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Small-scale investigation**An autoethnographic study: challenges in redeveloping a primary school library for reading for pleasure**

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Abstract

Reading for pleasure is considered advantageous in improving academic, social and economic outcomes for students and is therefore an issue of social justice. The purpose of this autoethnographic study is to critically reflect and evaluate fieldnotes collected throughout the project of redeveloping the library to support reading for pleasure. Bourdieu's concepts of capital, habitus and field offer explanations of the challenges that arise. Findings suggest that an effectively curated library can support children's agency in reading, which is a significant aspect of reading for pleasure, but a dedicated teacher or librarian is key to the process.

Word count: 96

Chapter 1 Introduction

Despite the advantages of reading for pleasure being well documented, as specified throughout Cremin et al. (2023) and mandated in the National Curriculum 2014 (DfE, 2013), it is widely acknowledged that practices in schools do not enhance experiences of reading for pleasure for children, as observed by Hempel-Jorgensen et al. (2018) and Cremin and Scholes (2024). Concerns are raised by Cremin (2023, p. 4) that reading for pleasure is considered an “additional extra” rather than a supported activity within some schools.

The rationale for my small-scale investigation builds on my Stage 2 Masters qualification that explored literacy, social justice and inclusive practice (The Open University, 2023). This module coincided with me working in a bookshop whilst taking a break from teaching. It became evident that conversations I had with children in the shop about books were not reminiscent of conversations that I would have with children in school. A pinnacle moment for me was realising that as a Key Stage 1 teacher, my complete focus was on curriculum and assessment and not reading for pleasure. A further incident that I noted was the tension between a child’s desire to purchase a book of their choice conflicting with parental desire for the child to purchase a ‘more challenging’ text, as suggested by the class teacher. I questioned how the child’s experience of reading was impacted by this interaction. Finally, the experience as a bookseller highlighted that my knowledge of children’s literature fell short of supporting children in reading for pleasure - a concern raised by Cremin et al. (2024). These became issues that I wanted to address by furthering my knowledge and understanding of the challenges of developing reading for pleasure culture within schools.

On returning to school as a part-time teaching assistant I began to realise how little focus there was on reading for pleasure within class time. As my role included being library manager, I became aware that the potential of the library as a place for reading for pleasure was not being maximised to its potential.

The module themes of social justice and inclusive practice were dominant in my initial concerns about the issues raised, the lack of tempting texts, the social environment of the library and the restricted opportunity for library use (Cremin, 2023). As I began to redevelop the library, challenges presented within the process. When the opportunity arose for me to use my work in the library as my investigation it became clear that my insider researcher

position was advantageous as it allowed me to observe and critically reflect on the process and challenges of developing the library for reading for pleasure.

My practice is a rural primary school with five mixed year group classes. It is predominantly middle-class and white. However, there are a number of pupils with special educational needs and disabilities as well as disadvantaged pupils. The school is struggling with budgets, resources and support from the local county. The demographics of the school are representative of other schools and therefore my research could be transferable to other schools. This is a significant aspect of educational research, as emphasised by Bassey (1992), who notes the importance of exploring issues and pursuing changes within education.

The investigation takes a critical theory stance by evaluating problems that arise and taking transformative action to address the inequalities of practice and improve my professional practice as a teacher. An autoethnographic approach means data collection will be fieldnotes based on my observations in the library. Bourdieu's concepts of capital, habitus and field will be used as tools to explain underlying issues that produce and reproduce inequalities in practice within the library.

Chapter 2 Literature Review

This review examines related meanings and concepts of reading for pleasure. This will give background and purpose to my research of reading for pleasure in a primary library. The articles I researched sat predominantly within a sociocultural perspective. As this perspective aligns with my positionality, I pursued these articles to inform and further my understanding of the challenges that presented.

Previous study of literacy and social justice (The Open University, 2023) ignited an interest on the significance of reading for pleasure within the classroom. I began to question practice within my experience as a class teacher and my current role as a teaching assistant, which included managing the library and redeveloping it to support reading for pleasure.

In undertaking my literature review on reading for pleasure I used The Open University Library and Google Scholar to search for peer reviewed journal articles. To begin the search I used the terms 'reading for pleasure', 'reading in primary schools' and 'primary libraries'. I limited my search for articles relating to reading for pleasure to post 2014, as this was the introduction of the new National Curriculum 2014 (DfE, 2013), which mandated reading for pleasure, therefore articles predating this would be less relevant to my investigation. My initial search found articles about libraries were descriptive rather than critically informative, so I expanding my search terms to include 'agency', 'volitional reading', 'social justice and reading'. Articles relating to 'habitus and field' and 'capital' were readily available through module materials and books. Accessing some articles was difficult as they were behind a paywall, so to mitigate this problem I joined the UK Literacy Association (UKLA, undated) which enabled me to receive newsletters plus information on recent publications and events. Registering with the 'Reading for Pleasure' website (The Open University, 2024a) and following them on social media alerted me to newly published research. Participating in webinars and conferences offered the opportunity to hear key academics speak which broadened my experience and deepened my understanding of key concepts and practices of reading for pleasure.

As the literature built up I followed up references and authors. I noted key authors prominent in the field, notably Teresa Cremin, who was frequently referenced by others and had been named as co-author in numerous articles over a significant period of time. Whilst

this raised the concern that I was limited in my research results, it also shows credibility and respect for her work within the field of reading for pleasure.

2.1 Reading for Pleasure

Whilst acknowledging the subjectiveness of meanings relating to reading for pleasure, Cremin (2023, p. 2), describes it as “choice-led reading for individual satisfaction”, thus leading to readers choosing what to read within their recreational time. Aggleton, Carter and Grieve (2023, p. 152) add to this by stating that “student choice-led reading” is an opportunity to explore interests away from the curriculum.

In addition, Cremin and Scholes (2024, p. 2) identify different terms for reading for pleasure such as, “recreational”, “voluntary”, as well as “choice-led and independent” reading. They progress to referring to it as “volitional reading” which encompasses the intrinsic motivation factor of reading. To enhance understanding the meaning of reading for pleasure, Cremin and Scholes (2024, p. 2) assert what it does not include, they state that reading for pleasure is not linked to “written responses or related tests”. Introducing the ‘Overcoming barriers to reading for pleasure’ webinar (The Open University, 2024b) Cremin commented that the expectation of related work to reading can become the barrier to reading for pleasure as it becomes an extrinsic motivation rather than nurturing intrinsic motivation to reading.

2.2 Social Justice

In questioning the importance of reading for pleasure issues of social justice arise. I noted that, Cremin (2023, p. 3) comments, that reading for pleasure is advantageous to children’s academic outcomes and future prospects. In considering the advantages of reading, Cremin and Scholes (2024, p. 2) cite OECD (2021) who state that “engaged reading” is a significant factor of social mobility. This leads to the assertion that reading for pleasure within childhood contributes to reducing educational inequalities and therefore situates reading for pleasure as a matter of social justice.

To unravel the complexity of meanings of social justice I drew on the work of Riddell (2009, p. 286), who explores the concepts of equality and inclusion within social justice. She considers meanings of different approaches of social justice through equality of outcome

and equality of opportunity. This highlights that within society barriers to opportunity will be more prevalent to some groups and therefore potentially limit their future prospects.

A significant barrier to the opportunity of reading for pleasure is a lack of access to books. In their discussion on the importance of libraries, Aggleton, Carter and Grieve (2023, p. 150) refer to the charity, National Literacy Trust (undated), who state that children from low socio-economic backgrounds have fewer books at home than those in more affluent homes. Furthering this point, Cremin and Scholes (2024, p. 11) note that children eligible for Free School Meals (FSM) not only have less chance of owning a book, but in schools with high levels of FSM eligibility the children have limited opportunity to access a school library and reading for pleasure. They argue that this further marginalises children with low economic status backgrounds especially as there has been a decline in public libraries in recent years as highlighted by Cremin and Scholes, (2024, p. 11). In addition, research from Loh (2024) on the importance of school libraries, noted that some FSM children disliked reading at home which emphasises the significant role of a school library.

A key challenge for schools in developing and maintaining a library is budget constraints, especially in areas of deprivation as noted by Cremin (2023, p. 5). The 'Libraries for Primaries Campaign', which started in 2021, (National Literacy Trust, undated) reports that 1:7 primary schools do not have a library, in areas of deprivation this rises to 1:4. It is also noted that there is no statutory requirement for primary schools to have a library. This correlates with Greenwood, Creaser and Maynard (2010, p. 90) who note that libraries are not part of an Ofsted inspection. I question whether this policy has a negative impact on the allocation of resources and budgets for libraries within schools. Whilst the article about challenges in school libraries from Greenwood, Creaser and Maynard (2010) predates the 2014 National Curriculum (DfE, 2013) their comments are relevant to the challenges that are presented today.

A further concern for children in schools with low socio-economic status was raised by Hempel-Jorgensen et al. (2018, p. 87) who observed a "pedagogy of poverty", where reading focused primarily on technical skills through direct instruction, with the aim to raise standards. They argue that this results in limited "volitional engagement" for the children in their reading and learning, which is contradictory to reading for pleasure pedagogies. These "systemic inequities and disparities" within traditional practices permeate educational

institutions with inequalities and injustices as Kurcirkova and Cremin (2024, p. 3) assert in their recent article on social justice and reading for pleasure.

The impact of the amalgamation of disadvantages on those within under resourced areas is a concern raised by Cremin and Scholes (2024, p. 13). They refer to Stanovich's (1986) "Matthew Effect" that describes how the privileges of affluence bring further advantage, whilst the less privileged become further disadvantaged by their situation. Cremin and Scholes (2024) observed how this issue was exacerbated during the Covid pandemic, schools and families within affluent areas were more able to access reading materials than schools in areas of low socio-economic status who were challenged in accessing reading material for pupils.

