

# **Using Student Voice to Develop Student Leadership in an Inner City School**

Dwight Weir BSc., M.A.

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## **Abstract**

The lack of pupil voice activities within my work context influenced the introduction of a variety of opportunities for pupils to contribute to the leadership of their year group. In order for pupils to effectively lead, it was necessary to develop within them leadership skills. With the intention of promoting pupil voice, more specifically consultation and engagement (the lack identified by pupils), were used as the main tool to develop the content and delivery of the leadership development programme. This study assesses the extent to which consultation and engagement could be used to aid student leadership development in an inner city secondary school.

During the research, pupils contributed the content for the leadership development programme and dictated how and when the content should be delivered. Pupils were given opportunities to exhibit the skills they developed when they acted as Head of Year and led their own research. Assessment of student leaders' leadership skills along with their personal testimonies suggests that they developed leadership skills. The research shows that the experience, in which pupils were also given a plethora of engagement and consultation opportunities, helped pupils to overcome individual and collective concerns.

The research proposes that consultation and engagement can be used to develop leadership within pupils. This can be done through pupil-influenced content, pupil-influenced tools and pupil-influenced-research. This research has proposed a model to develop leadership within pupils and in so doing makes an original contribution to existing pedagogy and knowledge.

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## **Chapter One**

### **Introduction**

#### **1.1 Introduction**

As a Head of Year in an inner city London school, I met and engaged in dialogue with pupils who were considered disaffected and who rarely participated fully in or contributed to their own learning or whole school activities for a variety of reasons. According to Bentley and Gurumurthy (1999), the causes of disaffection and non-participation are multiple and interconnected. The authors explain that combinations and clusters of risk are of crucial importance to understanding disaffection and its possible solutions. Bentley and Gurumurthy (1999) further state that disadvantage in different spheres of life such as education, peer group and physiological, can combine to create vicious circles that result in disaffection.

My job role dictated that I sought and implemented strategies within my work context to re-engage pupils of this kind. Informal investigations and conversations before this research with these pupils often revealed dissatisfaction; especially with regard to the limited number of opportunities given to them to express their views concerning how they felt, their opinions about issues which affected them and how adults, including their parents, facilitated their development and engagement. They stated that they would like to be listened to and that adults needed to give them a chance. More than half of the pupils stated that they were not given the chance to express themselves freely. Informal conversations with these pupils suggested that they lacked the skills to present themselves and their ideas appropriately to members of staff. This may be as Fielding (2004a: 309) asserts, “there are no spaces, physical or metaphorical, where staff and students

meet one another as equals, as genuine partners in the shared undertaking of making meaning of their work together”. He suggests that teachers need, therefore, to create conditions that provide the organisational structures and cultures to make pupils’ desired intentions real.

Educationalists such as Canter and Canter (1992), Swinson and Melling (1995), and McCaslin and Good (1992) argue that in order to promote responsibility in children, teachers need to develop clear expectations for student behaviour and then judiciously apply a range of rewards and recognitions for good behaviour as well as punishments for misbehaviour. Lewis (2001) argues that, even though these approaches appear to be aimed at increasing students’ sense of responsibility, they go about them in the wrong way. Conversely, Freiberg (1996), Schneider (1996), Kohn (1996), and Pearl and Knight (1998) maintain that the same aim can only be achieved by placing less emphasis on student obedience and teacher coercion and more on techniques such as negotiation, discussion, group participation and contracting. This approach, where the focus is placed on negotiation, discussion and participation, has the potential to reveal to pupils their own behaviour and the behaviour of their peers, and gives them the opportunity to present their own solutions. Informal research with pupils within my lessons suggest that they are usually more aware of the reasons for their poor behaviour than adults; consequently they may be better placed to reverse their actions through dialogue.

Emmer and Aussenker’s (1990) evaluation of three types of discipline packages – models of influence (Gordon 1974) and (Glasser 1969), group management (Canter and Canter 1992) and control (Lewis 1997) – on students’ school-related attitude and behaviour suggests that there is some evidence for the impact of these models on teachers’ attitudes and beliefs. Emmer and

Aussiker (1990) explained that the impact on teachers' or students' behaviour was generally inconclusive. The model of influence consists of the use of techniques such as listening to and clarifying the students' perspective, telling students about the impact their misbehaviour has on others, confronting their irrational justifications, and negotiating for problem behaviour, a one-to-one solution that satisfies the needs of both the teacher and the individual student. The model that looks at group management focuses on class meetings at which students and the teacher debate and determine classroom management policy. This model of control consists of clear rules, a range of rewards and recognitions for appropriate behaviour, and a hierarchy of increasingly severe punishments for inappropriate behaviour.

In addition Hart, Wearing and Conn (1995: 44) conclude, following their evaluation of Australia's Whole School Program – Discipline, which involved 4000 teachers and 86 schools that “although it is generally believed that schools' discipline policies and procedures will influence student misbehaviour...a series of structural equation models based on large samples of teachers failed to support this view”. They also suggested that over the 12-month period in which schools were involved in the intervention there was significant improvement in their discipline policies but no corresponding change in the mean level of student on-task behaviour. Hart, Wearing and Conn (1995: 44) explain that school policies do not necessarily have a direct impact on pupils' behaviour and that approaches to behaviour is context based. Lewis (2001) recommends that teachers should try to make less responsible students more responsible by increasing the use of rewards, hints, discussion, and involvement in rule setting.

Consequently, the aim of this research was to create spaces for pupils to participate in learning through taking responsibility for their own and others' behaviour and, as a necessary part of this, to develop in pupils the skills necessary to enable them to present themselves and their ideas effectively. This study established the conditions necessary to consult with pupils, using their ideas as tools to teach student leadership development as a means through which they would be able to develop their sense of engagement in the school and in their own learning.

### *The context*

The research was carried out with a year 8 cohort in a south London school which is a smaller than average comprehensive school, with a small sixth form, serving a local community. Students have a range of ethnic backgrounds and around a third of them speak English as an additional language. Over fifty languages are spoken in the school. The proportion of students who are eligible for free school meals is 56% (DCSF 2010), whilst the percentage with learning difficulties and disabilities is 29% (DCSF 2010).

### *The participants*

Participants were achieving at different levels in English and Maths (levels 3-6). Among the participants there were pupils who were on the brink of permanent exclusion and ones who had never been excluded. Participants were not drawn from top sets, but from a variety of ability groups. Students were selected from different avenues of society to ensure the leadership development process did not favour any particular pupils.



