

How can I manage the development of an approach to Whole School Literacy through using Action Research as an aid to this?

Abstract

I have a firm belief that Literacy should be at the heart of any school. I believe that it has the potential to play a major role in aiding the learning process and attainment. The recent Government initiative of the *National Literacy Strategy* has ensured that literacy is at the heart of English teaching. Schools have already committed to a whole school INSET day to support whole school literacy. Following this, schools will now be faced with ensuring that a consistent and coordinated approach is developed to support this training and to ensure that whole school literacy is fully implemented to support changes to teaching and learning at KS3. This is the story of one school's Action Research approach to kick-starting the role of whole school literacy. The project falls into three areas:

- The rationale behind the decision to address this issue using an Action Research approach;
- The methodology of working alongside a colleague to support the teaching of literacy;
- The evaluation of the processes employed and preparation for the next steps based on the outcomes determined.

Background

'Be thou blessed, Bertram, and succeed thy father
In manners as in shape! Thy blood and virtue
Contend for empire in thee, and thy goodness
Share with thy birthright! Love all, trust a few,
Do wrong to none. Be able for thine enemy
Rather in power than use, and keep thy friend
Under thy own life's key. Be checked for silence,
But never taxed for speech.'

(*All's Well That Ends Well* 1:1:59-66)

This project began for me as a personal endeavor. As Bertram in *All's Well That Ends Well* is given his advice from his mother, on parting to visit the distant King, I too feel as though most of this advice could be well remembered by me. Although Bertram did not find happiness, I hoped that I would fair a little better in my endeavors! This project granted me the opportunity to develop two crucial areas of concern for me: literacy and Action

Research.¹ Over the past eighteen months I have been working my way through my M.A. in Educational Management with the University of Bath; predominantly utilizing the work of Action Research in order to explore my own personal values related to the work that I do. As well as this I have been researching into my own practice considering how I could use Action Research in order to make the work that I do on a daily basis more effective. The work I have done so far has been developed directly as a result of it coming from within my own desire to improve something. However this project was developed as a result of the Headteacher instigating it and setting the initial parameters. This presented me with an interesting issue: for the first time I was working on a project that had been set for me rather than it emerging from and being initially driven by my own passions and values.²

The development of literacy within schools and the need to adopt a whole school approach to it is growing in importance as the movement to improve standards at KS3 is developed. The difficulty any school faces is how to develop and implement a 'workable' approach to a cross-curricular issue.³ I have a strong belief that developing an appropriate literacy policy has a great deal to offer schools on many levels. I firmly believe that developing a whole school literacy policy, particularly in the context of the changing nature of teaching and learning at KS3, has a great deal of potential: in developing a consistency of approach to teaching and learning across the school; of developing consistency of assessment; of developing consistency of task setting, and so on. If the literacy policy is approached in an appropriate manner then it can firmly help to develop consistency in many areas across the school. Within my own context the students that join the school are on the whole recognized as being weak in terms of literacy.⁴ Various approaches have been tried to raise levels of literacy. However, I do believe that the lack

¹ Action Research can be defined as, '...action disciplined by enquiry, a personal attempt at understanding while engaged in a process of improvement and reform.' (Hopkins, 2002, p.42)

² Interestingly, at the start of the project these questions were at the front of my mind. See my notes in my journal, appendix page 1.

³ Hopkins firmly understands this issue when he comments about the difficulty teachers face when having to put centralised curriculums into practice, stating, '...the teacher in some form of 'translation' of the curriculum policy into schemes of work or lesson plans. More emphasis on research-based teaching would, I believe, result in better 'translations' of centralized curriculum into practice and in teachers who are more confident, flexible and autonomous.' (Hopkins, 2002, p.34) It was hoped that this effect, of a teacher-researching working to implement a policy would help ease this transition of a new approach.

