

This an example of a very high-quality submission for IE9D5. Be aware that 81% is not the same as “perfect” so read critically and think about how it could be improved upon.

## MASTERS PROGRAMME

<p><b>Student number:</b> BLANK</p> <p><b>Module:</b> Independent Self-Study Module (IE9D5)</p> <p><b>Assignment Title:</b> <i>Confident Leader, Confident Classroom</i>: a portfolio of critical reflections on my experiences of the Leading Learning and Leading Self sections of the Leadership Development Programme and their impact on my classroom practice.</p>	<p>Agreed Grade:</p> <p>A*</p> <p>Percentage:</p> <p>81</p>
<p><b>Overall Comment</b></p> <p>This is a thoughtful, reflective and well-researched analysis on your experiences with the Leading Learning and Leading Self strands of the TFLDP. An impressive piece of work.</p>	
<p><b>Subject Knowledge</b></p> <p>The assignment is well-informed about all the concepts it addresses, drawing on material from a wide range of relevant references. It ably sets out the leadership context for the critical reflection.</p>	
<p><b>Analysis and Critique</b></p> <p>This area is also very well-realised and meets the assignment criteria by skilfully weaving together your own experiences and reflections along with the literature. The one area for development that I would suggest here would be in taking a slightly more critical stance over the way in which Teach First presents educational leadership - not all the literature concurs with their interpretation. Particularly see Dave Hall's criticism of leadership discourses and how they can be used to cover up reduced autonomy.</p>	
<p><b>Presentation</b></p> <p>Overall, the construction is clear and appropriate and the writing style is articulate. Referencing has been employed, but is not consistent and does not match the Harvard guidelines available here: <a href="http://www2.warwick.ac.uk/services/library/students/referencing/referencing-styles/harvard_referencing_guide.pdf">http://www2.warwick.ac.uk/services/library/students/referencing/referencing-styles/harvard_referencing_guide.pdf</a>. Occasionally references are oddly attached to descriptions of your own actions.</p>	
<p><b>Advice for Future Work</b></p> <p>The high standard of this piece of work bodes really well for the dissertation next year. Do contact the tutor team if you would like to have a chat about potential dissertation topics for next year. Very well done.</p>	

<b>Signed (first marker): BLANK</b>	<b>Date: BLANK</b>
<b>Moderator/ Second Marker's Comments (where applicable):</b>	
<b>Signed (Second Marker):</b>	<b>Date:</b>
<b>* PLEASE NOTE ALL MARKS ARE PROVISIONAL AND SUBJECT TO CONFIRMATION AT EXAMINATION BOARD.</b>	

Grade	Subject Knowledge	Analysis and Critique	Presentation
A*/A (Mark of 80 or above = A*; 70 -79 = A)	Demonstrates a highly developed understanding of relevant concepts, theories and/or research methodologies. A wide range of relevant sources, which are well understood, are deployed to support arguments.	Recognises the demands of the question providing a well-focused, relevant answer. Sets sources and viewpoints in a wide context and makes a comprehensive assessment of issues involved. Displays awareness of methodological and theoretical considerations. High levels of ability to analyse, synthesise and apply knowledge and concepts. Detailed examination of issues with reasons for conclusions clearly indicated. Persuasively argued with main issues convincingly evaluated. Some originality of thought and creativity.	Material is very well-organised and the structure complements the content. A high level of written communication with very few errors of spelling, grammar and syntax. Mastery of referencing conventions with very few errors or omissions. Appropriate length.
B (Mark of 60 - 69)	Sound and thorough grasp of relevant concepts, theories and/or research methodologies although lacking in depth at some points. The work is supported by references to a good range of relevant sources which are used in a relevant way.	Recognises the demands of the question providing a focused, relevant answer which brings out useful points and substantiates them. A good attempt at analysis, synthesis and application of knowledge and concepts. Appreciates main issues and able to make appropriate critical points. Perceptive commentary on evidence and materials used.	Well-structured work displaying attention to the logic and development of the piece. A clear written style. Spelling, grammar and syntax are generally good. Most features of the referencing system are used correctly. Appropriate length.
C (Mark of 50 - 59) Pass Mark 50	Understanding of main concepts, theories and/or research methodologies is fair but lacks depth and/or breadth. There may be some gaps or areas of confusion. An adequate range of relevant source materials is used.	Although the demands of the question have been recognised, only the basic requirements are covered and there may be some irrelevant material. The attempt at analysis, synthesis and application of knowledge and concepts is competent but lacks depth and breadth. Sensible commentary on evidence and materials used though some points may be unsubstantiated.	A generally satisfactory overall structure although it may lack balance in parts or fail to integrate some material. An adequate written style which is not impaired by the occasional errors of spelling, grammar and/or syntax. The recommended referencing system is used but with some errors and omissions. Control of length may be less secure.
D (Mark of 40 - 49)	Some evidence of reading but understanding of the subject matter is limited. The work displays major gaps in knowledge, serious misconceptions and/or factual inaccuracies.	Introduction of basic concepts and effort made to relate them to the demands of the question which have been only partially understood. Mainly descriptive with much irrelevance and unsubstantiated conclusions. No sustained analysis and an inability to apply knowledge and synthesise material. Uncritical exegesis.	Weak structure. Expression of ideas is sometimes confused or unclear. Communication may also be impaired by errors of spelling, grammar and/or syntax. Referencing marred by frequent errors and omissions. May exceed or fail to meet length requirements.
E (Mark below 40)	Few relevant sources used. Serious gaps and/or errors in knowledge and understanding indicate that the student has failed to engage seriously with the subject matter.	The question may have been ignored or badly misunderstood. Few or none of the basic requirements of the study have been achieved. Superficial treatment of the topic much of which is descriptive, irrelevant and unsubstantiated. Lacks appropriate critical or theoretical framework.	Unstructured presentation, lacking coherence. Expression of ideas is poor. Communication may also be impaired by frequent errors of spelling, grammar and/or syntax. The recommended referencing system has not been mastered. Length requirements not met.

**80+ An outstanding piece of work**, showing total mastery of the subject-matter, with a highly developed ability to analyse, synthesise and apply knowledge and concepts. All objectives of the set work are covered, and there is evidence of critical reflection, originality of thought and creativity. The work is free of errors with a very high level of technical competence. Ideas are expressed with fluency.

**70-79 An excellent piece of work**, showing a high degree of mastery of the subject-matter, with a very well-developed ability to analyse, synthesise and apply knowledge and concepts. All major objectives of the set work are covered, and there is evidence of critical reflection. The work is free of all but very minor errors, with a high level of technical competence. Ideas are expressed with fluency.

**60-69 A good piece of work**, showing a sound and thorough grasp of the subject-matter, though lacking in the breadth and depth required for a first-class mark. A good attempt at analysis, synthesis and application of knowledge and concepts, but more limited in scope than that required for a mark of 70+. Most objectives of the work set are covered and there is some evidence of critical reflection. Work is generally technically competent. Ideas are expressed with clarity, with minor exceptions.

**50-59 A fair piece of work**, showing a grasp of major elements of the subject-matter but possibly with some gaps or areas of confusion. Only the basic requirements of the work set are covered. The attempt at analysis, synthesis and application of knowledge and concepts is superficial, with a heavy reliance on course materials. Work may contain some errors, and technical competence is at a routine level only. Little critical reflection. Some confusion in expression of ideas.

**40-49 Not of a passable level for a postgraduate programme.** A poor piece of work, showing some familiarity with the subject-matter, but with major gaps and serious misconceptions. Only some of the basic requirements of the work set are achieved. There is little or no attempt at analysis, synthesis or application of knowledge, and a low level of technical competence, with many errors. Inability to reflect critically on an argument or viewpoint. Ideas are poorly expressed and structured.

**Below 40 Work not of passable standard**, with serious gaps in knowledge of the subject-matter, and many areas of confusion. Few or none of the basic requirements of the work set are achieved, and there is an inability to apply knowledge. Technical competence is poor, with many serious errors. The level of expression and structure is very inadequate. The student has failed to engage seriously with any of the subject-matter involved.

