefore meet with students and parents to provide support (Best, 1999). Marland (2002) identified that a good tutor teacher was very influential as they monitored the academic, behaviour and general well-being of the student. Conversely, a poor tutor teacher would put students in jeopardy of slipping “through the net” (Marland, 2002, p. 8). The quality of tutor teachers is therefore both a strength and weakness of a pastoral care system.

Fundamental to the role of a tutor is the focus on learning. Megahy (1998) conducted research of 55 secondary schools in Northern England and found that only fifteen percent of tutors see their role related to the learning of the student and instead see their role as the care and welfare of the student. As the consistent role model throughout a student’s time at high school the tutor teacher must focus on the student and the learning (Carnell & Lodge, 2002; Lodge, 2000). Tutor teachers need to be the key role model in a student’s academic care as they have the greatest interpersonal bond with the student (Addison, 2012). Academic care enhances student learning and wellbeing by teaching in a way that is suited to student needs and is apparent in learning experiences (Addison, 2012). There are a number of strategies that a tutor teacher can do to support student learning. One such strategy is to teach students how to make the best use of the teachers and resources of the school. Tutors can act as a role model to learning through activities such as silent reading (Rosenblatt, 2002). Tutors can take actions to promote a learning community through activities such as goal setting, encouraging students to share their learning and providing guidance on how to organise learning. The tutor teacher is also the best person to help student make cross-curricular links in their learning. Unfortunately, this is not the case in traditional house pastoral care systems as the main role of the tutor teacher is clerical and a great opportunity to coach learning is lost (Addison, 2012).

For a tutor teacher to be successful in their provision of pastoral care there needs to be a pastoral curriculum that allows them to collate the personal and social features of the curriculum, their knowledge of the individual student and development of the tutor group as a whole (Marland & Rogers, 2004).

### **The Pastoral/Academic Divide**

Pastoral care has a low status in many schools due to the tendency for teachers to focus on their academic responsibilities, which can be explained by the pressures many schools face to improve their academic results (Calvert, 1998). This has been a trend in British schools with the publication of external examination results and it is a trend that has been repeated in New Zealand with National Certificate in Educational Achievement results being published annually in publications such as the Metro magazine (Lodge, 2006). There is pressure from Government to show effectiveness through outcomes that can be measured (Rosenblatt, 2002). The introduction on the National Certificate in Educational Achievement has increased the workload of secondary teachers and has lessened the time and energy teachers have for pastoral care (Agee & Dickinson, 2008). All schools are required to ensure all students are achieving to their full potential (Ministry of Education, 2004). Most teachers have pastoral and curriculum responsibilities and this contributes to conflict between the time that they spend on each role. Clark's (2008) research on the pastoral/academic divide in one New Zealand high school found that teachers prioritise their academic role over their pastoral role and give little thought or planning to their role as a tutor teacher. Best (1994) and Best and Curran (1995, cited in Best, 1999) stated that teachers found their pastoral role undervalued in and out of the classroom and did not help their career prospects. Formby and Wolstenhome (2012) found in a study of personal, social, health and economic education in England that this type of education was delivered less than other areas of the curriculum as it was viewed as less important as there was no formal assessment and therefore conflicted with teachers' ability to ensure high level of academic results for their students. Therefore, it is understandable that schools and subsequently teachers, expend the majority of their effort on their academic responsibilities. This situation is duplicated in New Zealand as "pastoral care is squeezed out by other curriculum instruction and pedagogy" (Agee & Dickinson, 2008, p. 359). Nelson and While's (2002) study also found that courses are not the only problem as

some teachers do not see the importance of pastoral care. Tucker's (2015) study had a teacher in charge of pastoral care describe the advocacy of pastoral care as a "swim against the tide" (p. 5). Similarly, a principal described the battle to gain resources of supporting pastoral care work.

School communication often speaks of the importance of pastoral care yet there is little resourcing or support for the function of providing it (Marland & Rogers, 2004). The role of tutor teacher rarely features in staff recruitment and selection processes (Marland, 2001; Marland & Rogers, 2004) and this portrays a lack of importance in the role. The conflict between a pastoral and an academic focus is unnecessary as Weare (2000, cited in Agee & Dickinson, 2008) found that academic goals are supported by emotional well-being.

Positive interactions with teachers who display empathy and caring creates engagement, fast processing and emotional attachment (Cooper, 2004). The same research also stated that teachers enter the teaching profession with a high level of values and empathy that diminishes the longer teachers are in the profession as they sacrifice empathy for the academic and time pressures of teaching.

### **Resourcing of Tutor Teachers**

If the success of a pastoral care system depends on the quality of tutor teacher then it is vital that they receive training in order to empower them in this role (Barnard, 2011; Laing, 2002; Marland, 2001; Rosenblatt, 2002). This is not the case, however, as there is little preparation for the role of tutor teacher in teacher training and deans are often too busy with student contact to spend time with their tutor teachers (Marland, 2002). Thrupp's (2015) study on poor performing schools showed that few tutor teachers had the time or training to cope with the pastoral needs of the students in their tutor group and hence there was enormous pressure on the pastoral middle management and the guidance team. Research on initial teacher training in England and Wales identified the need to train teachers in the skills that they need to fulfil their pastoral care role yet it continues to be an under-resourced area of training (Cleave et al, 1997). A British study of pastoral care training in initial teacher education found that these courses did not: "prepare students for the eventuality of dealing with pupils

under stress. Although teachers are expected to attend to the social and emotional well-being of their pupils and not purely their academic achievement, teacher education courses are ultimately academically based” (Cleave et al, 1997, p. 21). The academic focus of initial teacher training does little to prepare teachers for the role of tutor teacher as pastoral care is dependent upon relationships not the “mechanical approaches that subject training often involves” (Calvert, 1998, p. 114). This training of tutor teachers is made worse by the fact that tutor teachers receive little support in school as most of a pastoral middle leaders or dean’s time is spent on student contact (Marland, 2001, 2002). This means that from the outset of their careers teachers are taught the importance of their academic role over their pastoral role. This problem is duplicated in leadership training where there is often a focus on curriculum leadership as opposed to pastoral needs (Murphy, 2011 cited in Barback, 2013). Subject or academic training for teacher is prioritised over pastoral skills and there is a shortage of appropriate courses (Nelson & While, 2002; Lodge, 2000 cited in Marland, 2001). Agee & Dickinson (2008) anecdotal observation of senior managers’ conferences and training events noted that there is very little, if any, courses or speakers on pastoral care in New Zealand.

Pastoral care must be resourced to be effective (de Jong & Kerr-Roubicek, 2007). This includes building in pastoral care into the timetable to allow time for teachers and students to build relationship. It also requires resourcing of staff with leadership roles in pastoral care and sufficient professional development of teachers that allow them to build professional relationships with students to enable to provide cognitive, social and emotional support they require. The small amount of time given to tutor time lowers the emphasis on the role of the tutor teacher as there is little time for interaction between the teacher and the student (Marland, 2001). There also needs to be time to allow for collaboration between tutor teachers and deans to allow for sharing of ideas (Lodge, 2000). A positive sign is that a review of school timetables in Great Britain over the last few decades showed that there the amount of time allocated to pastoral care has increased (Symonds & Hagell 2011).

## **Summary**

There is a commonality in the definitions used to describe pastoral care with terms such as ‘all-round development’, ‘wellbeing’ and ‘care’ consistently used by researchers. Schools have both a professional, moral, academic and legal obligation to provide pastoral care to all students. In an era of performativity pastoral care is often neglected to resource academic achievement, however, this division is not necessary as pastoral care contributes to academic success. The role of the tutor teacher is poorly defined and under resourced with several issues around time allocation, training, support and professional development.

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter discusses the methodology that was used in this research. The chapter begins with the epistemology of the research and then explains the qualitative methodology. The data collection and data analysis methods are also explained. Finally, the methods by which reliability and validity are ensured are discussed and how the research has maintained ethical standards.

The interpretation of pastoral care and what constitutes effective pastoral care is subjective and therefore, it is an appropriate epistemology that recognises different viewpoints. An epistemology is “the branch of philosophy that deals with how we know” (Davidson & Tolich, 2003). The epistemology answers questions about what we know about things and what is legitimate knowledge of those things. I have used an interpretive approach for my research. An interpretive approach is “the systematic analysis of socially meaningful action through the direct detailed observation of people in natural settings in order to arrive at understandings and interpretations of how people create and maintain their social worlds” (Neuman, 1994, p. 68). An interpretive research approach means that the research story is based on the people the researcher talks to and what happens during the research (Mutch, 2013). This is a good approach for education as it allows for the research to develop with the information gained from the participants. In my research, the role of the tutor teacher in secondary school pastoral care was formed using the subjective descriptions of interview participants. Using an interpretive approach, the theory of successful pastoral care is a description of how the schools I researched understand pastoral care and strive to achieve success in this area (Davidson & Tolich, 2003). It allowed me to discover the participant’s shared understanding of successful pastoral care. I chose to use an interpretive approach as I aimed to understand the meaning that educators give to the reality of successful pastoral care (Check & Schutt, 2012). This is an appropriate approach as educators interpret the meaning of pastoral care and successful pastoral care in different ways dependent upon their own preferences, prejudices and interactions with others. The interpretive approach is also

appropriate to this research due to the subjective nature of the topic. The teacher and leaders that I interviewed largely influenced the research findings as their experiences of pastoral care will determine how they interpret successful pastoral care.

### **Qualitative Methodology**

This research has adopted qualitative methodology. Qualitative research "uses methods that gather descriptive accounts of the unique lived experiences of the participants to enhance understanding of particular phenomena" (Mutch, 2013, p. 24). The research that I conducted is qualitative and inductive as the key ideas resulted from the data that was collected (Mutch, 2013). Inductive research is "an approach where the categories of theories arise out of the data" (Mutch, 2013, p. 57). I chose this methodology as inductive reasoning is the process of drawing a conclusion that is 'probably' true (Johnson & Christensen, 2008). This aligns with the interpretive approach as the theory is drawn from the data collected. Denzin & Lincoln (2005) states that "qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them" (p. 199). Participants were interviewed in the school environment so that I could observe the environment in which pastoral care is delivered. For example, when I interviewed the participants in School Two I interviewed in a meeting room in the middle of a learning area. This allowed me to observe the open plan layout of the school and therefore, I could adapt some of my interview schedule to question the operation of pastoral care in a non-traditional environment.