⁴ The OFSTED report from October 1998 for Westwood St Thomas' school commented that, 'Both the key stage 2 performance of the contributory middle schools and the school's own standardised test data indicates that the student cohort, though having a full range of ability, is significantly biased to the less able band. Far more students than usual, in a comprehensive school, are significantly behind their age expectation in attainment at entry and many have a range of literacy and numeracy difficulties. The overall capability of the student cohort is well below that of a typical comprehensive school. Whilst all students are well cared for, many experience a variety of social and economic disadvantage in their backgrounds...' (Westwood St Thomas' OFSTED Report, 1998)

of a committed and appropriate literacy coordinator has let many initiatives dwindle.⁵

Historically the development of approaches to whole school literacy at Westwood St Thomas has been a walk along a rocky and hazardous road. A working party was set up four years ago consisting of the Deputy Head, a representative from the Special Educational Needs faculty and myself, at the time KS3 English coordinator. This group predominantly wanted to respond to the perceived need from within this group of three, to develop approaches to whole school literacy. However, the results of the work were far from impressive: the development of a whole school literacy policy, which was never successfully launched to all staff; a limited attempt to audit literacy across the whole school; a presentation of findings to governors; and the launch of a spelling policy that didn't really consult staff prior to its launch.⁶ After this, the work on whole school literacy went quiet until the emergence of the KS3 *National Literacy Strategy* in 2001, followed by the development of consistent approaches to teaching and learning as outlined in the Teaching and Learning in Foundation Subjects documents for KS3.

I have a firm belief that there is a need to develop consistent approaches to teaching and learning across a school. This has developed over the last 18 months and is firmly based upon good teaching methodologies from the lessons I have learned from implementing the *National Literacy Strategy*. The importance this Strategy places on objectives driven teaching and incremental learning guides both teacher and pupil through teaching and learning processes and allows clarity to be exposed within and between lessons. At Westwood St Thomas we have 'Guidelines for Effective Teaching' and 'Guidelines for Effective Learning' documents that drive the improvements in the quality of teaching and learning. These are effective documents, but are I feel in need of review in the light of the changing picture at KS3. I believe that by getting these documents right that this will help gain the consistency that will continue to improve the quality of teaching and learning that takes place.

In this project's infancy the approach taken by Westwood St Thomas was to build on the success of its innovative approach to Continuous Professional Development by offering two members of staff the opportunity to work separately with another faculty to develop literacy practice within the school. This approach was innovative and very different from the models developed by many other secondary schools in the area.⁷ It allowed the members of staff

⁵ To expand on this point, there is very little reference in the Westwood St Thomas School Improvement Plan to literacy or the development of literacy as a whole school issue. I feel that this may be as a result of not having anyone driving it forward.

⁶ I was involved in this group during my second year of teaching and was asked to run a working party looking at the cross-curricular elements related to literacy. In retrospect I feel that much of the failings of this work were because I was not sufficiently trained in how to run a working party or group of people at that level. I believe since then I have moved forward a great deal and am I now firmly in a position to run this type of work.

⁷ Richard Durrant, the County Literacy Adviser commented on this during his visit to the school on 11th July 2002. He commented that in his work around the county that this approach was very different.

the opportunity to work independently yet at the same time the opportunity to discuss approaches and ideas collaboratively. The aim was to initially develop a video of good practice that could then be used to train and work with staff in other faculty areas: a training model that had a clear and substantive product at the end of it. However, after consultation with the Headteacher, this aim became refined to producing a 'coaching manual' that could be used with a group of teachers to train them how to work alongside other members of staff within the school that would allow good literacy practice to be developed across the school.⁸ As a developing training institution the school also wanted to utilize the purchasing of a digital editing suite that could potentially really improve the quality of recording of reflective practice that went on within the school. In essence the school wanted to utilize its already very strong links with Action Research as a way of solving the issue of developing and implementing a literacy policy.