# Independent Self- Study Module (IE9D5)

*Confident Leader, Confident Classroom: a portfolio of critical reflections on my experiences of the Leading Learning and Leading Self sections of the Leadership Development Programme and their impact on my classroom practice.*

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***Confident Leader, Confident Classroom: A portfolio of critical reflections on my experiences of the Leading Learning and Leading Self sections of the Leadership Development Programme and their impact on my classroom practice***

## **Introduction**

To become a Teach First (TF) ambassador, trainees complete the Leadership Development Programme (LDP), a bespoke series of Continuing Professional Development (CPD) opportunities delivered over two years. The CPD available consists of half-termly meetings and phone calls with a Leadership Development Officer (LDO), as well as termly conferences and optional coaching sessions with professionals working outside of education. The sessions have a strong focus on improving participants' leadership skills; Teach First describes the skills developed throughout the programme as personal qualities 'necessary to succeed as a teacher in a school in challenging circumstances' (Hall, 2012: 14), with Teach First teachers often stepping into formal leadership roles during or after participation in the programme. This portfolio consists of critical reflections from my past year as a participant on the LDP at Whiteleaf School (school name anonymised in accordance with the BERA ethical guidelines, 2011). In 2008, Whiteleaf became the first school in its Local Education Authority (LEA) to become an Academy and in 2014 Whiteleaf was put into Special Measures and has only recently been moved to 'Requires Improvement' (Ofsted, January 2016). Staff turnover is high, with eighteen teachers leaving the Academy in July 2016, including the Headteacher and Whiteleaf is the worst performing out of the three Academies that make up the chain. Due to these circumstances, TF participants placed in schools such as Whiteleaf must quickly transform into competent teachers and leaders from day one of entering the classroom.

A professional portfolio 'provides a space in which you can plan and reflect in depth on your practice, helping you identify your strengths and find ways of building on these' (Forde et al., 2009: 2). This portfolio examines two elements of the LDP; first I have recounted my experiences of Leading Learning at Whiteleaf, followed by a critical commentary and a look at the wider context and research, and I have then examined the Leading Self element in a similar way before highlighting some recommendations. For the Leading Learning sections, the reflective process is guided by the outcomes/causes/solutions cycle advocated in the CLF (Appendix A), as this is the process most commonly used in discussions with LDOs. However, for the Leading Self portion, I favour the approach taken in Gibbs' reflective cycle (1988) as, unlike models such as Brookfield's Lenses (1998) or Kolb's Experiential Learning Cycle (1984), Gibbs (DATE) puts thoughts, feelings and 'mak[ing] sense of a situation' (Gibbs,1988PAGE NUMBER) into the cycle. Analysing your personal growth as a leader is a reflection on individual traits and self-reflection, therefore Gibbs' (DATE) model allows the user to explore thought processes, rather than the distant approach taken by Kolb (DATE). The nature of the leadership self-audit discussed in the Leading Self section did not lend itself to analysis through the multiple lenses (Brookfield, 1998) as, although it was carried out in a group session, the reflection task was completed individually and not openly discussed afterwards.

## **Leading Learning: The Classroom Leadership Framework (CLF)**

In 'ten strong claims about school leadership', successful leaders 'define their values and vision to raise expectations' (NCSL, 2010). This a key feature of Teach First's Classroom Leadership Framework, a reflective leadership programme for second year TF participants based on current research into educational leadership (Appendix A). For the CLF, participants select a 'vision class' whose overall attainment and progress towards the participant's vision is monitored over the year. Pupil grades are

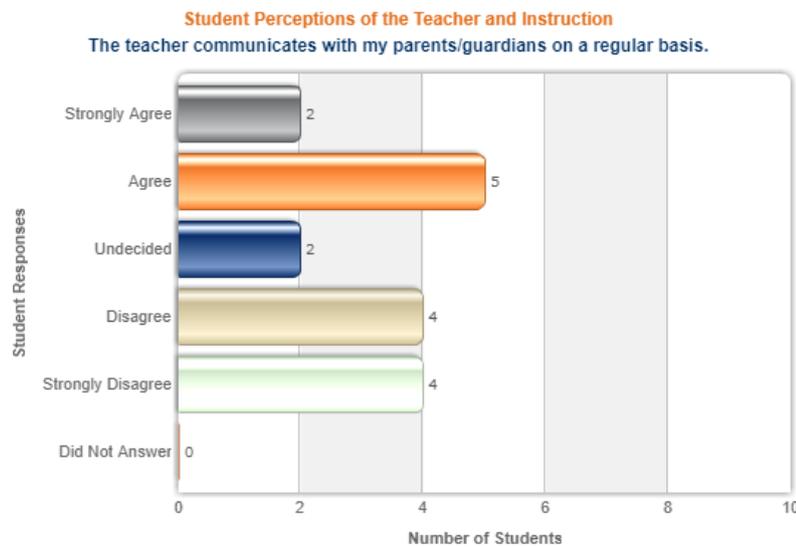
inputted into an online 'Pupil Data Tracker' and an anonymous 'I Know My Class' survey (IKMC) is used to determine three factors related to vision: student perceptions of oneself in the learning process, student perceptions of the unit overall, student perceptions of the teacher and instruction. As Farr (DATE) notes, values are 'most effectively developed through the pursuit of something difficult and valuable – academic achievement' (Farr, 2010: 24), giving weight to the tracking of both through the CLF. Additionally, by defining a vision for the group and analysing where they are currently at, you can 'shape your planning and teaching such that it matches your longer-term aims' (Gershon, 2015: 142). This is the starting point for the bespoke support offered by LDOs. A reflective cycle of outcomes, causes and solutions (Appendix A) is used to guide participants to find ways to help their pupils meet the vision. For me, this began with a phone call about my vision class (Appendix C), in which we discussed the results of my IKMC survey (Appendix B), and resulted in an observation (Appendix D) after which we assigned Action Points to the group (Appendix E).

My vision is: 'to encourage pupils to take a *positive* and *proactive* approach towards learning a language'. My vision class, 11v (anonymised to protect confidentiality, BERA (2011)), is 19 pupils (5 boys and 14 girls) who are in their final year of their French GCSE. I chose this group as I had already established good relationships, having taught them in year 10, but was concerned that they were not showing signs of being *proactive* or *positive*, despite this being a crucial year. During the Winter Term, 11v had to write and memorise scripts in French for a four-minute Speaking Exam. Although pupils wanted to be successful, they were struggling for two reasons: firstly, they lacked the inclination to work on French at home and secondly, even those who were attempting to revise did not know where to start with independent study, the hallmark of a 'purposeful learning environment' (Jones, 2014: 156) As leading learning means actively taking control of that learning through planning, teaching and assessment (Gershon, 2015: 138), I realised that I would have to lead the change in my pupils' habits by creating a 'purposeful learning environment' (Jones, 2014: 156). The support offered by my LDO and the CLF helped me to 'generate action' (Carter et al., 2013: 207), which was necessary for 11v to achieve their goals. The following critical commentary details the implementation of the CLF in my classroom before relating this to the wider context.

### **Leading Learning: Implementation of CLF and changes to my practice**

During phase one of the CLF (Appendix A), I considered what success for 11v would look like, in terms of my vision. Positive and proactive pupils would readily work on their Speaking scripts in class and engage with the content either at home or in revision sessions, but this was not the case with 11v. It is suggested in phase one of the CLF that participants share their vision with classes at the start of the year (Appendix A) and this is supported by Conway et al. (DATE), who refer to leaders having a 'clearly articulated' vision. The limitation that I could foresee with this approach in my classroom was that my vision was too vague to inspire action once shared. Although Gershon (DATE) also encourages leaders to 'identify the future... then communicate this future' (Gershon, 2015: 139), he advises leaders to set purposeful goals, with a clear idea of what success would look like, and then break these down further into 'precise, practical elements' (Gershon, 2015: 141). Here, Gershon (DATE) agrees with Farr's (DATE) claim that highly effective teachers 'set big goals informed by [their] vision' (Farr, 2010: 15). It became evident that I needed to break down my vision and look at the key areas where my pupils needed support.