### *Who am I?*

I grew up in Jamaica where I developed a passion to use drama as a tool to minister, entertain and educate. After career guidance I focused in depth on using drama to educate. During my studies to become a teacher I developed a love and passion for teaching and learning and felt that I needed further education in order to effectively challenge and impact my students. Immediately after receiving my teaching qualification, I won a scholarship to study Theatre Arts in the United States. After my studies in the USA, I returned to Jamaica where I was offered a job as a Speech, Drama and Theatre Arts teacher. As the first trained drama teacher to be appointed to the school, I had to train non-specialist drama teachers to deliver lessons. As I continued my quest for new knowledge in the field of drama, I started studying for an MA in Drama in Education on a part time basis in England. Half way during my studies I migrated to England and was offered a job as a drama teacher at the school where this research was carried out. Migrating to England in my estimation would have aided my study, as I would have been better able to practise the techniques I was being taught on the course. During the first few months of settling in the UK, I attained Qualified Teacher Status and was made a permanent member of staff. After completing my course and with a view to becoming an effective leader in education I decided to peruse further leadership opportunities and later completed a second MA in School Improvement. My research focused on what I called '*Student-led risky teaching*' using risk strategies whilst teaching. Within a few years at the school I was asked to take on a number of responsibilities, one of which was Head of Year. The research reported in this thesis was carried out with the second cohort of pupils I was asked to lead.

## 1.2 Student Voice

### *Defining Student Voice*

Flutter (2007) states that student voice refers to strategies that offer pupils opportunities for active involvement in decision-making within their schools. Fielding and MacGregor (2005) describe student voice as contributing to pupils' learning via a range of activities that encourage reflection, discussion, dialogue and action on matters that primarily concern pupils. These activities involve consulting with pupils and, as a result, engaging them. In some educational settings, the act of pupils voicing their suggestions and commenting on their preferences regarding their education is classified under the broad term, 'student voice' and encouraged as part of assessment for learning (Rudduck, Arnot, Fielding, McIntyre and Flutter 2003). A more recent definition (Czerniawski and Kidd 2011: xxxvii), describes student voice as a "means to develop young people's citizenry and a means to ensure their safety, inclusion and participation in an ever-changing world". Issues with finding a definition which truly embodies the activities of student voice continue (Fielding 2001; Cook-Sather 2006), as the term appears to mean different things to different people. For the purposes of this thesis, the universal term 'student voice' is used to describe the process of active contribution that incorporates consultation, engagement, implementation and evaluation of pupils' ideas that go beyond the context of the classroom and outside the prescribed conventions of communication.

With the variation associated with student voice activities (Thomson 2011) and the search for an established definition and focus (Fielding 2001, Cook-Sather 2006) it was necessary to identify the specific student voice strategies to be used in the enquiry. Engagement (Czerniawski and Kidd 2011) and consultation (Rudduck and Flutter 2001) appeared more appropriate to achieve

the aims of the research and as a result were the main areas within student voice that were addressed in this study. Educators need to listen to and act upon pupils' suggestions and ways of thinking.

### *Using Consultation and Engagement*

Within the UK, there is a number of developments which encourage teachers to consider the use of consultation such as the Every Child Matters agenda (DfES 2004b) and the statutory citizenship curriculum (DfES 2003). Consulting pupils could potentially be considered as a tool that has the capacity to help pupils contribute to their own development, that of the school, and wider society. Rudduck and Flutter (2001) argue that being consulted can help pupils feel that they are respected as individuals and as a body within the school. Moreover, pupils who are at risk of disengaging may re-join school activities if they think that they matter. Johnson and O'Brien (2002) emphasise the importance of listening to student voices and the need for effective educational change. Listening to pupils is, however, far more complex. Thomson (2011) and Fielding (2004b) assert that, as a result, in-depth groundwork is required. Cook-Sather (2006) suggests that the encouragement of student voice requires adjustments relating to existant power balances between adults and young people. Levin (2000) declares that education reform will not succeed, and should not continue, without specific and relevant direct involvement of students in all its aspects. With this in mind leadership training was explored as part of this research so that pupils knew how to use their voice and present and develop their ideas.

Informal discussions with colleagues suggest that they do not regularly consult with pupils in their classrooms as this empowerment is sometimes used inappropriately or out of context. Pupils sometimes believe that it is an opportunity to make derogatory comments about school and staff. Some teachers also feel that it takes away their authority.

Rudduck and Flutter (2001) found that many young people struggle to reconcile the often complex relationships and responsibilities of their life out of school with their life in school. This resonates with my experience, as I often come across pupils who struggle to balance their school life with their personal life. As a result, they sometimes rebel. This rebellion occasionally leads to disruptive behaviour. Rudduck and Flutter (2001) suggest that one way of addressing this is by consulting pupils. They argue that being consulted can help pupils feel that they are respected as individuals and as a body within the school. Further, pupils who are at risk of disengaging may re-join school activities if they think that they matter, as schools where pupils are consulted are likely to be places which have built a strong sense of inclusive membership. From a student rights' perspective, Oldfather (1995) suggests this power balance between pupils and adults should be adjusted. Lewis (1993) explains that the shift in this relationship could give pupils the opportunity to speak out on their own behalf.

### **1.3 Leadership and Student Leadership**

McGregor and Tyrer (2004) state that when students see themselves as potential leaders, they rethink the concept of involvement in their community, and move from a sense that leadership is for other people to a feeling that schools are places of opportunity. Earley, Evans, Collarbone, Gold and Halpin (2002) state that successful leadership foregrounds the importance of

distributed leadership. They go on to assert that distributed leadership practice is essential in sustaining school improvement. If distributed leadership contributes to school improvement, students should be offered the opportunity to contribute to improving their schools. The training of pupils has the potential to prepare pupils for the task of carrying out leadership roles within their schools. As a result, the examination of the relevant literature which may be found in Chapter Two concerning consultation and engagement was undertaken with the intention to understand how best to use it to develop leadership within pupils.

#### **1.4 The Research Questions**

The main and overarching question examines the extent to which consultation and engagement can be used to aid student leadership development in an inner city secondary school. This research question was tested against Elliott's (1991) criteria for selecting a general idea when doing action research. He encourages researchers to ask themselves whether the issue impinges on their field of action and whether it relates to practice that they would like to change or improve. The issue impinged on my field of action and in addition related to my practice that I would like to improve.

As a result the following sub-questions were examined:

1. How can students' engagement be developed through pupil consultation?
2. What interventions are appropriate to develop students as leaders and what do they think of it?