This step of using Action Research in this instance seemed to be a significant step in utilizing 'bottom up' approaches to developing and implementing policy within the school.⁹ Although the school does not embrace traditional hierarchical approaches to management, and attempts to embrace collaboration within practice¹⁰, the move towards using Action Research allowed the school access to the research approaches inherent within this form of research, of methodical planning, researching and exploring ways through central issues related to the school. The adoption of this approach allowed myself as the researcher a much more open brief to work from as it was, by nature of the research method adopted, being developed from within my own personal values.

The project was to work alongside a chosen member of staff with the aim being to develop their practice in the teaching of literacy. A peer coaching model was to be used.¹¹ I chose to work alongside the Head of Design and Technology. My reasons for doing this were because I had observed her teach before and had been extremely impressed by the way that she seemed

⁸ See appendix page 9 for copy of note sent to Headteacher requesting change of focus in the project. Additional comments on this issue can be found in my journal in the appendix on page 7, dated 21st June.

⁹ McNiff explores the idea of what constitutes knowledge within a school and how generally, hierarchy tends to prevail. She comments, 'Traditional patterns of professional development operate via similar attitudes, in a line-management mode: within the hierarchy, someone with power tells someone with lesser power what to do and how to do it.' (McNiff, 1992, p.17) This is the essence of what this project was attempting to move away from in its initiation: to allow the teacher-researcher the opportunity to work in a much freer way, avoiding these issues of line- management becoming the legitimiser of the knowledge created. The lack of input from the instigator of the project, the Headteacher in this case, must be seen as a positive thing for the role of a teacher-researcher within an institution.

¹⁰ The Headteacher comments in his forward to the School Improvement Plan, 2002-2003 about the nature of the school's developing strategy for improvement. He refers to two issues of significance for the school: dimension and process. With reference to process he refers to the importance of developing consultative approaches to developing school strategy.

¹¹ Swafford, on one of the techniques that I was clearly attempting to utilise within this project, comments that, 'Peer coaching involves teachers supporting teachers as they apply and reflect on new ways of teaching that will better meet the diverse needs of the students.' (Swafford, 1998, p.108)

to naturally embrace the views I had about teaching and learning within the classroom. Also, her understanding of literacy seemed to be good despite the fact that she could not articulate in terms of literacy terminology what it was that she did that was so good. I felt that by working alongside her I could explore the tensions experienced by staff within a school when attempting to teach in a more literacy conscious framework whilst at the same time also developing a good understanding of how staff could collaborate in a mutually supportive and purposeful way in order to expose and address areas of development to ensure that the consistency of literacy teaching is pursued.

Methodology

'I am so full of businesses I cannot answer thee acutely. I will return perfect courtier, in the which my instruction shall serve to naturalize thee, so thou wilt be capable of a courtier's counsel, and understand what advice shall thrust upon thee; else thou diest in thine unthankfulness, and thine ignorance makes thee away.'

(All's Well That Ends Well 1:1:202-207)

As Parolles takes his leave of Helena to, in his eyes only, fight in the war, I too, hopefully not only in my own eyes, planned my strategy to fight my own war. At an early stage it was decided to address this particular issue using an Action Research approach. The decision to do this was based predominantly on the fact that the school has built up clear links with Action Research and the Leadership Group clearly supports this approach to working.¹² This was opposed to selecting a more 'traditional' approach that would consist of appointing a coordinator who would then perhaps assemble a working party that would aim to develop a working approach over a period of time. The Action Research approach was clearly aiming to work in a more isolated yet focused way, with one member of staff trying to influence the practice of that member of staff.¹³

¹² Hopkins would seem to support the use of research under such circumstances commenting, 'Classroom research, in the sense that I refer to it here, is an act undertaken by teachers, to enhance their own or a colleague's teaching, to test the assumptions of educational theory in practice, or as a means off evaluating and implementing whole school priorities.' (Hopkins, 2002, p.1) He further comments, 'It is no longer sufficient for teachers to do research in their own classrooms, without relating their enquiries to the work of their colleagues and the aims and direction of the school as a whole. We need to strive consciously for a synthesis between teacher researcher and school development.' (Hopkins, 2000, p.2) Within this project I would agree that the clear aims of it were both to work with other colleagues and also to link directly into the direction and aims of the school as a whole. However I would not necessarily support the view that research from within a school needs to be fully linked in to the overall aims of a school: a community of enquirers can exist that does not necessarily follow similar projects other than being linked by the fact that they are from a similar institution and without being fully linked into the development planning of the school itself. In many respects this is when true research can influence the direction of the school rather than the school influencing the direction of the research.