I needed student input to create goals to meet 11v's specific needs, therefore I asked the class to complete the IKMC survey. Generally, there was a lot of positivity: 100% said that attending the class was important to them and 94% agreed 'the teacher presents lessons in ways I understand'. However, there were some worrying answers in relation to proactivity, for instance, only 65% were confident in their ability to learn what is being taught, despite the previous 94% who claimed to understand the lessons, and a mere 58% come to class ready and willing to learn. Only 6% said that the homework helped them to understand the subject better, evidently a key area for improvement, and the opinion on parental engagement was mixed:

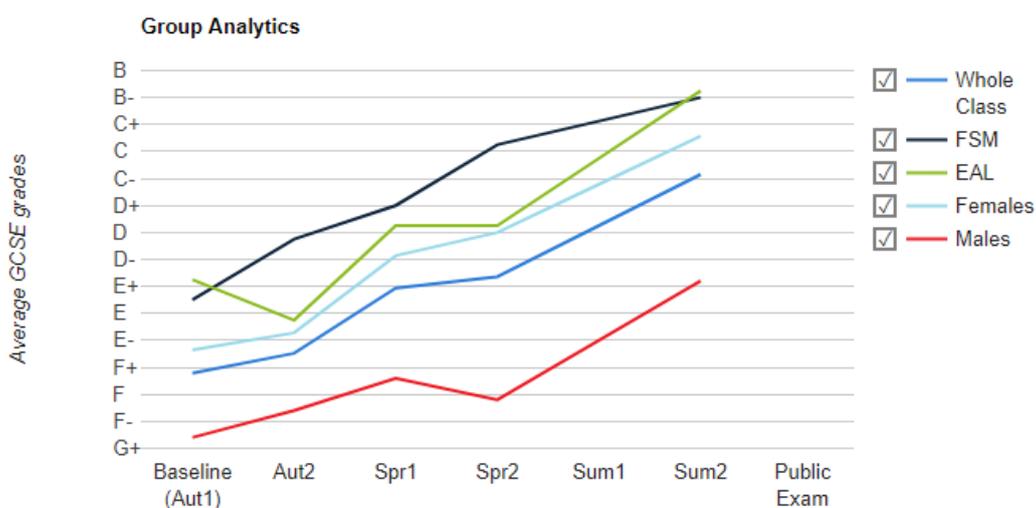


These responses gave an insight into the potential reasons why my pupils were currently not as positive or proactive as I knew they would have to be to succeed in their tests. The homework was not inspiring them and therefore not encouraging them to interact with the language outside of the school context (Beltrán et al., 2013), and I was not engaging with parents who are necessary to 'bolster spirit' and 'key to shaping school culture' (Peterson et al., 1998: 3). I needed to change the types of homework that I set pupils and update parents on progress.

As the use of technology in the classroom is often cited as a source of motivation for pupils (Beltrán et al., 2013; Pachler et al., 2013; Wachtel, 2013; Passey et al., 2004), I researched popular language learning Apps and created a virtual classroom on Duolingo. Instead of completing a work sheet for homework, pupils used their phones or computers to access the virtual classroom, providing 'valuable opportunities for learning that is self-directed, but still interactive' (Jones et al., 2008: 4). I gave out revision guides to pupils who put the most time and effort into Duolingo each week, rewarding effort, rather than highest overall points, to encourage participation and a Growth Mindset (Dweck, 2008). I also introduced weekly vocabulary tests and started to show pupils how much they had improved each week, rather than focussing on their overall score. As the focus shifted towards progress, the atmosphere in the class improved, an occurrence supported by Pachler et al. (DATE), who state that 'the introduction of a competitive element, which focuses on pooling the strengths of individual pupils in a team or allows pupils to compete against their previous performance...also works well' (Pachler et al., 2013: 230). However, despite the increase in pupils engaging with the App at home, pupils were still forgetting to bring their Speaking exam scripts to school, and struggling to learn them.

In my reflective phone call for phase 2 of the CLF, we discussed the IKMC survey and progress towards my vision (Appendix C). My LDO agreed to observe 11v, looking specifically at their preparation for the speaking. During the observation, my LDO recorded the positive and negative comments made by pupils in relation to the upcoming exams (Appendix D). Pupils were highlighted red, amber, or green to on Edexcel to show attitude. When pupils switched from practising individually to playing a collaborative game they became more positive and mutually supportive; Jones (DATE) states that ‘learners are more likely to collaborate with their peers when they are trustful of each other’ (Jones, 2014: 157). There were signs of independent learning here and although some pupils started ‘red’ or had forgotten their script, by the end of the lesson every pupil was on amber or green (Appendix D). I realised that some pupils were choosing not to engage with the work outside of school as they were afraid of failure, and trying not to think about the reality of the test. However, with positive reinforcement they came out of their comfort zones and worked together to succeed. We created Action Points for the group following a discussion around teacher mindset vs teacher action and pupil mindset vs pupil action (Appendix E). My LDO suggested I phone every parent to give an update and that I should give out a greater variety of rewards for pupils who remembered their scripts. I also suggested asking one of the former year 11 pupils who achieved an A\* to come in and speak to the group about the effort behind the grade.

Phase 3 of the CLF is about reflecting on the progress made towards your vision over the year and the impact that this has had on pupil learning. When my pupils completed the IKMC survey for a second time there was a positive change in pupil attitude; communication with parents went from 65% to 100%, 17% agreed that homework was useful (instead of 6%) and 100% of pupils who completed the final survey said that they were ‘confident in their ability to learn what was being taught’ (Appendix B) reflecting the change in mindset. At least half of the class had attended revision sessions (compared to none at the start of the year) and I was able to show pupils the evidence that I had collected that revealed a correlation between the number of pupils spending time on French at home and improved results (Appendix G). The data tracker also revealed the struggles and eventual improvement in 11v’s grades:



In general, pupils showed more resilience and were more prepared to work on their weaknesses. Furthermore, although I did not share my overall vision with 11v, I did teach the class how to create

their own Action Plans (Appendix F) and encouraged them to use this technique with other subjects when preparing for exams.

### **Leading Learning: The Wider Context**

The most recent White Paper on Education, 'Educational Excellence Everywhere', states the Government's ambition that '90% of pupils in mainstream secondary schools will enter the EBacc' (Department for Education, 2016: 93). Although recognising languages in the English Baccalaureate (EBacc) has 'heralded something of a revival of the status of languages in school' (Barton, 2014: 164), in the 2015/2016 Academic school year at Whiteleaf School, 18% of pupils entered the EBacc and only 1% of pupils obtained it. Many argue that pupils need convincing that 'they are capable of learning a foreign language – that it is no more difficult than any other subject' (Scottish Languages Review, 2002: 2). Plus, some MFL teachers 'allow... a perception that modern languages is *not* "for all" [to go unchallenged]' (Scottish Languages Review, 2002: 2). If schools are going to meet the EBacc target, and for pupils to find success, the mindset of all stakeholders must change. If research shows that 'students, no matter how young, [are] able to work within the given technology almost instantly' (Beltrán et al., 2013: 73), there is an argument that a stronger partnership between the MFL and ICT department would be one way of presenting languages in a more accessible format to pupils. Whiteleaf will trial this next year with the creation of a 'communications faculty'.

The bigger issue is the mindset around languages and the support networks that need to be established to help pupils to overcome this. As Barton (DATE) notes, 'there is an obvious correlation between enjoyment, positive attitudes to learning and high attainment' (Barton, 2014: 164). However, the challenge is making pupils feel that they can achieve, especially 11v who have witnessed two years of Whiteleaf School being in special measures and have had numerous teachers for languages during KS3. As TF participants work for two years in their assigned schools, I could offer some stability to 11v during their GCSE years; trust is often cited as a key feature of being a successful leader (Ash et al., 2016; NCSL, 2010) and there is a 'need for a culture of trust in the classroom' as 'learners are more likely to collaborate with their peers when they are trustful of each other' (Jones, 2014: 157). Year 11 pupils who have experienced two years of special measures in a school where the minority choose languages at KS4 (30%) and only 1% successfully obtain the EBacc (Whiteleaf results can be accessed online at gov.uk) are predictably cynical, but by following renowned methods for leading cultural change and gaining trust, progress can be made.

