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Every Day: Respect | Ambition | Responsibility

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Moor End Academy – A Contextual Introduction

Natasha Stokes

Moor End Academy is a large 11-16 academy situated in Crosland Moor in Huddersfield – an area of significant social deprivation. We are a National Support School and have been judged 'Outstanding' in two consecutive Ofsted reports, despite there being a number of substantial challenges which we face. 42% of our students are Disadvantaged, and 85% are from minority ethnic backgrounds; we are amongst the 5% of most deprived schools nationally, and students' APS on entry is significantly below national. However, irrespective of this we have incredibly strong core values – respect, ambition and responsibility – which underpin everything that we do, and our children succeed as a direct result of the incredibly committed and talented staff that we are fortunate to have. The Peer Coaching (PC) model was introduced at MEA during the autumn term in 2018 following extensive research around how best to drive standards in learning and teaching, whilst establishing a culture of research-driven practice and collaborative implementation and evaluation of strategies. Continual review and refinement throughout this academic year via the 'Teacher Researcher Programme', facilitated through
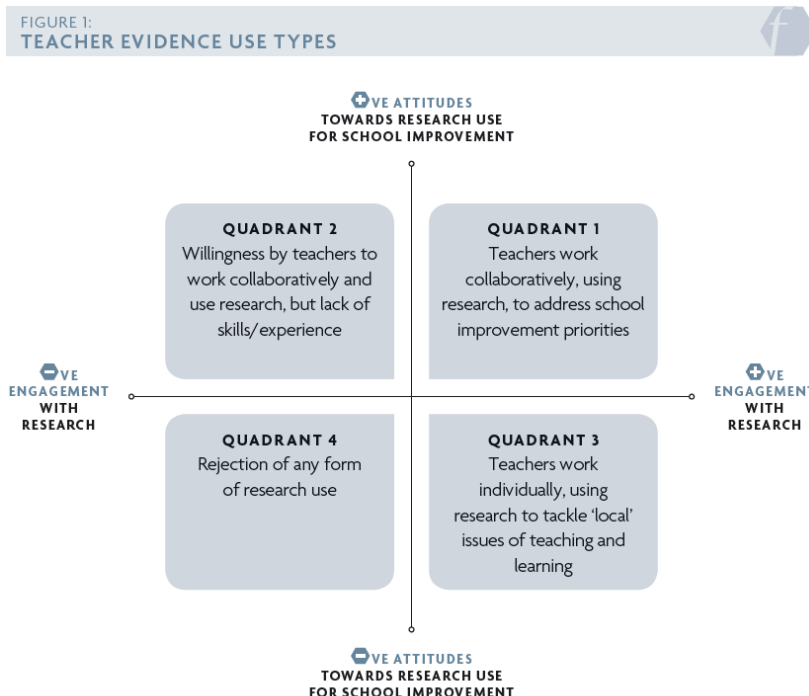
CollectivEd at Leeds Beckett University, and through staff voice and QA of meetings and minutes have led to strategic changes being made to PC in academic year 2019-20, although the original principles remain the same:

- Establishing 'a distinctive culture around reading, research and continuous professional growth' (Paddy Russell, 2019)
- Appreciating that 'peer support is a common feature for effective continuous professional development and learning' (Curee, 2017)
- Understanding that 'education should be grounded in evidence in order to ensure positive outcomes for students' (Mansworth, 2019)
- Providing opportunities for 'teachers engaging with iterative professional development over a sustained period of time, alongside peer learning and support' (Triccas and Golland, 2019)
- Encouraging 'opportunity for collaborative reflection amongst educational professionals' (Burhan-Horasanli and Ortactepe , 2015)

By no means is our approach 'perfect', nor is it embedded enough for us to claim significant impact to date. However, the fact that staff have engaged so positively with the process has encouraged us to continue to refine it in order to establish the culture for which we strive.

At the outset, many of our staff were in 'Quadrant 2' of the 'Teacher Evidence Use Types' model, so PC group facilitators have been participating in the 'Teacher Researcher Programme' to empower them to engage more effectively with research themselves, and model this to their PC groups. The articles contained within this are all reflection pieces based upon the journeys these facilitators have been on, and their progress and experiences along the way. The fact that they are so wide ranging in approach, focus, and perception are indicative of the fact that they have largely led their own learning and have been supported heavily in pursuing their own avenues and interests along the way. We hope that you enjoy reading them as much as they enjoyed producing them and can see the level of critical thinking which has been achieved.

FIGURE 1:
TEACHER EVIDENCE USE TYPES

+VE ATTITUDES
TOWARDS RESEARCH USE
FOR SCHOOL IMPROVEMENT

QUADRANT 2
Willingness by teachers to work collaboratively and use research, but lack of skills/experience

QUADRANT 1
Teachers work collaboratively, using research, to address school improvement priorities

–VE ENGAGEMENT WITH RESEARCH

+VE ENGAGEMENT WITH RESEARCH

QUADRANT 4
Rejection of any form of research use

QUADRANT 3
Teachers work individually, using research to tackle 'local' issues of teaching and learning

–VE ATTITUDES
TOWARDS RESEARCH USE
FOR SCHOOL IMPROVEMENT

All references from Impact Magazine Issue 5: Developing a Learning Culture, February 2019 (Chartered College of Teaching).

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The role of self-affirmation within the coaching process

Rebecca Thompson

Consider the familiar tale: Lucy is a young woman and teacher.

If questioned by a stranger, it is likely that Lucy would first assert she works with young people – her vocation written through her like a stick of Brighton rock. Like many young, ambitious educators, Lucy considers herself to be an effective teacher. Could it be that individuals like Lucy unwittingly foster teaching as an integral component to their self-concept? It seems so!

What then, when circumstances in Lucy's life change – the ailing parents, morning sickness, an unsupportive partner - careering so hastily over the edge of what can be managed, she begins to stumble? A temporary blip she needs to get a handle on... fast! What next, when Lucy's performance in work suffers? What now, when she is beckoned quietly into a meeting to learn she will be coached to address her underperformance? What becomes of the self-esteem, self-integrity and wellbeing of teachers who receive coaching support for underperformance?

Lucy begins her coaching program the following Monday. She considers the meetings to be an unhelpful, negative ordeal and does not feel the coaching plan serves the purpose of supporting her. Understandably she becomes defensive in meetings, spreading her feathers in preparation for further recrimination. A passionate teacher now speaks negatively of work. Lucy finds that she no longer recognises learning walks as a chance to improve, but a means to spy on her, to trip her up. This teacher no longer holds confidence in her ability.

Though fictional, there are no doubt themes in the above which resonate with those of us who have observed or delivered support plans for underperforming staff. The great question is: how can teacher coaches deployed by schools prevent staff like Lucy from suffering ruinous drops in self-esteem following placement on a support plan? Is it possible to give candid and courteous feedback, unaccompanied by the crushing of spirit and the educator's intrinsic sense of self? Is it realistic for a coach to carry out supportive duties, without delivering feedback, which

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may well commit the perceived character assassination of passionate staff?

What is coaching for underperformance?

As the British education system continues to scrutinise the performance of pupils and teachers with rigor, it is unsurprising that school managers consider coaching as a CPD opportunity to address a training need in underperforming staff.

An underperforming teacher, by definition, since the emergence of the Teachers Standards (September 1st, 2012) is one whom does not cultivate the criteria set out by the DfE, and therefore elemental requirements of their work. Internal coaching is a long-standing strategy devised by school leaders to informally tackle underperformance before more formal procedures are utilised. A teaching member of staff, the coach, who holds meetings with the coachee, leads the process. The coach is expected to support, set targets and carry out routine observations to measure impact and progress. Though often deemed intimidating by coachees, Rhodes and Beneicke (2003) write 'given that effective teachers are key determinants of successful pupil learning, it is not surprising that some government initiatives have been directed at the management of teachers'

performance and at supporting them in their professional development (Rhodes and Beneicke, 2003.) In fact, the Sutton Trust discovered in their 2011 report that when placed with an effective teacher, pupils gain as much as 1.5 years of learning over the course of 1 year in comparison with just 0.5 years in poorly performing staff. Given promising research conducted by Wragg et al (2000), it has been suggested that successful impacts on the teaching of underperforming staff has been so due to effective implementation of a coaching strategy carried out by a fellow teacher. However, it must be noted that where management intervene, this is likely to be viewed as a threat and met with 'strong, negative, emotional responses' (Rhodes and Beneicke, 2003.)

Why do teachers feel negatively about coaching and what are the solutions?

Teachers and self-concept
It is possible that due to the inherent nature of an individual who chooses the vocation of teaching, and the performance-like structure of the job, that the individual holds teaching close within - as an extension of self.

Bronfenbrenner's social ecology suggests that self-esteem is governed by 5 systems,

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including family, peers, work and other integral components in the development of our self-concept. It could be that amongst teachers, work is more closely wedded to important components of building a self-concept than in individuals who do not teach.

By virtue, this proves complex for a coach in delivering negative feedback, as this could harm the self-esteem of the teacher and result in disobliging behaviour. For example, self-enhancing behaviours are a form of bias employed by individuals in the event of a situation which challenges one's self-integrity (Koole, 2009.) In the case of a teacher, this could be the delivery of negative feedback on their classroom performance. The negative impact of this behaviour is proven in regular alcohol abusers. Armitage, Harris and Arden (2011) demonstrated that despite receiving guidance on the dangers of alcohol, alcohol-dependent test subjects did not change their behavior, and instead derogated the message. The behaviour is likely deployed in an attempt to preserve self-esteem and in turn, minimise anxiety (Schmeichel & Vohls, 2009.) These subjects, in similarity to an underperforming teacher, chose to detract from the delivery of negative feedback. It is possible that underperforming teachers may behave similarly in their refusal to accept coaching as

it requires them to understand it means their performance is inconsistent with their ideals of being a 'good' teacher.