¹³ McNiff comments, 'If I want to change something I have to become part of it, enter into it, and take it into myself. I cannot stand aside, look at it as an abstraction, and make

My first priority was to begin work on a reflective journal.¹⁴ This is something I recorded my thoughts and ideas into on a regular basis and something that I used to reflect upon conversations and events that may have happened. Later it became a tool I used in order to help me put together the narrative account of the work that I have been doing. It has taken time to appreciate that these journals are never completed but merely a momentary reflection on the work carried out: a postmodern story that has no beginning, middle or end, but simply is. The more I was developing my work and understanding of the practices of Action Research the more I was recognizing that this was of central importance to grasp.¹⁵

In order to attempt to triangulate this, I decided to video some sample lessons with the Head of Design and Technology to try and demonstrate the nature of the influence that I was having on her teaching approaches to literacy. Within these lessons the focus was on her teaching of writing and the way she approached this.¹⁶ I felt video evidence would provide me with both a record to use with that particular member of staff to aid their development and would also ensure that a record would be available for me to use with my own team when it came to developing a training model of feedback for them to learn from. The nature and culture of the school fully embraces the utilization of peer and other types of observation. I was fortunate in the fact that I was quite confident that students would not really react very differently because another adult was in the classroom. This I feel was evident on the video images. It must be acknowledged that the possibility of the 'Hawthorne Effect' occurring had to be considered due to the research being conducted over a relatively

pronouncements on how I feel it ought to be changed. I have to become part of the living system that I am wanting to influence...' (McNiff, 1992, p.61) This sentiment would clearly result in the project I was working on becoming my own project: something that I became a part of and as I delved deeper into it, it would begin to influence my own deep-rooted inner values.

¹⁴ This journal can be found in the appendix on pages 1-8.

¹⁵ As a researcher I had recently completed some work with my own English department on the writing of educational narratives as a way of aiding staff development. This was based very much on the work of Moyra Evans (1996) and Yiannis Gabriel (2000). This work had led me to consider how organizational narratives can be very powerful tools in aiding the understanding of practices that take place within an organization. I hoped that when the time came to reflect on my own journal that I too would begin to understand the working of my own organization from the account I had written. Interestingly, my journal dated 21st May, page 5 of the appendix, includes a discussion of narratives as I attempt to come to terms with their importance in explaining my values.

¹⁶ Hopkins comments on the importance of the observer and the observed developing clear 'groundrules' for observation in order for the observation process to be focused and successful for both parties. (2002) I was in the fortunate position of being able to ensure that this process took place by using the school's in-house 'Guidelines for Effective Teaching' documents that have been used over the past two years. This meant that both observer and observed were familiar with the process of observation and were comfortable with this form of reflective practice. My journal in the appendix, page 1 dated 12th March also includes my comments based on a discussion I had with the Head of Design and Technology at the start of the project. Within this discussion, we explored areas of focus and established how the project would develop.

short period of time.¹⁷ However, it was my belief that, because the process of this work was clearly explained to the students at the start, that this effect was negated.