There is a very small amount of literature on pastoral care in a New Zealand setting and even less on the role of a tutor teacher. There is little research on the role of the tutor teacher in the provision of pastoral care in New Zealand and therefore this research suits a qualitative methodology. In these circumstances a qualitative methodology is appropriate as I was not aware of the important variables to examine in the research (Cresswell, 2002). The qualitative methodology allowed me to develop an understanding of the participants as the research was conducted (Cresswell, 2012).

## **Participants**

The participants in my research represent three different levels of responsibility for pastoral care in a secondary school. The first level of participants is senior management, at two different secondary schools. These participants provided information on the school policy on pastoral care and the expectations of tutor teachers. Although my intention was to interview a member of senior management at both participating schools I was not able to interview a deputy principal at School One. I also interviewed two deans at the same two secondary schools to gather information on the practice of pastoral care within the school and the challenges that they face. Lastly I interviewed tutor teachers at each school to gather data on how they fulfil their role and the challenges that they face. My intention was to interview three tutor teachers at each participating school, however, I was only able to access two tutor teachers at School One. The research therefore encompassed three levels of pastoral care and allows for the triangulation of the information collected from multiple perspectives: senior management; middle management and teachers. Bryman (2012) defines triangulation as “the use of more than one method or source of data in the study of social phenomenon so that findings may be cross-checked (p. 700).

The two schools in my research are both co-educational public schools. I have chosen this type of school as the majority of students in New Zealand will attend this type of school. One school was a well-established school that has been operating for over thirty years. It has a multicultural student base and is a decile 10 school. The school operates under a Whanau house system whereby students are placed into a house and form class for their entire time at the school. Each whanau house is made up of approximately 300 students and is seen to be a ‘school within a school’. The second school is a newer school, established in the last ten years. It has a vertical based pastoral care system that is new in its style. All students are members of a learning hub, with approximately 15 students in each hub with a learning coach taking the role of the tutor teacher. Each learning hub is a member of a learning community with a learning community leader in charge of the ten learning hubs in his/her community. A deputy principal takes responsibility for overseeing each learning community.



The total sample size was eight (n=8). The sample size was kept small to allow time for all participants to be interviewed and this takes considerably more time than methods such as questionnaires (Cohen, Manion & Morrison, 2011). A small sample size (n=8) allowed me to study each participant and setting intensely to formulate a theory of practice in a particular context (Martella, Nelson, Morgan & Marchand-Martella, 2013). An interpretive approach lends itself to a small sample size as it allows for the collection of comprehensive information. The small number of participants allows me to gather in depth information on the role of the tutor teacher.

Gaining access to a sufficient sample size was an issue in this research. The qualitative nature of the study meant that the interviews would be time consuming and this made it very difficult to access sufficient participants (Cohen, Manion & Morrison, 2007). My plan was to use convenience sampling where the participants are chosen on the basis of their availability, and consent to be part of the study (Cresswell, 2012). Ultimately this type of sampling was used in combination with volunteer sampling, whereby participants in both school volunteered to participate in the research. The representativeness of the tutor teachers interviewed in School One was also an issue as both of the tutor teachers interviewed were in their first few years of teaching. The main issue was that of the 'gatekeeper', as I was reliant upon a person within each school who controlled and organised my access to participants (Cohen, Manion & Morrison, 2007). In School One, the gatekeeper was nominated to organise the research by the principal, without their consent and this created a number of issues. I was ultimately only able to access three of the five participants and this limited my ability to collect interview data in School One. I was also unable to access pastoral care documents as I was never able to meet the senior management in charge of pastoral care. Conversely, the research co-ordinator or 'gate-keeper' in School Two consented to the research themselves and was subsequently more than happy to organise the interview participants at a mutually agreed time. I therefore gained significantly more data from School Two.

## **Data Collection Methods**

### **Interviews**

Anderson (1990, cited in Mutch, 2005) defined an interview as “a specialised form of communication between people for a specific purpose with some agreed subject matter”. Interviews are a method that allow you to gather in-depth responses from participants (Cohen & Manion, 1994). I chose this method as interviews allowed me to gather in-depth information from senior management, pastoral care leaders and tutor teachers (Hinds, 2000).

There are both advantages and disadvantages to interviews. An advantage of interviews is that they allow you to collect both verbal and nonverbal data (Cohen, Manion & Morrison, 2011). The interview can be structured and controlled but is also flexible enough to allow for additional questions that arise from the discussion. There are significant disadvantages to interviews such as researcher bias and they are time consuming for both interviewer and interviewees and therefore inconvenient for participants. The inconvenience of the time taken by the interviews was a particular concern as the participants are busy teachers. I reduced the impact on participants by meeting at a time that suited them, such as straight after school or during one of their non-contact periods. Although the interviews were time consuming, the depth of information needed made them a more appropriate data collection method. The sample size was kept small to combat the inconvenience of the interview method for participants.

The style of the interviews was semi-structured. Semi-structured interviews “have a set of key questions that are followed in a more open-ended manner” (Mutch, 2013, p. 119). I have chosen to use a semi-structured interview process. This style of interviewing is suited to a qualitative methodology as it allowed me to gather an in-depth understanding of the role of the tutor teacher in pastoral care. The interviews were guided by a list of questions in an interview schedule that allowed the questions to be asked in a flexible order and to ask additional questions where the interviewee mentioned things that needed further clarification (Bryman, 2012). The interview began with a list of questions, (Appendix 1), but if it became apparent during the course of the interview that the respondent had more information that was

relevant to the research I digressed from the structured interview plan to allow for more flexible data collection (Cresswell, 2012). I used probing during the interviews to get participants to elaborate or clarify points that they made during the interview (Wellington, 2015). For example, during the interview with a tutor teacher in School Two I asked about the preparation time they were given for the role I asked further questions about whether tutor time was part of their teaching time. The interview process was flexible to allow for the understanding that the interviewee has of pastoral care, allowing for the alignment with an interpretive epistemology. The different interpretations participants had on pastoral care led to questions that were not in the interview schedule. For example, when a tutor teacher in School One was asked about the importance of pastoral care their discussion primarily focused upon student safety whereas when the Dean in School Two was asked about the importance of pastoral care their discussion focused upon “personal and academic excellence”, a completely different interpretation of pastoral care.

The setting is important in this style of semi-structured interview, as I needed to establish a relationship with the interviewee that allowed me to probe for clarification of answers later in the interview (Wellington, 2015). The subject matter is not too contentious so a brief discussion at the start of the interview and a private setting helped to make the participant feel at ease and willing to answer my questions. I went over the scope, purpose of the research and the confidentiality of any information provided and this helped to make the interviewee feel comfortable (Cohen, Manion & Morrison, 2011). During the interview I made sure that I was seen to be listening carefully by paying attention and making encouraging noises (Cohen, Manion & Morrison, 2011).

All of the interviews were recorded with the agreement of the participants. This allowed for a much more accurate record of what was said during the interviews and it allowed me to concentrate, make notes on body language and make eye contact with the interviewee (Wellington, 2015). Recording the interviews allowed me to take note of tone and body language while also looking for opportunities to seek further information (Bryman, 2012). This would not have been possible if I had taken notes during the entire interview. I also transcribed the recordings of the interviews myself. The recording of the interviews generated an enormous amount of data with most participants speaking for twenty to thirty

minutes (Wellington, 2015). Although this is a major disadvantage of transcribing interviews myself I decided to do it as it allowed me to thoroughly examine what was said during the interview and allowed for rechecking of information gathered. Transcribing the interviews also allowed me to become very familiar with the data and this made the data analysis process easier (Cohen, Manion & Morrison, 2007).

## **Document Analysis**

Document analysis is a non-human source of data collection and has the advantage of being readily available, having little cost and is factual (Cohen, Manion & Morrison, 2011). They are not always factual, however, as they may not be a true representation of the situation and can be selective, subjective and the validity may not be known. Documents can be a good source of data as they can be accessed easily and allow for the collection of data in a much quicker way than other methods (Merriam & Tisdall, 2015). Documents are also a more objective research method as they are not influenced by the presence of the researcher. This means that the documents could be used as a way of triangulating the data collected from the interviews and hence increasing the reliability and validity of my research (Wellington, 2015). A document can simply be defined as “a record of an event or process” (p. 249, Cohen, Manion & Morrison, 2011). The documents that I analysed are public and official as they are school records that were included in the school’s policies and procedures documentation. I collected some of the data from the school’s pastoral policies and procedures that are official documents on school processes (Bryman, 2012). These documents have the advantage of being “clear and comprehensible to the researcher” (Bryman, 2012, p. 551). I checked the validity of the documents against data gathered from the interviews.

The documents that I analysed have different levels of accessibility. The information on pastoral care available on the school website was freely available to anybody (Wellington, 2015). Whereas, the school’s official policies on pastoral care are somewhat restricted as they are only available on the school’s intranet. These are electronic documents that are accessed via the school websites and intranet sites. I was able to gain permission to access the

internal electronic documents relating pastoral care of School Two, however, I was not able to access the internal documents of School One. Hence, the document analysis of School One is limited to publicly accessible documents.

Documents accessed on the internet were treated with caution as distortions can arise as schools use their pastoral care as a way of selling the school (Bryman, 2012). A major disadvantage of using document analysis that uses a school website is that these websites are often designed to market schools to prospective students and are written by senior management. This meant that they may not reflect the reality of the classroom and the interaction between tutor teachers and students (Cohen, Manion & Morrison, 2011). The audiences of school websites are usually students, parents and prospective students and hence will portray the school in a positive way and will therefore not show the reality of pastoral care in the school. Atkinson and Coffey (2011, cited in Bryman, 2012) stated that documents should be considered in the context for which they were produced. So in this case any documentation on the school website is produced to sell the positives of pastoral care at the school as they are produced for the parents of prospective students. For example, School One's website explains the Whanau as an "extended family of students and staff". This type of information is put on a school website to attract students to the school and therefore may not be accurate.