Becoming a coach means undertaking the responsibility to challenge an individual who is not performing as expected. This means, by virtue, the role involves delivering negative feedback, which may indeed harm an individual's image of self-integrity. Steele (1988) discusses the theory of 'self-affirmation.' That is, the method by which the 'self system' of an individual, much like the human immune system, addresses a threat to ones moral or adaptive adequacy (Sherman and Cohen, 2006) and therefore triggers a self-preserving (affirming) response. A threatening event, in the case of a teacher, such as negative feedback on performance, could harm the image an individual has - that they are 'good, virtuous, successful, and able to control important life outcomes' (Steele, 1988.) A self-affirming technique could include any action in which an individual is asked to recall information, which affirms their positive image of self. In test subjects discussed previously in this piece, individuals who abused alcohol derogated health advice when met with negative information, as this challenged their positive ideal of self. However, when test subjects who drank

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caffeinated drinks were given the opportunity to anchor their self-integrity by completing a questionnaire on their political views, the study found they were more likely to respond to health advice than those who did not self-affirm before receiving this advice (Kunda, 1987.) It is therefore important that a coach consider introducing self-affirming techniques into their practise to preserve the integrity of the coachee during their coaching journey. Simply requesting that they recite a time they felt extremely proud of themselves, their family or a teaching achievement at the beginning or end of a session could pave the way for a more effective, self-affirmed coaching sequence in which the coachee feels positively about themselves and their teaching moving forward.

Unclear goals

Despite access to a complete and exhaustive set of standards which teachers are expected to follow, those who are coached for underperformance may remark that despite employing all suggestions and instructions by their coach, they are still deemed to be underperforming. Staff should be issued with a clear and detailed plan, outlining the issues raised which led to the fruition of a coach-led support plan. This means, the coachee should be clear on precisely where in their practice

their performance is lacking. Due to the intrinsic nature of coaching for underperformance, it is a possibility that coaches have overlooked the importance of goal setting in their encouragement of staff to become self-efficient in improving their practice. Locke and Latham (2012) suggest that teachers who receive negative feedback in the context of their goals for progression are more likely to behave self-efficiently and therefore take ownership of their own improvement plan. In addition, Locke and Latham (2012) propose that without clear and precise feedback, a member of staff will still attempt to fulfill the requirements of an uncommunicated goal. For example, a coach may suggest to a teacher that her learning objectives are not challenging enough. The staff being coached may respond by adjusting his objectives, however he still fails to satisfy this target during reviews with his coach. This oversight on the part of a coach can present effective teaching as elusive and unachievable. Ilgen et al. (1979) theorised that the act of delivering effective feedback is 'goal setting within itself.' That is, where a goal is not communicated with the coachee, the coachee learns that they receive negative feedback when their starter tasks include two, undifferentiated questions, however they receive positive feedback when the same

starter format includes a challenging question. The coachee is able to consider where their positive practice and shortcomings lie, and thus the coachee through feedback sets goals independently. This is consistent with a lead trainer of teachers. That is, a trainer who is capable of helping teachers improve 'through negotiation, to define their own clear and appropriate strategies and activities for development.'

In Conclusion

If we cast our mind back to Lucy, in light of the above, how could things be done differently? It is clear amongst individuals who work within the education system that pride and self-worth are closely wed with perceived performance. Therefore, we should build self-affirmation techniques into our support processes to afford coachees the opportunity to validate their image of self before being introduced to the throes of constructive and potentially critical feedback.

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A Move Towards Meaningful CPD

Gwyn Edwards

There is no doubt of the value of Continuing Professional Development (CPD) programmes within an educational setting. CPD sessions can be delivered on a wide scale to ensure that identified target areas or staffing needs of a school are addressed This is particularly crucial as budget constraints facing many educational establishments make a Newly Qualified Teacher (NQT) a more attractive prospect compared to a more experienced teacher with no leadership role or responsibilities.

By relying on a high turnover of new and recently qualified teachers, schools end up with an "experience black hole" – one that sucks crucial support and expertise from the staffroom.[1] [McHugh]

As the need for CPD is increased, it is important to make sure that the provision is fit for purpose. That is to say, if energy is to be spent on improving the quality of the teaching then it stands to reason that the impact should be effective and evident in the student's progress.

The need for change.

There is, I think, an under-appreciated but absolutely iron rule of education: everyone who has been to CPD events has been to terrible CPD events.[2] [McEnaney]

CPD sessions have traditionally been delivered by a senior member of staff or teacher who has shown some success in the focus area. The sessions are typically delivered at the end of the school day or a dedicated INSET day to ensure that good practice is shared throughout the whole staff and allows for collaboration between teachers with different subject specialisms. Even if the strategies, research and success stories are disseminated effectively, there is little to check that these are being used, what subjects they work best in or allowing any feedback or support for those who have trialled them in their own classroom. This is before considering that what works for one teacher may not be

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[1] Andy McHugh 'Teachers over 30 are too expensive to keep' Times Educational Supplement 1st May 2019

[2] James McEnaney 'We've all had terrible CPD – lets put an end to it', Times Educational Supplement, 29th May 2019

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effective for another. Thus, being able to assess progress or the impact of this professional development is fraught with difficulties. Often, the person delivering the training will put a lot of effort into researching, using, evaluating a specific target area in order to minimise the effort that their peers would need to expend, only to find that this effort is not matched due to the peers not feeling fully involved in the process.

Too often teachers see CPD sessions as an obligation and to be endured whilst thinking of all the work they could be doing instead. Whereas enthusiastic and motivated members of staff would welcome the strategies being disseminated and be pro-active in using and adapting the idea for use in their classroom, little is done to consider those who have not engaged in the process. This has an obvious effect on the impact and can lead to a vicious cycle where the same theme is delivered over a number of CPD sessions leading to a further disengagement as teachers wonder why they are listening to yet another meeting on the same subject.

A step in the right direction.

A move towards empowering teachers to work collaboratively and pro-actively is currently in its first year of development at my academy. Rather than the usual calendar of after-school meetings, a selection of volunteers were taken to help facilitate teacher research groups. The focus of these sessions were limited to whole school priority areas and group members were given the freedom to choose which of these selected areas to research, trial and feedback on.

Once these focal points were chosen, active research was encouraged to allow all teachers to collect their own evidence of strategies which may be useful. This provided all members of the group a legitimate and equal voice at meetings. From this, strategies could be trialled in the classroom and impact measured through peer observation in addition to the individual's personal feedback. Peer observations were informal and short so to not add an additional burden to workload.

During the year, meetings with each research group were kept to a minimum to ensure the focus was on practice in the classroom and gave teachers the time to create resources and plan activities and strategies based in research thus maximising impact.

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This approach seems to meet a lot of Tiplady's criteria for good CPD.[3] It is frequent and ongoing rather than a standalone session which would be instantly forgotten or not prioritised in the day to day tasks. However, it is not so frequent as to create an imbalance where the majority of time is spent discussing the problem and potential solutions rather than creation of resources, strategies and activities. The problems to be tackled in the groups were focused and relevant based on cohorts where less progress was being made in the academy as a whole. This was a significant move away from CPD sessions where strategies such as differentiation or group-work were touted as the perfect solution to problems which were never discussed and ensured that the initial problem took centre-stage. By putting the onus on the individual's work, engagement increases and teachers could 'buy-in' to the discussions about improvement based on evidence and research.

Did it work? A personal reflection.

This new approach to CPD was met with positivity from my group. This comprised of five members of staff including myself with a mix of teachers at varying stages in their careers and a range of subjects. In the first meeting, it was tricky to dislodge the idea of my role as a facilitator rather than instructor and many found it helpful to have a small collection of resources offered for initial discussion. Once the objective became clear and the group members could visualise classes where they could make an impact, they became more pro-active and seemed more comfortable with the process they were being asked to undertake.

I believe that part of the initial discomfort was the idea of independent research. Whereas some of the group were used to basing their practice in research and evidence, it was typically more subject specific. Teachers who were more unfamiliar with the research process needed guidance on places where they would be able to access good quality educational research documentation.

Working in the small groups encouraged organic discussions based on the research and strategies. The amount of time spent facilitating and directing good quality discussion was lessened during each successive meeting suggesting that members

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[3] Joanne Tiplady, 'Six ways to save your school from bad CPD', Times Educational Supplement, 9th May 2019

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felt an equality within the group. However, when the opportunity arose to join with another group, the need for the facilitators to lead the discussions became greater until everyone felt comfortable with the new additions. It is interesting to note that the original group contained teachers from different departments and the combined groups included people from the same departments with differing levels of responsibility and status. Again this highlighted the importance of creating a system where a sense of equality is key and the removal of hierarchy aided this.

As the year progressed and other priorities emerged, there was a sense that the meetings were more of a duty to be endured. This is an old and constant battle and not only links to the time constraints a teacher is constantly managing but also to the engagement and motivation of the individual. Once the group members had identified possible sources of research, articles were collected and strategies identified in a timely fashion. These were then implemented in classes where teachers had identified the 'target cohort' and feedback entirely comprised of the individual teacher's formative and anecdotal assessment

and the snapshot observations. When this stage had been reached, there was a sense of completion and that the problem had been solved. At this stage, the majority of group members seemed content to continue developing their chosen strategy and some suggested tackling another problem. The deliberate introduction of a critical source which contradicted the initial research reignited discussion and enthusiasm. Dylan Williams warns of the constraints of taking research at face value when he stated:

Very few teachers are involved in academic research, and the vast bulk of published research in education is produced by academics in universities who are rarely involved in teaching the students that are the focus of their research.[4]

This led me to wonder whether it would have been more beneficial earlier in the process to incorporate more of a critical view of the research being collected and the subsequent trials in classrooms.