I attempted to utilize audio interviews with staff and students directly involved within this project, in order to further triangulate this work. I was conscious of earlier attempts of mine to utilize this medium with little success. I was hoping that this medium would be more useful than using video cameras with students as at times I have found students to not be as forthcoming on video. I therefore conducted a series of small group interviews with students from the class that I had been observing.¹⁸ I conducted one semi-structured interview with the member of staff I was working with.¹⁹ In many respects this was an approach I felt more comfortable with: I like the opportunity to respond on a personal and engaging level with the person I am interviewing and this was reflected within the interview itself. Although I did have an interview schedule, it was changed as I responded to certain answers that were given.²⁰

After conducting these interviews I then transcribed them and, in the case of the member of staff, I sent her a copy of this transcript to authenticate the validity of it and to also comment on it.²¹ I did not do this with the students and I feel that ethically, this was an error within my method as I was basing my understanding on my own interpretation of their comments rather than fully involving them within the process of authentication.

Central to the development of this work was the chance I had to discuss my work within the Action Research group at Westwood St Thomas School, both

¹⁷ Cohen et al. comment, 'Similarly, so-called Hawthorne effects threaten to contaminate experimental treatments in educational research when subjects realize their role as guinea pigs.' (Cohen et al, 2001, p.127) It was my belief that the students did not act any differently because I was present in the room.

¹⁸ In many respects this was in order to speed up the process as I did have a limited amount of time to conduct the interviews. Originally I had intended to only interview one group of students but as this interview concluded other groups within the class wanted to also be interviewed. I felt that this was a positive thing and so agreed to interview them as well. I also felt that the nature of a group interview would help to engage more students so that they wouldn't feel too intimidated by the process.

¹⁹ My decision to choose this approach was because I only wanted to interview this one person and felt that there would be a great deal of information that would be given during the interview that I could delve into. I was familiar with the person I was interviewing and wanted to utilise this relationship for the purposes of this research.

²⁰ In the appendix pages 12-14 contains the write up of the notes I made based on the interview. On pages 10-11 is the original interview schedule that I used as a basis for structuring my interviews.

²¹ A copy of the transcript I made is included in the appendix, pages 15-21. I was aware of the difficulties of transcription that can occur. Cohen et al. comment, 'There can be no single 'correct' transcription; rather the issue becomes whether, to what extent, and how a transcription is useful for the research. Transcriptions are decontextualized, abstracted from time and space, from the dynamics of the situation, from the live form, and from the social, interactive, dynamic and fluid dimensions of their source; they are frozen.' (Cohen et al., 2001, p.282) My attempt to try and minimise this was to ensure that the interviewee had an input into agreeing what the final text of the interview was: that she agreed with my writing of it. I wanted to ensure that the narrative of the transcript was jointly owned by interviewer and interviewee and that it didn't become a one-sided story.

during in-house MA meetings and also at other times, which in many respects acted as a validating group for me.²² This granted me the opportunity to discuss the ideas that I was working on and focus me on searching for the evidence that I needed to support the claims that I was making.²³

Analysis

'They say miracles are past, and we have our philosophical persons to make modern and familiar, things supernatural and causeless. Hence is it that we make trifles of terrors, ensconcing ourselves into seeming knowledge when we should submit ourselves to an unknown fear.'

(All's Well That Ends Well 2:3:1-6)

Lafew here probably sums up how this section should be approached: avoid falling into the trap of focusing on thinking that we know what we know, and rather focus on our fear of what we don't know for it is here that we shall be finding true knowledge. There seems to be an initial issue with developing an appropriate vocabulary of teaching and learning that is understood by all members of staff: the use of terms such as 'modeling', 'sharing', and 'independence' have been highlighted as examples during the interview process.²⁴ Whilst it seemed that the member of staff I was working with could clearly at times illustrate these techniques within the classroom, she was not able to articulate them in any great detail as was identified within the interview I had with her. At some point it would seem appropriate to develop an understandable language of communication where staff could communicate using a commonality of vocabulary. Certainly at the start of a process of working with another member of staff or faculty it would seem appropriate to define and agree a commonality of interpretation before beginning such work.