This leads to the argument for "recognition and distribution" of resources to address issues of social justice as discussed by Riddell (2009, p. 284). Cremin and Scholes (2024, p. 13) argue that recognition and distribution of resources and practices needed to support volitional reading is essential in reducing inequalities and differences within education.

2.3 Meanings of Agency

As volitional reading is "choice-led", as posited by Cremin (2023, p. 2), then "individual agency" is key to nurturing the development of volitional reading. Manyukhina and Wyse's (2021) Blog post on 'Children's Agency' aided my understanding of this concept by highlighting the salience of children being mindful of opportunity to exercise their agency. In challenging the common understanding of agency as "the capacity to act", Manyukhina and Wyse (2021) discuss three elements of agency. The first being the child's individual sense of belief in their ability to act, followed by the opportunity to act. The third element, is the individual's recognition of the ability and the opportunity to act which forms "affordances" that are key to exercising agency. So, Manyukhina and Wyse (2021) define agency as "the socially situated capacity to act".

The school library holds the potential to provide opportunity for exercising agency in reading, which is crucial to volitional reading. Daniel and Steres (2011), comment that "availability, opportunity, encouragement and support for reading" are key factors in developing a reading culture within schools, as cited by Merga and Mason (2019, p. 174).

This encompasses the “socially situated capacity to act” (Manyukhina and Wyse, 2021) and is conducive to children exercising their “reader agency” (Cremin, 2023, p. 2).

2.4 Challenges

The results in searching for articles relating to primary libraries was limited, much of the research was based on secondary school libraries or predated 2014. Whilst Greenwood, Creaser and Maynard (2010) was dated, it was relevant to my research as they defined characteristics of a successful library. Additionally, they addressed challenges that resonated with my experience of developing a primary library (p. 95).

Greenwood, Creaser and Maynard (2010, p. 91) identify effective management as a key factor to successful library, they state that this is more significant than a well-funded, generously stocked library. This point is echoed by Merga and Mason (2019), who researched the experiences of teacher-librarians supporting reading cultures in Australian schools. They advocate how the teacher-librarian (qualified teacher that is also a qualified librarian) is advantageous in supporting the reading culture across a school as their knowledge and expertise is supportive to pupils and teachers. However, they do acknowledge the limitations of their claim as schools employing a librarian are likely to have a positive attitude to developing a strong reading culture. It was also noted that the number of participating schools was limited as budget constraints restrict schools from having a librarian.

Despite the limitations, the research from Merga and Mason (2019) reflects the experience of Aggleton, Carter and Grieve (2023, p. 160), who emphasise the important role of librarians in supporting reading for pleasure in primary schools. They comment that the librarian working outside of the classroom is advantageous to building relationships with children and developing understanding of reader identities. Aggleton, Carter and Grieve (2023) became a valuable source in my research as it resonated with my experience of working with children outside of the classroom.

Unfortunately, continued challenges with limited budgets and staffing, constrain primary schools in providing a member of staff to manage the library effectively, as noted by Greenwood, Creaser and Maynard (2010, p. 94). A recently published article from Cremin and Scholes (2024) reiterated this problem. Their review on “tensions, benefits and

recommendations” within practices of reading for pleasure cited the ‘Great School Libraries Campaign’ survey that noted less than a third of primary schools have a member of staff working in the library (BMG, 2023, in Cremin and Scholes, 2024, p. 10-11).

The introduction of the influential text ‘Reading Teachers’ (Cremin et. al. 2023), identifies a social view of reading and challenges the traditional view of reading as “solitary and silent activity” (Cremin, 2023, p. 2). She notes that the focus on technical skills of reading for assessment purposes, coupled with curriculum and timetable pressures results in reading for pleasure being sidelined. Cremin and Scholes (2024, p. 2) observe that this has been exacerbated post-pandemic as differences in attainment have intensified. Cremin (2023, p. 4), highlights that whilst reading for pleasure is mandated in the National Curriculum 2014 (DfE, 2013), it holds less value as it is not assessed.

Aggleton, Carter and Grieve (2023, p. 160) recommend that the library should be a protected “safe space” away from classroom pressures of curriculum and assessment. However, this becomes challenging in schools where space is limited and often shared. This was evident in research from Hempel-Jorgensen et al. (2018) who explored reading for pleasure practices across four primary schools in the U.K. Whilst their focus was on classroom practice, it holds relevance to my research as it reveals attitudes to reading for pleasure in primary schools which impact the use of library spaces. They observed reading spaces being used as extra work spaces and “time out for bad behaviour” space (p. 90). This holds similarities with the experiences of librarians in Merga and Mason (2019, p. 185), who reported that teachers sent “trouble-making kids” to the library during silent reading time. Despite the lack of space for a library in some schools, there are innovative ways of adapting space, such as making use of corridor space so the library runs through the school, as noted by Greenwood, Creaser and Maynard (2010, p. 94). Although, their research acknowledged that library spaces were occasionally used for other purposes, which may not be problematic, but could potentially limit access for pupils.

A significant motivation for volitional reading is the availability of relevant texts, as noted by Cremin and Scholes (2024, p. 10). They remind us of the importance of considering the cultural context of the children, when nurturing volitional reading (p. 14). Therefore, the lack of enticing, relevant texts can be a barrier to volitional reading. Whilst budget constraints may limit the purchasing of texts, it is argued by Cremin et al. (2024) that

teachers' limited knowledge of children's literature restricts the choice of texts offered to the children. Their findings showed that teachers lean on familiar childhood texts and reuse texts for teaching (although, I would argue this could be due to workload pressures) and therefore, children's experience of a range of texts, relevant to their lives is limited. In considering the importance of books representing the lives of children, Cremin (2023, p. 5) refers to a seminal article from Sims Bishop (1990) who uses the analogy of "window and a mirror" – a mirror to reflect their lives and a window into the lives of others. Therefore available texts need to represent the diversity and inclusivity of today's society. Cremin et al. (2024, p. 10) comment that texts relevant to children's lives will motivate them to read, therefore it is responsibility of teachers to ensure children have access to a diverse range of texts.

In considering the range of texts available in schools, Hempel-Jorgensen et al. (2018, p. 92) found that children were reading a wider range of genres, and texts in different formats at home, than at school. My conversations with children in school reflected these findings as they would often ask for comic books and graphic novels, which were not readily available in school, as they were not deemed to be challenging enough for children. The importance of curating book collections to meet the needs of the children was stated by Loh (2024), in the online seminar, 'School Libraries and Librarians matter'. This is where the skill of a librarian (or coordinator) is advantageous, as argued by Loh (2024). She also notes that the familiarity and proximity of the school library and librarian are favoured by some children, who prefer it over a public library. This reiterates the advantage of a well-curated school library in supporting volitional reading.

2.4 Habitus and Field

A significant source for me was an article from Räsänen, Korkeamäki and Dreher (2015), whilst it does not specifically refer to reading for pleasure, their research on transforming literacy practice through a sociocultural approach contributed to my understanding of how pedagogy can be challenged in order to enhance inclusive practice. Taking a critical theory stance they questioned taken-for-granted-assumptions of practice. Using Bourdieu's concepts of habitus and field they explored the social worlds of learners and teachers, offering explanations of how structures within institutional practice become structuring, as

well as explaining tensions within changing practice, (Bourdieu, 1990, in Räisänen, Korkeamäki and Dreher, 2015).

Reading Rawolle and Lingard (2022, p. 161) enhanced my understanding of habitus and field as theoretical tools for analysis. They comment that Bourdieu asserted the importance of working theory and data collectively, and its usefulness within educational research. The exploration of the individual within social contexts enables identification and explanations of inequalities that permeate educational practices.

In exploring the concept of capital, Edgerton and Roberts (2014, p. 19) discuss how Bourdieu (1997) describes economic, social and cultural capital as “mutually constitutive”. Parental economic capital may confer advantage within their children’s schooling, thus producing social and cultural advantage, which in time may produce economic advantage. It is noted that different forms of capital hold different value within society and education. Henceforth, lesser valued cultural capital is seen as deficit rather than different. Whereas, higher value cultural capital may confer advantage and become influential in the shaping of social structures and practices within institutions, as noted by Grenfell and James (1998, p. 10).

Bourdieu (1990, p. 53) explains habitus as structured practices becoming normalised and then structuring within practice and identifies how habitus is a “product of history...producing more history” (p. 54). Bourdieu asserts that this becomes “structuring” to “individual and collective practices” Bourdieu (1990, p. 54). These practices become taken-for-granted acceptable behaviours that are ingrained in everyday life. However, Grenfell and James (1989, p. 11) highlight that structures are not fixed but “constituting and dynamic”, therefore habitus can be challenged but tensions will ensue as observed by Räisänen, Korkeamäki and Dreher (2015, p. 201).

Edgerton and Roberts (2014, p. 195) refer to field as the “social sphere of activity”. They comment that fields are structured around capital thus interlinking habitus and field with capital. They contend that an individual’s capital can influence the habitus within a field. Therefore, the individual can disrupt normalised practices within an institution by using their capital, thus challenging the status quo. This mitigates critiques of habitus, who claim that it omits the potential for change as discussed by Edgerton and Roberts (2014, p. 199).

Conclusion

A significant finding in the literature review was the importance of agency for reading for pleasure. The meaning of reading for pleasure can be interpreted in many ways, as highlighted by Cremin and Scholes, (2024, p. 2), they use the term “volitional reading” to incorporate the key aspect of agency within reading for pleasure. I considered refining my research title to include volitional reading rather than reading for pleasure but I questioned how relatable this would be within schools, as reading for pleasure is the more recognisable term. A discussion with fellow students supported my decision to retain my title as, “An autoethnographic study: challenges in redeveloping a primary school library for reading for pleasure”. However, throughout the research I will refer to volitional reading.