When conducting the documentary analysis, it was important that I checked the authenticity and accuracy of the records (Merriam & Tisdell, 2015). Given that the documents are sourced from the official school website and the school's policies and procedures on pastoral care the authenticity of the documents is not of concern. As described above the accuracy, however, of the documents could be questioned especially the information on the website as it is promotional. For this reason, the information gathered from this source will be compared to the information gathered from the interviews.

## **Data Analysis**

The data analysis strategies are dependent on the qualitative nature of the data I am collecting. “Qualitative data analysis involves organising, accounting for and explaining the data” (Cohen, Manion & Morrison, 2011, p. 537).

There are seven stages to the data analysis process as described by Cresswell (2012). These steps are: collecting the data; transcribing the data; reading through the data; coding the data; coding the text to identify themes and coding the text for descriptions that can be used in the research. In the first stage of the process I recorded the interviews. Next I transcribed the interviews, which allowed me to become familiar with the data collected. I transcribed all of the interviews myself in order to ensure all of the necessary details are included in the research. To assist in the accuracy of the data I gave each participant a pseudonym, such as S1D for School One Dean and each interview was recorded on a separate file to avoid confusion. During the interviews I made note of nonverbal cues such as hesitations and tone of voice. In the next step I began to analyse the data by hand, looking for common ideas and themes, highlighting common ideas in the same colour. For example, nearly all of the participants in both schools used the term “wellbeing” to describe the meaning of pastoral care. I did this by highlighting common ideas in the same colour. In the next step I coded the data into themes, using the four themes identified in the literature review as these themes were duplicated in the primary research. These themes are: the importance of pastoral care, the importance of the tutor teacher, the lack of resourcing and the pastoral/academic divide. I also created sub-themes within each broad theme. For example, within the theme of lack of resourcing there was a subtheme of professional development as it became apparent from the literature review and the data collection that there was little or no professional development provided to tutor teachers. Using the same themes as the literature review allowed me to easily compare the findings of my research to the literature review.

### **Validity in my Study**

It is difficult to measure the validity of qualitative research using the same methods as quantitative data (Bryman, 2012) and therefore a different approach had to be taken. My research had a small sample (n=8) and therefore measures of validity used for quantitative research styles were not appropriate. To ensure the validity of my research I utilised the

following strategies discussed by Merriam (2015) for promoting reliability and validity in qualitative research.

One method that I used to improve the validity of my research was to use triangulation. Triangulation is the use of the use of multiple research methods, multiple sources of data, multiple investigators or the use of multiple theories to confirm research findings (Merriam & Tisdell, 2015). The two types of triangulation, interviews and document analysis, were used to confirm the findings. Cohen, Manion & Morrison (2007) define triangulation as “the use of two or more methods of data collection”. Specifically, the use of two types of methods, interviews and document analysis, is triangulation. I also utilised three sources of data by interviewing three different organizational levels involved in pastoral care, senior management, middle management and tutor teacher. The interviews that I conducted with people in the same position at two different schools to check the findings in different settings.

Another method to improve to validity is to ensure that there is adequate engagement in data collection (Merriam & Tisdall, 2015). I spent a significant amount of time interviewing participants so as to collect in-depth information from the research. Completing the transcription of interviews also assisted as during this process as I became fully involved with the data collected. Recognition of the researcher’s position on the issue is an important tool in ensuring the reliability and validity of research. While analysing the data I took time to reflect on any assumptions that I made. Although I have no personal connection to the two school researched I have acted in the role of a dean and tutor teacher so it was important that I took time to consider any bias that I brought to conclusions made. The utilisation of peer review was another method I used to improve the reliability and validity of my research. During the research process I had frequent meetings with my supervisor to review my findings and discuss my interpretation of the data as it progressed. Keeping an audit trail of research methods improves validity. The research methods were thoroughly explained in this section of the thesis. I also kept note of any decisions made during the research process in a notebook to keep track of what decisions I made in and why they were made.

I have included in-depth description of the schools that were researched within Chapter Four so that it is possible to determine whether the findings can be transferred to similar settings. For example, both of the schools are co-educational public schools so the findings may not be able to be transferred to pastoral care in a private single sex secondary school. Merriam (2009) also suggests seeking variation or diversity in the sample selection to allow the research to be applied to a greater range of situations. I did this by researching two very different schools, however the variation or diversity of the sample is still not significant as the sample is so small. For example, one school is well established while the other school is very new and innovative in its approach to pastoral care. This does provide diversity but as the sample is only two schools it still does not allow for the research to be applied to a wide range of situations.

### **Ethical Research**

While conducting my research I endeavoured to treat all participants with respect, fairness and consideration as this would ensure that all my actions are ethical (Mutch, 2013). The primary data collection method was interviews and therefore an important ethical consideration is that of informed consent. The participants in my research were informed of the purpose and process of the research before the interview began using the information sheet, see Appendix Two (Mutch, 2013). This information sheet was signed by all participants before the interview to ensure they are aware of the purpose of the research and the manner in which it was conducted. The information that was provided to the participants gave them sufficient material to allow them the autonomy and knowledge to make a decision on their participation in the research project (Wilkinson, 2001). All participants were asked to sign a consent form either in person or via electronic signature in order to verify their consent (Johnson & Christenson, 2008). This is a form of active consent.

Participation in this research is completely voluntary and that is why all participants will be given full information and the choice to participate or not (Mutch, 2013). All participants were emailed a copy of their interview transcript and they were asked to confirm the accuracy of the transcript by return email. Participants were advised that have the right to withdraw from the research up until 14 days after they approved their transcript.



Confidentiality is another important ethical consideration in this research (Mutch, 2005; Johnson & Christenson, 2008). The content of responses is likely to be political and participants are therefore likely to be very sensitive about the confidentiality of the research. For this reason, interview participants were offered the opportunity to meet outside of school. Nobody took up this offer as it was more practical and less time consuming to use a confidential meeting room instead. Written responses were kept confidential as they were stored electronically in a password-protected system. Electronic recordings of interviews were stored on my laptop and were only accessible to myself via a password. Hard copies were stored in a locked filing cabinet so as to protect the confidentiality of participants. Anonymity of participants was also an important ethical concern so I made sure that participants could not be identified in any way (Mutch, 2013). When discussing participant responses, they were only identified by a code, such as S1D for School One Dean.

Participants were not subjected to harm of any type including physical, psychological, cultural or emotional harm (Mutch, 2013). There was some risk that the participants would face discomfort as a result of expressing negative views about the school but this discomfort was avoided by ensuring the confidentiality of participants. As the researcher I was conscious of the participants' wellbeing during the interview and I planned temporarily stop the interview if the participants seem distressed in any way. If the interview became uncomfortable I planned to pause the interview and take some time out. I ensured that the participant felt supported and was able to discuss if they would like to continue with the interview. It might have been appropriate to move the questioning along and come back to that particular question if they feel comfortable with that. If they felt confident to continue the interview I planned to give them time to compose themselves before restarting the interview. If they did not want to continue then I would have terminated the interview, thanking the participant and ensuring they left knowing their time is appreciated and ensuring that they left the interview in a positive frame of mind. This, however, never occurred during any of the interviews as all of the participants were happy to discuss the content freely.

The dissemination of information and data collected by the research is also a key ethical concept. The data from the project will be kept for five years. I am responsible for the

safekeeping of the data and the eventual disposal. I shall keep the data in a locked cabinet in my work office. Files will be kept for five years after which I shall shred the hard copies of the data. Once my thesis was completed I emailed a link to the completed document to all research participants can have easy access to the research findings.

### **Summary**

This is an inductive research on the role of the tutor teacher in secondary school pastoral care. A qualitative methodology with a small sample size was utilised in order to gather in-depth information on an under-researched area. Interviews and document analysis was used to collect data, with the majority of the information coming from interviews. Data analysis was done by coding responses into the four themes of the literature review. Triangulation was used to increase reliability and validity as was the self-transcription of interviews. Ethics, confidentiality and information security measures were also used to protect participants in the research.

## **CHAPTER FOUR**

### **FINDINGS**

#### **Introduction**

This chapter provides a summary of the research findings. The findings are separated into two parts; Part One will report on the findings of the document analysis and Part Two will report on the findings of the interviews. The document analysis includes information gathered from documents that relate to pastoral care. School One did not provide access to their documents on pastoral care so the analysis is limited to those documents available to the public. School Two provided access to a wide range of documents on their pastoral care policies and procedures. The second part of the chapter summarises the findings from interviews conducted at both schools. In total there were eight participants interviewed (n=8) with three participants in School One and five participants in School Two. A dean and two tutor teachers were interviewed in School One and a deputy principal, dean and three tutor teachers were interviewed in School Two. The findings of each section of the research are organised into the same four themes of the literature review: the importance of pastoral care, the importance of the tutor teacher, the lack of resourcing of tutor teachers and the pastoral/academic divide.

#### **Background Information on Participating Schools**

##### **School One**

School One is a large established public co-educational school that has operated a vertical pastoral care system since it opened more than thirty years ago. There are eight houses with a house leader and a deputy house leader attached to each house. Each house has

approximately 320 students from Years 9 to 13 and the House system is based on the philosophy that each house is a school within a larger school. Form classes are horizontal and the students stay together as a form class during their time at the College, however, they change form teacher every year.

### **School Two**

School Two is a co-educational decile 10 school that has been operating for less than ten years. The school operates a unique version of a vertical pastoral care system. The school has three learning communities, within each learning community are learning hubs of no more than 15 students with a learning coach (these will be referred to as a tutor teacher in the research findings). Each learning community has a learning community leader who has the function of a dean (this person will be referred to as a dean in the research findings). The hubs have mixed year levels and when the school is at full capacity the students will stay with the same learning coach during their time at the College.

### **Document Analysis**

The pastoral care documents of both participating schools are presented in this section. The findings are organised using the four themes identified in the literature review: the importance of pastoral care; the importance of the role of the tutor teacher; the lack of resourcing of tutor teachers and the pastoral/academic divide.

### **School One**

Unfortunately, I was not able to access school documents from School One, however, the public access documents listed below were analysed. The findings of the documents analysed are organised into the following themes: the importance of pastoral care; importance of the tutor teacher; the lack of resourcing of tutor teachers and the pastoral/academic divide.