As part of the discussion at the first meeting the complexities of the problem cohorts were highlighted. For example disadvantaged students are not always separate and distinct

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[4] https://www.tes.com/news/dylan-wiliam-teaching-not-research-based-profession 08-06-19

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from other problem cohorts such as gender. Furthermore the profile of a disadvantaged student and the factors which may hinder progress can be wide ranging. Whilst there seems to be little doubt that research can be a valuable tool in teacher and subsequent student development, experience and knowledge of the complex issues facing many students is still vital. In addition, strategies which seem to be successful with a small sample needs ongoing review and modifications and tailoring to maximise impact.

Where next?

1. Motivation, motivation, motivation.

I believe that for any collaborative professional development to be successful, the engagement and motivation of the individuals involved is key to the subsequent success. This can sometimes be a hard sell particularly in cases where teachers are unable to evaluate their performance accurately or feel disengaged from the problems being presented for discussion. It would be near impossible to solve this problem completely but there are steps that could be taken from a school leadership

perspective which could set the right environment.

Firstly, the creation of a school culture based on a clear and shared vision alongside a continuous drive for improvement of ***all*** teachers promotes the equality of the process. If teachers have not bought-in to the whole school problem areas, they are unlikely to prioritise any work they are asked to undertake as part of its solution. Explicit and regular recognition of efforts undertaken continues the momentum and motivation of the teacher to embed the idea that their work is important and has a purpose.

Williams believes the solution to this issue lies in the promotion and application of Carol Dwecks 'growth mind-set' in teachers:

First, a belief that you can get better as a teacher is the key to staying positive about the job… It is much easier to learn from mistakes than from success, but without a desire to improve, failure is just failure. But with a growth mindset, failure is a chance to learn, to improve.[5]

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[5] https://www.tes.com/news/dylan-wiliam-teaching-not-research-based-profession 08-06-19

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Dweck's theory is not a new concept. Much work has been done to promote this among students and ensuring that all are familiar with the theory is not guaranteed to make everyone automatically view their workload in a new light. Rather, this needs to be *embedded* and *expected* in the school culture for teachers. It takes time and persistence to change perspectives and ensure longevity and this needs to be a consideration in the initial planning of any new approach.

2. Timing is everything

Careful consideration of when and how to launch collaborative initiatives for professional development is important. Overloading teachers with information on the first day back at school when they are preoccupied thinking about their new classes and planning is likely to fall on deaf ears and foster resentment. By contrast using small, specific allocated chunks of time over several weeks could allow teachers to revisit the approach and engage more efficiently. Choosing members of staff to facilitate this rather than being led by one member of staff with links to senior leadership encourages the creation of a collaborative coaching environment where all members feel they are a valuable part of the process. As we are all aware that certain points of the academic

year are busier than others, there should be no reason why CPD activities and meetings are scheduled to be evenly spaced out across the year without prior thought. Instead the discussion of research and formulations of ideas and strategies could be developed during periods where teachers have time to engage with them fully. That is to say that we should not be expecting teachers to cram in CPD in one go but allow them to continue developing their own self - improvement at a pace suited to them, accessing support from others through informal chats and the use of technology without the need to take up valuable time meeting to needlessly discuss progress.

3. One approach does not fit all.

As teachers, we are masters of differentiation. We would not expect a student who is confident and proficient in a topic to repeat the same work as the student who still struggles with the initial concepts. Although the objective for learning or development tend to be the same, people can be at varying stages to meeting this. It is therefore vital that teachers who are more proficient are utilised fully to retain their motivation and also provide insights for those who would benefit. The addition of well-chosen and critically evaluated research ensure that a wider

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resource base and source is used which is not limited to one teachers knowledge and practice. Similarly, if a staff member found one strategy to be particularly effective with a class they currently have, we need to be wary of complacency in expecting this to work for all classes and students or rolling it out to all staff as a 'miracle cure'. This does not mean that good practice should not be shared amongst a wider audience but rather provided as part of a wider 'toolkit' for other teachers to actively engage with, modify, adapt and critically review as part of their own development.

4. **What's the point?**

In order to break out of the habit of simply repeating CPD when it is evident that previous CPD has failed, attention needs to be paid to impact. We need to ensure that CPD has been meaningful and not a tick box exercise or fruitless task. Many times during collaborative professional development sessions, a questionnaire is handed out at the end of the session and teachers hurriedly evaluate the session. Questions which prompt further thinking such as how the knowledge imparted will be implemented into the classroom are useful but very little focus is put on whether this intention was carried out or whether it had the desired impact on the focus subject.

This then makes the evaluations useful in identifying the impact of just one stage in the process. Perhaps the solution is by making any impact on the focus areas or cohorts more visible throughout the process by utilising data which is already collected in terms of assessments, observations and teacher evaluation. This would renew the sense of purpose and show whole school progress on the issues without judgement which could further enhance motivation.

Conclusion

It is clear from the start of the academic year that progress has been made to ensure that continuing professional development is more collaborative, engaging and challenges teacher's experiences and thinking about key issues. More evidence of impact will emerge as time goes on to allow for further evaluation and analysis of how this approach can be developed further. Durrington Research School have taken some of these initial developments and extended them further to develop their own 'Disciplined inquiry

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approach'[6]. This looks at teacher improvement by setting up inquiry questions linked to appraisal and puts a research as a vital part in a larger process to make small changes in practice for a larger gain in student achievement.

Whatever the evolution of the process, hopefully the days of meaningless CPD sessions is behind us in favour of an approach which will lead to transformative change.

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[6] https://researchschool.org.uk/durrington/blog/developing-a-disciplined-inquiry-approach

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A Difference of Opinion:

Reflecting on attitudes to coaching as a woman

Fiona Ewing

'What differences are you talking about?' scoffed some of my colleagues, both male and female, when I said that I had an interest in looking at coaching women in educational roles as a possible topic for this paper. And I immediately questioned myself. I automatically considered my esteemed colleagues would be right, and I was just 'spouting' feminist ramblings. Regardless, I persevered with my research following my instinct that there would be a difference between men and women in education. Call it 'female intuition…!'

Disadvantaged? Moi!

A little about me. If I were a student I'd be classed as disadvantaged and the school would throw everything at me to ensure that I am successful. I am a middle-aged woman (just!) and to separate me even more I am a lone parent. I've been teaching for four years yet my age might lead others to assume I've been in the profession since the Stone Age! Sometimes I wonder, 'Is it me that needs the coaching? Do I need the time to reflect on my own practice and explore any opportunities that could progress me towards leadership?'

More often than not I'm coaching others to 'improve,' I am surrounded by handpicked protégées who are all younger than me, being groomed for opportunities that without doubt, I could excel at. But I am told my 'skills set' is more suited to coaching. I almost believe that I should be grateful for this 'opportunity.'

Am I typical? Does my SLT simply class me as someone who is 'settled,' after all, I've had my family, so surely they must be my only focus now, and at my great age what more do I want? Is this how other women are feeling? Women are given less authority, autonomy, and control in the workplace, and their prospects of promotion are different from those of men with similar education and status (Reskin & Roos, 1990; Adler, 1994; Wright *et al.*, 1995.) If society views women as less suitable for progression than men, have women come to accept this too? I'm a feminist. I believe in equal chances for men and women. I have three daughters. And yet I found myself accepting this.

I'm not saying for a moment that men don't have family pressures too, but there does seem to be a long held patriarchal, heteronormative acceptance in society that women are homemakers and raise children. I maybe should mention at this point that I am a History teacher, so I am well aware of how this belief came to be so well established! HIS-tory has set the scene. Women stay home. Men provide. Research has put into words some of my own thoughts, …'Why are there more men in leadership positions in education? Is this linked to these long held beliefs. An explanation for the differences between the genders is that women are seen as less committed to jobs that require effort and investment of time, because of the roles they play both in the family and in the workplace. One of the ways for women to cope with their various roles is by working part time. This decreases their prospects of promotion to administrative positions that require full-time work, even when they have the same education and years of experience as men.' (Addi-Raccah & Ayalon, 2002).

A level playing field…?

My initial motivation for this piece of work was sparked by reading a paper on coaching written by *Kerry Jordan-Daus.* I was left feeling reflective, as I too was coaching a

woman at that point and I felt the ring of truth to what she had written. 'I believe that through coaching women have an opportunity to find a voice. I bring to coaching a belief that women find it particularly difficult to find their authentic voices in the world of education leadership which some would argue is still wedded to mainstream heroic leadership models and practices (Blackmore and Sachs, 2009, Fitzgerald, 2012, Coates, 2015, Rummery, 2018.)'

As a practitioner who was just at the beginning of the coaching journey I had not considered that women might need different or specialised coaching to men. Perhaps my doubting colleagues were right. After all, there are far more women in teaching roles than men, so surely education is one field where the gender gap does not affect women negatively? 39% of heads in secondary schools were female, whilst 62% of all teachers in secondary schools were female. This led me to wonder why, if over half of secondary teachers are female, why isn't this translated into SLT and head roles? This, seemingly, isn't reflected in the primary sector where 73% of heads in primary schools are female, whilst 85% of all teachers in primary schools are female. If they can do it, why can't secondary schools? At Moor End we

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are at least more evenly balanced. While our Head is a man, our SLT has a 50/50 split of gender.

As soon as my research started for this piece, it became obvious that there is a wide variety of reading centred around women in education, but more specifically women as leaders in education. 'Research also suggests that male teachers are more likely to be employed in high ranking roles within a school, such as Head of Department or Head Teacher… One of the major challenges for the education system is making Head Teacher roles more appealing to female applicants.' (gendertrust.org.uk) Women are less represented in managerial positions, occupy a lower position in the organisational hierarchy, and are less involved in decision-making (Diprete & Whitman, 1988; Reskin, 1988; Calabrese & Ellsworth, 1989; McGuire & Reskin, 1992; Tomaskovic-Devey, 1993; Izraeli, 1997.) If organisations such as Women Leading in Education exist, then surely many others have a similar stance and awareness.