Cremin and Scholes (2024, p. 15) comment that research on reading for pleasure is predominantly quantitative and call for more qualitative research in relation to children’s purposes of reading for pleasure and their relationship with texts. In addition, Loh (2024) suggests that more localised evidence based research is needed on developing environments to support reading for pleasure in classrooms and libraries, as well as research on professional development for teachers supporting a school library, especially in the absence of a librarian. I argue that my qualitative research will contribute to understanding within these areas as it explores developing a library for reading for pleasure from my perspective as a teacher, and will emphasise the importance of a well-managed library to support volitional reading within a primary school.

Therefore, because of the literature review findings I refined my sub-questions to focus on the key aspect of volitional reading and concepts to explain the challenges of developing a primary library for reading for pleasure.

- To what extent can the library support children’s agency in reading?
- How can Bourdieu’s concepts of capital, habitus and field explain the challenges in developing the library to become more inclusive?

Chapter 3 Research Design

3.1 Introduction

This chapter will explain and justify an autoethnographic approach to my research investigation in developing the library for reading for pleasure. The context of the investigation is a small, rural primary setting, my role as class based teaching assistant also included managing the library, so an autoethnographic study was appropriate. The influence of my personal values will be articulated and will support an autoethnographic approach to the investigation, with fieldnotes reflecting on the development of the library for volitional reading as data. The data analysis process of deductive thematic analysis to identify key concepts within the fieldnotes will be proposed. Finally, the ethical considerations and reflexivity of insider research will be discussed.

3.2 Paradigm

My ontological position sees the individual and social as mutually constitutive, each shaped and influenced by the other, as noted by McLaren (2007). As this can lead to an imbalance of power, with some groups being marginalised, an epistemology that questions the reality of issues within the context of social worlds and interrogates everyday practice is logical. The clear articulation of my “value position” will give clarity to my research, being explicit within a theoretical framework allows the research to be transparent and avoid claims of bias as highlighted by Ozga (2000, p. 177).

Within my setting, children’s experience of reading sits within normalised practices of school that focus on the individual, technical skills of reading with little focus on reading purely for pleasure (Cremin, 2023). I see this as problematic because children’s individual reading habits are being shaped by the wider institutional structures of educational practices that sideline volitional reading practices, thus resulting in children being marginalised from the advantages of reading for pleasure. My epistemology questions the problem within the context of the library and interrogates the taken-for-granted assumptions that have shaped practice within the library.

3.3 Critical Theory

My interpretation of the impact of the lack of volitional reading is influenced by my stance within a critical theory paradigm. This perspective purports that “social and cultural values” influence the construction of the individual and society thus producing normative practices, as highlighted by Costley, Elliott and Gibbs (2010, p. 84). They assert that critical theorists believe that dominant social and cultural values shape societal and institutional practices. This reflects my beliefs of how traditional attitudes to reading have influenced library practices within school. Within a critical theory paradigm, a key purpose is to identify and alleviate social injustices through the challenging and disruption of such practices. This is supported by McLaren (2007) who emphasises that transformative action is key to critical theory. This point relates to my project and my working role, as my purpose is to improve the library to enhance reading for pleasure.

For Bassey (1992), the importance of exploring issues and pursuing changes within education is a salient aspect of educational research. He argues that education needs to be based on “systematic and critical enquiry” (p. 2) rather than repeating historical practices without questioning their value. Whilst Bassey (1999) considers the advantages of teacher research, he emphasises the dangers of over generalising findings (p. 10). However, he points to the potential relevance of research to other settings and refers to this as “fuzzy generalisations” (p. 52). Bassey explains these as a “possibility” rather than a “certainty” that the research will be applicable and beneficial to other educational settings (Bassey, 1999, p. 52). So, whilst my research is small scale, it will hold some relevance to other settings and may be informative to their practice.

The aim of my research is to contribute knowledge and understanding of how practices of volitional reading can become more inclusive within my setting. Therefore, a critical theory paradigm is advantageous as it questions taken-for-granted assumptions that shape practice (McLaren, 2007). Carr and Kemmis (1983, cited in McLaren, 2007, p. 3), advocate the use of “dialectal thinking” as a questioning approach in order to reveal contradictions with in societal and institutional practices. So, whilst investigating normative practices within the library that aim to support reading, I will question how these inadvertently marginalise pupils through the lack of support for volitional reading.

Within a critical theory framework a qualitative approach is logical as it enables the challenges of developing the library for volitional reading to be investigated and analysed within the “context” of the problem (Denscombe, 2021, p. 48), thus informing the question of ‘to what extent can the library support children’s agency in reading?’

Whilst working on the research design I considered the use of quantitative data in tracking the number of children using the library, this was also suggested by fellow students during a tutorial. However, I asserted that monitoring the number of users in the library would not offer insight into the research question of ‘to what extent can the library support children’s agency in reading?’ As Denscombe (2021, p. 48) comments, data collected within a quantitative approach can be detached from the context. Therefore, I consider that it would not answer the question regarding explanations of the challenges presented within the development of the library.

So, reflecting on Ercikan and Roth (2006, p.21), who whilst advocating the advantage of considering quantitative and qualitative data in research, also emphasise the importance of “research questions as drivers of research”, rather than methods determining the research, I chose to take a pure qualitative approach. This coheres with my paradigm and suits my small-scale investigation as it enables the challenges of developing the library for volitional reading to be investigated and analysed within situ.

3.4 Autoethnography

Working within the setting places me as an insider researcher. This is advantageous as I am placed in a position to influence practice from an “informed perspective” as discussed by Costley, Elliott and Gibbs (2010, p. 3). Within my position as library manager, I have a degree of agency to instigate changes to improve practice, these changes are influenced by my Master’s study and research. However, I need to consider that within work-based research there will be those who are reluctant to changes within practice and therefore create barriers. Costley, Elliott and Gibbs (2010, p. 161) identify that within work-based research tensions between stakeholders and the researcher may arise. They cite Siebert and Mills (2007), who comment that the challenge lies in managing the hierarchy of power relations within the institution, but as McLaren (2007) would argue, this challenge is needed to resist hegemonic culture within institutions.

A specific difficulty for the insider researcher can be the separation of the role of researcher and work role, for Mercer (2007, P. 6), the research and work becoming indistinct was problematic. Although for Räsänen, Korkeamäki and Dreher (2015), the teacher researcher role was advantageous as the flexibility enabled the collection of unexpected rich data. However, Mercer does concede that the working role of the researcher may influence the level of challenge that is presented to the insider researcher. I argue, that my insider position as library manager is integral to my research, as for an autoethnographic study, I am situated within the context of the issue to collect fieldnotes to answer the question of 'to what extent can the library support children's agency in reading?' Therefore, I assert that the research design can mitigate the tension between work and research whilst maximising the potential of the research.

Autoethnography enables the researcher to recount and analyse their experiences within a social and cultural context, as described by Ellis, Adams and Bocher (2011). As an insider researcher, this will enable the collation of my experiences and observations whilst immersed in the process of developing the library to support volitional reading. This point is supported by Denscombe (2021, p. 127), who comments that an ethnographic study enables investigation of the everyday events of daily life and can "look beyond the obvious" thus questioning the routines and habits of the everyday. This coheres with the critical theory approach which advocates the questioning of taken-for-granted assumptions and offers transformative action (Costley, Elliott and Gibbs, 2010, p. 84). Subsequently, this leans to a critical ethnographic approach.

As my setting is a small primary school, the ethical issues of anonymity and confidentiality as an insider researcher would be challenging, as noted by Mercer (2007, p. 12). The impact of this on my colleagues and myself was a concern, so as a researcher I needed to take responsibility for the wellbeing of colleagues and myself, as noted in BERA (2018, p. 35). This influenced my decision to consider an autoethnographic study, which allows the researcher to focus on their experiences within the social and cultural context of the investigation rather than collecting data from participants. Reflections, explanations and evaluations from the researcher form "thick descriptions", which as Geertz (1973) argues, offer meanings and understandings of the situation. The researcher's reflections and evaluations form the data which eliminates the need for other participants (Cohen, Manion and Morrison, 2018,

p297). This provided opportunity for me to immerse myself into the research project, therefore enabling me to evaluate transformative actions to improving practice thus cohering with my critical theory paradigm.

It is argued that autoethnography may lack “analytical and theoretical rigour”, with critics claiming that it is an “indulgence of the writer” as noted by Cohen, Manion and Morrison, (2018 p. 299). I challenge this point and argue that autoethnography offers opportunity for research to take place in contexts that may ordinarily be overlooked for research, as was the case for my research project. I posit that my research sits within a coherent theoretical framework that accounts for my positionality. My personal beliefs, that socially constructed practices within institutions reproduce social injustices that should be challenged in order to redress inequalities, sit clearly within a critical theory paradigm and a qualitative approach to research. The clear articulation of my personal influence on the research is key to the integrity of an autoethnographic study rather than a positivist’s approach that claims to be detached from the researcher’s influence as noted by Ellis, Adams and Bocher (2011, p. 1).

In designing my research I questioned the appropriateness of autoethnography. As the library project was actively transforming practice, which is the basis of action research, I queried whether this would be more logical. Following a discussion with my tutor and reflecting on my Learning Journal notes, I observed that the redevelopment of the library had evolved gradually rather than having a cyclical plan of action based on observation, intervention and reflection as discussed by Cohen, Manion and Morrison (2018, p. 448). So, I asserted that autoethnography would be more appropriate, especially as observations could be recorded retrospectively, as noted by Ellis, Adams and Bocher (2011), therefore this approach would hold validity. However, reflexivity will be needed to account for the selected recounts to avoid claims of bias (Cohen, Manion and Morrison, 2018).

3.5 Data collection and analysis

My autoethnographic study data was formed from fieldnotes that were collected over a 16 week period. As managing the library was part of my working role I had collected notes as part of my accountability to the headteacher. These notes were expanded retrospectively as the redevelopment of the library progressed into a small-scale investigation once gatekeeper consent was given.