Leading that culture change for 11v, and building up trust became easier once I used the leadership techniques taught through the LDP and once a cultural shift was achieved at a higher level in Whiteleaf School regarding assessments and revision. Farr (DATE) states that 'students make dramatic academic progress when their teachers begin the year with a clear, ambitious vision of student success' (Farr, 2010: 18) and this is the beginning of the CLF process; knowing what your vision is for your pupils. Farr (DATE) also notes that successful teacher leaders should 'invest students and their families' (Farr, 2010: 5), which was my LDO's advice in the first meeting about 11v, and once I started to track the progress of pupils whose parents I had phoned or met at Parent's Evening, there was a correlation (Appendix G). The National College of School Leadership suggests that teachers build trust by defining their values and vision (NCSL, 2010: 4). I did not directly share my

overriding vision with 11v, about encouraging positivity and proactivity, however I did give mini objectives and targets, highlighting what success would look like: 'well-thought-out learning objectives can enable students to make progress... to develop the capacity to own and monitor their own progress as independent language users' (Jones et al., 2008: 3).

### **Leading Self: LDO Leadership Self-Audit**

The LDP is designed to equip TF trainees with the skills to become teacher leaders (Hall, 2012: 14), a coupling that has recently been championed by Neil Dempster (DATE): 'the blend I am advocating...has two major ingredients: a shared understanding of generic leadership for learning processes and a shared understanding of curriculum content knowledge' (Dempster, 2016: 80). However, there are critics who question whether we have found the right formula yet; 'in my professional opinion, we have only begun to explore the possibilities of teacher leadership' (Bond, 2014: 2). Although at the start of the programme, my initial focus was on leading learning, I now recognise the importance of leading self and my vision of myself as a leader. Over the past year, I have received coaching from my LDO and in CPD sessions run by Teach First. I have been able to transfer techniques from these sessions to my everyday practice, and deepened my self-awareness. In changing my approach as a leader, I have been able to have an impact on the learning in my classroom, fuelling my research into current trends in leadership and teacher-leader theory (Barth, 2007). I have also chosen to concentrate on my developing leadership skills as I will be leaving Whiteleaf at the end of this Academic year and will be starting a new role as 'Team Leader of French' in September 2017.

For the Leading Self element of this essay, I will look at a group session run by my LDO called 'Leadership Audit' (Appendix H) in which we completed a leadership self-audit in relation to the theories of John P. Kotter, John Adair and Daniel Goleman. The aims of the session were to identify the attributes of a 'good' leader and assess which skills we had already developed and which we needed to work on. We began by discussing the three theories; Kotter's (DATE) theory that leaders 'lead change' and possess skills that can be learnt rather than innate charisma (Kotter, 2001), Goleman's (DATE) theories around emotional intelligence in leaders (Goleman, 2000) and Adair's (DATE) Action-Centred Leadership model (Adair, 1973). I will start by looking at the results of this 'leadership self-audit' and reflecting, using elements from Gibbs' (DATE) reflective cycle (1988), on how they led me to make changes to my own practice, before moving onto a discussion of the theories and 'teacher leadership' in the next section on wider context.

### **Leading Self: Reflections on Leadership Self-Audit**

As advocated by Gibbs' (1988), I will begin with a description of what took place during the LDO meeting. For the leadership self-audit, a 'wheel of life' coaching tool was used (Kimsey-House et al., 2011). This is a circle divided into eight sections that are labelled with different personality traits or aspects of life. In the context of a leadership self-audit, there were three circles to complete, each with eight sections labelled with different attributes that the theorists Kotter, Adair and Goleman deemed to be the signs of good leadership. For instance, the Adair (DATE) circle was labelled with 'defining the task, planning, briefing, controlling, evaluating, motivation, organising' and 'setting an example', as

these are Adair's (DATE) functions for leadership taken from his Action-centred leadership model (Adair, 1973). When I compared my own attributes as a leader to those valued by Adair (DATE), I scored myself highly on 'organising', 'setting an example' and 'motivation' but lower on 'briefing', 'controlling' and 'evaluating'. When I reflect on my feelings and thoughts around this (Gibbs: 1988), this stems from my perception of my own strengths and weaknesses as a leader; I could organise and work hard behind the scenes but I was more anxious about having to brief others on our shared vision and objectives and control the team effort. A way to counteract this would be to use my strength to plan for my perceived weaknesses; using S.M.A.R.T. goals, which require good planning and organisation, and breaking goals up into smaller chunks keeps the momentum going (Wadhwa, 2017: 502). When I split my vision into SMART targets for 11v, I was able to motivate pupils and find solutions to problems.

The self-audit based on Goleman's (DATE) emotional intelligence components is the area where I gave myself the highest scores, as I show empathy towards my pupils, am motivated once I have set a goal and I am self-aware. However, I believe that I could improve in self-regulation as, although I show trustworthiness and integrity, I do not feel comfortable with ambiguity or change. Majocho (DATE) claims that it is only through accepting change and taking risk that we become teacher leaders, as 'you have stepped out of your comfort zone, and you are speaking up and voicing your opinions for the betterment of school learning' (Majocho, 2015: 11). I am also unsure about where to rate myself in terms of social skills as, although I could lead a culture change with 11v, I have not yet had the opportunity to build expertise in leading teams.

When considering Kotter's (DATE) leadership functions, I felt confident about communicating direction, sustaining momentum and building teams, because of the work that I had done this year with 11v, but I was less sure about overcoming obstacles to change and strategy setting, as this is reliant on examining a wide range of data and changing the course of action if needed. Ash et al. (DATE), claim that 'a crucial role of effective leaders is to guide schools and districts through positive and productive change' (Ash et al., 2016: 10), and on reflection I did achieve a considerable change in culture with 11v by setting manageable Action Points based around my vision. On reflection, I was imagining this type of leader as one who enjoys 'controlling everything' (Gershon, 2015: 137), yet as Gershon (DATE) points out although 'leadership means standing up and taking charge (PAGE)', this can manifest itself in the types of behaviour that I do feel comfortable with: 'leadership also encompasses facilitation and promoting the leadership of others' (Gershon, 2015: 137). If I envision myself as a *facilitator* rather than a *leader*, I feel more at ease, despite this being simply a redefining of leadership or a shift in mindset.

The third step on Gibbs' (DATE) reflective cycle is evaluation: what was good and what was bad (Gibbs, 1988). I left this session with a greater understanding of the potential I had to lead with my skillset, which was positive because I felt more confident. The fact that I did not originally feel that I possessed leadership skills, despite being on the LDP, revealed my fixed mindset (Dweck, 2008); here, I put myself with the 35% of pupils in 11v who answered that they were not confident in their ability to learn what was being taught. As Gershon (DATE) says: 'one of the most important ways in which the teacher can lead their students is through the promotion and modelling of the habits of outstanding learning' (Gershon, 2015: 138). To conclude, considering what else I could have done

(Gibbs, 1988), if I ~~was~~were to start the year again with 11v, I would model confidence and focus on my strengths. The confidence would come from being clear about my vision and setting SMART goals (Gershon, 2015; Ash, 2016) and this would give the illusion of charisma described by Kotter (2001:24).

### **Leading Self: The Wider Context**

Teach First participants sign up for the 'Leadership Development Programme', therefore the focus is not just on becoming qualified teachers but also developing transferable leadership skills in 'challenging circumstances' (Hall, 2012: 14). Johnson et al. (DATE) argues that 'contextually aware leadership is a crucial factor in strengthening learning' (~~Johnson et al., 2016~~: 5) which suggests that working in challenging schools would have impact on the leadership style that TF participants develop. As 'becoming a teacher leader can [already] be a daunting yet extremely rewarding mission' (Majocha, 2015: 10), TF participants must contend with the dual challenge of learning to teach and learning to lead under pressure. However, current research and data shows that 'teacher leadership is an important idea that is gaining popularity throughout the world' (Lieberman, 2014: 7) and once teacher leadership is framed as 'speaking up and voicing your opinions for the betterment of school learning' (Majocha, 2015: 11), you recognise the need for leaders in classrooms.