Impact on Coaching

This academic year I have coached colleagues who have been selected by SLT. One of my coachees was a woman, with young children,

who was new to the school. Her teaching style had been questioned by a parent, and this seemingly had flagged her up for coaching. After a wobbly, negative start, it soon became apparent that she was a wonderfully creative teacher who was passionate about her role. Talking to this coachee made me realise just how much our own children miss out on family life because of our commitment to our students and their successes. The empathy I felt for her led me to question the coaching process for women.

Should we, as coaches, be aware and sympathetic to women and the pressures that are often piled upon them? While that may not be the professional approach, surely it is the most humane and morally correct. This led me to further reflect... am I someone who ought to reach for leadership? I'm sure I cannot be alone when I say I am often conflicted between the welfare of my children and the quality of the time I spend with them, and taking pride and care in a job well done. It seems an impossible balancing act, and from reflection to discussion it seems I am not alone. Certainly within the academy several of my peers feel the same way.

My journey of coaching and mentoring does have a positive ending. My coachee has now

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settled and is beginning her own journey of possibility. Not only this, but I gained a coach myself in the form of a mentor from the National Council of Teaching, a volunteer who is helping me to explore my own possibilities, a woman who has a successful leadership role. In September I will be taking up the role of Assistant Head of Humanities, my first leadership position. It has been a struggle silencing my own inner impostor syndrome, to break with the ingrained 'received wisdom' and stereotypical beliefs held by so many.

So what can we do?

Read. Talk. Research. Question. Out there is a wealth of information. As soon as my research started, pages of suggestions were thrown at me. The DfE have set up the organisation Women Leading in Education. This is free to access and they aim to support over a 1000 women through networking and coaching. The DfE coaching pledge invites all current leaders to make a voluntary pledge to coach aspiring female leaders, to raise aspirations and challenge myths and self-limiting beliefs. This is where I started and I would urge you to do the same. I hope that by voicing and exorcising some of my inner demons this may spark recognition in you, to open a dialogue, a story which isn't a HIS-tory, or even a HER-story but an US-tory where we are all individually recognised for our professional qualities.

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How is coaching perceived?

The pre/misconceptions of coaching in schools

Lauren Wilkinson

"Coaching" means something different to everyone. A lot of us have had both positive and negative experiences within coaching in schools in the past, which influence our meaning of and expectations from coaching. There are a lot of reasons why we have such differences in opinions regarding coaching. Additionally, people always suitable for coaching or haven't had the opportunity to be coached. In this think piece, I would like to gather research to be able to understand those misconceptions, but to also how we can encourage coaching to thrive within our schools.

Why do people have a negative mind-set when being asked to participate in coaching?

- Is it because of the coach that they are being coached by?
- Do people think it will involve extra workload?
- Do people think they are failing and it's a way of them being pushed out?
- Have they had bad experiences in the past?

- Do they think that coaching is telling them what to do and don't do?

These are some questions that I have repeatedly asked myself over the past year as a coach, and throughout this piece, I am hoping to conclude these misconceptions.

What are some common misconceptions about coaching?

Misconception: Coaching is primarily for correcting behaviour – If people are only coached when they do something wrong, then the objective of coaching is missed. The focus should be on what people are capable of doing and being, and then working towards that end. It's about building not fixing.

Misconception: Coaching is soft stuff – The leader who avoids the soft stuff usually does so because it is so hard – the work is easy, it's the people that are difficult. Because people issues can be so challenging, the ill-equipped leader minimises their importance and labels them soft or touchy feely.

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Misconception: Coaching is like therapy – sometimes the coach and the executive being coached fall into the trap of treating the coaching as personal therapy. Rather than focusing on the practical steps for improving the performance at work, sessions are devoted to examining family or relationship problems, or other unresolved psychological challenges. These types of issues are usually beyond the scope of the coaching assignment and the qualifications of the coach and are best referred to a professional therapist.

Misconception: Coaching is telling people what to do – People don't usually learn from being told something. They learn best through self-discovery. When a coach tells a person something, no matter how brilliant, it will most likely make a mild impression. However, when a person discovers something for themselves, it is more likely to have a profound impact. The coach's job is to help the individual connect to a path that will take them to the answer, not to hand it to them.

How we can overcome these misconceptions?

The following questions are what I have been asked as a coach over the past year. These are my answers to those speculations, and how coaching could be seen more positively:

Only struggling teachers need a coach?

Everyone can use a coach! Coaching is used throughout sports, yet somehow receiving coaching in education has been perceived as a sign of weakness. Regardless of their number of years in the classroom or their skill level, all can benefit from coaching. A coach provides scope for teachers to understand and identify their strengths and areas of development. While everyone may not receive the same type of coaching, all teachers should continuously reflect on and improve their practice.

Who makes a good coach? Coaching is not limited to a job title. A question we often asked is, "Who can be a coach?" The answer to this is simple… *anyone who wants to help others improve*! If we stop thinking about the title 'coach' and focus on the doing of coaching, we might be able to recognise how we have been able to coach others or have been coached in other aspects of our lives. We often look for someone we can trust, who has experience in what we want to learn and has the desire to listen and teach. Actively listening, providing concise feedback, and sharing targeted resources are actions that we can perform to support our teachers. The only rules are that a coach must be trusted to have

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honest conversations to facilitate the development of staff.

*Do coaches **need to be** experts **in everything?***
Coaching is not about being an expert. Sometimes we believe that in order to be a good coach, we have to be the best in all areas, but coaching requires different personal skills, including building relationships. If they are able to support teachers in reaching their professional goals, they are perfect for the job.

Should coaching conversations be scheduled?
Coaching can happen at any time and in any place. You don't have to set up an hour long meeting to provide effective coaching. In fact, hallway conversations can be some of our most powerful coaching opportunities, as long as the conversation is appropriate. Time and space should not be limited. However, depending on the staff, sometimes scheduled timing may have to have a strict time period, in order for the staff to recognise the importance of the coaching sessions. Having another session booked in will make sure that the staff member has an idea of what they need to achieve by the next session, and also what to prepare.

Do coaches always solve problems? A coach's initiative is to build the skills, and in this instance in learning and teaching, along with giving them the confidence to find solutions which will improve themselves. A coach is not successful if they constantly provide answers to teachers. Instead, a good coach should ask questions so that each teacher begins to identify the 'problem(s)' and how they can overcome them with potential solutions.

The coachees' perspectives on coaching
The screenshots at the end of this paper are of a survey which I created for staff who have been coached to be able to have a say in what they have experienced during their coaching sessions. I wanted to keep the survey anonymous, so that staff felt they could communicate honestly.

Question 1: Analysing this first question, I notice that the members of staff initially didn't know the purpose or why they were picked for the coaching programme.
A coach needs to provide a clear vision and a starting point for that member of staff, however to allow them to be able to discover their own areas of development. From this first question, I am aware that this hasn't been consistent across their experiences.

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Question 2: The format of the coaching sessions were dependent on the type of coaching needed for that individual. Some staff had more of a bespoke program ran by an external visitor from the trust which focused on middle leadership roles. Others had more personalised sessions to improve learning and teaching in the classroom.

Question 3: As the sessions developed, staff were able to identify areas of need and were able to implement strategies in their practices. One person in particular has stated that there were regular inform discussions in between sessions due to the coach being an internal classroom teacher.

Question 4: From this question, I wanted to understand what the coachees perceptions were on coaching. With one member skipping the question, 2/3 gave a very specific answer regarding their own practices, whereas the 3rd member was very generalised about coaching and gave a valid point about coaching being suitable if delivered in the correct way.

Question 5: I wanted staff to share whether they thought their experience in coaching made an impact on their learning and teaching. All staff found the coaching useful and they have stated specific practices where they have improved.

Question 6: This question was a chance for staff to extend their thoughts on their experiences. Overall you can see that the staff's involvement in coaching has been a positive one, which may have begun fairly cautious when they were initially invited into the approach.

A coaches' perspective on coaching

Throughout this past academic year I have been working alongside a 'Learning and Teaching Coach' who works for our schools' trust, Amanda Underhill. Within the South Pennine Academies trust, there are 12 partner schools working together to improve the quality of teaching and student outcomes. Amanda was appointed to coach members of staff in the 3 secondary schools, after having experience as a middle leader – Head of department and gaining a Masters in Learning & Teaching. I thought that it was vital research to ask Amanda her perspectives on coaching, to see whether she understood why there is a negative approach on coaching in schools.

From her experiences, she believes that coaching must be used a tool for teachers to

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see their potentials rather than receiving coaching to highlight their weaknesses. She has created a document called a 'coaching contract', which the coach and coachee specifies areas of strength and development which also links to an agreement of confidentiality. Building relationships between coach and coachee is essential within this process, due to the discussions which may need to take place within the sessions. Listening and allowing the coachee to talk will mature the relationship. Additionally, personalised and bespoke sessions will meet the individual's needs, which over time will develop more of a positive mind set on coaching.

Conclusion

While I am aware that coaching isn't for everyone, I would like to think that teachers appreciate 'the focus should be on what people are capable of doing and being' and 'it's about building not fixing.' I think that if coaching is used; in the correct manner; that coaching is promoted rather than hidden; teachers understand the value; and that it isn't known as a 'last resort'; teachers will begin to see that coaching is a constructive and valuable resource.