Brief fieldnotes were taken in situ after children had left the library, so that our interactions were not disrupted. I noted specific points that were pertinent to themes of volitional reading and agency to answer the research question ‘to what extent can the library support children’s agency in reading?’ This will ensure validity of the data to the research. The importance of recording data that is related to the “foreshadowed problems” is a key factor to data collection within ethnographic methods, as noted by Delamont (2019, p. 5).

A concern raised in my contingency plan was that my fieldnotes would not be detailed enough to produce enough significant data, so in order for the notes to form rich data, I expanded on them “out of field”. This included “reflections on interactions” and “analytical memos” which linked to the literature, as discussed by Delamont (2019, p. 24). This approach is supported by Walford (2009, p. 127), who observed that a common practice of ethnographers is to record notes that are relevant to the research project, which will support the analysis process. This supported my decision in not timetabling data collection as the flexibility allowed me to capture spontaneous events and challenges.

During this stage I highlighted challenges that arose in the library development process. The use of Bourdieu’s (1990) concepts of capital, habitus and field as tools to explain these challenges contributed to understanding the underlying issues, consequently responding to the second research question. Ways of overcoming challenges informed my decisions on making changes within the library. This reflects Delamont’s (2019, p. 24) observation that ethnographic research is based on “interactions, reflections and more interactions”, thus producing a “thick description” as Geertz (1973) advocates.

Fieldnotes were highlighted to note the themes of agency, social justice, reading for pleasure and challenges. This was the beginning of the thematic analysis process, which as noted by Braun and Clarke (2006, p. 86), begins within the data collection stage. This analytical approach to fieldnotes is distinguished from “evocative autoethnography” as Anderson (2006, cited in Delamont, 2009, p. 59) describes. Therefore, developing my fieldnotes in this way ensured the research took a social scientific approach rather than autobiographical, thus dispelling potential criticism that autoethnography is not valid for social science research as claimed by Delamont (2009, p. 59).

Upon completion of the fieldnotes I used Braun and Clarke's (2006, p. 87) six phase guide to thematic analysis. This offered a flexible approach that was suitable within a critical theory framework (Braun and Clarke, 2013, p. 180). They emphasise the importance of the researcher being familiar with the data and being "active" in identifying themes rather than claiming "themes emerge from data" (Braun and Clarke, 2013, p. 225). The benefit of my data collection method was that I was fully immersed in the data throughout the writing and expanding of fieldnotes, this was advantageous to the analysis process. Thorough reading and re-reading of the data enabled me to identify themes within key events in the development of the library.

A deductive approach to thematic analysis identifies key concepts within the research questions, thus adding clarity to the research design (Braun and Clarke, 2006, p. 223). The first research question includes the concept of agency, which is a significant factor to volitional reading, as highlighted by Cremin (2023, p. 2). Further themes of injustice and inclusivity within practice, which are key aspects of critical theory (McLaren, 2007), were noted. The second research question identifies Bourdieu's (1990) concepts of capital, habitus and field to explain the challenges in transforming the library in becoming more inclusive. The interpretation of the data translated into findings that address the specific aims and purpose of the research, which is to address inequalities within practices of volitional reading, thus giving validity and credibility to the research (Cohen, Manion and Morrison, 2018).

3.6 Ethics

An essential part of the research process is to take ethical issues into consideration from the planning stages through to dissemination (The Open University, 2022). To navigate the ethical concern of research being intrusive to the classroom practice of the staff, I was prompted to focus on volitional reading within the library as the teachers are detached from the organisation of the library. An autoethnographic approach to the research mitigated the need to collect personal data about reading practices and attitudes to volitional reading. These considerations were discussed with the gatekeeper, who agreed to the insider research based on the conditions that data collection would not involve staff or pupils. This

would minimise harm whilst maximising the benefit, as the school will have an inclusive library that supports volitional reading (BERA, 2018).

The use of Stutchbury and Fox's (2009) ethical grid (Appendix I) guided me in questioning the ways in which the research could be conducted to in order to maximise the benefit to the community. The external layer prompts awareness of the impact of the research on all parts of the institution and the wishes of others. As a new member of staff, I was mindful of how my decisions and actions in the library would affect longstanding staff members, therefore explanations and justification for the changes need to be carried out sensitively to avoid harm. The consequential layer of Stutchbury and Fox's (2009) ethical grid prompted me to consider the impact of the research on the wider community, the library space is used by external clubs and changes to the space could impact them. However, as it is predominantly a school library, which I was asked to improve as part of the school development plan that focused on championing reading, I prioritised the library usage of the space in order to maximise benefit to the school community. Whereas BERA (2018) offers principles and guidelines as to what should be done in educational research, Stutchbury and Fox's (2009) ethical grid offers a methodical guide in approaching ethical considerations. This framework of structured thinking underpinned my ethical considerations, along with consequences and outcomes of decisions, this ensured transparency to my research process.

My data collection was fieldnotes based on my experiences in the library. I questioned the ethics of using informal observations and conversations in my reflections. I noted that BERA (2018, p. 6) guidelines refer to "passive" participants in research which prompted me to question the need for informed consent. I noted the BPS (2021, p. 17) guidance states, that if the research process, in my case informal observations, is part of school practice then consent from senior leadership will be sufficient. I consider this applicable as observing pupils and adapting to meet their needs is good practice in schools. Further discussion with my tutor verified that no one would be able to identify themselves or others within the data. This responds to Delamont's claim (in Cohen, Manion and Morrison, 2018, p. 299), that ethnography can compromise the ethics of privacy as individuals can be identified. However, within the writing of the report, reflexive action will ensure that this potential issue is mitigated appropriately.

The Bera (2018) guidelines on informed consent raised the dilemma that if informed consent is not needed, is it an ethical requirement to give information about the research to the community? I questioned whether I should inform staff and parents about the research project. Staff and parents are aware that I am redeveloping the library, so after a conversation with my tutor, I reflected on what benefit would it have and questioned whether it would raise unwarranted issues, such as parental concerns that their child is being used for research without consent. So, reflecting on tutor feedback over concerns about covert research, I spoke to the gatekeeper about providing information about the project through the school newsletter. It was agreed that this would inform staff and parents about my research and in addition, would raise the profile of the library. As part of my responsibility to sponsors (Stutchbury and Fox, 2009) I would acknowledge and thank the school association as they have funded the development the library. This will offer a good opportunity for dissemination of the research whilst upholding ethical considerations throughout the research (The Open University, 2022).

In considering the analysis of data I referred to Macfarlane's (2009) ethical virtues (cited in Poulton, 2021, p. 8). This supported the decision to challenge assumptions and raise difficult findings to maintain truth and integrity to the research and to myself as the researcher. Ethical virtues is a framework of working through dilemmas so the researcher can report findings with courage and honesty but with humility.

Reflexive examination was used throughout the research process as an effective way of managing dilemmas and considering the influence of my personal position on the research. For Hamden (2009), reflexivity is a process of acknowledging how personal experiences and values impact the research process, as well as the setting and participants. These views are shared by Darawsheh (2014) who notes how reflexivity enables a researcher to raise their self-awareness of how the personal can influence the research. The recognition and clear articulation of my personal values gives transparency and credibility to the research.

Chapter 4 Data Presentation and Analysis

4.1 Introduction

The small-scale investigation on ‘challenges in redeveloping a primary library for reading for pleasure’ will be informed by the research question of ‘to what extent can the library support children’s agency in reading?’ Issues that contradict practices of volitional reading (Cremin et al, 2023), and key aspects of successful libraries (Greenwood, Creaser and Maynard, 2010) will be identified as challenges. The research question of ‘how can be Bourdieu’s concepts of capital, habitus and field explain the challenges in developing the library to become more inclusive?’ will contribute to understanding how taken-for-granted assumptions have shaped behaviours and practices within the library that inadvertently have become barriers to volitional reading. The data is presented chronologically as this is cohesive to the progression of the development of the library.

4.2 Visiting the Library

Part of my TA role was to support and nurture reading with children, it was agreed with the headteacher that I could do this during the weekly one hour library time on Monday lunchbreaks. My fieldnotes reflected on my first visit to the library. I had noted:

“As I entered the library I was overwhelmed with how busy it was. Children were playing on the furniture and spinning on office chairs. I didn’t notice anyone reading”.

Looking around the room I noted that it was crowded with furniture and books. A section of the library was set up as an office space, although it was not used for this purpose. A large display board stood in front of a window blocking the light. The physical space of the library was crowded with tables and chairs. It became apparent that the one hour weekly opening time was used by the children as an alternative to being on the playground rather than being motivated to explore the books and read.

As I attempted to engage children in reading I noted how overcrowded the shelves were, hence browsing and finding specific books was difficult. Books on the windowsill were visible and accessible. I noted that these were multiple copies and sets of popular authors, such as Michael Morpurgo, Roald Dahl, David Walliams and Enid Blyton. This correlated with research from Cremin et al. (2024, p. 5) which highlighted that teachers often rely on

childhood texts and celebrity authors, as they are readily available through marketing and promotion thus becoming more prominent to children but limits children's experience and choice of texts.

4.3 Social Justice

Influenced by my studies on literacy and social justice within inclusive education I was concerned at the lack of socially engaged reading within the library. Within my critical theory perspective I noted contradictions of practice that produce issues of social justice (McLaren, 2007, p. 3). Whilst the objective of the library was to encourage and support pupils in their reading, the organisation of the space and books, as well as the limited opening times of the library were barriers to supporting volitional reading. Aggleton, Carter and Grieve (2023, p. 151) highlight the importance of the library space supporting "curiosity, wonder and inquiry", for this to happen the space needs to be organised to enable independent browsing.

My fieldnotes reflected my concern at the lack of recently published quality texts and the poor condition of many of the books in the library.

"I noticed that children are reading newer books and titles in the classroom but they are not school copies, these are books accessed from home. Many of the books on the library shelves are discoloured and stained."