Consulting students regarding the process and content to be used towards student leadership development proved crucial, this ensured that the process was appropriate and the content current and relevant. The use of the action research methodology opened the potential for new findings and led the study in new directions.

The question may arise why leadership should be developed in a manner that uses pupils' suggestions concerning both the content and the tools. This idea could be considered a revolutionary approach to a leadership development process within the school context, as pupils will supply the content and its delivery approach. The approach within this thesis towards student leadership development through action research attempts to build on the work of Elliott (1991) during his early years as an educator.

Hargreaves (1994) articulates that voices need to be not only heard, but also engaged, reconciled and argued with. This suggests that voices have the capacity to contribute to reasoned debates and ideas. Jung (1953) believes that the unconscious psyche of the child is truly limitless. My experience working with children shows that a child usually thinks without boundaries, and without measuring the feasibility or the practicality of their ideas. They often develop and present ideas which are sometimes impractical, but are occasionally possible if organised and guided. It was this limitless reservoir I sought to explore and helped to mould through consultation.

Fielding and Rudduck (2002) state that consultation and participation offer a stronger sense of membership (the organisational dimension) because this allows students to feel more positive about school and to experience a sense of belonging. When an individual knows that he or she is connected to a setting or movement, they unconsciously offer more and participation increases. Consultation and participation also create a stronger sense of respect and self-worth (the personal dimension). Consultation and participation breed a stronger sense of self as a learner (pedagogic dimension) so that students are better able to manage their own progress in learning. It furthermore presents a stronger sense of agency (the political dimension) whereby students realise that they can have an impact on things that matter to them in school. It must be noted that these are general assertions, but the ideas presented appeared workable and as such were explored. Schools are for learners, who are the majority stakeholders in education. Accordingly, educators should attempt to aid the development of learners' vision and discuss with them the things that matter to them.

According to Harris and Lambert (2003: 3), "leadership is about learning together and constructing meaning and knowledge collectively and collaboratively". Opportunities for collaborative work such as consultation concerning teaching and learning between staff and students within the context have been limited. Riley and Louis (2000) explain that this kind of activity between staff and pupils involves the encouragement and formation of values-driven relationships and provides an influential voice for both teachers and pupils. It is for these reasons that the research was carried out. If pupils are given the opportunity to voice their opinions and concerns appropriately regarding their own education and the education of their peers, they should furthermore be given the chance to develop and implement those ideas.

### **1.5 The Need for Change – The Plan**

An inventory and assessment of consultation and engagement activities within my work context (1) highlighted the lack of meaningful and active leadership roles for pupils. This lack suggested that there was a need to develop more opportunities for pupils in the school. Owen (2007) believes that to develop the new generation of leaders they should be immersed in an environment that is conducive to learning leadership. She adds that leadership is not taught but experienced and learned; it has to be practised, developed, and above all it has to be authentic. This recommendation suggests that leadership matures overtime and it is through practise and authentic opportunities that real leadership will be developed. Therefore, in the interest of this research, it was best to develop leadership within pupils in the school environment as they are most engaged in this context. These somewhat dormant and inactive leadership roles entrusted to pupils needed to be changed. There was a need for more risks; pupils needed job descriptions, which dictate activities that were relevant and pertinent to them. The school, in addition, should create these opportunities for pupils to be engaged within safe parameter where they can be mentored. Pupils need to be taught how to carry out these duties and be empowered further to make their own decisions. This research hopes to bring about this change, which will move pupils from the dormant to the active.

With the intention to develop leadership within pupils it was valuable to explore the potential that consultation and engagement posses in aiding this process. This exploration could add to the good work already developed by Sheridian (1977), McGregor and Tyrer (2004), MacNeil (2006) and Owen (2007). For this research there was a need to create opportunities to deal with the problem identified and not adopt solutions as Kelly and Shaw (2010: 50) suggest that most



schools do. For this enquiry, an action research methodology was used, which is explained in greater depth in Chapter Four.

### *The methodology*

Action research was chosen because it is flexible and has the potential to produce real and sustained improvements in schools. In addition it provided an opportunity to assess how effective the new approaches were and created the structure needed to implement change as a practitioner. The main elements of action research – to plan, act, observe and reflect (Hopkins 1985) – are appropriate because this process offers individuals the opportunity to design, implement and assess their actions and measure its effectiveness in achieving their desired goals. Hopkins' (1985) elements of action research were used to develop consultation and engagement with the view to promoting leadership. The action research cycles as proposed by Cohen, Manion and Morrison (2005) and Kemmis and McTaggart (1988) were merged and shaped the cycle which was used for the enquiry as they present an approach which best suited the study.

