



The research draws upon extracts from one set of Inquiry Cycle meetings out of six sets of meetings attended between January 2013 and June 2015, and out of a total of ten sets of meetings held during this time. (Remoteness from the research site, and conflicting commitments meant it was not possible to attend all ten sets of meetings). The total data set comprised 42 day-long meetings (one meeting for each year level x 7 year levels x 6 visits) attended. The data presented here is based upon the 9th of these Inquiry Cycle meetings (the 9th set of individual year level meetings held since the beginning of 2013), involving Year 3 teachers at the school, held in March 2015, and focused upon interrogating a unit of work on writing persuasive texts that students had just completed. This included analyzing samples of student work in response to assessment for the unit. This particular year level meeting was purposively selected (Yin, 2016) because it provided particularly salient insights into the influence of standardised measures of student learning upon teachers' learning practices, including more problematic, perverse effects.

The meeting was audio recorded and transcribed remotely. Because the meeting involved not just the five Year 3 teachers at the school, but also a 'support teacher - literacy and numeracy'¹, the Head of Curriculum (HOC), a 'master teacher'² (who also served as an acting-HOC for a time), and the principal, it was necessary to take detailed notes during the meeting to try to capture speakers' dialogue as part of the professional learning process. These notes were provided to external transcribers to assist in developing as complete transcripts as possible of the professional learning discussions. A summary report of each year level's activities during each Inquiry Cycle was also provided to the school at the end of each series of meetings as a further stimulus to the professional learning activities undertaken in the school. The research was approved by the relevant University ethics' committee, and approval given by both the state educational authority and the school to undertake the research. All participants volunteered to be involved in the research, and agreed to have meetings recorded, and findings disseminated as part of the research; the anonymity of participants was assured as part of this process. Opportunities were provided throughout the duration of the research for participants to interrogate the nature of the research process and findings.

Analytically, given the strong focus upon various numeric measures of student achievement within the meeting, the research makes sense of this transcript of the professional learning discussions of these teachers in relation to theorizing about the governing of education by and through numbers (Rose 1991) in schools (Ozga, 2009; Ball, 2015), as outlined above. Drawing upon an emergent thematic approach, involving reading and re-reading the transcript data (Shank, 2006), key themes were

¹ Support teachers traditionally work with those students, in both out-of-class and in-class settings, who struggle to engage with the curriculum. This includes students with verified physical and intellectual disabilities, as well as various learning difficulties. The role has been reconstituted since 2008 to focus more strongly on literacy and numeracy practices – hence the title as presented.

² The 'master teacher' was a new role introduced at the start of the year, and supported by the state government. These teachers were high performing teachers selected within their schools for their capacity to work with other teachers to improve their teaching practice.



identified within the transcripts as these pertained to how various numeric indicators of student achievement governed the teacher learning experiences that transpired. Literature on teachers' professional learning practices in the context of these broader numeric governance processes (as outlined earlier) was also drawn upon to better understand these teachers' learning practices, including the role of standardized assessment practices vis-à-vis this work and learning.