The development of an appropriate working relationship is needed when engaging in this type of work. It is essential that the member of staff you are working with trusts you in order for them to take on board the suggestions that

²² The nature of 'validation' here is crucial and it is important to define the types of validation that I am applying to my work. McNiff et al. comment, 'Validity in traditional research depends on the belief that what is to be known can be objectively accessed. This traditional logic is inadequate in action research, which emphasis the importance of the person's interpretation and negotiation of events. In action research personal experience that can be meaningfully shared buy a number of people is seen as a good basis for establishing validity.' (McNiff et al. 1996, p.24) By sharing my ideas with those that were either involved within the MA group or those involved in the project I was working on, allowed me to offer my claims and then support them with evidence. This led to validity being built into the project as it developed.

²³ I was also in the fortunate position of having another validating group at the end of the research process. The work I was carrying out was given to me by the Headteacher and he was expecting a report to be given to the Leadership Group based on the work I had done. This would also work as a validating group at the end of the research.

²⁴ The Head of Design and Technology during the interview with her commented about this issue, 'I think staff are intimidated by it because like modelling I've always modelled and done modelling but I would never call it that it's just a method you use...'

are being made. Hopkins (2002) suggests a three-phase observation cycle, incorporating: a planning meeting; the classroom observation itself; and a feedback discussion. I personally feel that I needed to take more account of the planning meeting phase of this. I tended to approach this project, at times, in a too general and perhaps familiar way. If I had engaged in earlier planning within this cycle I feel that more focus could have been given to the project as a whole from a much earlier point.

It is essential to consider the links between the type of organization that you are working in and the appropriateness of the approaches taken towards implementing a policy in this way. It was easier for me, in many respects, as the organization was very much used to working in this way but in other institutions that may not be so used to working in such a reflective atmosphere, it might not be so easy.²⁵

It is essential to select the members of staff to work with initially, very carefully. In order to kick start the project you need someone who is confident in their teaching and has demonstrated a general willingness to reflect upon and improve their practice. The premise to this is that you want someone who is willing to start the process by thinking of how they could improve what they already do, or do what they already do differently.

The development of the peer coaching model within this process was very important. Swafford (1998) identifies three types of coaching that could take place when working with colleagues: technical coaching; expert coaching; and reciprocal coaching. I felt clear from the methodology I employed that I engaged in 'technical coaching', coaching that, '...involves the transfer of teaching methods, introduced in workshops, to the classroom.' (Swafford, 1998, p.108) The development of this cross-curricular literacy work was attempting to build on and support the work conducted during a staff INSET day. The same applies for developing the concept of 'expert coaching', coaching that, '...utilizes specially trained teachers with expertise using particular methods. They observe, support and provide feedback to other teachers.' (Swafford, 1998, p.108) This I felt was built into my methodology. However, I don't feel I utilized enough 'reciprocal coaching', coaching that, '...involves teachers who observe and coach each other so that instruction may be improved.' (Swafford, 1998, p.108) I feel that this could really have improved the process. It would seem to be essential that within a project where one member of staff is aiming to improve the work of another, that this form of reciprocal observation should happen, in order for the teacher who is 'learning' to see the 'expert' in action and be able to see a workable model of the practice being put forward. This would have opened up my own classroom and teaching and I too could have learned from the feedback that I was given.

²⁵ Hopkins comments, 'Undertaking research in their own and colleagues' classrooms is one way in which teachers can take increased responsibility for their actions and create a more energetic and dynamic environment in which teaching and learning can occur.' (Hopkins, 2000, p.1) As I have indicated, the environment, or culture of the school, is based predominantly around forward thinking approaches and innovative strategies as ways of finding solutions to problems. This use of this Action Research style of working allowed me to gain access to, and utilise these formulated working approaches.

This was supported during the interview with the Head of Design and Technology, who commented,

'Yes that would have been fascinating actually picking a topic that is sort of similar or not necessarily a topic but a lesson that is sort of similar to one you would deliver and seeing how other people would deliver it.'