Your coaching experience

	1. What are your thoughts on why you were picked for coaching?			Response Percent	Response Total
1	Open-Ended Question			100.00%	4
	1	11/06/2019 21:50 PM ID: 119262255	To help me embed the PD system		
	2	14/06/2019 15:21 PM ID: 119547373	I suspect it was due to a poor learning walk		
	3	17/06/2019 10:14 AM ID: 119689463	Unsure as to why I was chosen. This later became clear once the program had started.		
	4	19/06/2019 16:27 PM ID: 119978582	Needed support with various aspects of teaching and learning that were flagged up by my mentor		
				answered	4
				skipped	0

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2. What was the format of your coaching sessions?

			Response Percent	Response Total
1	Once a week		75.00%	3
2	Daily Basis		0.00%	0
3	Once a Month		0.00%	0
4	Other (please specify):		25.00%	1

Analysis	Mean:	1.75	Std. Deviation:	1.3	Satisfaction Rate:	25	answered	4
	Variance:	1.69	Std. Error:	0.65			skipped	0

Other (please specify): (1)

	1	14/06/2019 15:21 PM ID: 119547373	Dependent on availability perhaps once every 2 weeks

3. What did your sessions involve?

			Response Percent	Response Total
1	Open-Ended Question		100.00%	4

	1	11/06/2019 21:50 PM ID: 119262255	My coach came into lessons to observe, then took over the PD aspect of my lesson and finally observed me using the PD system effectively! I knew I could go to my coach for any help and advice I needed!
	2	14/06/2019 15:21 PM ID: 119547373	Discussing problem classes and strategies for poor progress and lazy behaviour
	3	17/06/2019 10:14 AM ID: 119689463	Outstanding classroom practice, meta-cognition, leading change as a middle leader
	4	19/06/2019 16:27 PM ID: 119978582	Support with PD, lesson planning, marking. Sometimes just informal chats and advice

		answered	4
		skipped	0

4. What was your perspective on coaching before being coached?

			Response Percent	Response Total
1	Open-Ended Question		100.00%	3

	1	11/06/2019 21:50 PM ID: 119262255	I had been picked to be coached because there was a problem in my practise that I had not identified myself. So someone was going to come and tell me what to do.
	2	14/06/2019 15:21 PM ID: 119547373	In the right circumstances coaching can be beneficial.
	3	19/06/2019 16:27 PM ID: 119978582	I thought I was failing and not a very good teacher.

		answered	3
		skipped	1

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5. Has there been impact from your coaching sessions? If so, please give specifics.

				Response Percent	Response Total
1	Open-Ended Question			100.00%	4
	1	11/06/2019 21:50 PM ID: 119262255	Thanks to my coach my class and I were awarded the most improved class by the head of year.		
	2	14/06/2019 15:21 PM ID: 119547373	Clearer instructions for low ability classes linked to progress and sanctions for lack of progress		
	3	17/06/2019 10:14 AM ID: 119689463	Use of meta-cognition and spaced learning in lessons. Greater understanding on working memory and cognitive load.		
	4	19/06/2019 16:27 PM ID: 119978582	Coaching made me realise the little things I could do to make my practice better along with the slightly bigger things (seating plans etc) to make my classroom practice better. It (Lauren!) gave me the confidence to move forward and realise that I am a good teacher and I can do this! (thank you!)		
				answered	4
				skipped	0

6. Please give any other information about your coaching experience. Please also suggest areas which you think coaching can be developed for next year.

				Response Percent	Response Total
1	Open-Ended Question			100.00%	4
	1	11/06/2019 21:50 PM ID: 119262255	I have because good friends with my coach now and after the experience I know I can go to her anytime if I need anything and also if I just need a chat.		
	2	14/06/2019 15:21 PM ID: 119547373	Helpful in some ways probably only lasted a month or two - perhaps this would have been better over a longer time period or right at the start of joining.		
	3	17/06/2019 10:14 AM ID: 119689463	As a result, I am now undertaking, at my request, further middle leadership coaching to help me develop in my role.		
	4	19/06/2019 16:27 PM ID: 119978582	I like the fact that it felt more like a "chat" rather than you have to do this and you have to do that. The most powerful tool was the realisation of what I needed to do to improve and observing other teachers to really see in action all of the pointers that were being put forward. Seeing things in practice really helped.		
				answered	4
				skipped	0

References

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Intellectual Capital:
Cashing in on the people power within your provision

Morgan Melhuish

So what is intellectual capital?

I think Growth Engineering puts it best when it defines intellectual capital in this way...

'Think about your company's financial capital. This is all the money your company has access to and the valuation of everything it owns. Intellectual capital is just like this - but instead of money, it's the total of a company's knowledge. If you were to take a very big syringe and extract all the knowledge from every employee... you'd end up with a huge vat of intellectual capital (not to mention a few traumatised employees.)'[7]

Schools already rely and expect staff to utilise their intellect: imparting knowledge is surely at the centre of what we do as teachers! We are seen as the experts within our curriculum. We may also be wells of knowledge when it comes to student relationships, fostering parent links, divulging what strategies work best with a given group or individual. We have a wealth of experience and knowledge within our colleagues, but often we do not have the time to truly mine this rich seam.

The context

Imagine, if you will, the current economic context for schools currently across the UK. The Department for Education states that: 'school funding... is at its highest ever level.'[8] However, in reality, with interest rates and other market forces, a report by the Institute for Fiscal Services says 'school funding per pupil has actually fallen by eight percent in real terms since 2010.' [9]

This squeeze on funding means that for many schools and educational institutions there are stark choices being made as to whether to buy exercise books or employ extra support. Recent headlines have reported on stories such as the Head of Tolworth Girls' school,

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[7] https://www.growthengineering.co.uk/intellectual-capital-online-learning/

[8] https://www.theguardian.com/education/2019/mar/08/damian-hinds-faces-criticism-from-head-teachers-worth-less-parents-letter

[9] https://inews.co.uk/news/education/head-teacher-clean-toilets-serve-luch-school-funding-cuts/

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Siobhan Lowe, who 'cleaned the school, washed the toilets, served in the school canteen,' all in the attempt to make 'phenomenal cuts.'[10] When faced with such stark choices it is no wonder that teachers' CPD (continuing professional development) is fairly low on the agenda. Gone are the days when you'd excitedly report back on attending a course - mostly focusing on the quality of catering at lunchtime! The Teacher Development Trust found that spending on CPD for teachers had fallen by 23.2 million GBP in the 2016-17 academic year, a drop of nearly nine percent. In fact, 10.5 percent of secondary schools spent nothing at all on CPD within that timeframe.[11] This trend seems set to continue as we face more austerity, so could harnessing the intellectual capital of staff at least go some way to buoying the tangible school budget?

How have we attempted to harness intellectual capital?

A case study

At my school, Moor End Academy, we have been trialling the concept of peer coaching groups. Staff have been placed in small think tanks, grouped across different subject specialisms and experience, with a nominal 'facilitator.' The facilitator was given research on pressing academy wide issues, which was then disseminated and utilised in their group. Within these small groups, staff decided to focus on one of these priority areas to trial or devote time to developing strategies and approaches within their own pedagogy and classroom. Colleagues have also been given time to watch these strategies in practice in peer observations and to report back to all staff during meetings.

The rationale

Rachel Lofthouse says: 'Successful coaching could be considered to create greater social and intellectual capital.'[12] I would certainly agree that it develops intellectual capital and this was one of the hoped for outcomes of this peer coaching. As Moor End Vice Principal, Natasha Stokes said: 'We are a hugely diverse staff team, and we each have areas of expertise, specialism, and interest which others can learn from. Peer coaching is about using all of this intellectual capital in a way which enables all of us to benefit. Staff

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[10] https://inews.co.uk/news/education/head-teacher-clean-toilets-serve-luch-school-funding-cuts/

[11] https://schoolsweek.co.uk/school-cpd-spending-plummets-by-23m-as-funding-pressures-bite/

[12] https://leedsbeckett.ac.uk/-/media/files/research/bursaries-2015/ncs-collectived-special-edition.pdf?la=en Page 9

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will always be the most valuable resource in any school, and at Moor End we want to tap into this so that we all become better at what we do.'

The positives

With so much CPD now completed 'in house' developing meaningful and quality opportunities for thought, collaboration, action and reflection is tantamount. However, the benefits of engaging staff intellectual capital are manifold. Firstly, it can vastly reduce CPD costs. With carefully considered planning and pairings there are vast opportunities to tackle school-wide priorities as well as the needs of individual staff members - surely a double bonus!

Natasha Stokes said: 'Research indicates that collaborating with colleagues is one of the most effective ways to drive sustainable improvements; it provides staff with the opportunity to reflect on the practice of themselves and others, and engage in meaningful professional dialogue. It's too easy in large schools for people to become insular, and operate within their immediate teams. There is so much excellent practice across the academy that we wanted to provide an

opportunity for staff to tap into all of this potential... Moving forward, each group will have a key area of focus linked to academy priorities; they will essentially become experts, and able to disseminate their learning to the wider team.'

Therefore, as well as supporting all colleagues you are also providing aspiring, middle leaders and UPS holders with a (potentially) new string to their bow as they facilitate, coach and lead. James Toop, CEO of Teaching Ladders suggests: 'By putting more emphasis on the important role played by middle leaders in reducing within-school variation and broadening the responsibilities of middle leaders, we could make middle leadership an attractive reason to stay and progress in teaching.'[13]

Explaining the rationale and supporting colleagues will engender greater staff onus and buy in. As Deputy Headteacher Sally Walsh says: 'It involves staff directly in what they are learning. They are far more likely to remember something they have discovered for themselves than something they were taught on a course, which can very easily stay remote from their classroom practice.'[14] Just

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[13] https://www.theguardian.com/teacher-network/teacher-blog/2013/jul/02/middle-leaders-driving-change-school

[14] https://www.tes.com/articles/peer-coaching-it-effective

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as we seek opportunities to engage different learners within the classroom, this hands on and active engagement approach should meet the needs of all types of lifelong learners. Indeed, working with peers is often more productive as, if the relationship is right, teachers will take more risks and use the opportunity to tackle something they find difficult, whereas leadership observed lessons can be more about a teacher feeling safe and showcasing what they know they do well.