1. Planning documents on the school from the public archive available on the school website
2. School website

### 3. Educational Review Office Report 2014

#### **Importance of Pastoral Care**

The planning documents for School One identify pastoral care as important from its inception. When the school was opened it was planned and built for the house (Whanau) system with each house having a dedicated block with a common space. The original idea was for each house to be a school within a school. The common space allowed for an assembly space and a social gathering centre. Students enter the school and their whanau becomes their school family, a community where people look after each other, the Whanau is a place where both students and teachers want to be as a learning community. The Whanau becomes a caring family environment almost like a small school which allows students a sense of belonging. There are ten form classes per house and the teachers in the Whanau are from a variety of subject areas, whose classrooms are all within the Whanau block.

The ERO report (2014) identified the Whanau system as a guiding principle and value of the school. The strategic plan identified the Whanau house system as a “bedrock belief of the school”. This is identified on the school website as it explains that the Whanau house system provides an “effective environment for learning and growth”. The Whanau system encourages competition and encourages students to do their best. The website also states that the Whanau house system fosters a family situation, a sense of belongingness, service to the community and provides leadership opportunities, social interactions and mutual support.

The school website portrays the Dean as the most important contact person. Each Whanau has a house leader (dean) who should be the first point of contact of parents with concerns about their child, there is no mention of the form teacher on the school website.

#### **School Two**

A number of documents were obtained from School Two. These are listed below

- Attendance Referral process
- Behavioural Concerns Referral process
- Community/Hub practice
- Guidance referral
- School Two habits/Learner Profile
- School Two; Being Restorative
- Hub Framework curriculum
- Kaupapa of the Learning Hub
- Learning Community Leader overview
- Learning Coach attributes
- School Website

### **Importance of Pastoral Care**

The school has three learning communities that have students from each year level, each with a learning community leader. Each learning community has learning hubs of no more than fifteen students in each one. Each learning hub has a learning coach who works to build a strong relationship with the student and their family so that they can achieve their academic and personal goals. The student remains with the same learning coach during their time at school. The Learning Coach (tutor teacher) provides a caring hub environment and provides pastoral and academic mentoring to each student. Hub time is used to teach students skills about how to 'learn to learn' and the habits or characteristics needed for them to be self-directed learners.

### **The Importance of the Tutor Teacher**

The Community/Hub practice document outlines the expectations and procedures for learning coaches. It outlines what learning coaches should do, such as developing connections with family, negotiating learning paths and tracking learning through students' development of school dispositions. The document presents a timeline and the focus and purpose of each hub session and suggestions of what to do in each session. There is clear documentation in a flow

chart form for what learning coaches must do when they have behavioural or attendance concerns with a student.

There is a learning hub curriculum, the curriculum is aimed at students achieving academic and personal excellence by developing the school habits and Hub strands that are based upon the Herman's Brain quadrants. The Hub strands are communicating, imagining, strategising, organising and relating. The school habits are purposeful, resilient, curious, creative, adventurous, responsive, resourceful, contributive, compassionate and reflective. The habits are clearly outlined in the dispositional curriculum document. This document outlines the characteristics of each habit and has an extensive list of indicators that say how students will know when they have established the habit. This learning should occur in learning community, hub and individual activities. The learning contexts are stated as citizenship, health and wellbeing, careers and learning to learn.

The Hub curriculum and the expectations of what is to be achieved in Hub places high expectations on the tutor teacher. The pastoral care documentation also includes a document of a learning coach that is linked to the registered teachers' criteria. The document provides a description of the attributes that include relationships, advisory culture, personalisation, coach as a teacher, coach as a manager, tools and practice and emotional maturity. Alongside this is a list of general indicators that provides more detail on how the tutor teacher will know they have achieved these attributes. The list of attributes is, however, not all attributes and are more like skills, for example coach as a teacher. The document does, however, make it clear how the tutor teacher should approach the role.

Another document is the Kaupapa of the Learning Hub. This document outlines how the purpose of the learning hub and how it operates. It also outlines the role of the learning coach and the Hub and dispositional curriculum. This information is brief as it is a basic outline available for the public to view on the school website.

## **Key Findings**

The pastoral documents analysed from School One show that Whanau system is a key component of pastoral care in the school. The documents clearly identify the importance of student wellbeing and community to the school but there is little information on how pastoral care is delivered and the tutor teacher is not even mentioned.

The pastoral documents of School Two provide extensive information on both the philosophy and delivery of pastoral care in the school. In addition to this, there is a detailed pastoral curriculum that must be followed by all tutor teachers. There is extensive documentation that outlines the expectations on tutor teachers.

## **Interviews**

Interviews were conducted with eight participants across the two schools. The data from the interviews are presented into the same themes identified in the literature review: the importance of pastoral care, the importance of the role of the tutor teacher, the lack of resourcing of tutor teachers and the pastoral/academic divide. The data from each school is separated under each theme with key findings established at the end of the findings of each theme.

In School One a dean and two tutor teachers were interviewed. It was not possible to interview the deputy principal and a third tutor teacher. Several attempts were made to arrange these two interviews but time constraints and lack of availability made this impossible. In School Two, a deputy principal, a dean and three tutor teachers were interviewed. The research participants have been given a code to maintain their anonymity. The Dean of School One's code is S1D. The tutor teachers are S1TT1 and S1TT2. Similarly, the Deputy Principal of School Two are S2DP and S2D respectively. The tutor teachers are referred to as S2TT1, S2TT2 and S2TT3.

## **The Importance of Pastoral Care**

### **School One**



All of the participants in School One used the term “wellbeing” when describing pastoral care. The provision of a safe environment was also a common understanding of pastoral care. There was also some consistency in the understanding that pastoral care aimed to ensure that students were happy about school.

In School One, the students are organised into vertical Whanau houses but their form classes are year level based. S1D explained that the House leader is like a “small principal within a small school”. There are eight houses with approximately 320 students in each house with eight to ten form classes in each house. The students stay in the same form class during their time at the College but their form teacher changes each year. S1D stated that this allows the students in Year 9 and 10 to “travel together for their core subjects”. Each Whanau house has their own building and the students must spend the first twenty minutes of lunchtime in their House area. S1TT1 stated that the physical environment helps the Whanau feeling. “They all have lunch together in the common area every day. .... We call it the Whanau house. So the idea is that psychologically it is a little family, a group of people that you know and teachers that are really familiar to you”. The same teacher went on to explain that the physical environment allowed tutor teachers to keep a “closer eye on students” and prevented them from going “under the radar”.

The participants in School One stated that pastoral care is very important. S1D stated that “it is the most important thing” and that the school does not work if nobody is looking after the wellbeing of students. S1TT1 stated that it was important for students to have somebody that they can discuss concerns and issues with. This was extended to “having somebody on their side”. S1TT1 also stated that pastoral care: “acts as a safety net for students who are not having adequate care at home”.

## **School Two**

Similarly, to School One, most of the interview participants used the term “wellbeing” to define pastoral care. The only participant who did not use this term was the Deputy Principal. The research participants from School Two provided significantly more in depth answers to the definition of pastoral than those in School One and there was a lot of

consistency in their answers. For example, both S2DP and S2D spoke more of the overall purpose of pastoral care using terms such as “wrap around support system” and “developing the whole person”. S2DP used the term “dispositional growth”, which is a school specific pastoral goal. Whereas the tutor teachers spoke more of practices of pastoral care such as “dealing with issues that arise in classes”, “issues from home” and “letting the students know what they need to be doing”. They were, however, consistent in their understanding of what pastoral care is using terms such as “caring”, “holistic care” and “hauroa”.

School Two also has a vertical system with three learning communities of Year 9 – 12, which will be Year 9 – 13 when they are at full capacity. Each learning community has a Learning Community Leader responsible for the 120 students and there is also a Deputy Principal attached to each learning community. The learning community is made up of a number of learning hubs of no more than 15 students of different year levels with a learning coach (tutor teacher). Once the school is at full capacity the students in each hub will remain in the same learning hub and the same tutor teacher during their time at the school. The learning hub is kept small to ensure so that the learning coach has time to connect with each student.

The participants in School Two agreed that pastoral care was very important. S2D stated:

“I feel like it is our job as teachers, to make sure that students feel safe and able to learn at school”. This sentiment was repeated by the S2DP but they also added that was why the school allocates so much time to pastoral care. The tutor teachers and Dean were more specific about why pastoral care is important. S2D said pastoral care was an important system to ensure that students felt safe and happy at school. They also added to this by stating that it is important for students to have “somebody on their side”. There was a greater link of the importance of pastoral to learning at all levels of responsibility in School Two. S2DP stated that pastoral care “allows for personal excellence by teaching students to be resilient, creative and curious”. S2D stated that: “we teach dispositions for deeper learning” and a S2TT2 commented that pastoral care “allows students to excel as much as they do academically”. S2TT2 reiterated this thinking with the statement: “authentic pastoral care means that students have one contact person for them”.

## **Key Findings**

It is clear that the research participants in both School One and School Two believe that pastoral care is important. There is some difference between the focus on pastoral care in School One and School Two. School One is focused on the social and emotional wellbeing of students, whereas School Two has a broader application of pastoral care that encompasses wellbeing, dispositions and learning.

## **The Importance of the Tutor Teacher**

### **School One**

School One operates a high trust model of pastoral care with a low level of expectation. Tutor teachers at School One are told that form time should be ‘purposeful’. What they do in that time, however, is at their discretion. Some house leaders will provide resources and activities but this is not consistent across the school. S2D said that they expected that tutor teachers planned, however as they are given no preparation time this was unlikely to happen. STT2, however, stated that they spent one and half to two hours preparing for form time. This particular tutor teacher, however, thought the role was very important even though they were not given any preparation time for the class.

The role of the tutor teacher is largely administrative in School One. Tutor teachers are expected to do things such as attendance, overdue library books, daily notices, go over exam information and monitor the logbook. Behavioural issues are referred to the Dean and contact with parents is limited to attendance related issues. There is little expectation around supporting academic achievement apart from such activities as enforcing silent study around exam time. S1D stated that teachers are expected to get to know the students and both of the Tutor Teachers stated that they should be somebody that the students are familiar with. They are also expected to interview international students to check on their progress and wellbeing. The focus, however, becomes apparent with the following statement from a tutor teacher. The school operates a high trust model where teachers: “get away with things as they will check on admin things but there is no checking on activities”.