Not only does research suggest that teachers becoming leaders would have a positive impact in both the school and the classroom (Barth, 2007:11), there are also those who argue that if teacher leadership is 'brought to the fore' it would be evidence of a 'genuine valuing of teachers' knowledge, experience, and careers' (Conway et al., 2016: 198). With the Department for Education acknowledging that 'teacher recruitment is becoming more difficult' (DofE, 2016: 26), it is necessary for schools to look at the ways in which they can show teachers that their skills are valued. Conversely, although schools would benefit from teachers taking on leadership responsibilities, a culture often prevails that is 'unfriendly to even the idea of teacher leaders' (Barth, 2007: 10). Where teachers do step into leadership roles, they are more likely to see themselves as 'teacher leaders' within their own classrooms than vie for a position within the Senior Leadership Team (SLT), for fear of losing 'proximity to students and their learning' (Lovett, 2016: 212). Despite this, Teach First teachers are 'over seven times more likely to progress to senior leadership positions in schools' (~~Dr~~ Rebecca-Allen et al., 2016) when compared to teachers trained through HEI routes. This could be due to the LDP which focusses on 'nurtur[ing] the qualities necessary to be a teacher leader' (Majocha, 2015: 11), dispelling the myth of leaders possessing some innate charisma (Kotter, 2001: 24) and encouraging interesting graduates to teach, but also to lead.

As education faces cuts and widespread Academisation (Department for Education, 2016), teachers need to stop feeling 'uncomfortable' about being leaders (Barth, 2007: 10) and join with leaders at other levels in 'shaping school culture' (Peterson et al., 1998: 3). Teachers who do not lead leave 'crucial curriculum content knowledge unaddressed' (Dempster, 2016: 80), and are at risk of remaining 'passive victims of what their institutions deal to them' (Barth, 2007: 14). Schlechty even suggests that public schools are organised to encourage teachers 'to value passive compliance over active involvement' (Schlechty, 2009: 21). Teachers should be more prepared to learn about leadership and build on the skills they have. After all, historical figures most widely celebrated as "teachers" – Moses,

Socrates, Plato, Jesus, Gandhi, Martin Luther King – have also been indisputable leaders’ (Barth, 2007: 10).

### **Recommendations: plans for future development**

Reflecting on the progress that my pupils, and I, have made over the course of the Leadership Development Programme, I have created an Action Plan with SMART targets (Appendix I) with the following recommendations for leading learning and leading self:

- 1) For leading learning, I will actively encourage my new learners to value languages outside of school. To achieve this, I will contact the parents of my KS4 pupils to update them on their child’s progress from the outset; ‘set big goals, invest students and their families’ (Farr, 2010: 5). I will also set up Duolingo for my KS3 classes, using ICT to ‘engag[e] and motivat[e] pupils for whom languages might otherwise be a struggle’ (Connor, 2013: 153), giving positive praise for effort to foster an independent learning environment and growth mindset (Dweck, 2008). For this to be successful, pupils would be engaging with the online course on a regular basis and I would have developed good relationships with parents, as numerous studies ‘demonstrate the relationship between family involvement and increased student achievement’ (Ash et al., 2016: 13).
- 2) For leading self, I aim to stay aware of the latest research in educational leadership. It can be challenging to couple this with teaching, but working with my LDO this year has shown me that it can be rewarding to investigate the different leadership styles and consider the skills that I already possess or need to develop. I will do this by signing up to relevant CPD sessions available at my new school and reading widely around leadership theories this summer in preparation for my new role. Success will see me setting challenging goals for my pupils and leading them towards a vision.
- 3) I would also like to set up a French speaking club at break as ‘both interaction and collaboration are key to learning a language, as is finding a need to use it’ (Beltrán et al., 2013: 79). This will be a time when pupils of any year group can drop in and use their French skills to communicate with each other. This is to provide a space where learners focus on cooperation and trust, as ‘time invested in developing good team working... is time well spent’ (Jones, 2014: 157). Success here would mean a group of enthusiastic pupils meeting on a regular basis because they have chosen to spend time speaking to each other in French. For me, this is the very definition of being a positive and proactive learner.

To offer a final reflection, my two years on the LDP have been a sharp learning curve and I have particularly enjoyed learning about leadership skills and theories during this second year. I never envisioned myself as a ‘leader’ when I started the programme, but the support and guidance of inspirational mentors and my own research has helped me to develop the confidence to move onto a leadership role next year. This has modelled to me the positive effect that a confident, organised teacher

leader can have on leading the learning in their classroom, and I hope to have the same effect on future students.

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## Appendices:

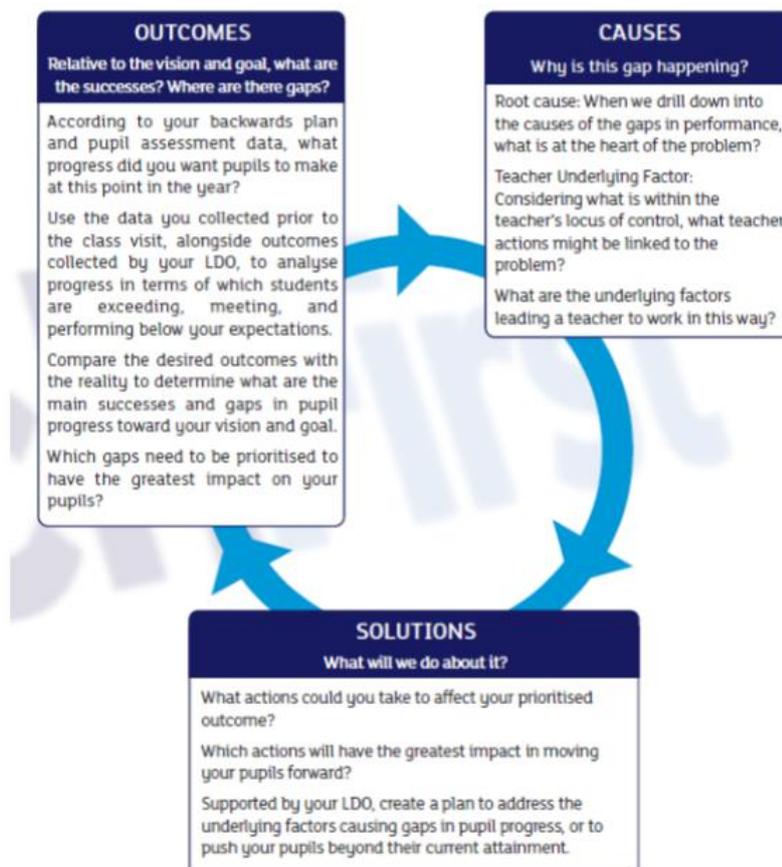
### Appendix A: Teach First Classroom Leadership Framework

The Classroom Leadership Development Framework (CLF) is a tool that has been created by Teach First to help participants bring about change in their classrooms through the development of a vision. The CLF is based on the work of educational researchers including Farr (2010), Fullan (2010), Collins (2001) and Kotter (2012).

The three phases of the CLF:



### Reflective cycle used by participants in meetings with Leadership Development Officers (LDOs)



**Appendix B: comparison between IKMC responses from start to end of course:**

		Number Strongly Agree or Agree	% Strongly Agree or Agree	Number Unecided	% Unecided	Number Disagree or Strongly Disagree	% Disagree or Strongly Disagree
The teacher communicates with my parents/guardians on a regular basis.	11	65%	6	35%	0	0%	

**Survey 2:**

The teacher communicates with my parents/guardians on a regular basis.	6	100%	0	0%	0	0%
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**Survey 1:**

I am confident in my ability to learn what is being taught.	11	65%	6	35%	0	0%
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**Survey 2:**

I am confident in my ability to learn what is being taught.	6	100%	0	0%	0	0%
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The homework in this class helps me understand the subject better.	1	6%	5	29%	11	65%
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**Survey 1:**

**Survey 2:**

The homework in this class helps me understand the subject better.	1	17%	1	17%	4	67%
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Appendix C: pre-class-visit phone call notes