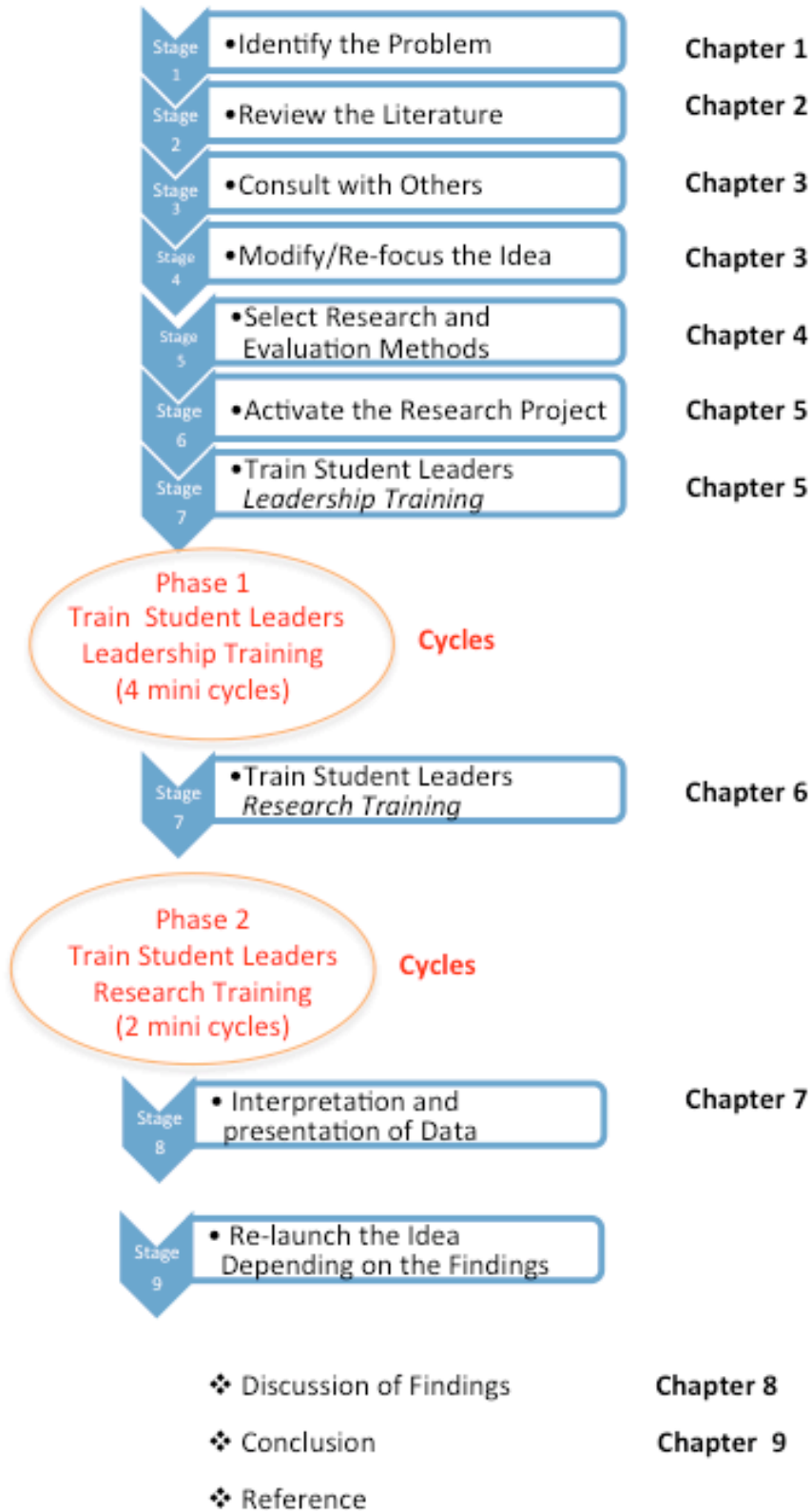
Cohen, Manion and Morrison's (2005) eight-stage action research model has the capacity to guide the research process. Within this eight-stage process, researchers are encouraged at the first stage to identify a problem and then consult with others at stage two, before their review of the literature at stage three. However, for this study, the linear process was altered: the literature review occurred before the consultation. This was done to ensure that I was aware of the trends with the research knowledge in order to engage stakeholders effectively and discuss concerns and aid the flexibility this enquiry wanted. At the end of the eighth stage, I developed a ninth stage. Stage nine, the last stage, focussed on re-launching the original problem, which triggered

the research. A re-launch may only be necessary if the original problem has not been solved or altered. Altering this process heightened the potential to facilitate the groundwork needed to carry out the research. Owing to the nature of the research, the ‘reshuffle and extension’ of the process as presented by Cohen, Manion and Morrison (2005) was crucial in order to develop a linear structure which extended the action research cycles.

#### *The outline of the research report*

The research was carried out in two phases. Phase 1 looked at developing leadership within pupils using pupils’ ideas. Within this phase a number of mini-cycles were rotated as new ideas were added to aid the leadership development process, as suggested by Kemmis and McTaggart (1998). Phase 2 created opportunities for student leaders to become student researchers. As part of this process student leaders/researchers consulted with their peers (Rudduck and Flutter’s 2001; Thomson and Holdsworth 2003; Thomson and Gunter 2007) and developed a policy to address the findings of their research.

Figure 1.1 represents the overall research process. A linear plan preceded the action research cycles for this study. This measure was put in place based on the work of Cohen, Manion and Morrison (2005) to ensure that the appropriate preparations were undertaken before in-depth fieldwork began.



**Figure. 1.1 Action Research for Leadership Development (ARLD)**

Following the Introduction is Chapter Two, the literature review. This review discusses in detail literature regarding student voice, leadership and student leadership along with other pertinent themes. Within Chapter Three there is a summary report that covers stages three and four of the research process, 'consult with others' and 'modify and refocus the idea'. This section includes an analysis of an informal consultation with staff and pupils, as these are the two primary stakeholders in the research. The main reasons for the informal consultation were to assess the extent to which the enquiry was realistic and practical and whether it would benefit the stakeholders. It was also crucial to know if the overall idea needed to be modified or refocused (Cohen, Manion and Morrison 2005). In Chapter Four, the ontological and epistemological stance within the research is explored, along with the chosen methodology, action research. The role of a practitioner-researcher is also discussed in Chapter Four, including any influence that this may have on the findings. Ethical considerations are discussed and the measures adopted to ensure that the research was safe and morally correct are detailed.

It must be noted that within Phases 1 and 2 there is a number of mini cycles. These cycles turned each time a new strategy was adopted and explored. As this is action research, the process was documented as the action unfolded; as a result, findings from this phase informed the direction in which the research proceeded. The first of the two phases within the research is presented in Chapter Five. The process and findings in Phase 1 were developed to answer both research questions. Within Phase 1 (Chapter Five), pupils were selected to be part of the leadership development programme. They suggested the content for the leadership development and participated in the activities.

In Phase 2 (Chapter Six) pupils were taught research skills so that they were able to consult with their peers and promote student voice. This phase of the research was launched due to the success of Phase 1. Chapter Seven presents the data and analysis. The data are presented according to the tools used, along with an in-depth investigation of five focus pupils. Within Chapter Eight each research question is answered and the original aim of the enquiry is reviewed. The chapter closes with a summative discussion of all the research findings and compares the evidence of pupils' leadership development against the elements of successful leaders.

The research report closes in Chapter Nine. The limitations of the research are considered and recommendations are made concerning further exploration of the findings and the process used to develop leadership in pupils. The unique contribution to knowledge that the enquiry will offer is also presented. The conclusion also discusses other areas that research could explore and how the student leadership module is being used in other year groups and contexts.

## **Chapter Two**

### **The Literature Review**

#### **2.1 Introduction**

This literature review critically explores the development of leadership skills with disengaged pupils through the development and application of strategies for consultation and engagement. Within the review, terminological considerations are presented with the intention to understand and define specific terms within the research. The review discusses consultation, participation and engagement and how each is explored along with students as researchers. The review also highlights how the strategies were used in the research along with the benefits that engagement and consultation offered to pupils and the school. The concept of leadership and present definitions of the term as it relates to adults and students is examined. Following this, the researcher engages the reader in a debate called ‘leadership type for leadership development’. Here, the most appropriate leadership type that gives others the opportunity to develop leadership skills is presented. The advantages and disadvantages of the leadership type selected, distributed leadership, are critically analysed. In addition, the researcher examines literature concerning the development of leadership for adults and students. Within that section the review looks at how leadership success may be measured. The chapter closes by examining the characteristics of student leaders.