This raised the question of inequality because the lack of access to quality texts becomes a barrier to volitional reading thus contributing to the disadvantage of some children, whilst others become further advantaged. This disadvantage can be explained using Bourdieu's concept of capital. Edgerton and Roberts (2014, p. 195) highlight how the economic capital of parents confers "cultural capital for children", which holds advantages for future educational, social and economic successes. This is described as the "Matthew Effect" by Stanovich (1986, p. 382), where the "rich get richer and the poor get poorer". So, as asserted by the OECD (2021, cited by Cremin, 2023, p. 1), engaged reading is a significant factor in education and economic outcomes, and quality texts are significant to this, therefore volitional reading is an issue of social justice.

4.4 Time for Change

I agreed to take over the management of the library and was asked if I could make some improvements. I knew that the one hour a week time allocation would make the job challenging. My fieldnotes recorded feelings of scepticism but...

“I felt that my bookseller experience would be useful to make the library more inviting and I could support children in reading for pleasure”.

To make browsing more accessible I separated ‘dyslexia friendly’ books, removed multiple copies of texts and books in poor condition. This enabled me to arrange books with the front cover facing forward so they could be seen. My knowledge of organising and displaying books is grounded in my bookshop experience. This links to findings from Dool and Simpson (2021, p. 115) who noted how the personal values and experience of the teacher influenced their classroom practices of reading. This illustrates how the personal capital and habitus of an individual influences their agency and action within a field. My habitus increased my agency in shaping practices within the library (Edgerton and Roberts, 2014, p. 195).

Whilst the changes I had made were small, they improved access to texts for the children. Furthermore, it was also in line with The Reading Framework guidance, which emphasises the importance of books being “accessible and attractive to readers” (DfE, 2023, p. 92). This document was influential in the decision to revamp the library as it placed a heavier focus on reading for pleasure in schools. Although this guidance is not statutory, it influences practice as it is a national document published by government.

A critical event acknowledged in my fieldnotes was confirmation that the Parent Teacher and Friends Association (PTFA) would fund the development of the library. This was secured by the school leadership, therefore demonstrating how the library is valued. Such supportive leadership is key to developing a positive reading culture in school, as claimed by Merga and Mason (2019, p. 180). The funding mitigated the significant challenge of financial constraint as a barrier to accessing new titles, which is a common challenge for schools, as identified by Cremin (2023, p. 5). However, whilst the funding covered extra time for me working on the redevelopment, it would not cover the ongoing management of the library. This would remain challenging as the library would need to be maintained, as Greenwood,

Creaser and Maynard (2010, p. 91) comment, whilst funding is advantageous, good management is a necessity for a successful library.

I reflected on unexpected challenges that arose as I began to remove outdated and damaged books. Concerns were voiced to me about the number of books that were being disposed of, this included a number of religious texts. As it is a church school, I needed to manage these concerns with cultural sensitivity and respect. I referred to Stutchbury and Fox's (2009) ethical grid to mitigate these issues (Appendix I). In considering the external layer of cultural sensitivity, I maintained consideration for the Christian ethos of the school and the wider community of the governors and church, and treated religious texts respectfully. However, as some of the texts were not appropriate for primary age pupils they needed to be removed, I considered the consequential layer and the importance of maximising the benefit to the school whilst minimising harm (BERA, 2018, p. 13). I suggested the religious texts were kept with curriculum resources for teachers or donated to charity shops, this was agreed. Approaching the dilemma in this way enabled me to maintain responsibility to the PTFA as sponsors without compromising on the integrity of the research thus maintaining responsibility to myself and to education researchers (BERA, 2018, p. 27).

4.5 Supporting Agency

As shelf space was cleared I was able to rearrange the furniture – the work station and large board were removed, along with a table and some of the chairs. This brought light into the room and increased floor space which gave children more room to relax and read. Books were re-organised and labelled into 'younger' and 'older' fiction, non-fiction were sorted and labelled with colour codes according to Dewey categorisations. Reflecting the layout of bookshops and public libraries, some books were placed with the front cover facing forward and positioned to encourage independent browsing which would support children's agency in reading, thus responding to the research question of 'to what extent can the library support agency in reading'.

The extra space available enabled me to order some new books. I reflected on informal conversations with children about books they like to read and what they thought we should have in the library. The purchasing of their choice of books would ensure that they had

“access to enjoyable literature” which is key to volitional reading as noted by Merga and Mason (2019, p. 178). The new books were motivating children to visit, thus illustrating how targeting the children’s needs in a library can support agency in reading.

My fieldnotes reflected on the changing purpose of children visiting the library.

“The library was busy today, some of the children were looking for the new books that we had received. It created quite a buzz in the library”.

I began to notice that it was often the same children who visited the library. Although each class has an allocated library time, giving each child the opportunity to visit the library, I questioned the true agency of these visits. In my classroom experience these visits are time limited with children hurried to make a selection. This correlates with the experiences of the children in Oxley and McGeown (2023, p. 385), who commented, “we have a limited time to choose a book” and subsequently expressed a desire to be given increased access and time to browse. They also commented that support in browsing is helpful as the choice of books can be overwhelming. This emphasises the advantage of library staff in supporting agency in reading, and is a key factor to a successful library as noted by Greenwood, Creaser and Maynard (2010, p. 101).

Reflecting on this, and negotiating the relocation of a lunchtime external club, I decided to open the library three lunchtimes a week. Although this was going over my allocated time, I wanted to offer more freedom of choice for children to visit the library. According to Manyukhina and Wyse (2021) it is the combination of opportunity and the ability to act independently that become ‘affordances’ which are key to children exercising agency. Therefore, in addressing the research question of, ‘to what extent can the library support children’s agency in reading?’ I argue that increased opportunity, along with my support for browsing can effectively support the children’s agency in reading.

I noted how the combination of enticing texts and the improved layout of the library was motivating more children to visit the library. I reflected on how groups of friends were visiting to share a popular series of books.

“A group of girls came to look at the new books today. A confident reader introduced a series of books to an emerging reader. They took turns in reading and chatted about the

pictures and what was happening to the character. They related the events in the story to their own lives”.

I observed how the sharing of books had prompted informal book talk amongst the group of girls visiting the library. As they are in different classes there are fewer opportunities for their social interaction. In a discussion about her research on school libraries, Loh (2024) commented that some pupils preferred a school library over a public library because of the advantage of visiting with friends. My observations show how the library supports the social interaction and development of “communities of readers”, as observed by Aggleton, Carter and Grieve (2023, p. 154, 155). The autonomy of the children in a library “enhances their motivation” which, as Cremin and Scholes assert (2024, p. 6), is essential for volitional reading. Therefore, illustrating ‘how the library can support agency in reading for pleasure’.

4.6 Challenges and Contradictions

The school’s aim in redeveloping the library to support reading for pleasure was part of the school development plan to promote reading across the school. There was a significant sum of money invested in the library and the intention was to maximise its potential for the benefit of the children. However, a recurring challenge was the restricted access to the library as it would be used for different purposes.

“Unexpectedly, a meeting took place in the library at lunchtime. This meant that neither I, or the children, could access the library”.

“Due to wet play, the library was used by an external club. I was able to have access and could continue sorting and labelling books. The children have not been able to access the library this week”.

This resonates with findings from Greenwood, Creaser and Maynard (2010, p. 105) who noted that the multi-use of library spaces can become problematic as the purpose of the library becomes unclear to children. Although, they acknowledge the challenge of protecting a designated library space in a primary school with limited available space.

A further frustration was that an extra table and chairs were put back in the library and blocked some of the bookshelves, which is disconcerting for children coming into the library, as highlighted by Loh (2024). The library is being used as an extra work space in preparation

for Key Stage 2 assessments. This mirrors research from Hempel-Jorgensen et al. (2018, p. 90) which observed teachers using reading areas as extra workspaces. This contrasts with advice from Aggleton, Carter and Grieve (2023, p. 152), who advocate that library space should be distinct from curriculum and assessment. However, in a small primary school with limited space this will always be a challenge, especially when, as Cremin (2023, p. 4) highlights, “high stakes testing holds sway”, thus prioritising curriculum and assessment.

As the development of the library progressed discussions were underway regarding the wall coverings. It had been agreed, with staff and children, that this would be bespoke graphics representing a book theme. The walls would be covered with a woodland scene with book characters amongst the trees. The initial samples were concerning as there was a lack of diversity and inclusivity within the representation of books and authors, as well as an omission of recently published titles. This was reminiscent of research from Cremin et al. (2024) on the impact of limited repertoires of teachers. Further discussion about the design enabled me to share a selection of recently purchased books for the library, which were more representative of today’s society, that could be incorporated into the design. The finished walls prompted discussions about books and characters and therefore supported social interaction in relation to reading, which contributes to a “community of readers”, as noted by Aggleton, Carter and Grieve (2023, p. 154).

Whilst the focus of my research was on reading for pleasure within the library, I noticed classroom practices contradicted the volitional reading that was being supported in the library. As these practices impacted the children’s reading experiences, I was minded to reflect on them. Engagement with reading in the library was social, whereas in the classroom, it became a “silent and solitary activity”, which contradicts reading for pleasure practices (Cremin, 2023, p. 2).

As a way of promoting reading, children were asked to present a review of a book of their choice. There were high expectations for the content and presentation of the written review as they would be displayed. Reviews falling below expectations were not displayed. I suggest that this devalues children’s reading and inadvertently becomes demotivating.

Similarly, there are weekly expectations for children to record reading in a diary. These entries are checked, the focus is often on the proficiency of the writing rather than the

engagement with reading. Cremin and Scholes (2024, p. 2) argue that volitional reading does not involve a “written response”. This was reinforced during a webinar on ‘Overcoming Barriers to Reading for Pleasure’ webinar (The Open University, 2024b) that reported children commenting that “adults say reading is fun, but it becomes work” so, Cremin concludes by adding that “the expectation becomes the barrier”.