Pre-Visit



Participant Name:	[Anonymised]	Focus Class:	11v [anonymised]
Summary of vision	To encourage pupils to take a positive and proactive approach towards learning a language		
Current Successes with Vision:	<p><i>Duo lingo - making rapid progress outside class - can monitor and see who's practising French - comparing to vocab tests</i></p> <p><i>Rewards for most effort- get revision guide</i></p>		
Current Barriers to Vision:	<p><i>Negative perceptions by parents</i></p> <p><i>Weren't seeing revision guide as reward, but now competition!</i></p> <p><i>Some students are scared</i></p>		
Data (PPT and/or iKMC)	<p><i>Writing grades done - pulls up to 8 at A-C</i></p> <p><i>Speaking test coming up - preparing at the moment for 28<sup>th</sup></i></p> <p><i>Practise reading + listening - 3 Cs in reading, 1C in listening</i></p> <p><i>iKMC said didn't speak to parents + technology. Surprised by latter as uses it a lot.</i></p>		
Your class	<p><i>Is there anything else I should know about your class?</i></p> <p><i>Tracking duo lingo, parents, + grades</i></p> <p><i>One boy who's very anxious</i></p> <p><i>What do you really want to improve at the moment?</i></p> <p><i>Contact with parents - more praise phone calls?</i></p> <p><i>What aspects of your vision do you feel you need to develop as a priority</i></p> <p><i>What is holding you back from achieving your vision?</i></p> <p><i>Atmosphere - some students comment to one another negative comments re. duo lingo</i></p> <p><i>French seen as less important than English + Maths - some aren't bothering with French - some pupils not bothered - how to open them up to subject?</i></p> <p><i>Some students not done script</i></p>		
Class Visit Focus	<p><i>What do you want me to be looking for? (see What LDO's can look for attached to the email).</i></p> <p><i>Students having a go - not just giving up</i></p>		
How Data Collected:	<p><i>If your vision was reached in relation to the issue you are facing, what would this look like in the classroom?</i></p> <p><i>Should have script they've prepared - 2 pages of prepped writing scripted to learn enthusiasm + work ethic on script - especially at start of lesson, then sit in line and practise 4 mins each.</i></p> <p><i>What sort of things am I going to be looking for?</i></p>		

	<p><i>Red Amber Green for students actively trying</i></p> <p><i>Tally for pupils who say 'what's the point' / negative points / comments eg 'I'm going to fail this exam'</i></p> <p><i>How am I going to record that or collect that information?</i></p> <p><i>Excel spreadsheet and e-mail</i></p>
<p><b>Resources and Logistics:</b></p>	<ol style="list-style-type: none"> <li>1. <i>Where would you like me to sit/be during the visit/each task? Is there somewhere to go if I am talking to pupils?</i> <ul style="list-style-type: none"> <li>- <i>Someone from tutor group to meet Serena in reception</i></li> <li>- <i>Sit at front on teacher</i></li> </ul> </li> <li>2. <i>If I see other things that are not directly what we have discussed I am going to look at but think it would be beneficial you knowing would you like me to share these? Yes</i></li> </ol>



Appendix E: Notes from first meeting with Leadership Development Officer (LDO), showing the development of Action Points following the class visit

French 1

Date of visit: 18/11/16

Date of conversation: "

Focus of visit: Positivity of students to learning v negativity

<p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>* Some students no script - annoying esp negative motivation / organization out of class</li> <li>* Kieran slowly getting better</li> <li>↳ Mum says don't get on with Sarah</li> <li>* surprised James + Charlie have positive</li> <li>* Lillian - low confidence in vocab test.</li> <li>* some students slipped words + means this week.</li> <li>* Thasee - sitting and not working - has been in mood, not seen much.</li> <li>* found Annie v negative today - strange she got more positive</li> <li>* Charlie negative in confidence + vbs: impressed students with her + vbs: started low confidence - hard to build up over time.</li> </ul> <p><b>Prioritised Outcome:</b></p> <ul style="list-style-type: none"> <li>- Yasmin lacks confidence</li> <li>- Annie: kids said had forgotten in class</li> </ul> <p>Notes from James: Student not bring work.</p>	<p><b>Causes:</b></p> <table border="1"> <tr> <td> <p><b>Pupil Action</b></p> <ul style="list-style-type: none"> <li>* don't bring work</li> <li>* mummy say at start - when come to packing speaking</li> <li>* don't practice</li> </ul> </td> <td> <p><b>Pupil Mindset</b></p> <ul style="list-style-type: none"> <li>pupils afraid it's excuse</li> <li>it's an escape</li> <li>have an avadava - tactic.</li> <li>some genuine for other</li> <li>Genma + Anthe don't care</li> </ul> </td> </tr> <tr> <td> <p><b>Teacher Mindset</b></p> <ul style="list-style-type: none"> <li>* don't think some students care that much</li> <li>- they have to do it anyway</li> <li>- I'm frustrated</li> <li>- it's going to happen in the end</li> <li>exam - going to have to</li> <li>- could copy from neighbour - might take them</li> </ul> </td> <td> <p><b>Teacher Action</b></p> <ul style="list-style-type: none"> <li>* show annoyance</li> <li>* get them to improve</li> <li>* partner up with others</li> <li>↳ show sb else don't work</li> <li>* provocate - never worked</li> <li>* threatened phone call home</li> </ul> </td> </tr> </table> <p><b>Prioritised Cause:</b></p>	<p><b>Pupil Action</b></p> <ul style="list-style-type: none"> <li>* don't bring work</li> <li>* mummy say at start - when come to packing speaking</li> <li>* don't practice</li> </ul>	<p><b>Pupil Mindset</b></p> <ul style="list-style-type: none"> <li>pupils afraid it's excuse</li> <li>it's an escape</li> <li>have an avadava - tactic.</li> <li>some genuine for other</li> <li>Genma + Anthe don't care</li> </ul>	<p><b>Teacher Mindset</b></p> <ul style="list-style-type: none"> <li>* don't think some students care that much</li> <li>- they have to do it anyway</li> <li>- I'm frustrated</li> <li>- it's going to happen in the end</li> <li>exam - going to have to</li> <li>- could copy from neighbour - might take them</li> </ul>	<p><b>Teacher Action</b></p> <ul style="list-style-type: none"> <li>* show annoyance</li> <li>* get them to improve</li> <li>* partner up with others</li> <li>↳ show sb else don't work</li> <li>* provocate - never worked</li> <li>* threatened phone call home</li> </ul>
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Way - massive improvement on last year

Thasee doesn't care

Yasmin - worried about speaking in front of class

Annie - more than communication - not trying

Sharon don't like speaking in front of class

Get them to care?

**Solutions:**

- \* Ring everyone's parents - do you know they have an exam?
- \* Show them grade breakdown - show it helps 60% compared to RSL
- \* Play examples of prepared v ill prepared example
- \* Contact tutors / heads of year - next concerned - more people nagging
- \* Show classes on French - get them excited
- \* Video that speaks lot of language on stage
- ↳ make it seem cool.
- \* Get A\* student to come in & speak about how he did so well
- ↳ more relatable.
- \* Talk about / advertise revision class more.
- \* punishment: for if don't bring speech.
- \* rewards for those that bring it
- more want to
- ↳ sweets for those who remember speeches.

**Action Points:**

1. Ring parents
2. Rewards for remembering speeches + vocab test.
3. Get A\* student to come in and say how they did it.

**Barriers:**

- 1) Time - Mine + parents
- 2) What a good reward for them / don't want to get bored + fair
- 3) Time table.

**Solutions to barriers:**

- 1) make it - start with urgent students. Ask them to help year re getting a touch.
- 2) speak to system you put down. So post + get reward
- 3) Use live video instead or invite to revision club. Get from him.

**Review Date:**

Everything before 2nd Dec.

- 1) End of next week + 3).
- 2) Start immediately.

**Appendix F: teaching pupils to use Action Plans to encourage them to explicitly talk about the goals that they were trying to achieve as individuals and as a group.**

 **1) Complete the vocabulary test**

2) When you have finished, turn over the sheet and fill out the survey on the back.

3) Then, make your own ACTION PLAN in your book, showing how YOU think you can improve your grade:

My ambition in French is to achieve _____			
How will you do this?	When will you do this?	How will you know if you are successful?	What support can Miss Jones give you?
1) I will use Duolingo to revise vocab	At least 5 minutes every day	I will feel more confident about basic French vocabulary. I will achieve a higher grade in the next mock.	I will take a list of words that I struggle to remember to Miss and ask her to test me on them throughout the lesson

**Action Plan:**

My AMBITION IS ... B/C

How will you do this?	When will you do this?	How will you know?	What Support can Miss Jones give you?
1 Do more practice papers	After School	I will get a higher grade	Provide me papers
2 Speak more French at home	at home	It will become easier to pronounce	Speak French in lessons as well
3 Practice basic vocab	At home	I will know it off by heart	Provide words to learn

- revise for the easier vocabulary and then slowly move up to harder vocabulary
- Do a practice paper

When will you do this?  
for 30 mins  
for 30 mins - 1 hour  
1 a week

How will you know if you are successful?  
I will pass the topic on duolingo / my vocab will improve  
my vocabulary and memory of your words will become better  
I will be prepared for the test / GCSEs

12<sup>th</sup> December 2016

Reading Assessment Evaluation

What went well:  
I got 3 or 4 marks on was:  

- Where I live
- Getting a job in radio
- the town of Clichy-sous-Bois

 Even Better if:  
I got 1 or 2 marks on was:  

- Resolutions
- the problem page
- Having a tutor
- Hobbies
- A trip to the hospital
- the town of Clichy-sous-Bois

Next step:  

- What am I going to do?  
I'm going to listen to music in French or read a news article in French.
- Who are you going to get support from?