There is no easy way to quantify the 'pay out' of peer coaching, especially in terms of the rewards you reap with intellectual capital. Despite this, I know that within my group, staff have exercised their critical faculties, they have challenged and interrogated accepted 'truths' of research and been open to trialling and adapting their pedagogy to add different strategies to their 'toolkit.' We looked at research around competition and the gamification of lessons in order to engage but quickly this took us down some self-differentiation routes. With lesson observations and discussion it became clear that we had slightly differing approaches such as differentiation to build up quality and that to develop quantity. After noticing this it seemed obvious to then try out these differing approaches as a 'third act' to our

peer coaching sessions. This process and intellectual rigour can only be a good thing when applied to a group approach and individual pedagogy.

The flip side...

So why can schools be reluctant to tap into the intellectual capital of its staff?

There are many and various reasons, of course, and every provision will be different and have its own concerns. Some staff may be resistant to engaging with the process. Natasha Stokes commented: 'How much staff engage with it will always be a variable which impacts on the effectiveness of this approach, and I know that some facilitators have struggled with certain members of the team and their investment in the process. This is why we have taken staff voice to refine the approach moving forward, and provide more structure.'

On the other hand, senior leadership teams may be reluctant to relinquish control over significant areas of the school improvement plan. However, the new Ofsted framework states that outstanding leadership needs to 'ensure that teachers receive focused and highly effective professional development. Teachers' subject, pedagogical and

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pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum.'[15] Hopefully the dreaded O word should be the last thing to persuade you to engage in peer mentoring but tapping into the intellectual capital of staff certainly seems to be one of the most obvious and cost-effective ways of providing this CPD.

Conclusions

Outside of these personal reflections, the concept of peer coaching and the emphasis placed on developing the intellectual capital of staff is emerging across the whole of the education sector. In their study 'Moving Beyond Teaching Excellence'[16] focusing on Further Education, rather than Secondary, Phil Wood and Matt O'Leary stress the importance of 'a "bottom-up" system focusing on dialogue, sustainability... re-establishing...a holistic approach [to] emergent pedagogies.' This sounds a lot like the approach we have started to take, responding to recent research: interrogating it and incorporating it within our pedagogy.

Personally, I cannot see why you wouldn't want to cash in on the intellectual capital within your staff and utilise the knowledge within your setting. Having been through the process myself, I have not only enjoyed the opportunity to critically discuss research, but to also put some of those ideas and theories into practice. Has it drastically changed my pedagogy? No. But I have examined my teaching and tweaked it, looking at it through a different prism of research and I believe that has been beneficial. Hopefully both school, staff and students will be able to reap the rewards of this capital idea.

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[15] School Inspection Handbook, Ofsted, May 2019. Reference no. 190017

[16] Phil Wood, Matt O'Leary, (2019) "Moving beyond teaching excellence: Developing a different narrative for England's higher education sector", International Journal of Comparative Education and Development, Vol. 21 Issue: 2, pp.112-126,

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The Importance of Cross-Curricular Collaboration

Mat Staal and Faye Cambridge

Mat Staal and Faye Cambridge are Lead Practitioners at Moor End Academy. Mat is Lead Practitioner for Mathematics and Faye has the same role in the Science faculty. Here they share a discussion about the importance of collaboration with other teachers and how this can make teachers more successful in their role as educators.

What is the purpose of your Lead Practitioner role?

Mat: I see it as self-explanatory job title, that the role is to lead other practitioners with all things teaching and learning. In the same way that anyone leads anything, not necessarily being the font of all knowledge but finding ways to turn teaching and learning areas for development academy wide into strengths ultimately improving the learning experience for students across the board. In practice (and this is by no means an exhaustive list) this has involved delivering department/whole staff training on various aspects of teaching and learning, facilitating and carrying out coaching both within and across department, closely working with Faye, sharing best practice across maths and science and beyond,

researching new teaching initiatives, trialling strategies etc.

Everything we collaborate on has improving teaching and learning, across the academy, at the heart of it and I guess, for me, that's the role in a nutshell!

You both work in different faculties, do you need to develop different strategies?

Faye: Maths is a significant component of the science GCSEs so our initial focus was to work together on common skills. However, we found that we were discussing teaching and learning in the broader context and found there were further benefits of collaboration.

Mat: Whilst some of our work has been on mathematical content in science the vast majority of our collaborative work hasn't been subject specific and has been focussed on teaching and learning practice that could be applied in any curriculum area.

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Common areas for development and how were they addressed?

Mat: When we first started the role the academy was undergoing big changes in terms of the structure of lessons, moving to a 5-phase lesson structure with teaching and learning pedagogy underpinning the purpose of each phase of the lesson. This was something that tied into anything that we developed/implemented. The first main area that was identified as an area for development both within the maths faculty and across the academy was questioning; this had been identified from learning walks and a whole host of QA procedures. Being new to the school, I wanted to get a feel for the everyday teaching and learning that was taking place within the academy and as such I spent quite a bit of time popping into lessons both in maths and around different faculty areas. Questioning was indeed something that stood out as an area that could be improved, more specifically higher level questioning for deep understanding was clearly an aspect that could be improved to both accelerate pupil progress but also develop student engagement in lessons, which I'm aware also accelerates progress – it's all linked!

For me personally this was a great focus to have as questioning has always been identified in observations as a strength of my teaching since the start of my career and it's an area I'd run training on in previous schools. I had previously done a substantial amount of research into questioning both in terms of effective strategies for questioning within lessons and also the types of questions asked. Blooms' questioning grid was always a good reference point for deep thinking questioning.

Faye: One of the areas for development in both faculties was questioning. We addressed this using a coaching strategy. This was launched at a joint faculty meeting with Mat showing a video of his own questioning which we critiqued as a group using the lesson observation proforma. We put together coaching triads which included staff from both maths and science. These triads observed each other's lessons using an observation proforma that we had designed to particularly look at questioning strategies. The triads then trialled the strategies observed in their own lessons. Each triad then presented the strategies they had observed and used at a joint curriculum area meeting. To summarise the work we produced a placemat of questioning techniques which we laminated

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and are found on the teacher's desk in all maths and science classrooms. Learning walks have shown questioning to be greatly improved.

What's your process for addressing an area of development?

Mat: Once identified, we'd research that area both internally, using QA to identify strong practitioners academy wide and good practice, then externally, using research papers/journals/ and education websites etc. We then pull strategies together that work with the areas for development identified and trial them in our own lessons, dropping in on each other where possible. Our next step would be to review and evaluate together so we could tweak and refine the strategies or techniques to fit best in our academy environment before developing a training programme to use with the departments. After the initial training/collaborative input we'd always get departmental feedback and QA practice ourselves to review the impact and further training requirements.

Faye: For example we recently were asked to look at using students to teach others. We both trialled this with our own classes and reviewed the success of this on a weekly basis. We gave students a specific topic to teach. Mat did this as a follow up to a recent class test so that students could show they had made progress with an area of weakness. I chose topics which my year 10 students needed to review for their upcoming mock examinations. We found that getting students to generate a list of ideas for delivery was helpful to avoid them all doing a quiz!

What difficulties have you faced?

Mat: I think the only difficulty collaboration wise has been finding time to meet; when we actually get together it's been incredibly productive. Given more time to work together it would be even more fruitful in terms of impact on teaching practice across the academy. Aside from the collaboration between myself and Faye, there is always going to be the difficulty of training needs and approaches being very different for members of staff from different mindsets and stages of their career and this is where being mindful of this in terms of the nature of professional development and delivery of it as well as careful consideration of groupings helps facilitate the greatest impact.

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How have you found collaborating?

Faye: Mat and I both started our roles at a similar time, these roles were new to the school and we have been given a lot of flexibility in the development of them. I have found it really helpful to have someone to bounce ideas off and who questions what I am doing and how I am doing it. This peer support and accountability has been incredibly valuable and has provided challenge. For me this is the first time I have worked so closely with someone from a different faculty for a significant period of time. I think schools are such busy places that finding time to connect with colleagues can be difficult. Low stakes feedback from a peer is important, possibly dare I say more than feedback through the performance management process.

Mat: I've found it a really beneficial experience; I think we collaborate in the purest sense of the word. We actually put our heads together and work with each other rather than meet, discuss actions and then both go away and do our own parts and then meet again. We've found actually completing tasks together saves going back and forth and allows us to use our two heads most effectively. We have developed an extremely positive working relationship and will both jump in as we're working on a project together and make changes there and then and spark ideas that we can discuss and implement immediately so at the end we have something we're both happy with, and something that works.

How has the role developed?

Faye: Initially our role was very much based at faculty level but increasingly we are sharing teaching and learning strategies across the academy.

Mat: As it works out we have had a different focus for each half-term, and although this was initially based in faculty all the subsequent strategies have been more at a whole school level. Our role seems to develop with the professional development of staff. Identified areas for development from both our own observations and those done at an SLT level drive what our focus is and also allow us to review the aspects of teaching and learning we have already focussed on. For example, currently we are working on a CPD strategy to develop the use of collaborative learning approaches in the classroom.

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What advice would you give to encourage effective collaboration in schools?

Faye: I would say that ensuring there is time within the school day allocated to collaborating with colleagues is absolutely key. It is really important that collaboration is built into professional development from the outset. It is helpful for there to be some kind of framework for collaboration.

Mat: I would add to that, that we must also create opportunities for teachers to observe one another's classes. I don't think I've ever watched another teacher and not come away with something to reflect on in regards to my own practice. To support this we are running an initiative called showcase lessons where each week a member of staff invites all teachers from across the school to visit their lesson. These lessons are also videoed and available to all staff afterwards. Seeing other teachers in action is, in my opinion, invaluable to any form of collaboration or professional development.