Tutor teachers who are trying to do the best that they can take care to check on the wellbeing of students and ensure that their learning is on track but there is no supervision or genuine expectation that this will occur. They do, however, change the tutor teacher of each class every year. The reason for this was explained by S1D as: “if you have a dud form teacher you are stuck with a ‘dud’ for five years”. S1D also questions the school’s practice of taking a form class off ‘dud’ form teachers as this rewards incompetence and sends the message that building relationships with students is not important. S1TT2 also made an important statement about the importance of pastoral care. They said that it was important as long as the teacher took it seriously and that depended on the individual teacher.

Both the tutor teachers and the Dean in School One thought that the relationship built between students and the Tutor teacher was a success of the role. S1TT1 stated that it was a success to see “students are comfortable talking to you”. S1D stated that the success of the role was getting to know the students and getting students to open up about what they are doing. An exceptional success is seeing the turnaround of a student who was formerly unhappy at school. Another area that is a success in the role of the Tutor teacher is that of student development. The S1D stated that one success of the role of the Tutor teacher is seeing the students mature. S1TT2 also stated that they feel successful if they see their form class “doing the right thing in terms of behaviour, attitude, participation and uniform”.

## **School Two**

The expectations placed on tutor teachers in School Two is much more extensive than School One. S2TT2 described the role as being “a tutor class on steroids”. There is the usual administration such as attendance but the expectation of what to achieve during tutor time goes far beyond this. The main expectation of tutor teachers is that they are the key adult for the students in their tutor group. They are the ‘go-to’ person for any issues with their students and they are expected to deal with issues before they escalate to bigger problems. This occurs as they have to follow up on issues inside and outside of the classroom.

Tutor teachers are expected to help students to set goals, help them to plan their curriculum choices and to track their learning. There is intensive contact with parents and the tutor

teacher is the one contact person at the school. Tutor teachers have to contact all parents at least once a fortnight. They also have thirty minute individualised education meetings with the parents of each of their tutor group students twice a year. Tutor teachers also have fifteen to twenty minute conferences with individual students on a regular basis. Tutor teacher three stated that they spend three hours outside of class time preparing for tutor time each week. S2TT1 stated that: “you have your Hub time sorted and planned, it is like any other teaching class, you are expected to be planned for it, so you cannot just walk in”.

S2DP stated that there is a Hub curriculum and a clear expectation this this time must be planned for, for every “extended Hub there is a learning objective”. The expectation is that the “learning has to be covered and how are we doing that to meet the needs of our kids”. Another key difference to School One is that tutor teachers have to teach in tutor time, both the health curriculum and dispositional habits. These are characteristics that students should strive to achieve deeper thinking and effective habits that ensure personal excellence and academic excellence. These include such characteristics such as resilience, resourcefulness, creativity and responsiveness. S2DP stated that Hub learning must be tailored to the needs of the students within each hub with a focus upon “what is important for my kids right now”. These plans are discussed with the Dean, who checks that these expectations are fulfilled. The high expectations placed on tutor teachers were consistently stated by the participants across the three levels of pastoral care responsibility. The details of the expectations as explained by the Deputy Principal, Dean and Tutor teachers was also consistent which indicates that the pastoral care policies are not just espoused but actually practised.

Time was also stated as an issue in School Two. The expectations on Tutor teachers is significantly more extensive than School One. Although they are allocated planning time for this role, the issue of time pressure still came up in the interviews. S2D stated that time was a problem as an issue with one student can take a lot of time and the tutor teachers are expected to do so much. The Tutor teachers also brought up the challenge of fulfilling their expectations in the time available. S2TT2 said that it was difficult to have adequate time for all your students. “That is one thing that I struggle with, like often there is one student who is taking up a lot of your time.....how do I make sure that I am still checking on them giving other people, who may not speak up, the right amount of support”. S2TT2 added to this that it

was hard to balance the needs of high needs students, such as those with learning disabilities, with other students. The role of tutor teacher is “massively time consuming”, including the communication with parents and planning for classes. They did, however, state that were now much more aware of the support available to students with special learning needs.

\_S2DP stated that a success of the role of tutor teacher is in the strong relationship that is built as “each kid has one person that knows them really well personally and academically”. S2D reiterated this stating that she believes that “95% of students think that their learning coach believes in them”. Students can be open and honest with their learning coach, they see the impact that their interventions have on their learning. The Tutor teachers know the kids in the Hub their families and any issues. S2DP stated that the two successes of the role of the tutor teacher is that students build resilience and are less likely to “fall through the gaps”. S2D said that students will come to school because they know that their tutor teacher believes in them. The tutor teachers commented they know what support the students need to achieve their best and students develop their learning and personalities with the facilitation of the learning coach and therefore the learning coach gets to see the student progress.

## **Key Findings**

There is a significant difference between the importance of the tutor teacher to pastoral care in School One and School Two. In School One the practice and policies place little or no emphasis on the tutor teacher to deliver quality pastoral care and the outcomes are very much dependent upon the motivation and skill of the individual tutor teacher. School Two, however, clearly places a lot of importance on the role of the tutor teacher to deliver pastoral care. They place high expectations on the tutor teacher both in terms of student well-being and support of student learning outcomes.

## **The Resourcing of Tutor Teachers**

### **School One**

In School One tutor time is thirty minutes three times a week and this increases to four times a week when the senior students are on study leave. Tutor time is sometimes taken for extra

assemblies and this disrupts the activities the teacher has planned. There is no preparation time given for form time but one S1TT2 said that they spent one and a half hours outside of form time to do things associated with tutor time.

A frequently stated challenge for the role of a Tutor teacher is the lack of time. In School One no planning time is allocated to preparation for form time. S1D tells the tutor teachers in her house that they should treat form time as another class but only some of them take this seriously. S1TT2 also stated that sometimes form time is taken away for assemblies and this disrupts activities that you have planned.

## **School Two**

Considerable time is given to tutor time in School Two. There is 240 minutes of tutor time each week and it is included in teaching time so it has non-contact time attached to the role for preparation.

## **Professional Development**

### **School One**

School One provides little professional development to their tutor teachers as the only professional development offered uses internal resources. There was some difference between what the Dean said and what the Tutor teachers said about the professional development available. S1D stated that training is provided by the Dean, but that this is not consistently applied across the school. One method S1D uses is to: “match them up with somebody. I will look after your form class and you go watch somebody else’s and you see what they are doing”. This is, however not always well received by the teachers. “Some people are very receptive to it but some people aren’t. Some teachers just don’t want to do anything. They just don’t think it is their job”.

There is some outside professional development for pastoral care as some teachers are sent on peer support training and experienced former staff of the school who are highly skilled in

pastoral care come back to talk to the staff. The tutor teachers were more conservative in their explanation of professional development available. S1TT1 said there is no professional development but they can go to other teachers for informal support. First and second year teachers receive in house support and all new teachers to the school are given pastoral care guidelines during their induction, there is also discussion at house meetings. S1TT2 commented that the professional development you receive depends on how proactive the tutor teacher is. Both of the tutor teachers interviewed were in their first few years of teaching and they also commented on how they had received little or no training in the teacher education. S1TT1 stated that her teacher pre-service education on pastoral care consisted of: “We did have a paper which was ‘adolescent psychology’. So we would cover things like how to identify signs of depression, why adolescents and teenagers act the way that they do and how to deal with that behaviour. But nothing really about this is how you manage it, for form class specifically”. In regards to the pastoral care S1TT2 received their teacher education they stated that: “I don’t remember doing anything really. I had to be on practicum aligned with a form teacher and I remember I took some notes and stuff just for my own kind of personal use”.

## **School Two**

School Two had more pastoral care professional development than School One with most of it being conducted in-house. There was consistency between the descriptions of professional development provided by the Deputy Principal, Dean and Tutor Teachers. The Principal covers pastoral care at the induction days for new staff with a particular focus on restorative justice, and this was explained by the Deputy Principal, the Dean and the Tutor Teachers. S2TT2 said that one of downsides of this is that is you start part way through the year you miss out on this training. “it was a bit of a sink or swim thing because I started halfway through the year and so it was, kind of you, just pick up things on the job and you run with it”.

There is professional development time dedicated to Hub. S2D stated that once a term professional development is focused on the role of the learning coach (tutor teacher).



Sometimes outside speakers are brought in and participation is voluntary. Staff can also apply to do outside professional development. The majority of pastoral care, however, is done internally with the Senior Leadership team running sessions on restorative justice, haoura and learning to learn in addition to a lot of informal support. The Dean is always on floor during Hub time and staff observe each other in the open environment and staff share ideas and activities for tutor time. There is also a lot of positive contact with the Dean including weekly meetings. School Two also practises positive role modelling of good tutor teaching in order to develop new teachers to school and those who need additional support

## **Key Findings**

A small amount of time is allocated to tutor time in School One and it is often taken away for school activities such as exams and assemblies. There is no planning time attached to tutor time so teachers have to use their personal time to plan for tutor time, if they wish to. Conversely, School Two commits significant resource to both the teaching and planning of tutor time with a large amount of both contact teaching time and planning resource provided to all tutor teachers. There is also a significant difference in the allocation of the resourcing of professional development of tutor teachers between School One and School Two. There is very little formal professional development of tutor teachers in School One and even informal support is dependent upon the motivation and interest of the Dean and individual tutor teachers. Conversely, School Two commit significant time to informal support, leadership and mentoring of tutor teachers.

## **Pastoral/Academic Divide**

### **School One**

S1D identified the challenge that not all teachers are suitable tutor teachers. They also stated that teachers are not hired for their pastoral care skills and it is not part of the reference checking procedure so you never know what skills they have in this area until after they are hired. The recruitment focus is always on a teachers' curriculum knowledge and never on

their pastoral care skills. S1D noted that some teachers do not think that pastoral care is part of their job and so most of their effort goes towards their curriculum subject. S1D stated:

“They get that they were hired to teach chemistry or they were hired to teach PE, they were not hired as a form teacher. They were not hired to look after the pastoral care of their form class.”

Both of the tutor teachers interviewed identified challenges that they have experienced with completing the role itself. One of these challenges is getting to know the students and developing a relationship with them. S1TT1 commented on how difficult it is when there is a “vagueness” to what they are supposed to be doing. Similarly, it is difficult to deal with discipline issues when procedures are not followed by many teachers. There is a lack of consistency in what they should do in form time and follow up in the use of discipline procedures.