#### **2.2 Student Voice**

Kozol (1991) states that by the early 1990s, the voices of students were still missing from discussions about improving learning and teaching. This void was apparent despite the United Nations’ (1998) declaration in articles twelve and thirteen, where children are encouraged to

express their own views freely in all matters affecting them and the right to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the children's choice. Fullan and Stiegelbauer (1991: 170) asked, "What would happen if we treated the students like someone whose opinion mattered?" The void concerning pupils' involvement in the development of education became more apparent to educators and social critics such as Danaher (1994) and Lewin (1994). A rethinking of this missing link in efforts to improve education caused researchers at the time, such as Rudduck, Chaplin and Wallace (1996) and Weis and Fine (1993) to look more closely at the lack of pupil involvement in education and call for their participation in the decision making process. Danaher (1994) encouraged policy makers to consult with pupils and find out what they thought and to listen to the answers they presented. Others, such as Lewin (1994), advocated that reforms which involve pupils are much more promising as it captures their knowledge and ideas. Bradley, Deighton and Selby (2004) and Johnson (1991) state that by the late 1990s the term 'student voice' had begun to establish itself as an important part of the reforms to engage pupils in the development of education. The themes, which were part of this reform, promoted dialogue, reflection and matters that mainly concerned students, school staff and the extended community (Hill 2003). However, these have adjusted over time and have raised concerns due to their overuse and imprecise meaning for various stakeholders (Thomson 2001).

Fielding (2001: 135) a leading advocate, suggested that "student voice and student involvement had become increasingly popular. Yet even today, we remain a good deal less clear about what is meant by them and even less clear about whose purpose are served by their current valorisation".

Thereafter, according to Cook-Sather (2003), pupils were painted as passive and silent recipients of education. Cook-Sather (2006) identifies the acknowledgement of students' rights as active participants in schools, however there were concerns regarding balance of power between adults and young people. Voice later entered the research and reform debate and pointed the way forward and possibly influenced a cultural shift in countries such as the United Kingdom, United States, Canada and Australia where words such as attention, response and actively shape have been used to describe the kind of work being done (Cook-Sather 2006). She adds that these terms do mean different things to different people so a re-examination was necessary to see if the term truly captures the commitments to engage students in education and the commitments themselves. Recent research also suggests that voice has been overused in a variety of contexts that it may have almost lost its true meaning (Thomson 2011). The changing nature of pupil voice suggests how experimental pupil voice is as a tool to aid pupils' experience. Pupil voice is first seen as underused by Kozol (1991) and others, and in later years as over used by Thomson (2011).

### ***Defining student voice***

Student voice can serve as a catalyst for change and improvement in schools, and is directly related to teaching, staff-student relationships, teacher-education, assessment, the curriculum and organisation of the school (MacBeath *et al.* 2003). Fielding and McGregor (2005) state that student voice represents a range of activities that encourage reflection, discussion, dialogue and action on matters that primarily concern students, but also, by implication, school staff and the communities they serve. MacBeath (2006: 195) adds that "student voice is having a say within the bounds of school conventions". Flutter (2007: 344) sees student voice as "a term that



embraces strategies that offer pupils opportunities for active involvement in decision-making within their schools”. Czerniawski and Kidd (2011: xxxvii), describe student voice as a “means to develop young people’s citizenry and a means to ensure their safety, inclusion and participation in an ever-changing world”. Within the educational context student voice is defined as democratic activity, another direction in which student voice has developed. Student voice is also seen as an opportunity to promote democratic values in countries such as Sweden (Roth 2000 and Lindhal 2005) and Brazil (McCowan 2011).

Definitions of student voice imply that pupils are engaged in a practical process of consultation and engagement. The definitions of student voice as given by Flutter (2007), McGregor (2005), and MacBeath *et al.* (2003) inform a definition for this research. I define student voice as a complete terminology; I will first define voice as it relates to agency. Voice is the verbal or non-verbal expression of an individual, which is listened to and used to impact their context. Cook-Sather (2006) and Holdsworth (2000) proffer that voice is having legitimate perspective and opinion, being present or having an active role in decisions about implementation of educational policies and practice. For his research I propose that student voice is the process of active contribution that incorporates consultation, engagement, implementation and evaluation of pupils’ ideas that go beyond the context of the classroom and outside the prescribed conventions of communication. Cook-Sather (2006: 363) suggests that “there can be no simple, fixed definition or explication of the term”. The fluid like nature of this term implies its flexibility in its usage. Despite its flexibility, there should be guidelines that must be followed when facilitating student voice activities. Fielding (2004b) cautions that the organisational structure and culture must be present for desired intentions to become reality. This suggests that pupil

voice has to be supported within the organisation and be part of the organisation's culture. This caution seems appropriate and could form the guidelines towards facilitating student voice.

### ***Critically examining student voice – consultation and engagement***

Oldfather (1995) and Cook-Sather (2006) state that student voice research calls for an adjustment between the relationships that exist among students, teachers and researchers and a focus on ways of thinking and feelings about power. They go on to state that there is a need for adjustments concerning power balance between adults and young people. This shift in relationship could give pupils the opportunity to speak out on their own behalf (Lewis 1993). Pollard, Thiessen and Filer (1997: 2) argue that “children are citizens who arguably have as much right to consideration as any other individual”. Student voice helps pupils feel respected and engaged in the classroom and, in addition, adherence to the principle means that if pupils speak adults must listen (Cook-Sather 2006). Shor (1987) agrees that listening to students and using their experiences of life to build themes around what teachers teach them can be transformative personally and politically.

Cook-Sather (2006: 367) identified the ‘monolithic quality’ – single voice as a negative aspect of this phenomenon and Thomson (2011) states that what is counted as voice is often seen as a unified and single view. They explain that this is not the case as children and young people are not a homogenous group and as a result there is a risk of overlooking essential differences. Cook-Sather (2006), Cruddas (2001) and Raider-Roth (2005) have explained that it is almost impossible not to make errors in uncritically and ‘essentialising’ student experiences assuming that students can represent their views overtly. Fielding and Bragg (2003), and Thomson and

Gunter (2006), have presented students as researchers as one way to allow multiple standpoints. There was the need to capture multiple standpoints within the research due to the vast number of pupils the research wanted to reach, whose views were all important.