Interestingly, children in Oxley and McGeown (2023, p. 384) commented that recording their reading is a motivation to read more books. Although, Oxley and McGeown (2023, p. 384) respond by highlighting that this is “extrinsic motivation” which contradicts “intrinsic motivation” as a key factor to volitional reading, as argued by Cremin and Scholes (2024, p. 6). In questioning the purpose of these practices, I posit that they that have become “accepted and valued ways” that shape the habitus of the classroom (Räisänen, Korkeamäki and Dreher, (2015, p. 200). However, challenging these practices is beyond the scope of this investigation.

4.7 Final Reflection and Summary

The physical space of the library has been enhanced with book-themed wall graphics and a seating area. It has been transformed into a “socially engaging space” which McDonald, Hamilton and Hesmondhalgh (2023, p. 115) note is significant in supporting children’s volitional reading. This builds on Myles (2020) who comments on the salient effect of an engaging environment “as a learning tool to support reading development” (cited in McDonald, Hamilton and Hesmondhalgh, 2023, p. 115).

My final reflection on the book provision noted a lack of ‘dyslexia friendly’ books and texts that may entice reluctant readers. This needed to be addressed to transform the library to be inclusive to all readers by supporting their agency in reading. I arranged an order of comic books and graphic novels along with ‘dyslexia friendly’ books. Children that were considered ‘reluctant readers’ were invited to unpack the delivery with me. This offered them the experience of handling new books and the opportunity to discuss where they would be shelved. This helped to build relationships with ‘harder to reach’ children and aimed to build their confidence in using the library as there were accessible books for them (Aggleton, Carter and Grieve, 2023, p. 153). It was important that these were shelved so that they were “easily discoverable” (Aggleton, Carter and Grieve, 2023, p. 152) to support

browsing and choosing of texts. This illustrates 'how the library can support children's agency in reading'.

As my investigation and the redevelopment of the library was coming to an end it was pertinent for me to show the range of books and the organisation of the library to the staff, along with justifications for my decisions, this would contribute to the dissemination of my research.

There was an indication of dissent in regards to the comic books and graphic novels as they are not considered high value, challenging texts. This reveals the habitus of classroom reading practices focusing on the proficiency of reading. Bourdieu refers to habitus as "spontaneity without consciousness" (1990, p. 56), thus meaning the implications of practice are not questioned. Challenges to traditional pedagogic habitus will cause tensions even if improving practice is the aim, as observed by Räisänen, Korkeamäki and Dreher, (2015, p. 200). Drawing on Bourdieu's concepts aided my understanding of these tensions and subsequently assisted my justification for the purchase of these books.

Reflecting on the aim of developing the library to support reading for pleasure, I reiterated to the teachers how the child's choice of text is a crucial aspect of volitional reading (Cremin and Scholes, 2024, p. 11). Children had requested these texts, so the purchase of these books enabled me to "target children's needs" which, as Loh (2024) highlights, is key to encouraging children to visit the library and consequently contributes to agency in reading.

The PTFA Summer Fair was an opportunity for me to open the library and invite families in (this was voluntary as it took place out of school hours). A quiz to identify hidden book characters on the wall enticed families in and prompted informal book talk. This enabled families and the PTFA to see how the funding had been spent and gave me the opportunity to communicate what the library had to offer their children. As Aggleton, Carter and Grieve (2023, p. 15) state, the librarian raising awareness of the library is key to successful practice. Although, it is also vital for school management to maintain and support the library as a central part of daily school life.

In summary, to consider my investigation of 'challenges in redeveloping a primary library for reading for pleasure', and the question of 'to what extent can the library support children's agency in reading', have been answered through the evidence based changes to the library

contributing to supporting children's agency in reading. This is evidenced in the data that observed children's increased engagement within the library as the development progressed.

The second research question of, 'how can Bourdieu's concepts of capital, habitus and field explain challenges in developing the library to become more inclusive?', is addressed through these tools facilitating a deeper understanding of how issues become problematic. The understanding of these problems enable ensuing inequalities to be redressed, resulting in a more inclusive library that supports reading for pleasure.

Chapter 5 Conclusions and Implications

This investigation was instigated partly by the school development plan to champion reading across the school. In support of this plan the aim was to develop the library to support reading for pleasure. A significant finding, as expected, was that changes to the library made a positive impact on children's agency in reading. However, these changes were met with unexpected challenges, primarily the concerns for the disposal of outdated books and increasing access to the library.

The importance of my relationship with the children within the library is noteworthy, they were confident to share their reading preferences with me, without being judged, and comfortable to ask for advice on book choices. This resonates with Cremin and Scholes (2024, p. 12), who emphasise the importance of the "social and relational culture of reading".

Whilst the findings are limited to a small setting, the experience of the challenges will be relevant to other settings wishing to carry out improvements to their library. Therefore the study can support the anticipation and ways of negotiating challenges, such as the reactions to books being removed and the introduction of different genres.

Further investigation

The research revealed that the library alone is not enough to nurture volitional reading throughout the school. So, further investigation to explore understanding and attitudes to reading for pleasure would be warranted. This could incorporate quantitative data in the form of a survey, so that it could reach a wide range of participants. Focal groups with children could produce in depth qualitative data into their experiences of reading. This would provide localised evidence within the social context, as called for by Loh (2024) and Cremin and Scholes (2024, p. 12), and used to inform classroom practices to support reading for pleasure.

Implications

Although the redevelopment of the library was finished, for it to remain purposeful it needs to be managed effectively and creatively. I acknowledge the challenge of a small primary

school budgeting for a dedicated teacher librarian, however, they are central to the success of the library (Aggleton, Carter and Grieve, 2023). I suggest that the role could include taking groups of children and could therefore be incorporated as planning, preparation and assessment (PPA) cover for teachers. Alternatively, a cluster of schools could consider the possibility of sharing a library teacher as a way of mitigating costs.

I have left the setting now and am returning to class teacher responsibility within a different school, so the library's continued success will depend on future management. To share my findings from the investigation I will write a synopsis of the research and share this with the school. This will include suggestions for sustaining the library as a socially engaging space for volitional reading. This will form part of the dissemination of the research.

By exploring the challenges of developing the library for reading for pleasure this investigation revealed that through building relationships with children and respecting their reading choices agency can be supported within the library. Bourdieu's (1990) concepts of habitus and field offered a way of understanding tensions that arose in reaction to changes in the field. The changes in the layout and environment showed how capital and habitus of an individual can influence practices within a field.

The transformative action of quality book provision, increased opening times and enhanced layout within the library has contributed to reducing inequalities within practice as it is more inclusive. The key issue will be for the library to be sustained and progress to becoming an integral part of daily life in school.

Post Script - Critical Reflection

My OU journey began in 2007 with an Openings course, it was a daunting prospect as I lacked academic skills, digital skills, and with four young children, time management would be challenging. Key advice from my first tutor about getting started with writing was to 'just start writing what you think, then tidy it up'. I hold onto this advice today and have shared it with fellow students. A significant moment in my progress was the inclusion of one of my Level 2 assignments, (as a strong example), in the 'Good Essay Writing' book (Redman and Maples, 2011).

Embarking on my Master's journey, I was concerned as to whether I could achieve Master's level writing, my early assignments missed the depth of criticality that was required. I kept notes in my Learning Journal of feedback from tutors for reference when writing.

Additionally, reading Wallace and Wray (2021) enhanced my understanding of critical reading and writing. A key moment was a discussion with my EE815 tutor in preparation for my EMA, I realised that my questioning of practices and connecting theory and policy was valid but I needed to narrow my focus to enhance the depth of my writing. Subsequently, my critical writing skills improved in the EMA and I achieved a higher grade.

In considering the transformative aspect of Master's study and research project, I questioned how influential I could be within my professional role. As a new TA to the setting, I doubted that I could influence practice, so I chose the extended proposal. However, as my understanding of inclusive practice and critical theory developed I was able to challenge practices sensitively and make decisions which subsequently made a significant impact on the library becoming more inclusive. With the support of my tutor I was prompted to switch to the small-scale investigation. The critical reflection grid was useful in tracking my thinking and progress in switching to the small-scale investigation (Appendix III), along with the PDP goals for guidance, which were key throughout E822 (Appendix IV).

Reviewing the progression of my thinking on inclusive practice, I noted jottings in my Learning Journal from earlier modules, I interpreted it as integration with adjustments for learners with special educational needs. I now consider the wider issues of inclusive practice; through a critical theory lens I now question the influence of political ideology on

the purposes of education and literacy and how this shapes policies of assessment and curriculum, which drive practice resulting in the marginalisation of some learners.

Being part of a community of learners provided the advantage of engaging with fellow students. Participating in a tutorial on ethnography, fellow students questioned my topic and research design, in response I was able to articulate my argument effectively, which validated my research. They commented that my research was ‘amazing insight into reading for pleasure challenges’ and said it was relatable to their settings. The conversation highlighted how I was taking my knowledge of volitional reading for granted and would need to be mindful to explain concepts within my writing. The conversation reassured me that my data was rich and informative to improving practice and therefore asserted the value of my investigation.

The opportunity to step back from class teacher responsibilities and to embrace the opportunity to support children in developing agency in reading for pleasure has been a luxury and privilege. I recognise that other students are juggling fulltime jobs with study, whereas I have been able to focus primarily on study, which enhanced my investigation and learning experience. The value of my project has been reinforced through feedback from children, staff and parents at. Sharing the synopsis with the school and new colleagues will be part of the dissemination. I look forward to returning as class teacher and taking my knowledge and understanding to improve practice in supporting children in overcoming barriers to reading for pleasure within the classroom environment.