The amount of time that a tutor teacher has to spend with their tutor group has a significant impact on their ability to build relationships with their students as explained by S1TT1: “I definitely took longer to build a relationship with my form class than my subject classes, because I guess there was not as much interaction as a form teacher. You don’t have directed activities that you are doing with them.....So it did take me a little longer to get to know them.”

## School Two

S2DP said that the role of a tutor teacher does not come naturally for all teachers. S1TT1 mentioned that teachers who are more introverted may find it difficult to build relationships with students. The tutor teachers interviewed all stated there were challenges with fulfilling the role of tutor teacher. S2DP and the S2TT3 identified the challenge of being both “warm and demanding” which was a school expectation of them. S2TT2 said that the role is “massively time consuming and emotionally draining” due to the close connection they make with the students. This also means that they become invested in situations that occur with their tutor group students. S2DP also stated that this connection makes it difficult to change a tutor teacher, especially since they have a connection with the family as well. They also stated that the school has a pastoral care system that is “brand new” so it is difficult for

teachers to adjust to. It is a difficult shift for subject teachers who are used to focusing on achievement data, not the development of the whole person, which is the focus of the pastoral programme at the school. In addition to this S2DP noted how difficult it is for secondary teachers, as opposed to primary teachers, to focus on the development of the whole person as secondary teachers are so focused on academic achievement. “But for our coaches, most of the them have all been subject teachers focusing on achievement data”

## **Key Findings**

There is evidence of the pastoral/academic divide in School One as teachers feel that their main role is to teach their academic subject. Conversely the tutor teachers in School Two take their pastoral role very seriously and there were several comments made about the amount of time that must be dedicated to fulfilling the role well.

## **Consolidated Key Findings**

The key findings are sorted into the four key issues identified in the literature review: the importance of pastoral care; the importance of the role of the tutor teacher, the pastoral/academic divide and the resourcing of tutor teachers.

### **The Importance of Pastoral Care**

The research participants in School One and School Two both think that pastoral care is very important for the wellbeing and safety of students.

### **The Importance of the Role of the Tutor Teacher**

School Two has very high expectations of tutor teachers and commits significant resources to enable them to provide a high level of pastoral care. School One places little importance on the role of the tutor teacher, and instead the Dean is responsible for pastoral care within the Whanau.

### **Pastoral/Academic Divide**

The policies and procedures around pastoral care in School Two mean that there was no evidence of a pastoral/academic divide. Conversely, School One does not have clear policies on pastoral care and there is little resourcing of it, and subsequently a pastoral/academic divide.

### **Resourcing of Tutor Teachers**

There is very little resource allocated to tutor teachers and no formal professional development in School One and hence teachers focus their efforts on their academic role and not their pastoral role. School Two has included tutor time into the teaching allocation of tutor teachers and this means that the school communicates that pastoral teaching time is as important as academic teaching time.

## **CHAPTER FIVE**

### **DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS**

This chapter is organised into the four key findings: the importance of pastoral care; the importance of the role of the tutor teacher; the pastoral/academic divide and the lack of resourcing of tutor teachers.

#### **The Importance of Pastoral Care**

The primary research identified the most common term used to describe pastoral care as “wellbeing” and other common terms included safety and happiness. There was, however, a difference between the way School One and School Two participants explained pastoral care. School One defined pastoral care using terms such as “personal” and “social needs”. Whereas, School Two described pastoral care using more holistic terms and with more reference to learning. The definition of pastoral care given by School Two is close to that of Marland (1974) that included terms such as ‘make educational choices’, ‘enriching life’ and ‘developing lifestyle and respect others’. The definitions offered by School Two also relate to Calvert’s (2009) definition that includes terms such as ‘student academic, personal and social needs’.

Pastoral care is clearly important to both schools as both schools clearly stated that pastoral care was vital for students with the S1D stating that it was the “most important thing”. School Two research participants were more specific in their explanation of the importance of pastoral care with phrases such as “allows students to excel academically”. The importance of pastoral care is duplicated in research (Calvert & Henderson, 1998; Marland, 1974). A head teacher from a disadvantaged school described pastoral care as the “last free beacon of

opportunity” (Calvert & Henderson, 1998). School Two has translated their belief in the importance of pastoral care into significant resourcing of teaching and preparation time. The physical layout and buildings of School One demonstrates a commitment to pastoral care in the vision for the school. The School One website portrays the importance of pastoral care with statements such as the Whanau system is a guiding principle and value. However, the resourcing of pastoral care is poor with no teaching time or planning time allowed jeopardizing the quality of care provided. This finding aligns with Calvert (2009) whereby pastoral care must be resourced if teachers are to have the time and skills to provide an adequate level of care. There was, however, little evidence of this in the interviews with the level of care very dependent upon the motivation of the teacher. None of the data collected indicates there is any school-wide focus on the pastoral care of priority learners. Therefore School One has not utilised the advice of Robinson, Hohepa & Lloyd (2009) who stated that pastoral is a tool that can be used to remove the disparities in student outcomes.

Schools in New Zealand are legally obliged to provide pastoral care under the National Education Guidelines and the National Administration Guidelines in the Education Act 1989 (Ministry of Education). National Education Guideline One states that school must allow students to reach their potential and become ‘full members of New Zealand society’. National Education Guideline Two states that schools must identify and remove barriers that prevent students from achieving. National Administration Guideline One also requires that schools provide what is necessary for all students to achieve and they identify and support students who are at risk of not achieving. Pastoral care allows students to face challenges and address disparity in educational outcomes (Robinson, Hohepa & Lloyd, 2009; OECD, 2015 & Houghton, 2015). It is not clear whether either school are completely fulfilling these requirements but there appears to be a genuine effort to do so. School One has purposefully split the school into Whanau in an effort to make a large school into a number of smaller schools to prevent students from “going under the radar”. Given the small amount of resourcing allotted to tutor teachers, however, it is unlikely that the pastoral care system will be able to identify and remove barriers to student achievement. The philosophy of this approach could be attributed to the high socio-economics status of the School One community. As the school is based in an area where their community is highly educated and

have a high level of income, one could presume that their students will not face the social barriers that other communities will face. School Two has committed extensive resourcing to providing students with the support that they need to learn and become a ‘well-rounded’ person. There is intensive monitoring and frequent parent meetings to discuss the learning achievement and goals of all students. Hence there is a genuine attempt to support the student in their learning, however, there is insufficient data on the learning support available beyond the tutor teacher to make a judgment on the effectiveness of this system.

School One is predominantly fulfilling the aims of pastoral care that are of an academic focus; supporting the teaching subjects and maintaining an orderly environment that allows students to learn. School Two are more successful in their achievement of broader aims of pastoral care with a more ‘all-round’ developmental focus. They are working towards enriching the lives of students with the teaching of the dispositional curriculum and their involvement in giving service with activities such as fundraising. The one – on – one work that tutor teachers do with their students in goal setting and curriculum planning helps students to make educational choices. The interview data collected from School Two did not provide any information on discipline and order in the school so it is not clear whether the school environment provides an atmosphere of respect where student behaviour does not impede learning. The school operates a modern learning environment and it will be interesting to see how this type of environment affects discipline and order in the long run. Marland’s (1974) influential text identified five aims of pastoral care that neither of the two schools are completely fulfilling. These aims are: to help the individual; help students with their choices in education; guidance and counselling; support academic learning; develop individuality and respect for this in others and providing an orderly environment. Although School Two are fulfilling more of these roles than School One, neither school are successful in meeting all of these aims.

It is unclear what the present vision of pastoral care is in School One as the school public documentation communicates the importance of the Whanau system but that message was not shared consistently by the Dean and tutor teachers interviewed. S1D explained the purpose of pastoral as “looking after the wellbeing of the student”, whereas S1TT2 said “as a form teacher, it depends”. There is also incomplete information available on the senior

management view of pastoral care as I was unable to interview a deputy principal. School Two have a clear vision of pastoral care with a vision to ensure dispositional growth and to “develop the whole person” that was communicated by all three levels of interview participants. School Two also has a clear idea of what care is and relates to learning as they have made the connection between the need for an adult who cares and takes responsibility for the learning of a student. Other success factors are a flexible and workable structure, a culture that supports diversity and change, a strategic approach to change management and willingness to reflect on objectives. As a new school it is not clear whether School Two meets the other criteria of a strong pastoral care system that relate to review and change of the structure. There is no evidence that School One have completed any review of their pastoral care structure in recent years. Calvert and Henderson (1998) identified a number of factors that promote strong pastoral care. Two factors are a senior management team with a vision and a staff that have shared values on pastoral care. Therefore, School Two has both of these factors, however, it does not appear as though School One has strong support and vision of pastoral care.

School One and School Two are on different positions of the pastoral care continuum described by Calvert (2009). School One is focused upon control and the care for the individual, whereas School Two has a group tutoring system (hub) and a detailed pastoral curriculum.

There was also a greater link to learning in School Two with all tutor teachers responsible for ensuring all of their tutor group students set learning goals and plan their curriculum. The unique structure of pastoral care into learning communities in School Two is supported by research that states that tutor group should be an opportunity to create a community of learning (Browne & Campione, 1998). A place where students can share their learning with their tutor teacher and seek advice and guidance.

### **Importance of the Tutor Teacher**

In School One, the tutor teachers are somewhere between a Tutor Subordinate and a Tutor Neutral as their role is predominantly administrative and they are not involved in decision



making around the pastoral care of students (Marland, 1974). The ability of School One teachers to complete their obligations under National Administration Guideline One, and National Educational Guideline One is dependent upon the motivation of the teacher. For example, when discussing the importance of the tutor teacher S1TT2 said that “not all teachers use it purposely”. Both of the tutor teachers interviewed at School One went into great detail about the administration of the role but talked little of the meaningful tasks. The powerful influence that the tutor teacher can have on students is therefore wasted on administrative tasks (Lodge, 2002). The opportunity to have productive learning conversations is missed (Marland & Rogers, 2004). Conversely, School Two tutor teachers are Tutor Ascendants as they are fully involved in the care of the student, e.g. parent meetings, working with students who have special learning needs and mentoring (Symonds & Hagell, 2001). The operation of the pastoral care system in School Two is closely aligned to the culture of the school where there is a real focus on building relationships with students and the message portrayed is that tutors should be “warm and demanding”. The learning coaches take full responsibility for the pastoral care of their students and do a lot of the work normally done by Deans. The tutor teachers at School Two are clearly delegated the authority and responsibility to fulfil the role and the expectations of their role are clearly defined (Chittendon, 2010). School Two recognises the power of the tutor teacher and has therefore dedicated resources to this role. D’Rozario (1990) stated that although the individual tutor teacher is important to pastoral care they must be whole school support in the form of resourcing and policies.