Fielding (2001) warned that the processes and form of engagement linked to student voice to which teachers have been committed was in danger of turning out to be stifling rather than empowering. He explained that teachers, parents, and researchers, spoke too readily on behalf of young people and did not understand their perspective. He additionally furthered that student voice was sought primarily through insistent imperatives of accountability rather than enduring commitments to democratic agency. At that time student voice had more focus on what was happening in schools rather than using pupils' ideas to develop their experience. This approach could also be interpreted in a positive way as using pupils to give an account of school is also necessary.

Thomson (2011: 123) warns against the typologies of adjectives attached to 'voice' to cover all possible situations related to students concerns. She encourages researchers to take account of the ways in which "purpose and context require and produce different kinds of responses" as children do not always talk about the same kinds of things. Silva (2001: 98) states that "increase student voice and participation can actually reinforce a hierarchy of power and privilege among students and undermine attempted reforms". Moreover, according to Rudduck and McIntyre (2007) student voice was in danger of not fully accomplishing its original intentions in 2004. They assert that there was a generalisation trend whereby the broader concept of participation came to be seen as more accessible than the more demanding concept of consultation. This was

blamed on the ambiguity of government's interests and support for consultation, their efforts on grandiloquence and a lack of support concerning practical sustenance. Consultation and participation should work in unanimity as both influence each other. This lack concerning consultation suggests that there was a paucity of training opportunities, which guided teachers how to consult with pupils.

Holdsworth (1986); Fielding (2004a, 2004b) and Thompson and Gunter (2005) also joined the debate and proffer that school culture contributes to the success of student voice and have warned against the oversimplification of issues concerned with realigning school culture so that it becomes more receptive to pupils' views as it could lead to manipulation, tokenism and practises not matching rhetoric. The culture needs to be conducive and allows for not only participation but consultation.

Cook Sather (2006) views the use of student voice as part of the schools' inspection process in England as institutionalised, in which student voice is used to control teachers and students rather than respect and honour the community of the school. She explains that the use of student voice in educational research and reform risks denying those who prefer not to speak the choice to be silent. Hadfield and Haw (2001) and Stevenson and Ellsworth (1993) view silence as a very crucial part of the discussion of voice and encourage those who choose to remain quiet to do so. As student voice creates opportunities for pupils to contribute to their learning, it is important that those who choose to remain silent are given different mediums through which they express themselves. It would prove beneficial to know why those who choose to remain silent do. This

could be another level of consultation as it could relate to the freedom of choice or inappropriate mediums through which stakeholders are asked to respond.

Thomson (2011) deals with this issue and identifies embodiment as one problem with voice, and critiques the understating that voice is authentic. She encourages those who seek to work with voice not to see the experience as a one off event and not to interpret what they see as pure. Qualitative research is never entirely pure; however, elements of truth may be present. As recommended by Thomson (2011); work of this nature should be recurring, from this recurrence, patterns of truth may emerge. She adds that voice is not always expressed through language and voice is not always the polite kind and as a result the antisocial voice should also be embraced. This can be challenging for those who seek to promote good manners within the classroom.

Rights and respect are two terms that have been featured heavily in student voice discussions over the years (Cook-Sather 2006). She argues that groups of people tend to elect their own and other people's rights over time. She explains further that the words, presence and power of students are missing in legislation both in the United States and England. This is consistent with the inclination for educational research to be conducted on and not with students. The more frequent association of the term 'respect' with student voice has come to mean different things to different people, according to Cook-Sather (2006). Respect has been adopted and used more prominently within popular culture and has no link with empathy or genuine moral connection with others. Macbeth *et al.* (2003) encourage those who seek to embrace student voice to create a relationship that is marked by respect and trust. Crane (2001) adds that an ethos of respect is created when students are given the opportunity to express their opinion knowing that it will be

taken seriously. Cook-Sather (2006: 376) concludes that ‘rights are more *a priori*, a contextual, more about givens, attributes of being and individual: respect is socially negotiated, relational, more fully contextual’. Such comments are important as they informed the approach that the research embarked upon and activities throughout the development process.

For the purpose of this research, the number of positives aspects highlighted within the general discussion concerning student voice outweighs the negatives. The issues raised could be reduced through better planning and deeper focus on the real reasons behind student voice. My position as the facilitator of this enquiry and the leader of those to be involved placed me at an advantage, and as a result lessened the concerns regarding relationships (Oldfather 1995), power (Cook-Sather (2006) and Foucault (1980).

### ***Student voice strategies - pupil participation and engagement***

Fielding (2001), and Thomson and Gunter (2007), have identified consultation, participation and engagement, and students as researchers, as pupil voice strategies among others. However, before student voice can be effectively engaged, it is crucial to encourage participation and examine the levels of participation (Thomson and Holdsworth 2003). Rudduck and McIntyre (2007) discuss participation at both classroom and school level. Participation at the school level shows pupils engaged into playing roles as members of committees and other wider range roles. On the other hand participation at the classroom level focuses on opportunities for decision-making geared towards improvement. Thomson and Holdsworth (2003) offer five ways in which the term student ‘participation’ has been used. First, participation is seen as being physically present at school. At the second level participation is seen as involvement in school and taking

part in school activities. At the third level participation is understood as involvement in formal school decision-making. The next level of participation takes the form of pupils initiating ideas and acting beyond the school boundaries. The final level is linked with community or social activism. The breath of student participation as presented is wide and caters for individuals according to interests.

Fielding (2001) sees engagement as a two-part framework. The first part focuses on a four-fold typology of student engagement. The second contributes to evaluating the conditions of student voice. The first part of the framework, the four-fold typology of student engagement, is that which is most pertinent to this enquiry. The first aspect is students as a data source, whereby the teacher uses students' data to inform pedagogy. The second level looks at students as active respondents; students discuss their learning and are listened to by staff, an approach similar to that taken by Rudduck and Flutter (2001) and Thomson and Gunter (2007) in consulting with pupils. The third element, students as co-researchers, focuses on students as co-researchers with the teacher on agreed issues; the teacher listens in order to learn. Students-as-researchers is the final level. Both Fielding (2001) and Thomson and Holdsworth (2003) classify students as researchers as the highest level of engagement. Fielding (2004a) thereafter advocates that pupils should be more than sources of data within research projects, able to conduct their own inquiries and make recommendations according to findings. In surveying the benefits and limitations of students as a data source, as active respondents or co-researchers, Fielding (2004) concludes that either students as co-researchers or researchers holds the greatest prospect for transforming relations in school. Student engagement, (Fielding 2001), like student participation (Thomson and Holdsworth 2003) is incremental and therefore allow for champions of student voice to

select the appropriate level of participation and engagement according to pupils and the context. Having identified the levels of participation it was necessary to look at the strategy to engage students.