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Appendix I - Ethical Grid

Rationale	No	Question to consider	Your thoughts
External/ecological			
Cultural sensitivity	1	What are the values, norms and roles in the environment in which I am working and are they likely to be challenged by this research?	Respect and care for others, CofE school therefore Christian ethos needs to be respected this may be challenged in respect of diversity and inclusivity texts but need to consider importance of inclusion also taking guidance from policy documents – Reading Framework 2023, Reflecting Realities reports.
Awareness of all parts of the institution	2	What is the relationship between the group/individual I am working with and the institution as a whole? How does it affect the participant(s)?	As I am working on the library I am not working with individuals. Groups that will contribute information about the library are teachers and pupils. Groups that use the library space are affected by the changes in the layout – however it is predominantly a library therefore should benefit library users,
Responsive communication – awareness of the wishes of others	3	How might my work be viewed/interpreted by others in the institution? How will the language I use be interpreted?	Wishes of others – influenced my decision on data collection in not conducting interviews. Viewed positively by staff – but I was sensitive as relatively new to the school and did not want to seem like I was making drastic changes. Language used needs to be sensitive to consider how some feel about changes to the library. Majority are positive about the changes although some were wary of the disposal of a significant number of books.
Responsibilities to sponsors	4	What are my responsibilities to the people paying for or supporting this research (local authority, my school, external bodies)?	As in BPS guidance – protect participants and stakeholders – who is affected by research – HT, staff, children. Within wider community governors,

			church. PTFA – funding the revamping of the library therefore need to consider the maximise benefit and value for money – not misuse of contribution. Also not to compromise on responsibility to self to maintain integrity to research and professionalism. Volunteer support to be acknowledged as a source of support.
Codes of practice	5	Have I worked within the British Educational Research Association guidelines? Are there other relevant codes which might also be applicable? Am I aware of my rights and responsibilities through to publication?	Following protocols for voluntary informed consent, BERA, BPS p16, research close to school curriculum doesn't need parental consent. Guidelines focus on respect, responsibility and integrity.
Efficiency/use of resources	6	Have I made efficient use of the resources available to me, including people's time?	Resources – volunteer! Maximise their time, advice and support but not abuse it or take advantage. Time constraints influenced data collection decisions. Making use of webinars, conferences and document sources.
Quality of evidence on which conclusions are based	7	Have I got enough evidence to back up my conclusions and recommendations?	Need to consider that the evidence informs the research question – are the documents authoritative? Detail of personal diary entries – justify and balance any potential bias.
The law	8	What legal requirements relating to working with children do I need to comply with? Am I aware of my data protection responsibilities? Am I aware of the need for disclosure of criminal activity? Do I need written permissions?	Parental informed consent if interviewing children – but my information is gathered through informal conversations about reading preferences. This is part of school curriculum/day as pupil voice. Therefore I consider permission form HT will cover this but I will inform parents and staff of my research dissertation.
Risk	9	Are there any risks to anyone as a result of this research?	Risk could refer to emotional and mental impact on

			participants if research is linked to personal and sensitive issues. My research avoids such issues and focuses on reading preferences rather than reading habits at home.
Consequential/utilitarian			
Benefits for individuals	10	What are the benefits of my doing this research to the participants? Would an alternative methodology bring greater individual benefits?	Children are benefiting from an accessible library with books that are tempting. Library supports independent browsing skills and RfP. Staff are able to find books and support pupils. My methodology is qualitative and is not intrusive but includes children's opinions of book selection.
Benefits for particular groups/organisations	11	What are the benefits of my doing this research to the school/department? Could these be increased in any way? How will I ensure that they know about my findings? Is my work relevant to the school development plan? Can I justify my choice of methods to my sponsors?	School have acquired a functioning accessible library. Benefits need to be maximised by increasing the time the library is open – an allocated yearly budget would be beneficial to keep stock updated. The library needs to be sustained and continued. The research supports SDP – championing reading. Methods can be justified as research found ways to improve library and overcome/mitigate challenges along the way.
Most benefits for society	12	Is this a worthwhile area to research? Am I contributing to the 'greater good'? Is it high quality and open to scrutiny?	Legacy – research is relevant to other settings to support their development of RfP. RfP is issue of social justice, therefore, developing a culture to support is progress towards addressing inequalities. So, research valuable to other settings, my professional practice and for the school. Research decisions are backed by authoritative evidence and is all referenced.

Avoidance of harm	13	Are there any sensitive issues likely to be discussed or aspects of the study likely to cause discomfort or stress?	This was the reason for opting for ethnographic/action research approach. Sensitive data is not an issue.
Benefits for the researcher	14	Am I going to be able to get enough data to write a good thesis or paper? Am I aware of my publication rights? What might I learn from this project? Will it help in my long-term life goals?	Data should be sufficient as I have kept detailed diary entries. The research belongs to me – need to check publication rights. Project has enhanced my professional and personal knowledge and this has been shared and benefits the children.
Deontological			
Avoidance of wrong – honesty and candour	15	Have I been open and honest in advance with everyone who might be affected by this research? Are they aware that they can withdraw, in full or in part, if they wish?	Research doesn't involve participants but parents and staff will be informed that the library project will inform my dissertation.
Fairness	16	Have I treated all participants fairly? Am I using incentives fairly? Will I acknowledge everyone involved fairly? Can I treat all participants equally?	There aren't any other participants. School has benefitted from me giving extra time and research knowledge.
Reciprocity	17	Have I explained all the implications and expectations to the participants? Have I negotiated mutually beneficial arrangements? Have I made myself available when those involved might wish me to be? Are the participants clear about roles, including my own, as they relate to expectations?	No participants for data collection. HT gave informed consent for me to write up my experience of developing the library.
Tell the truth	18	If there is any need for covert research, how will I deal with this? What will I do if I find out something that the participants/school/department do not like? How will I report unpopular findings	No covert research. The biggest challenge is the teachers' wanting books to challenge children rather than embracing children's choice of books. Library is RfP which is my focus – I am not suggesting changing classroom practice.
Keep promises	19	Have I clarified access to the raw data and how I will share findings including at	School is not named and cannot be identified within the research.

		publication? How will I ensure confidentiality?	
Do the most positive good	20	Is there any other way I could carry out this research that would bring more benefits to those involved?	Research has been carried out to avoid intruding on staff time, avoiding collecting sensitive data about reading habits of children and parents.
Relational/individual			
Genuine collaboration/trust established	21	Who are the key people involved? How can I build a constructive relationship with them?	HT – good communication, respect and trust is evident as I have been able to implement changes. Volunteer – offered advice and support throughout leaving final decisions to me. This shows constructive, positive relationships based on communication, trust and respect.
Avoid imposition/respect autonomy	22	Am I making unreasonable or sensitive demands on any individuals? Do they appreciate that participation is voluntary?	Reason for autoethnographic fieldnotes
Confirmation of findings	23	What steps will I take in my methodology to ensure the validity and reliability of my findings? Can I involve participants in validation? Will I report in an accessible way to those involved?	I need to ensure validity through explicitly justifying my decision making, need to be transparent about my position and my perspective. I report verbally to HT about progress in the library. The results of my research are visible. How the library is used will confirm the success of the research.
Respect persons equally	24	How will I demonstrate my respect for all participants? Have I treated pupils in the same way as teachers?	Children's voice has been listened to – informal conversations of reading preferences informed the book stock.

Appendix II – Ethical appraisal form

E822 Ethical Appraisal Form

Masters: Education, Childhood and Youth

NB: it should be noted that The Open University is unable to offer liability insurance to cover any negative consequences students might encounter when undertaking 'in-person' data collection. It is therefore very important that you follow appropriate research protocols which should include seeking Gatekeeper permissions to undertake any data collection within your setting and adhering to ethical principles for the safety of yourself and your participants.

Because ethical appraisal should precede data collection, a completed version of this form should be included with TMA02 for those developing a Small-Scale Investigation (SSI) and as part of the EMA submission for those completing an Extended Literature Review and Research Proposal (EP) form of the Dissertation.

Fill in section 1 of this document with your personal details and brief information about your research.

For section 2, please assess your research using the following questions and click yes or no as appropriate. If there is any possibility of significant risk please tick yes. Even if your list contains all "no" you should still return your completed checklist so your tutor/supervisor can assess the proposed research.

Section 1: Project details

a.	Student name	Emma Percy	
b.	PI		
c.	Project title	An autoethnographic study: challenges in redeveloping a primary library for reading for pleasure.	
d.	Supervisor/tutor	Anita Pilgrim	
e.	Qualification	Master's in Education	x
		Masters in Childhood and Youth	

f.	MA pathway (where applicable)	Inclusive
g.	Intended start date for fieldwork	March
h.	Intended end date for fieldwork	April
i.	Country fieldwork will be conducted in <i>If you are resident in the UK and will be conducting your research abroad please check www.fco.gov.uk for advice on travel.</i>	UK

Section 2: Ethics Assessment		Yes	No
1	Does your proposed research need initial clearance from a 'gatekeeper' (e.g. Local Authority, head teacher, college head, nursery/playgroup manager)?	x	
2	Have you checked whether the organisation requires you to undertake a 'police check' or appropriate level of 'disclosure' before carrying out your research? ¹	x	
3	Have you indicated how informed consent will be obtained from your participants (including children less than 16 years old, school pupils and immediate family members)? Your consent letters/forms must inform participants that they have the right to withdraw from the study at any time. ²	x	
4	Will your proposed research design mean that it will be necessary for participants to take part in the study without their knowledge/consent at the time (e.g. covert observation of people in non-public places)? If so, have you specified appropriate debriefing procedures? ³		x

¹ You must agree to comply with any ethical codes of practice or legal requirements that maybe in place within the organisation or country (e.g. educational institution, social care setting or other workplace) in which your research will take place. If required an appropriate level of disclosure ('police check') can be obtained from the Disclosure and Barring Service (England and Wales), Disclosure Scotland, AccessNI (Northern Ireland), Criminal Records Office (Republic of Ireland), etc.