The School One website does not even mention the tutor teacher but emphasises the importance of the Dean as parents are asked to contact the Dean for any concerns about their children. This contradicts the research that emphasizes the importance of the tutor teacher as they have the most contact with the student (D’Rozario, 1990). The actions that School One takes, such as cancelling tutor time for extra assemblies, also diminishes the role of the tutor teacher.

There is a proactive nature to pastoral care in School Two which is contradictory to Carnell & Lodge (2002) who criticised pastoral care in schools as being reactive, only dealing with

problems once they escalate. The likelihood of pastoral care being reactive in School One is very high as the tutor teachers are poorly resourced. The lack of resourcing of tutor teachers was put succinctly by S1D when they answered “zero, absolutely zero” to the question about how much time tutor teachers are given to prepare for tutor time. Conversely, the very high expectations based on tutor teachers in School Two and the amount of time they spend with their students is likely to address issues before they escalate (Carnell & Lodge, 2002). Successful pastoral care is more likely to happen in School Two due to the distributed leadership model, where staff and students are responsible for care (De Jong & Kerr-Roubicek, 2007). School Two also has a learning community model where time is dedicated to building a relationship between the tutor teacher and the student that is focused on learning (Carnell & Lodge, 2002). The large amount of time the tutor teachers spend with their students will also increase the likelihood that they will discover and address issues before they worsen.

There is a clear difference in the importance given to the role of the tutor teacher in School One and School Two. S1D stated that teachers “don’t think it is their job. They don’t get it that it is part of their job”. School Two have made it clear to all of their teachers that pastoral care is an important part of their job and it is included in their recruitment processes. Marland & Rogers (2004) stated that the role of tutor teacher is vital to the development of a child as a student and a person. A commonly cited issue with pastoral care is that many teachers do not see it as part of their job (Chittenden, 1999). School Two has put policies and procedures in place to counteract this assumption. The quote from S2TT2 that it is like a “tutor class on steroids” clearly indicates the intense nature of both the expectations and responsibility of the tutor teacher. Recruiting tutor teachers competent in pastoral care is important, as the quality of the tutor teacher is vital to the success of pastoral care (D’Rozario, 1990). As recommended by Marland & Rogers (2004) School Two considers a teacher’s pastoral skills as part of the recruitment process and their pastoral responsibilities are included in their job description. Their tutor teacher role is clearly defined with both responsibility and authority to care for their tutees fully delegated to them. This is recommended by Chittendon (2010) as an important factor in the effectiveness of a tutor teacher. Going forward it will be interesting to see whether School Two is able to continue to recruit on pastoral care skills in an era where there is a teacher shortage (Newshub, 2017).

## **Pastoral/Academic Divide**

There is evidence of a pastoral/academic divide at School One. There is very little time and resource allocated to pastoral care and there is little support or management of a teacher's pastoral role. S1D put it succinctly when she said that most of a teacher's effort goes into their curriculum role. This indicates that there is an issue of performativity whereby the teachers in School One are focused upon learning outcomes that can be measured, such as academic results, as opposed to pastoral care (Tucker, 2015; Tucker, 2003). The connection to learning will significantly increase the impact of the tutor teacher as they have they have the greatest bond to the student and they are able to make cross-curricular links in their learning (Carnell & Lodge, 2002).

In School Two there was no evidence of a pastoral/academic divide. This is because there is a clear link between the work of the tutor teacher and academic achievement using such methods as goal setting and curriculum planning. S1TT3 stated that "we are also expected to conference our students at least twice a term....what are your goals". Pastoral time is included in the timetable with a clear list of expectations for both staff and students to achieve. Tutor teachers are also responsible for working with students, their families, outside agencies and internal specialists to identify and support students with learning disabilities. There is an undisputed link between the work of the tutor teacher and students achieving their learning outcomes. There is a distinct difference between the time that teachers at School One and School Two spend preparing for Tutor time. As SD2 stated tutor time "is actually timetabled teaching time therefore non-contact time is able to be used to prepare for hub time". School One tutor teachers do not receive any preparation time and therefore any planning that they do is dependent upon the motivation of the individual teachers. This lack of preparation is consistent with research done by Chittendon (1999).

## **Academic Results**

For several years Auckland's Metro Magazine has published league tables that rank schools in Auckland by their academic results (Metro, 2017). In 2016 Metro Magazine stated that

School One is in the top ten schools in Auckland for NCEA pass rates and University Entrance pass rate. School One is therefore a highly ranked academic school in these results and this could explain their focus on academic results over the development of the whole person. School Two has been operating for less than ten years and is innovative in its school structure and operation. The school's website is explicit that the vision of the school is for all students to achieve "academic and personal excellence". The school commitment to the 'whole person' can be found in phrases such as producing learners who "contribute to their community" and that learning includes sport and entrepreneurial activities. The difference in the age of the two participating schools means that it is difficult to determine whether the different approach to pastoral care has resulted in greater academic success for School Two in comparison to School One. (Further research needed to know the long-term impact of additional pastoral care beyond school). This finding is consistent with Clark's (2008) research found that teachers prioritise their academic role over their pastoral role due to the recognition that they receive for the academic success of their students.

### **Lack of Resourcing**

School Two has committed significant resource to pastoral care and are committed to developing the student as an 'all round person' (Best, 1999). A whole school commitment to the provision of quality pastoral care is very important to the success of it (Chittendon, 2010; Fincham, 1991). This philosophy recognizes the importance of emotional intelligence and the increasing need for social awareness (Addison, 2012; Earl, 2003; Agee & Dickinson, 2008). The learning communities (tutor groups) and the pastoral care structure has been specifically designed to keep tutor groups small and allow positive relationships to be developed between the tutor teachers, the students and their families. From the start of the school's operation pastoral care has been a part of the school structure, climate and daily operation (Chittendon, 2010; De Jong & Kerr Roubicek, 2003). There is a comprehensive pastoral curriculum that is well documented and supported within the school (Calvert, 2009). There is a whole school commitment to pastoral care as an important factor in the learning outcomes of students (Best, 2014). A large amount of time is committed to pastoral care and this allows the tutor teacher enough time to build relationships with students and closely work

with them to plan their curriculum and devise strategies to achieve their learning objectives (Symonds & Hagell, 2011; Carnell & Lodge, 2002; Addison, 2012).

### Time Allocation

School One allocates a small amount of the school day to tutor time. There are three tutor times of thirty minutes per session in each week. A fourth session is added when the senior students are on study leave. Tutor time is not part of a teaching load and hence there is not planning time allocated to this responsibility. In an era of performativity where schools are ranked on the academic success of their students this lack of time resourcing is understandable (Tucker, 2015). It does, however, make it very difficult to build a relationship with students if tutor teachers do not have sufficient time to do so. SITT1 stated” definitely took longer to build a relationship with my form class than my subject classes because I guess there was not as much interaction as a form teacher”.

School Two allocates a large amount of time to tutor time. There is 240 minutes of tutor time per week that is included in teaching time and therefore has planning time attached to it. There is a clear expectation that pastoral care is part of a teacher’s role at the school. Hub (tutor time) takes a large amount of teaching time, 240 minutes per week, and there is an expectation that teachers plan for tutor time like they would any other class. Again, this is different to the practice of pastoral care in many secondary schools (Lodge, 2000).

### Professional Development

The findings of this research confirmed the issue identified in the literature review that there is little professional development on pastoral care for tutor teachers. Both of the tutor teachers interviewed in School One were relatively new teachers and they both confirmed that they received little or no formal training during their teacher training. This has duplicated

research completed by Barnard (2011), Laing (2002) and Marland (2001). The tutor teacher in School One said that they can go to other teachers for informal support but S1TT2 summarised this as dependent on how proactive tutor teacher is to improve their pastoral care skills. Agee and Dickinson (2008) found this in their research as there is a reliance on the pastoral care knowledge that teachers come into the school with and therefore it is not surprising that teachers “lack commitment or confidence for the task” (p. 359). In School One there were also issues with the support available from their Dean. S1D stated that they provided resources to their tutor teachers, but this was not always done by all of the deans. Marland (2001, 2002) found this in that the support given to tutor teachers in the provision of pastoral care is mixed and that there was little supervision or mentoring.

School Two, conversely, provides a much greater amount of professional development to their tutor teachers. Pastoral care is included in the induction programme of all tutor teachers, which is mostly conducted in-house at the beginning of the year. The major problem with this, however, is that teachers that start at the school at times other than the start of the year miss out on this training. S2TT2 stated that “we have had a fair amount built into our PD sessions which are run on a Friday mornings and also throughout the year things crop up”. They also stated “there is a lot of expertise within our school so often those people will lead sessions”. There does appear to be a genuine attempt to prepare teachers for their pastoral care role (De Jong, Kerr-Roubicek, 2007).

### Internal Support

The leadership of the pastoral curriculum at School Two is very active. There is substantial documentation, such as the Hub curriculum, and processes, such as the restorative process, that act to guide the tutor teacher in their provision of pastoral care. Deans are always ‘on the floor’ during Hub time and there is close monitoring and support available for tutor teachers, particularly those new to the school. This is very different to the norm in many secondary schools (Marland, 2002).

An effective pastoral care system must be entrenched within the culture and operation of the school (Chittendon, 2010; De Jong & Kerr Roubicek, 2007). There is a clear difference

between the two schools in the inclusion of pastoral care into the systems and culture of the school. School One was established with a key focus on pastoral care as the structure of the buildings is based around the Whanau systems, however the practice of pastoral care is not entrenched in the culture of the school and very dependent upon the motivation of individual teachers. SID stated “we give them information, we give them form teacher resources....a lot of house leaders don’t do it”. Conversely in School Two pastoral care is an important part of every teacher’s job, there is a pastoral curriculum, it is included in recruitment and selection and there is management support for tutor teachers. The expectation is that all of the deans are on the floor during tutor time to offer support to tutor teachers.