### *Consultation*

Being consulted can help pupils feel that they are respected as individuals and as a body within the school (Thomson and Gunter 2007). Rudduck and McIntyre (2007) explain that consultation is talking with pupils about things that matter to them and affect their learning. Consultation is crucial when investigating everyday life in schools, (Riley 1998; Pollard and Triggs 2000), the needs and feelings of pupils who are marginalized, (Reay and Lucy 2000; Riley and Docking 2004), and learning and teaching practices (Ruddock 1996; Arnot, McIntyre, Pedder and Reay 2003).

English educators have found ways to engage pupils through their drive for school improvement by consulting them about teaching and learning (Flutter and Rudduck 2004). This process of consultation was bolstered by the introduction of a statutory citizenship curriculum (DfES 2003), the Every Child Matters (ECM) agenda (DfES 2004a) and changes to the school inspection process to include the views of pupils (Ofsted 2003). The DfES furthermore signalled its desire to consult student opinion through initiatives such as Working Together: giving young people a say (DfES 2004b). These initiatives employed the use of consultation or created opportunities for pupils to share their views. Not only has consultation helped with curriculum initiatives (DfES 2003) but has also helped with initiatives with a pastoral focus (DfES 2004).



Teachers who seek to consult with pupils should use guidance as given by Rudduck and McIntyre (2007). They encourage teachers to check that the experience of consultation contributes to pupils' learning. If consultation does contribute, identify the process by which it does. Teachers should also check the impact consultation has on pupils, the benefits and to ensure that consultation benefits all involved. In addition they encourage teachers to identify the impact consultation will have on pedagogic practices and on teacher-pupil relationship. Rudduck and McIntyre (2007) suggest the following principles for the planning of strategies for consulting with pupils. They state that teachers should embark on pupil consultation only if they have a genuine desire to hear what pupils have to say. Teachers should explain clearly to pupils the purpose and focus of their consultation. They continue by proffering that for the consultation process to be productive, teachers and researchers need to create conditions for dialogue. The methods of consultation used should deepen teachers' understanding of pupils' experiences of teaching and learning in their classrooms. After consultation, pupils need feedback on how what they have said has been understood and how it will influence (or has influenced) teacher planning and actions (Rudduck and McIntyre 2007). Consultations needs to be planned realistically from the beginning, with particular attention to the time and energy needed for all phases of it.

### ***Students as researchers***

Rudduck and McIntyre (2007) proffer that the most radical approach to pupil consultation is the students as researchers approach, which involves not only consulting pupils but enabling them to determine, at least in part, the nature of the consultation. The students as researcher approach, involves pupils in research at varying degrees within their schools. Fielding (2001) states that

students who are researchers initiate and direct their research with teacher support; the teacher listens to contribute. Fielding (2001: 131) explains that “the power and potential of the students as researchers project lies in the open acknowledgment of the legitimacy of both perspectives and in the necessity of their reciprocally conditioning joint pursuit”. Each principle and value equally calls on both the expertise and skills of the teacher and the student researchers. He lists nine clusters of questions, which he explains should be examined by those who seek to practise dialogic democracy. These questions fall under the following categories; listening, attitudes and dispositions, systems, organisational culture, spaces, action and the future.

Thomson and Gunter (2007) extend the argument for the students as researchers approach and explain that students as researchers has a similar focus to standpoint research that focuses on experience. Thus they propose that groups of individuals share distinct experiences and that the experience can be uncovered. Within this paradigm, knowledge is produced, developed, and interpreted from the pupils’ perspective and experience. This research collected and used the experiences and knowledge of pupils to improve their experiences, which makes this approach appropriate. Cochran-Smith and Lytle (1993) liken students who work in the capacity as students as researchers to teachers; simultaneously working with but also interrogating what they know. Students as researchers must be aware and give specific attention to ethical issues. They are encouraged by Thomson and Gunter (2007) to take on a researcher persona rather than their student position. As Fielding (2001: 138) further comments, “students as researchers is potentially as creative and important as it is demanding, if only because it has within it the possibility of helping us to make a practical and theoretical leap of grounded imagination”.

However, Rudduck and McIntyre (2007) have identified some limitations with the students as research approach. They highlight that this approach tends to be directed most frequently to issues outside the classroom, with the result that the general implications for its use by teachers and pupils in classrooms are not yet clear. In addition they suggest that there is a difficulty associated with planning for all pupils to have the opportunity to conduct investigations. They go on to suggest that it is important to decide on the key benefits for pupils for whom this approach is being chosen and then to concentrate on ensuring that the benefits are realised for all.

The Teaching and Learning Research Programme (TLRP) and Economic and Social Research Council (ESRC) projects Consulting Pupils about Teaching and Learning (Arnot *et al.*, 2004) highlights issues that those involved in this work need to continually address - that of creating new and different student elites, whose voices may be those who find it easiest to speak most coherently and those who are found easier to be heard. Pupils are very different from each other and it is often those who are the poorest communicators who need to be heard most. McGregor (2005) explains that certain conditions and processes need to be in place if students-as-researchers is to be effective. This could include endorsement from Senior Management, as this is critical both symbolically and in providing resources.

### ***Developing students' voices – consultation and engagement***

Martin, Worrall and Dutson-Steinfeld (2005) implore student voice champions to be honest and ask themselves if their agenda is one of compliance, ensuring that children fit more comfortably into the requirements of current ways of doing things, or one of democratic development, based on the desire to change the face of hierarchical schools into learning environments where

personalised learning is a genuinely achievable goal. Martin *et al.* (2005) additionally ask whether champions are prepared to listen to all students' voices or just those which resonate most sympathetically with conventional adult views, reinforcing traditional hierarchical control patterns. In order to ensure that all voices are heard, and not just those of pupils who are usually more vocal or those who have similar views to that of adults, Thomson (2011) has recommended more inclusive approaches and encourages consultation through more unconventional means like music and art as it opens the opportunity for different kinds of pupils to contribute. Thomson (2011) states that those who seek to consult with pupils should not make student voice the weapon in the desire to produce conforming pupils but to use it to expand the horizons of all participants no matter what their age, expertise, or experience.

