

- **How did you apply and adapt your Module 1 Action Plan?**
- **What personal and professional barriers were you faced with, and how did you overcome these?**

My action plan was to pursue an inquiry into gender on A level choices. Despite doing significant reading around this, I met with resistance from the head of sixth form and it became obvious that a thorny relationship between this head of sixth form, in post for twenty years, and the new head teacher, meant that I was not going to make enough headway. That said, it gave me space and impetus to read widely on gender and self perception, which links with a newfound personal interest in feminism, and has been very interesting. I have been nominated by the school to deliver a session to teachers from the county on boys' achievement, and am doing so in February 2020, so there is still a use for my work. A visit to a local academy, which has moved in eight years from Good to Requires Improvement, due in no little part to their wee disparity between results and exclusion rates for boys and girls, was illuminating: I met their new head on a bouncy castle at a birthday party for my son's classmate, and seized the opportunity to ask a favour. That resulted in a day shadowing the head and also grilling him on his plans. I thoroughly enjoyed it, trying to put into practice what I have learned about coaching and listening over the course of the MTPT project. My visits to two local single sex independent schools, one boys 8-13 and one girls 5-16, was particularly interesting, given the seemingly paradoxical view at both establishments that their pupils were free to be whoever they wanted to be, but also that there were aspects of the school that suited boys or girls better... I think a lot about sex and gender these days....

The action plan had to evolve, therefore, and I was inspired by my sessions with coach [REDACTED] to think deeply about my own motivations and values. One central tenet is that I passionately believe in the power of literacy and literature, and I have made this the focus of my TLR3 Teaching and Learning post for the new academic year.

- **What was the direct or indirect impact of your Action Plan on student outcomes?**
- **What data sets, or key performance indicators demonstrate the impact of your Module 2 focus?**

The outcome of my action plan is in an increased awareness of reading in the school, more focused reading based activities in for time, and potentially improved reading speeds and comprehension ability in KS3, although this will be hard to evidence quantitatively.

Steps taken so far in promoting reading have been

- Developing, with the head of English, a set of reading challenges for all KS3 pupils to undertake in form, homework and English lesson time
- Establishing a group for keen creative writers, with PP pupils gently encouraged along, called the Wordsmiths. We meet weekly for biscuits and lessons in languages, runes, Greek, spells, stories, myths...we have had a visiting speaker, fresh back from a month on an uninhabited island, and are taking over a National Trust house for a day of exploring and creative responses in December 2019.
- Promoting a word of the week and poem of the week to all 1000 pupils and 200 staff, teaching and non, throughout the year

- Making links with local schools
- Working with Head of English to revamp the KS4 curriculum with a view to developing writing for real purposes, such as campaign letters that actually get sent to MPs. My article on this will be published in 2020 in Teaching English, the journal of the National Association for the Teaching of English.

• **How did completing Module 2 have an impact on your wider career decisions or progression?**

- **What next steps are you interested in taking in your CPD journey or career?**

Writing a third article for NATE has made me much more confident. The most obvious way this has manifested itself is in being offered a promotion to SENCO/Inclusion and possibly a seat on SLT in March 2019 and declining it, as I felt much more sure of what I needed and wanted on a personal level at this time. Identifying my own values, strengths and weaknesses has made me begin to formulate an idea of my ideal role, context and colleagues, and that has made considering a future move much more purposeful and focused. I have a clear vision of my ideal job now, and I intend to spend the next two years achieving it, hopefully alongside completing the doctorate I left behind.

Dear Mr. [REDACTED] and Mrs. [REDACTED],

Thank you both for your time today.

I think there's a really exciting project to be undertaken on the subject of improving literacy across [REDACTED]. For me, a productive and concise definition of literacy could be borrowed from Coleridge's description of poetry: "*the best words, in the best order*". It goes without saying that communication is crucial for success in our pupils' studies as well as later life, but I firmly believe that the remit of a literacy strategy should be proactive rather than simply reactive: we should seek to engender a love of language and a pleasure of using it with flair, staff as well as students.

There are several key ideas to promote this:

- championing reading, including staff reading, working alongside [REDACTED]
- continuing to support Sally in her excellent extracurricular initiatives
- training staff- bespoke sessions for departments could, for example, include essay planning or lexical density work; mini sessions in briefing; sharing good practice; guidance on using oracy and debate in lessons
- helping departments develop and use resources, such as a universal marking code
- establishing a baseline expectation with regard to writing in full sentences, using correct punctuation including sub-clauses, etc, as befits the academic profile of our pupils
- promoting essay prizes and 200 word writing challenges in lessons and displaying them around school
- events like House debate, raising the profile of elegant language.

I look forward to hearing from you if you would like to pursue these further.

Helen

Dear Parent or Carer,

Your son or daughter has been attending a creative writing club on Monday lunchtimes, and is therefore being offered the opportunity to go on a creative writing day on Friday 13th December.

We will be going to the local National Trust property, [REDACTED] Hall, for a day of exploring and writing about nature, leading to the creation of a display of photographs, objects, poems, prose and drama. This will form part of a wider project called Discoveries on Your Doorstep, promoting a love of exploring the local area and enjoying walking and being outdoors.

The trip will take place within school hours, travelling by coach to [REDACTED]. There is no cost at all for the trip. Pupils need to bring a packed lunch and warm, waterproof coats and boots. We will return in time for the school buses.

Please contact me if you have any further questions.

Yours faithfully,

[REDACTED]
Teacher of English