I can only concur with Faye that giving actual time for professionals to speak about teaching and learning is vital in changing the culture of professional development. How much more do we as practitioners learn from speaking to each other in a goal focussed setting than we would sat in a silence being lectured to for 60 minutes about how to improve? Yet this is the case in many professional development sessions. We don't teach our students in this manner so why would we continue to develop staff in this manner?

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"Teacher B is more likely to succeed than Teacher A because they're more experienced." Is it as simple as that?

Alexandra Barraclough

The theme within this paper is coaching within a secondary school; the piece will draw upon my three coaching experiences within the same school and reflect on reasons for their varying levels of success, considering the following three questions:

- Is an experienced teacher (that is, one who has progressed beyond NQT and RQT status, or holds an additional teaching and learning responsibility (TLR)) automatically more likely to succeed within a coaching programme than a less experienced teacher?
- How can the formality of the process impact on the success of a coaching programme?
- Does the coach's wider role within the school affect the outcomes of a coaching programme?

Success will be measured throughout the piece as: willingness to engage in the coaching process and evidenced improvements within the coachee's teaching and learning practice.

Introduction to Author:

When I joined Moor End Academy in September 2017, the only experience I had of coaching was as the recipient – this was both as a PGCE student and as an NQT. In addition to my role as a Subject Leader, Moor End Academy appointed me to the position of 'Leader in Learning' where I was required to coach six staff with identified teaching and learning areas for development. Progress reports were written by myself, and the "coachees" throughout the process, adding an element of formality to this coaching, although there was no qualification achieved upon completion and no consequence if progress was not made. In my second year at Moor End Academy, now a Curriculum Leader responsible for more subject areas, I was asked to be the facilitator of a 'Peer Coaching' group designed to support one another as we embedded pedagogical research into our classrooms, as practical strategies; both of these coaching experiences contained staff from across different curriculum areas. Lastly, this academic year I have mentored an NQT within my faculty, but outside my subject specialism; the NQT process in England

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requires the assigned coach routinely observe their practice and write termly reports of their progress, before finally signing off that the programme has been 'passed'.

This practice insight will draw upon each of these three coaching experiences to ultimately reflect on whether the more experienced teachers (referred to as 'Teacher B' across the three reflections) were inevitably more likely to succeed than less experienced teachers (referred to as 'Teacher A' across the three reflections) within their respective coaching programme. I also sought, when writing this piece, to understand *why,* in order to prepare me to take over this remit of teaching and learning in the Senior Leadership position I begin in September 2019*.

'Leader in Learning' – Teacher A and B***

Within this coaching experience I was responsible for developing four Teacher As and two Teacher Bs. As a teacher with four years of experience at that point, I was immediately the most apprehensive about the impact I could have with Teacher A. It had been four years since my teacher training; I remembered the workload required to be successful and the feeling of being pulled in so many directions as you perfect your craft. How could I possibly be another one of those 'pulls' and show significant

impact in only three months? Why would less experienced teachers believe I am the one to help them? Conversely to this, I believed that working with Teacher B would be easy! They had been teaching for years, developed their practice, and knew their own strengths. Surely I would simply be affirming what they already knew?

Upon reflection, the three-month journey proved my preconceptions to be entirely incorrect. At that point, as well as exploring the varying successes of Teacher A and B, I was fascinated about the *why.* Why actually, had Teacher A shown greater success than Teacher B within the same programme? I found from the staffs' reflections as part of their progress reports that the proximity of the 'Leader in Learning' coaching to Teacher As training year had actually encouraged them to be more open to feedback from an external visitor in their room. Conversations with these staff since, have highlighted that the equality they felt with me – also a teacher with only limited years of experience despite my TLR role – had alleviated any vulnerability they had initially felt. As their coach, I wanted to demonstrate that this was a shared process by inviting them to observe my teaching, and feedback to me before I observed theirs. Also, the lack of formality compared to a PGCE or NQT year relieved the accountability they felt

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for evidencing their own professional development. In fact, the total lack of a set criteria in this coaching programme meant they were actually more willing to embrace the different strategies suggested in order to develop their practice. I found that because teachers earlier on in their career are used to more frequent observations, feedback, and often an 'open door policy' they felt more positive about the process. In fact, two of the four Teachers As have since become coaches themselves and progressed to Middle Leadership roles!

My experience as a coach within the Leader in Learning programme reaffirmed some of my initial reservations that Teacher B, whilst being easier to demonstrate impact with, might have actually been more reluctant to partake in the programme – seeing it less as a development opportunity and more as a monitoring process. Interestingly, I was able to alleviate some of this concern about the nature of the programme because I had established a level of equality within the relationship by making observations a two-way technique, inviting the coachees to observe me prior to me observing them. However, I wasn't able to entirely relieve Teacher B of concern as progress reports highlighted that they felt this programme was a formality more so than Teacher A had done.

I found that during the coaching, more questions were asked of me by Teacher B which flagged feelings of concern. For instance, "Why have I been identified by SLT?" "Why have I been put in your group specifically?" "Is this separate from my performance management?" "Will your observations be recorded somewhere officially?" These are questions symptomatic of a more experienced teacher who is aware of the potential policies and practices of a secondary school. I felt that my role within the wider school as a Subject Leader carried enough authority to keep them engaged in the process, but my inexperience compared to them, made me appear more naïve about the agenda behind coaching, in their eyes. If I were to coach in this capacity again, I would consider the potential for tangible outcomes for successful staff such as TLRs or leading CPD opportunities, in order to highlight the potentially positive outcomes of a coaching programme. I think the concept of a 'reward' or a 'positive ending' could eradicate some of their scepticism.

'Peer Coaching' – Teacher A* and B**

As I entered into my next coaching role, I felt a lot more confident about my authority at Moor End Academy. I had been promoted from Subject Leader to Curriculum Leader,

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and had been working with my colleagues for 12 months at that point, so had several established relationships with classroom teachers, Middle Leaders, and Senior Leaders. Despite this, my reflections at the end of the programme were similar to my 'Leader in Learning' experience, which goes some way to confirming that actually the coach's wider role in the school does not necessarily have a direct impact on the success of a coaching programme, but perhaps only on their willingness to action my advice, due to their perception of my authority as a Curriculum Leader.

Despite the fact I was only a 'facilitator' rather than a leader, and the 'Peer Coaching' was deliberately designed to provide a lot more equality between the four staff involved than my 'Leader in Learning' experience, Teacher B still felt there was an agenda behind the CPD opportunity and the cross-curricular groupings, insisting there must be a formality behind the process which we were unaware of. On the other hand, Teacher A embraced the opportunity to observe teachers from other departments, regardless of their level of experience, or subject specialism. Once again, I reflected that Teacher A's willingness to engage in the coaching experience came from their context as an NQT, where observations are common practice in order to develop

teaching and learning. I wondered if deliberately grouping teachers together who are earlier on in their careers would have seen greater success in terms of engagement, than mixing Teacher As with Teacher Bs. Certainly, I reflected that if a peer coaching group of Teacher As were all as effective practitioners as the Teacher A within the 'peer coaching' group, it may have actually encouraged a more positive perception of coaching throughout the Academy. Are we, as an institution, 'writing off' less experienced teachers as coaches, when actually their enthusiasm, strong practice, and levels of engagement might be the right combination to achieve impactful coaching? I believe that targeting strong practitioners as they enter the profession provides a school with their own intellectual capital, as Teacher A then becomes a coach able to shape those they encounter in the same way that they were. It was only last week that I recommended a teacher just completing their own NQT year *and* out of specialism, coach an NQT in September for this very reason – something not many schools would consider the norm!

The overall success of this coaching programme was less so than my previous role where progress reports were requested and my role as the 'coach' was more clearly identifiable and definable than my role as

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'facilitator' of the 'Peer Coaching group'. Within my future role as a Senior Leader responsible for coaching (starting September 2019), I would outline clearer roles such as 'coach' and 'coachee' for examples, so the success of each can be measured against a set criterion at different stages in the process. I wonder, if peer coaching is something I encounter again, could interchangeable roles be assigned which discourage the feeling of coaching being a monitoring process, such as 'Observer', 'Reporter' to feedback findings, 'Researcher' and 'Organiser'? I also believe that adding a level of formality to the process would encourage more successful participation, particularly by Teacher B, who would more clearly understand their intended role within the coaching and the expected outcome. I have learnt from this process that success in the context of improved teaching and learning is hugely impacted by the level of formality attributed to the process, and if coaching is to demonstrate a tangible outcome, the roles applied to the programme should be made absolutely clear to ensure accountability.

NQT – Teacher A*

I have found my final coaching context to be different from the others in many ways. By nature, the formality of the NQT process is most evident in this context, due to the legal requirement to 'pass' this coaching by the end of the academic year. This is a formality which was missing from my previous coaching experiences. I would certainly reflect that evidence of impact and success is most clear here, largely because success has to be visible in the form of evidence against the Teaching Standards in England, whilst the other two coaching programmes failed to outline specific success criteria. The progress in quality of Teacher A's teaching and learning was certainly partly due to the legal requirement of this coaching programme, as set out by the government in the 1990s; however, I would summarise that there were other reasons why Teacher A in this context, was the most successful, in addition to the successes of Teacher A in the other two coaching contexts when compared to Teacher B.