The shift in the final product was crucial in determining what the appropriate final approach to developing staff literacy teaching skills would be. The change from a tape of good practice which implied a finished product, to a training model of practice firmly rooted in coaching and developing individuals was crucial. This came about because of the openness of the organization I am within and also because of the nature of this kind of enquiry.²⁶

I felt that the use of a video camera in order to attempt to record my observations could have been improved. At the school we have a digital video camera, which is very small and unobtrusive when used in a classroom. I feel that I perhaps should have used this rather than using my own, rather old fashioned large camera. I feel that a smaller camera would have allowed me to become more of a silent witness within the classroom, which in this case I feel would be much more appropriate, as opposed to the camera being an active participant within the process.

Outcomes

'Let us from point to point this story know
To make the even truth in pleasure flow.'

(All's Well That Ends Well 5:3:322-323)

The simplicity of the King's comments at the end of *All's Well That Ends Well* may well disguise the underlying tensions present within the ending of this play. However, the sentiments could not be more appropriate. At the end of this part of this narrative I would recommend the following points based on the enquiry I have carried out: the following truth should flow.

Firstly, it is crucial that a Literacy Coordinator be appointed to develop and implement this work. The work I have carried out for this project has been as a result of this being a clear responsibility and this has allowed me to dedicate time and thought to this work. In order to continue to implement the outcomes made in this project it would be essential that someone had a direct brief to do this. Without this being a clear responsibility I do not believe that the same rigor would have been utilized.

²⁶ Quite clearly it seems that this project has been governed by an open process that has allowed it to change and grow as it has become something. As a model of change within this project it is clearly following a Fullan approach to change as he comments, '...it is not a linear process but rather one in which events at one phase can feed back to alter decisions made at previous stages.' (Fullan, 2000, p.48)

Secondly, it is essential that the work carried out to develop literacy is completed in tandem and complements the other school processes taking place. This would be attempting to minimize innovation overload within the school and it would also provide a ready-made timetable of faculties to work with. One possibility could be to link the work of literacy to the 'Subject Review' process, a process that reviews various aspects of subjects on a rotational basis over a period of time, in order to give literacy additional weight and also to avoid adding additional burdens onto faculties. Literacy should be clearly written into the documentation to support this work.

Thirdly, a training or coaching programme should be developed and adopted where the Literacy Coordinator takes responsibility for training other members of staff who can then work alongside other Faculties or individual teachers using the peer coaching methods adopted throughout this project. The aim of this is to ensure that the work completed during this project is then cascaded from the researcher to the Literacy Coordinator and then to other key selected members of staff who could then be trained up in the methods of peer coaching.

Fourthly, a reevaluation should be made of the two documents 'Guidelines for Effective Teaching' (1999) and 'Guidelines for Effective Learning' (2001) to take greater account of the impact of the changes to KS3 teaching and learning strategies. These documents should aim to support the lessons learned from the implementation of the *National Literacy Strategy* and *National Numeracy Strategy*, whilst also forward thinking to the guidelines for 'Teaching and Learning in Foundation Subjects' within KS3.

Fifthly, serious consideration would need to be given as to which people could be used to work alongside other individuals or faculties. It is essential that this work is carried out in a mutually supportive way where real dialogue can take place between the parties involved in the process. It is essential, that for instance, a relatively inexperienced member of staff does not approach a much more experienced member of staff to work alongside, without giving serious thought as to how they would coach this person in such a way as to not disrespect their experience.

Sixthly, the process of working alongside another member of staff or another faculty should take place over a short, intense period of time. This will help the observer to see a truer reflection of what is happening in the classroom. Within this, reciprocal coaching must be present: the process must be a two-way process in order for true learning to take place.

'Of that and all the progress more and less
Resolvedly more leisure shall express.
All yet seems well, and if it end so meet,
The bitter past, more welcome is the sweet.'
(*All's Well That Ends Well* 5:3:328-331)