**Appendix G: A chart made to track which pupils in 11v use Duolingo regularly, whose parents attended Parent’s Evening, who has shown evidence of outside learning and who has attended extra revision sessions.**

Sex	Writing 1 (Dec 15)	Writing 2 (July 2016)	Regular user on Duolingo	Parents attended	Parents Evening	Attended Extra Sessions?	Evidence of other outside learning	EAL	Pupil Premium	More Able	SEN
F	D	Absent	No	No	No	No	No	No	Yes	Yes	
F	B	B	Yes	No (but mum requested phonecall)	Yes	Yes	No	Yes	No	No	
F	B	A*	Yes	Yes (Aunt)	Yes	Yes	Yes - Aunt is native French speaker	No	No	No	
F	C	B	Absent (School trip)	No (Pupil on school trip)	No	No	Yes - always completes homework	No	No	Yes	
F	C	A	Yes	No	No	No	Yes - evidence of extra work in book	No	Yes	Yes	
F	B	A*	Yes - Top User	Yes (Mum)	Yes	Yes	Yes - evidence of extra work in book	No	No	No	
M	E	E	No	Yes (Dad)	No	No	No	No	No	No	
F	D	Absent	Absent	No	No	No	Yes - evidence of extra work brought to lesson	No	Yes	No	
F	E	D	No	Yes (Dad)	No	No	No	No	No	No	
F	F	D	Yes	Brother attended	Yes	Yes	Yes - evidence of some extra work with friends	No	No	No	
M	F	F	No	No	No	No	No	No	Yes	No	Moderate Learning Difficulty
M	F	Absent	No	No	No	No	No	No	No	No	
M	D	A	No	Yes (mum and dad)	No	No	Yes - evidence of extra work brought to lesson	No	No	No	
M	D	D	No	No	No	No	No	No	No	No	
F	F	D	No	Yes (mum)	No	No	Yes - downloaded a French App	No	Yes	No	
F	D	D	No	Yes (mum)	No	No	No	No	No	No	
F	D	B	Yes	Yes (mum and dad)	Yes	Yes	Yes - always completes homework	No	No	No	
F	F	C	No	Yes (mum)	Yes	Yes	Yes - increased engagement questions about grammar	Yes	Yes	No	Hearing Impairment/Rant
F	B	A	Yes	Yes (mum)	Yes	Yes	Yes - evidence of extra work in book	No	Yes	No	
F	B	B	Yes	No	No - performing in school show	No	No	Yes	No	No	

## Appendix H: Notes from final meeting with LDO

### NQT-LDO Interaction Notes

<b>Participant Name:</b> [anonymised]	<b>Date of interaction:</b> 18.05.2017
<b>Chosen route through LDP</b>  Half Term 5 Interaction [iKMC and Leadership Audit, group session]	
<b>Context</b>  <i>Progression Framework Links:</i> <ul style="list-style-type: none"><li>- You accurately analyse progress made towards your vision and goals for every pupil, and use this data in your planning<ul style="list-style-type: none"><li>- You have understood how to craft, and the importance of working towards, a vision for all your pupils</li></ul></li><li>- You use appropriate models and frameworks to lead and manage through change</li></ul>	
<b>Content</b>  1 hour meeting to compare iKMC results for vision class and complete a leadership audit: <ul style="list-style-type: none"><li>- Check in and catch up. Completed Springboard nominations and sent the Ambassador Survey link to complete.</li><li>- Used Excel tool and explained how to use this to compare iKMC survey results from start of year to now.</li><li>- Examined leadership theories of Kotter, Adair and Goleman. For example:</li></ul>	

**John Adair**

- Senior lecturer in military history and adviser in leadership training at the Royal Military Academy Sandhurst
- In 1979, became the world's first Professor of Leadership Studies at the University of Surrey
- In 2009, appointed Chair of Leadership Studies United Nations System Staff College in Turin.

**Action Centred Leadership**

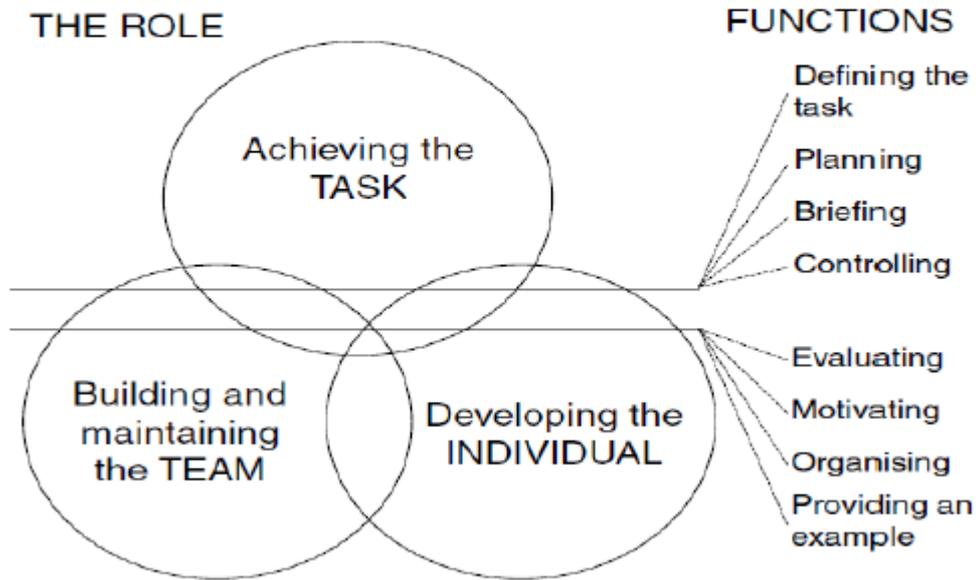
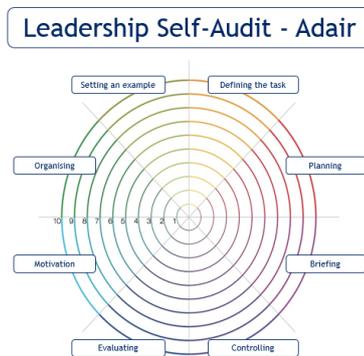


Figure 3.2 Leadership functions

p.23 Adair

- Participant [anonymised] provided a brilliant explanation of one leadership theory to the other participants and received these in turn from other attendees until all three leadership theories were understood.
- Participant [anonymised] completed a self-audit for each of these theories, comparing key elements and skills that came through as a result of these self-audits.