Similar to only one other coaching relationship I have experienced before, Teacher A worked within my faculty. This added a unique dynamic in both instances whereby I was their appointed coach in addition to being their line manager, and therefore, responsible for their performance management. My discussions with Teacher A since the completion of their NQT observations and pending their final report,

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have confirmed my reflections that the degree of success within Teacher A's coaching programme is due more so to my role as their Curriculum Leader, and therefore, the position of experience I come from, rather than being so successful because as NQTs they are told 'they have to' – to quote Teacher A. In fact, as NQTS, they are only required to provide minimal evidence supporting each Teaching Standard in order to pass their qualification and become RQTs. Teacher A has surpassed this expectation, and showed an eagerness to involve me within all aspects of their development, whether this be teaching and learning, professionalism, or communication with their other coach, whom they had outside of the curriculum area. Our weekly meetings have encouraged communication far more frequently than either of the other two coaching programmes have encouraged, which again, was an indication of their level of informality compared to the NQT programme. Within our meetings, Teacher A seemed genuinely eager to draw upon my experiences as someone with more teaching experience than them, which I had only previously encountered with other Teacher As and never Teacher Bs. I found that within this context, my perceived superior knowledge of our school's observation pro-forma, and teaching and learning strategies were a significant reason for a marked improvement in Teacher As quality of teaching from the start of the coaching until the end. I do believe that the greatest reasons for success in this instance derive from my level of experience, and the authority I held as their curriculum leader in Teacher A's drive to impress.

Conclusion

I have felt incredibly lucky to work as a 'coach' in several different settings, and as I prepare to take on this role again as a Senior Leader, I have been able to consider how I could ensure successful coaching, across several different contexts. For instance, my practice has highlighted that coachees need to understand the reason for their involvement in coaching, and coaches should, where possible, ensure that the relationship is one of equals, or at the very least, not perceive that coaching is something done 'to them' rather than 'with them' as a developmental process. This will encourage successful coaching programmes as participation should be high. I have found that having an element of formality adds to this success, whether this be the requirement to complete a reflective record, observation pro-formas or summative documents, as those involved feel there is an 'end goal' or a purpose to their involvement,

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beyond their own professional development which coachees may not always recognise they need or may not want. Most importantly for me, I have learnt from these programmes that Teacher B is not necessarily going to have more success with demonstrating their improved teaching and learning than A, simply because of their years of experience. In fact, much of what determines the level of success is the relationship between the coach and coachee and how, regardless of wider whole-school roles, this is handled during the coaching process.

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Does research into engaging students in the classroom need to be gender based?

Roxanne Sweeney

In the UK, there is a huge amount of focus on engaging boys in the classroom, usually due to a disparity in results between girls and boys, when focused on English. This can then be broken down further with white, male, disadvantaged students underperforming in English, compared to their female counterparts. An array of research offers 'solutions' to this 'issue' and how to combat disengaged boys in the classroom, in attempt to close that data gap between male and female students. However, a good proportion of this research seems steeped in stereotypes with generalisations made, such as, "Boys like odd numbers" or "competition", and very little evidence to suggest where these generalisations have been derived and little evidence to suggest they actually function in specifically aiding disengaged boys, rather than simply being sound suggestions for engaging *all* disengaged students.

This poses a series of queries; can research be anything other than stereotypical when focused on gender? Does research need to be gender based? Does there need to be a general focus on boys and engaging them in the classroom? Many would argue that despite gender being a construct, it plays a very real role in our society, and our schools and therefore needs to be a focus, as strategies need to be in place to bridge that gap, for underperforming boys. However, lots of the research and strategies by singling out male students to combat this notorious battle in schools, could in fact be making this divide worse or simply being ineffective in closing that divide.

For example, a typical classroom teacher may have conducted some initial research into supporting disengaged boys in the classroom and have come across the fact that "70% of boys learn better by doing things" (it was one of the first research soundbites I came across, after a simple Google search) and therefore have adjusted their lesson planning accordingly to include some sort of practical activity. Some of the boys in this typical classroom prefer this approach, as do some of the girls and engage more readily in that particular lesson, than in previous ones, and some boys (and girls for that matter) simply don't respond to the new strategy. In this sense then, despite including a strategy to

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specifically single out boys, the teacher has successfully engaged both girls and boys, for the most part, and therefore have done nothing to improve the 'gap' in results between boys and girls; yes, they may have engaged that particular boy, who has been repeatedly disengaged, and with continued use of the 'new strategy', he is likely to make progress, which is fantastic, but he still isn't in line with his female counterparts.

This is essentially what myself and a group of peers discovered when tasked with conducting research into engaging boys in the classroom and implementing that research; after some initial exploration we came across several 'studies' that suggested implementing more competition within lessons could work to engaging boys, as "boys like competition". We all agreed that this would be the strategy we acted upon, and each agreed to start our lessons with 5 knowledge-based questions, that tested recently acquired knowledge and past knowledge. Each question was worth a series of points and praise stamps (a school-based currency that students could 'buy' sweets, make-up, footballs etc. with) would be awarded based on how many points were gained, and who gained the most. We agreed to start two or three lessons a week with this knowledge-based quiz, and discern the impact it had on a focus group of boys. The boys were

selected based on their lack of engagement in lessons, and under-achievement in assessments, in comparison to their target grade. We selected female students of similar abilities, for comparison.

For my quizzes, I decided to focus on students' ability to recall and explain subject terminology, contextual information and key quotations, for their closed-book exams, as this information is essential for GCSE. I wrote four quizzes and over the course of four weeks, interchanged the same four quizzes (sometimes mixing up the order of the questions and the wording), in to two to three lessons, each week. In short, all students within my focus groups (boys and girls) engaged with the quizzes, meaning they completed them, and over the course of the four weeks were eventually able to answer all questions correctly. In that sense, the quizzes were successful. However, when I then compared the use of this knowledge within students' assessment answers, the picture was less clear. Some of the male focus group students were able to accurately weave this knowledge into their answers, some of them didn't engage well enough with the assessment question to attempt to weave this knowledge in, and the same could be said for the female students.

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This is obviously a very overly simplified way to look at the success of the implementation of the competition strategy and clearly other factors were at play, including more complex matters such as, did the boys have the skill necessary to utilise that knowledge within their answers, and other more banal factors, such as students arriving late to lessons and having less time to complete the starter quizzes. Generally, though, this small element of competition did engage the boys within the focus group, but it's difficult to judge if they were more engaged than usual, and certainly even more difficult to judge if their engagement was in line with their female counterparts.

For me, the experiment opened up another avenue of questions regarding disengaged boys; is there really a strategy out there that aids only boys' engagement and if there is, what about the girls? Is there actually a danger in employing teachers with the task of identifying research in support of engaging boys in the classroom, as the majority of the research I discovered was either unhelpful, or incredibly sexist? Should those working in the education sector instead be focused on the cause of the perceived discrepancies, rather than quick fixes in the classroom?

With this in mind, rather than focusing on closing that gap between male and female students by concentrating on implementing ad-hoc strategies, in response to results, it may be more useful to consider two things: where this tenuous issue derives from in the first place within our society and how to respond to this, as early as possible.

We live in a patriarchal society; our society functions (or doesn't) based on a disparity between the treatment of men and women. From discrepancies in pay and employment opportunities, or a lack of, to the very language we speak, our society is steeped in inequality. It's fair to say that from birth (and arguably before) that certain expectations are placed upon boys and girls. In certain respects, less expectations are placed on boys, generally, regarding work ethic; this is a very broad statement to make and certainly left male members of the research group bristling! I concede -it is a generalised statement, and certainly doesn't smoothly apply to all, however it is not a statement completely devoid of truth. Male privilege exists. White male privilege exists. To argue that these have no impact on boys and their performance in schools would be foolish, at best. However, how does a tiny research group tasked with developing strategies to engage underperforming boys in the

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classroom, combat sexual politics? As a group, we felt we had perhaps gone too far down this 'rabbit-hole'.

We did nevertheless, agree that rather than complete any generalised research into engaging boys, that it would be far more beneficial to conduct research into engaging *all* students. This felt fairer and certainly saw some successes with the strategies we implemented, though of course the success was entirely dependent on the individual; the teacher and the student.

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About CollectivED

CollectivED came into being in October 2017 with our first tweet. We have recently updated our name, and we are now **CollectivED: The Centre for Mentoring, Coaching & Professional Learning.** We now summarise our purpose as follows: *to generate collaborative conversations which create powerful professional learning.* These conversations happen during our CollectivEd events, during our Carnegie School of Education mentor training, during our new PGCert, during our research student supervision, and during our school-based enquiry groups (such as this one at Moor End Academy in Huddersfield). They also happen within and through our working papers, with frequent feedback that they are being used as the basis of professional and scholarly discussion in schools and universities. They happen through engagement on our twitter feed and with our Carnegie School of Education blogpost, and they happen through our commitment to supporting external CPD, such as with Teaching Schools and during mentoring and coaching conferences.

CollectivED Research, Practice and Engagement	• Expanding the available knowledge base on coaching, mentoring and collaborative professional development through research • Making the knowledge base accessible and developing new approaches to active knowledge exchange • Offering a suite of CPD provision to support enhanced professional learning and the development of practice • Building regional, national and international networks through publications, events and social media
CollectivED Values and Purpose	• Encouraging and enabling collaborative conversations which create powerful professional learning • Building capacity in the work of educators and leaders to create contexts which support inclusive career-long and profession-wide learning • Working to break down barriers to professional development through positive engagement with the education sector and allied practitioners • Increasing the opportunities for educational change through enhanced professional agency and wellbeing

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Upcoming events and more information

January 27th 2020

Coaching and Mentoring in Education Research network meeting No. 4 – hosted by University of East London (Stratford Campus). please email Rachel Lofthouse for details if you would like to join us.

June 23rd 2020

National CollectivED Knowledge Exchange Conference in partnership with Growth Coaching International to be held in Birmingham. HOLD THE DATE and make sure you are on our mailing list for details.

To be added to our mailing list regarding these and other regional events please email CollectivED@leedsbeckett.ac.uk or keep an eye on twitter @CollectivED1.

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