## **CONCLUSIONS**

The area of research on the role of the tutor teacher in secondary school education is under-researched, particularly in a New Zealand context. The majority of research on the role of the tutor teacher derives from Great Britain and cannot be easily transferred to the New Zealand setting due to the differences in culture and the operation of education.

There was a distinct difference between the importance of the tutor teacher in School One and School Two. School One placed emphasis on pastoral care with a strong Whanau system, yet very few resources are allocated to the delivery of care by the tutor teacher. Conversely School Two dedicates significant resources to pastoral care, has well documented processes, internal support and a clear expectation that pastoral care is a part of every teacher’s job.

There are four main conclusions that can be drawn from this research that are derived from the four themes: the importance of pastoral care, the importance of the role of the tutor teacher, the pastoral academic divide and the lack of resourcing of the role of the tutor teacher.

### **The Importance of Pastoral Care**

Pastoral care is an important tool that will help students to improve their academic learning outcomes and it also aims to ensure the social and emotional safety of students. The importance of pastoral care must be demonstrated in the practices and policies of the school and be more than simply espoused. This was clearly demonstrated in the difference between School One and School Two with School One stating that pastoral care was important but did not resource or supporting effective practice. Conversely, School Two states that pastoral care is important and has dedicated sufficient resources and has the support and processes in place to provide a high level of pastoral care.

### **The importance of the Role of the Tutor Teacher**

The tutor teacher can play a vital role in the provision of pastoral care but there must be systems in place to support this role. To be effective tutor teachers need to have the authority, responsibility and accountability to do the job. The literature review and the responses from participants at School One showed that teachers do not see the role of a tutor teacher as a serious part of their job. For the role of tutor teacher to be taken seriously it must be a component of a teacher's job description and be included in recruitment decisions and performance management. The tutor teachers in School Two take their role very seriously as it is a documented part of their responsibility, whereas the effectiveness of the tutor teachers in School One was heavily dependent upon the motivation of the teacher.

### **The Pastoral/Academic Divide**

There was evidence of a clear pastoral/academic divide at School One with poor resourcing of pastoral care and tutor time often being sacrificed for academic tasks such as examination study. Whereas School Two had an established link between learning and pastoral care. Tutor teachers work on goal setting, curriculum planning and learning support with their students. Pastoral care needs to be used to such learning in order to harness the power of the close relationship between tutor teachers and their students.

### **Resourcing of Tutor Teachers**



The role of the tutor teacher needs to be sufficiently resourced, both in contact and planning time and adequate training and professional development must be available. The research findings established that School One was poorly resourced both in time and internal support. Conversely School Two was well resourced and hence pastoral care was more consistently applied by the tutor teachers. Teacher training does not provide new teachers with pastoral care skills so it is important that schools provide professional development on pastoral care. To ensure that teachers have the support that they need to provide a high standard of care to their students.

## **Recommendations**

### **Recommendations for Secondary Schools**

Clearly define the role of the tutor teacher

If the role of tutor teacher is to be taken seriously then it must be included in the job description and person specification of a teacher. Pastoral skills are then included in recruitment decisions and it also communicates to teachers that pastoral care is a significant part of their job. If pastoral care is to be documented as a part of a classroom teacher's job then it must also be a part of their performance management. This means that teacher's pastoral care skills are assessed and training and support are made available where necessary.

Allocate sufficient time to pastoral care

A tutor teacher has the potential to be a powerful support mechanism for students, but to do this teachers need contact and preparation time. The relationship between students and teachers take time to develop as do conversations about learning (Blom, Cheny & Snoddy, 1986 cited in Cleave, Carey, Norris, Sloper, While & Charlton, 1997) . If the work of the tutor teacher is to support the student and their learning tutor time needs to be sufficient to allow the teacher to meet with all of their students on a regular basis. The significant amount of time dedicated to pastoral care in School Two has allowed tutor teachers more than adequate time to monitor, support and conference with students.

## Link pastoral care to learning

Tutor teachers can support students in the achievement of the learning outcomes but the systems they use to do this need to be explicit. An example of this would be how School Two set the expectation that all tutor teachers meet with their students to discuss their learning goals on a regular basis.

## Training and Support

Tutor teachers need ongoing training and support at secondary schools so that teachers continue to develop their pastoral skills and the particular pastoral needs of individual schools can be identified and implemented.

## **Recommendation for Pre Service Teacher Training Institutions**

Pastoral care needs to be included in the pre service training of all secondary school teachers. The less experienced teachers interviewed in this research identified that they received little or no training on the provision of pastoral care in the teacher training. This would allow teachers to begin the teaching profession with some pastoral care skills.

## **Recommendation for the Ministry of Education**

Modify the National Administration Guidelines and National Educational Guidelines so that the need for pastoral care to support student learning is explicit. This would make pastoral care compulsory for schools and would encourage an increase in the resourcing that it requires.

## **Strengths and Limitations of this Research**

This research has contributed to the understanding that we have about the role of a tutor teacher in a New Zealand secondary school. The qualitative research has provided an

in-depth understanding of the role of a tutor teacher in two schools with very different pastoral practices and policies. The interview research method allowed for the collection of a substantial amount of in-depth data and it also allowed for further questioning so that ideas could be established in more depth. An example of this is when I was interviewed S1TT2 I asked a further question to determine whether a teachers' skills or strengths were considered when allocating year level tutor classes to teachers. The document analysis method was a useful tool in the case of School Two. The limited access, however, to documents at School One significantly limited my ability to find enough data to triangulate the data provided at the interviews.

A strength of this research is that the two schools were on two different ends of the pastoral care continuum, with School One tutor teachers in an administrative role whereas School Two tutor teachers are fully responsible for the care and support of their students. This could also be construed as a weakness as the extreme difference between the two schools did not allow for a comparison between two schools with similar pastoral practices. The study also allowed for the exploration of espoused pastoral care policies versus the practise of it in the two participating schools. There are, however, some limitations to the study. The sample size of two schools and eight interviewees is small and may not allow for a full understanding of the role of a tutor teacher. This situation was worsened by the lack of an interview with a deputy principal and a third tutor teacher at School One. The document analysis was also limited in School One due to the inability to access to school pastoral documents in School One.

The role of the tutor teacher in secondary school pastoral care requires further research in a New Zealand context. More schools need to be researched to enable the extrapolation of the findings to a broader setting. As a relatively new school there is limited information on the academic outcomes of students at School Two. In order to establish the effectiveness of pastoral care at School Two a quantitative study of the impact on student outcomes will need to be completed. This will be important in order to establish the link between pastoral care and improved student learning outcomes.

In conclusion, this research has identified the importance of the role of the tutor teacher in the provision of pastoral care. The tutor teacher provides an important ongoing carer and a learning coach for students in a secondary school setting. In order to this, however, the role of the tutor teacher must be sufficiently resourced. There must be enough time for teachers to build relationships with students. The school needs to provide systems and procedures to provide teachers with the knowledge and support they require to provide care for students. Pre service training institutions and schools must also include training in the provision of pastoral care to ensure that all students have an adequate level of skills in this area. Finally, the Ministry of Education must mandate pastoral care is an explicit and clear way so that the obligation to provide pastoral care is clear to all secondary schools.

## **APPENDIX ONE**

### **INTERVIEW QUESTIONS**

1. How do you define pastoral care?
2. What is the purpose of pastoral care?
3. How is pastoral care practised in your school?
4. Could you please describe your opinion of the importance of pastoral care in a secondary school environment?
5. Explain the importance of the role of a tutor teacher to the success of the pastoral care system of a secondary school?
6. What time allowance are tutor teachers given for preparation for tutor time?
7. Explain your expectations of a tutor teacher? What are they expected to achieve in tutor time/outside tutor time?
8. What professional development opportunities are offered to tutor teachers?
9. What do you perceive the challenges of the role of tutor teachers?
10. What do you perceive to be the successes of the role of tutor teachers?

## **APPENDIX TWO**

### **INFORMATION SHEET**

My name is Sian Evans. I am currently enrolled in the Master of Educational Leadership and Management degree in the Department of Education at Unitec Institute of Technology and seek your help in meeting the requirements of research for a Thesis course which forms a substantial part of this degree.

The aim of my project is to research the expectations and challenges of the role of a tutor teacher in a New Zealand secondary school.

I request your participation in the following way.

I will be collecting data using an interview schedule and would appreciate being able to interview you at a time that is mutually suitable. I will also be asking you to sign a consent form regarding this event. The interview venue will be in the \_\_\_\_\_ meeting room and the duration of the interview will be one hour.. You will be provided with a copy of the interview transcript to check for accuracy and will be asked to verify this within a week of receipt of the transcript.

I will require access to your school policies and procedures regarding pastoral care. If this information is not available on the school's external website I will require access to your internal database.

You have the right to withdraw from the research at any stage if you no longer wish to participate.

Neither you nor your organisation will be identified in the thesis. I will be recording your contribution and will provide a transcript (or summary of findings if appropriate) for you to check before data analysis is undertaken. I do hope that you will agree to take part and that you will find this participation of interest. If you have any queries about the project, you may contact my supervisor at Unitec Institute of Technology.

My supervisor is Martin Bassett and may be contacted by email or phone.

Phone: (09) 815 4321 Email: [mbassett@unitec.ac.nz](mailto:mbassett@unitec.ac.nz)

Yours sincerely

Sian Evans

**UREC REGISTRATION NUMBER: (2016-1036)**

**This study has been approved by the Unitec Research Ethics Committee from (date) to (date). If you have any complaints or reservations about the ethical conduct of this research, you may contact the Committee through the UREC Secretary (ph: 09 815-4321 ext 6162). Any issues you raise will be treated in confidence and investigated fully, and you will be informed of the outcome.**

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**Full name of author:** ..... Sian Evans.....

**ORCID number (Optional):** .....

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**Principal Supervisor:** Martin Bissett

**Associate Supervisor/s:** Carol Cardno

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Student number: ~~1411958~~ 1411958