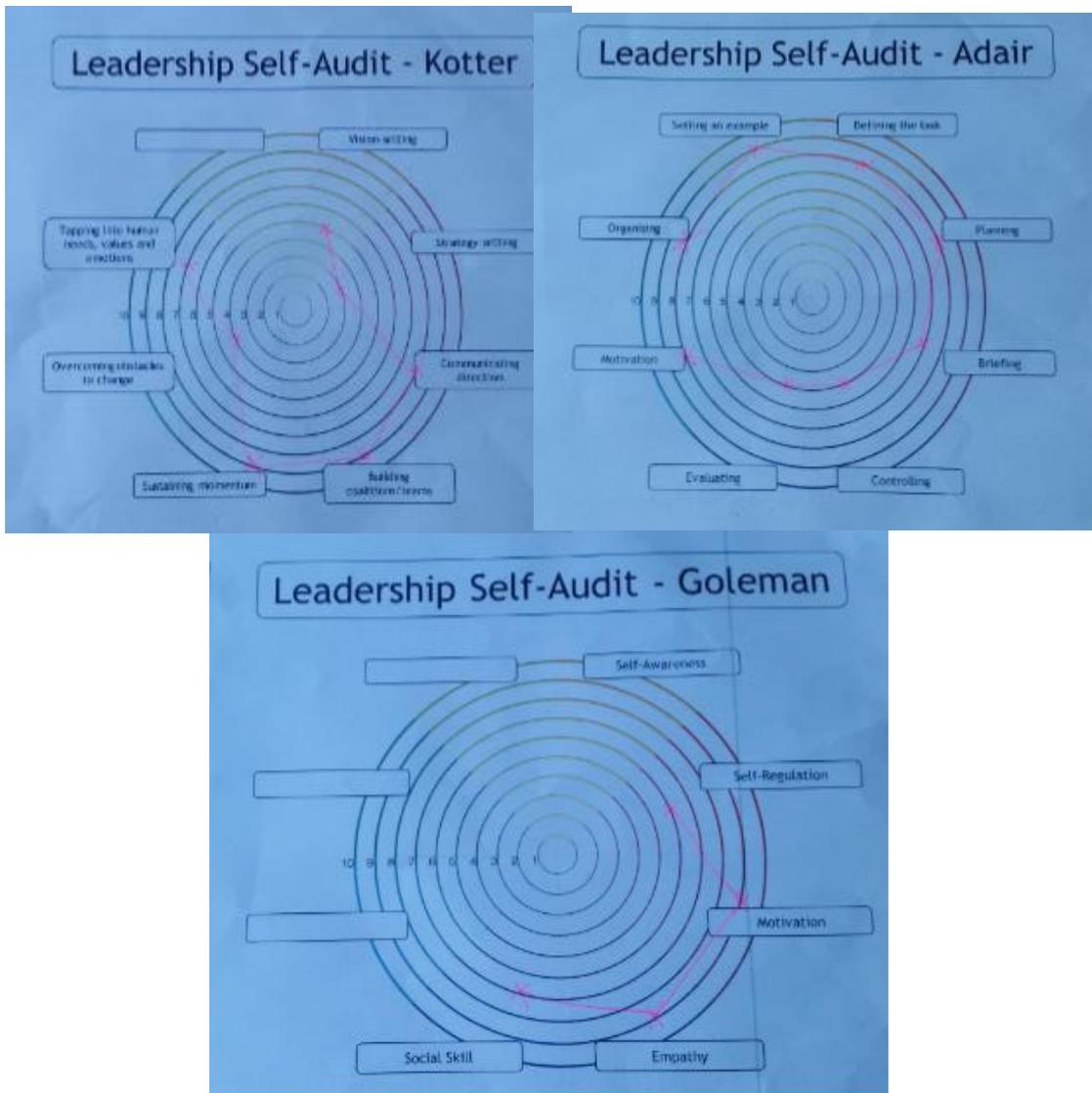
Leadership functions - Achieving the TASK; building and maintaining the TEAM; developing the INDIVIDUAL
<b>Setting the task</b> People in organisations and teams need to have the task distilled into an objective which is: clear, concrete, time limited, realistic, challenging, capable of evaluation.
<b>Planning</b> This requires a search for alternatives and is best done with others in an open-minded, encouraging and creative way. Foreseeable contingencies should always be planned for. Planning requires the what, why, when, how, where and who questions to be answered.
<b>Briefing</b> A brief leadership function conducted usually in a face-to-face way. Any briefing is an opportunity to: create the right atmosphere, promote teamwork, get to know, encourage and motivate each individual.
<b>Controlling</b> The aspects of directing, regulating, restraining or encouraging individual and team efforts on the task level in meetings are the criteria for setting a leader's effectiveness as a 'controller'.
<b>Evaluating</b> Assessing the consequences; evaluating team performance; appraising and training individuals; judging people. In assessing consequences, leaders should be able to foresee the outcome of action (or inaction) in terms of the material, financial and human and to ask probing questions of the team in order to establish the likely consequences.
<b>Providing the right climate and the opportunities for these needs to be met on an individual basis - perhaps the most difficult of a leader's challenges. Individuals are usually motivated if they can see that they will be given: achievement, recognition, job interest, responsibility, advancement.</b>
<b>Organising</b> - organising yourself - own work and particularly how you manage yourself, your time and how you delegate - organising the team - to build and maintain it to ensure that there is good, effective team-work - organising the organisation - the structure and the systems/processes in which, and by which, people operate.
<b>Setting an example</b> An example is set in verbal and non-verbal ways and all aspects of a leader's words and deeds are considered in the light of this.



- Participant [anonymised] identified her areas of strength, areas to improve upon and set herself some next steps.

- I supported participants to check their next steps followed ‘SMART’ criteria (Specific, Measurable, Achievable, Relevant and Time-bound) and these were modified by participants accordingly.

<b>Participant Actions</b>	
See ‘next steps’ sections above	
<b>LDO Actions</b>	
<b>Reminders</b>	
Add data for vision class onto Pupil Tracker SUMMER 2 column by 23 <sup>rd</sup> June.	
<b>Signed:</b> <i>[anonymised]</i>	<b>Date:</b> 18-05-2017



**Appendix I: Action Plan with SMART goals**

Target	Action	Success criteria	Support	Research that supports this	To be completed by
Encourage learners to value language learning outside of school	<p>Leading Learning:</p> <ul style="list-style-type: none"> <li>Contact parents of KS4 pupils in new school to discuss where pupils are currently at and where they need to be/ how they can close the gap</li> <li>Set up Duolingo with new groups and have a rewards system in place for pupils who use it the most</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of pupils practising French outside of school (Duolingo record)</li> <li>Positive support from parents, good developing relationships with stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>Speak to Head of Faculty about the potential for pupils joining sites such as Duolingo/ how we could use this technology</li> </ul>	<ul style="list-style-type: none"> <li>Use of ICT to motivate MFL pupils: Majocho (SensePublishers: 2015), Beltrán et al., (Channel View Publications, 2013), Connor (Channel View Publications, 2013)</li> <li>Parental involvement in education - Ash et al., (Routledge, 2016), Peterson et al., (1998),</li> </ul>	<p>I will have spoken to/ sent texts to all KS4 parents by the end of the first half term.</p> <p>I will trial Duolingo with different rewards and review this in December.</p>
Improve my knowledge of leadership theories	<p>Leading Self:</p> <ul style="list-style-type: none"> <li>Set time aside to read a few articles/ book chapters a week</li> <li>Liaise with other TF participants, also completing the MA, to exchange opinions on different readings/ theorists</li> <li>Sign up for available CPD in new school</li> </ul>	<ul style="list-style-type: none"> <li>I am more aware of my potential as a leader and my areas for development</li> <li>I am confident and successful in my new role as Team Leader of French</li> <li>I am able to discuss leadership theories confidently with other TF participants</li> </ul>	<ul style="list-style-type: none"> <li>Head of Faculty, who will be supporting me as I make the transition into a leadership role</li> <li>Mentors at University of Warwick</li> <li>The network of TF participants who are also completing the MA Educational Leadership</li> </ul>	<ul style="list-style-type: none"> <li>Dweck (2008)</li> <li>Kotter (1996; 2001)</li> </ul>	<p>Start over the summer holidays. This will be useful, both for the upcoming MA Dissertation and in preparation for starting my new role in September 2017.</p>

**Appendix I: Action Plan with SMART goals**

	and with TF				
Start a French speaking club to encourage pupils to use their language skills with each other in a friendly environment	<p>Leading Learning and taking on different responsibilities within the school:</p> <ul style="list-style-type: none"> <li>• Foster interest in an after-school/ lunchtime French language club to meet frequently.</li> <li>• Emphasis on pupils being able to collaborate and use the skills they are acquiring</li> </ul>	<ul style="list-style-type: none"> <li>• A group of pupils opt to meet on a weekly basis.</li> <li>• Ask for permission to use classroom for club</li> </ul>	<ul style="list-style-type: none"> <li>• Discussions with colleagues who run lunchtime clubs and with Head of Faculty who might have trialled this before in the MFL department</li> </ul>	<ul style="list-style-type: none"> <li>• Beltrán et al., (2013)</li> <li>• Jones, (2014)</li> <li>• Pachler et al., (2013)</li> </ul>	Discuss with school September 2017 to begin after half term.