² This should normally involve the use of an information sheet about the research and what participation will involve, and a signed consent form. You must allow sufficient time for potential participants to consider their decision between the giving of the information sheet and the gaining of consent. No research should be conducted without the opt-in informed consent of participants or their caregivers. In the case of children (individuals under 16 years of age) no research should be conducted without a specified means of gaining their informed consent (or, in the case of young children, their assent) and the consent of their parents, caregivers, or guardians. This is particularly important if your project involves participants who are particularly vulnerable or unable to give informed consent (e.g. children under 16 years, people with learning disabilities, or emotional problems, people with difficulty in understanding or communication, people with identified health problems). There is additional guidance on informed consent on the Masters: Education and Childhood and Youth website under Project Resources.

³ Where an essential element of the research design would be compromised by full disclosure to participants, the withholding of information should be specified in the project proposal and explicit procedures stated to obviate any potential harm arising from such withholding. Deception or covert collection of data should only take place where it has been agreed with a named responsible person in the organisation and it is essential to achieve the research results required, where the research objective has strong scientific merit and where there is an appropriate risk management and harm alleviation strategy.

5	Does your proposed design involve repetitive observation of participants, (i.e. more than twice over a period of more than 2-3 weeks)? Is this necessary? If it is, have you made appropriate provision for participants to renew consent or withdraw from the study half-way through? ⁴		x
6	Are you proposing to collect video and/or audio data? If so, have you indicated how you will protect participants' anonymity and confidentiality and how you will store the data?		x
7	Does your proposal indicate how you will give your participants the opportunity to access the outcomes of your research (including audio/visual materials) after they have provided data?		x
8	Have you built in time for a pilot study to make sure that any task materials you propose to use are age appropriate and that they are unlikely to cause offence to any of your participants?		x
9	Is your research likely to involve discussion of sensitive topics (e.g. adult/child relationships, peer relationships, discussions about personal teaching styles, ability levels of individual children and/or adults)? What safeguards have you put in place to protect participants' confidentiality?		x
10	Does your proposed research raise any issues of personal safety for yourself or other persons involved in the project? Do you need to carry out a 'risk analysis' and/or discuss this with teachers, parents and other adults involved in the research?		x
11	Will financial inducements (other than reasonable expenses and compensation for time) be offered to participants?		x
12	Will the study involve recruitment of patients or staff through the NHS or the use of NHS data?		x

If you answered 'yes' to questions **12**, you will also have to submit an application to an appropriate National Research Ethics Service ethics committee (<https://www.hra.nhs.uk/about-us/committees-and-services/res-and-recs/>).

⁴ Where participants are involved in longer-term data collection, the use of procedures for the renewal of consent at appropriate times should be considered.

Appendix III – Critical reflection grid

Category	Feedback received, targets achieved, areas of development worked on.	How this shaped my dissertation.
<p>Knowledge and understanding: Targets, reflections or feedback relating to knowledge of current debate and issues in your specific area of focus; drawing out concepts and themes; choosing a focus area for your dissertation; identifying and overcoming ethical issues.</p>	<p>TMA01 - Have used a range of module materials, linked to other literature and my project. Ethical issues overcome – moving from EP to SSI using autoethnographic.</p> <p>TMA02 feedback – extra detail on ethics needed – attach ethical grid appendix which details thought process of working through ethical appraisal questions</p> <p>Draft chapter – ethics referred to grid but need to discuss how I used the grid in greater depth Stutchbury and Fox (2009)</p>	<p>Confidence to continue with project.</p> <p>Took time to revisit previous modules to review module materials and ensure that I am using them.</p> <p>Edited relevant section Discussed using Stutchbury and Fox (2009) to guide me through ethical dilemma in data analysis</p>
<p>Critical analysis and evaluation: Targets, reflections or feedback relating to justifying or challenging your personal perspective; interpreting and critically analysing evidence and methodologies from your own and others' research; analysing and evaluating themes and issues; sourcing and critically reviewing a wide range of publications; creating an academic argument using synthesis; comparing and connecting practice and theory.</p>	<p>TMA01 – good use of concepts and linking to practical evidence and inferring form data. Good links of theory and practice.</p> <p>Literature review was good – offered a range of literature with integrated approach to writing it up.</p>	<p>Confident to use themes within research and keep to integrated approach – and include my opinion.</p> <p>Mindful to continue with my approach. Proof read and check maintaining critically rather than descriptive writing.</p>
<p>Links to professional practice: Targets, reflections or feedback relating to:</p>	<p>Tutorial feedback – changed from EP to SSI, chose autoethnographic.</p>	<p>Progress in the library is good with positive feedback from staff and children.</p>

<p>designing and/or applying research methods; developing ideas from previous research and frameworks; reflecting and making adaptations during the research and writing process; addressing problems in research design; identifying implications for practice and professional debate; challenging your own assumptions; managing workload and personal motivation.</p>	<p>TMA01 – feedback suggested Action Research but after consideration decided on autoethnographic.</p> <p>Personal motivation – developing the library has helped as I see the benefits of improvements.</p> <p>TMA02 feedback noted the ethical consideration of when to inform staff and parents of my research - concern for my research becoming covert if left until completion.</p>	<p>Rich data relating to RfP practices and the tensions between library and classroom practice.</p> <p>Professional discussions take place, but there’s a reluctance to change practice – this all provides good data for analysis.</p> <p>New class teacher role has been secured for September. The school is interested for me to use RfP knowledge to support learners with barriers to RfP.</p> <p>I wrote a piece for the school newsletter which informed parents of the work that had taken place in the library. This was introduced by HT explaining that this became part of my Open University Master’s degree and how the school had benefitted from it.</p> <p>Leaving the school and the library was hard but professionally the right decision. Comments to me were ‘the library is your legacy’. Children thanked me for ‘getting them into’ certain series of books.</p>
<p>Structure, communication and presentation: Targets, reflections or feedback relating to using academic style and referencing; presenting, managing and sharing information in different modes; communicating concepts,</p>	<p>TMA01 – writing style was ‘chatty’ at times.</p> <p>TMA02 – writing style had improved.</p> <p>Intext referencing need to be neater and not interrupt the flow of the writing.</p>	<p>Planning each chapter with sub-headings helped to structure the dissertation. Addressing use of academic language using John Morley’s Academic Phrasebank to improve style.</p>

<p>findings and ideas for different audiences.</p>	<p>Feedback on draft chapters Research design– Need to link some theory and practice more explicitly. Data presentation and analysis – discuss some findings in greater detail rather than mentioning in the summary</p>	<p>Re-reading each section was useful to maintain an academic writing style. Referencing was checked more closely to maintain flow of writing.</p> <p>Mindful to build on this for dissertation. Working through feedback, ticking off to ensure all points have been addressed.</p>
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Appendix IV – PDP Goals

	Date	Specific	Measurable Action	Agreed	Realistic	Time	Review
Personal	15.10.23	Time management	Staying on track week by week <i>Timed focus 25 mins – stay off phone!</i>	Me	Yes	End of each section	1.12.23 TMA01 submitted on time 6.3.24 TMA02 on time
	01.12.23	Time management Cont'd Research Diary for data	Maintain weekly focus Start diary and update weekly				
	21.03.24	Time management	Follow time plan Start fieldnotes			Check weekly progress and on track	
		Noting how my ideas have changed already and how things shift during the dissertation Discussing new perspectives with colleagues, tutors and peers Reflecting on this as part of the dissertation	Reflections in LJ regarding conversation with tutor and students on autoethnography Ideas – agency in library but not continued in the classroom				
Academic	15.10.23	To improve research focus question	Question will reflect research and help identify excluded groups <i>Look at examples of questions and sub-questions</i>	Tutor	Yes	TMA01	1.12.23 research question reframed
	01.12.23	Act on feedback – EE815 EMA TMA01	Noted feedback and areas to work on – academic style		Yes	By TMA02	Feedback for TMA02 commented on improved style
	22.12.23	Further lit review for research	Work on research design – action research				
	22.12.23	Feedback TMA02	Look at autoethnographic writing			Fieldnotes to be completed	Fieldnotes and evaluations completed

							Acted on feedback
	23.03.24	Planning dissertation schedule	Draft chapters due earlier than planned			Beginning June, July	
	Date	Specific	Measurable Action	Agreed	Realistic	Time	Review
Research	15.10.23	To be able to source counter arguments to mine	Have articles reflecting individual aspects of teaching reading <i>Follow up references within articles citing alternate arguments</i>	Me – tutor will note in feedback	Yes	Ongoing in prep for lit review	Now doing SSI so less lit review. Found different views of library development
	01.12.23	SSI research for auto ethnographic	Research in education Prep for rationale for design approach	Me and tutor feedback	Yes	End of unit	Research title and question finalised
	22.12.23	SSI research for action research	Research			End of unit – Jan	
	21.03.24	SSI research using autoethnographic	Fieldnotes will be detailed for data Sketches included				Notes finished and evaluated themes identified
	24.03.24	Detail of ethics	Grid ready to append include S and Fox				
Professional	15.10.23	To enhance library for reading for pleasure	Focus on making books accessible	Me	Yes	ongoing	Separated books – age
	01.12.23	Consider inclusivity in labelling Linking theory and practice	Print and colour of labels. Labelling books	Me	Yes	ongoing	Colour coded Dewey
	01.12.23	Sharing thinking and findings	Library organization and management	Me	Yes	Ongoing	Conversations with HT Wrote a piece for the newsletter – part of dissemination
	22.12.23	Library development supporting	supporting children's use of the library –	Me	yes	ongoing	Progress as library is in use. Positive feedback

		children's use of the library	supporting reading leaders				from adults and children
	21.03.24	Consider how to improve classroom practice Goal of my research	Support children in overcoming barriers to RfP.			ongoing	Class teacher position for September. Interview included discussion on to overcoming barriers RfP in the classroom - dissemination