Martin *et al.* (2005) ask whether schools are supposed to be reflections of wider social structures and have a responsibility for preparing pupils to be active members of society and if so, they ask how the school prepares them for life in a democracy and how far teachers and adults are prepared to cede their control to students. They assert that seeming to privilege pupils' voice over adults' may leave teachers feeling ignored. Those who seek to promote student voice should not attempt to privilege student voice over that of the teacher but to allow both voices to work together amicably. The guidance given by Martin *et al.* (2005) influenced the level of engagement for both staff and pupils within the enquiry.

Within this enquiry pupils shared the power. This resulted in power shifting, multiple and intersecting, a construct with which Foucault (1980) agrees. Bhavnani (1993) suggests that power in a research relationship is never static, but is evenly distributed as power oscillates,

depending on the different groups of identity and power at play. Bahou (2011: 7) identifies power as one issue associated with student voice and thus she sees power “neither as an entity to be possessed or given away, nor as inherently negative and solely vertical”. Foucault (1980) agrees that power is constantly negotiated and is relational, consequently it rotates and is used according to the context and the needs of the established group. Flutter (2007) explains that student voice could silence the voice of the teacher and change the power relationships in school. This can, however, be mitigated against by using Starhawk’s (1988: 10) differentiation of power, “power over - top down dictator-like leadership, power-from-within – personal understanding of self and connect with others and power with – combined strength of stakeholders who are equally influential”.

In further commenting upon such issues, Bahou (2011) identified authenticity as a concern with student voice and has accused the West of using pupils as a means to achieve targets instead of allowing them to democratically participate in their educational development. It is through leadership development that there is anticipation that pupils would have developed the skills to effectively articulate their concerns and develop initiatives.

## **2.3 Leadership**

### ***What is leadership?***

De Pree (1992: 229) writes that “leadership, like jazz, is a public performance, dependent on so many things – the environment, the volunteers in the band, the need for everybody to perform as individuals and as a group, the absolute dependence of the leader on the members of the band”. This definition of leadership suggests that leadership is a process that requires teamwork, one

that is not independent of experiences, context, events or other stakeholders. In contrast, Gronn (1999) states that leadership begins and ends with self, whereas Northouse (2010: 3) posits that leadership is a process whereby an individual influences a group of individuals to achieve a common goal'. Beatty (2005) further comments that leaders' interactions with others affect and are affected by the emotional experience of identity, their own identity and the identity of others.

A merger of the definition given by Gronn (1999) and the description of leaders' interactions suggested by Beatty (2005) could redefine leadership as being 'vulnerable' and 'open', in that it is affected by a number of experiences and context; consequently there is a need for leadership to be nurtured and coached. The definitions given by De Pree (1992: 229); Gronn (1999); Northouse (2010: 3) and Beatty (2005) are specific to adult leadership.

Information concerning adult leadership is vast due to the years of research in this field by scholars such as Spillane, Halverson and Diamond (2001); Day, Sammons, Leithwood, Hopkins, Gu, Brown, and Ahtaridou (2011) among others. However, the quality and wealth of knowledge cannot be easily found concerning student leadership. Dempster and Lizzo (2007) have suggested that future research should explore students' understanding of leadership as most of the research writings focus on student leadership development or training. Zeldin and Camino (1999: 11) defines youth leadership development as "the provision of experiences, from highly structured to quite informal, that help young people develop a set of competencies that allow young people to lead others over the long term". This provision of experience, according to MacNeil (2000), can range from a deficit model of youth to a model of youth as resources. With

an understanding of leadership on a general scale it was important that I understood the leadership type that is most appropriate for this research in order to develop leadership in others.

### ***Leadership type for leadership development***

There are a number of leadership models associated with various researchers, leadership models such as Emotional Leadership (Beatty 2005), Poetical and Political Leadership (Deal 2005), Sustainable Leadership (Hargreaves 2005), Distributed Leadership (Harris 2005a), Constructivist Leadership (Lambeth 2005), Invitational Leadership (Novak 2005), Learning Centred Leadership (Southwood 2005), Ethical Leadership (Starratt 2005) and Contingent and Styles leadership (Northouse2007).

Earley *et al.* (2002), explain that successful leadership foregrounds the importance of distributed leadership practice. They posit that distributed leadership is essential in sustaining school improvement. Bennett, Wise, Woods and Harvey (2003), contribute to the debate and state that distributed leadership is a group activity that works through and within relationships, rather than individual action. Spillane, Halverson and Diamond (2001: 20) suggest that distributed leadership is best understood as “practice distributed over leaders, followers and their situation and incorporates the activities of multiple groups of individuals, it is stretched over the work of a number of individuals and the task is accomplished through the interaction of multiple leaders”. Gronn (2003) calls this kind of leadership an evolving property of a group or system of individuals. Leadership of this kind suggests that many more people are involved in leadership activities than might be assumed; it reflects a wide variety of expertise being widely distributed across a number of people (Bennett *et al.* 2003). Robinson (2008) additionally asserts that

distributed leadership covers two main categories, distributed leadership as task, and distributed leadership as distributed influence processes. This is important to note within the confines of this thesis because pupils were given the opportunity to lead the year group through a distributed leadership model.

As distributed leadership is “enacted by people at all levels rather than a set of personal characteristics and attributes located in people at the top” (Fletcher and Kaufer 2003: 22), there is the opportunity within this thesis, to explore the extent to which this kind of leadership can aid leadership development in others; such as pupils. According to Rosenholz (1989), Little (2000) and Hargreaves (1991), distributing leadership to students has positive effects on transforming schools as organisations and on helping to diminish student alienation. Little (1990a) and Rosenholtz (1989) argue that collegial interaction forms the base for developing shared ideas and developing forms of leadership which result in positive change within schools. This interaction should be extended to pupils and not just encourage engagement and consultation, but go beyond these and promote pupil leadership.

Leithwood *et al.* (2007) discuss the different models of alignment concerned with distributed leadership as taken from Gronn (2002); planful alignment, spontaneous alignment, spontaneous misalignment, and anarchic misalignment. Planful alignment and elements of spontaneous alignment were most appropriate for the research. The former, planful alignment, was selected as there was a need for a structured approach towards the distribution of tasks, due to the consultation element of the research and the potential directions in which the research could develop following pupils’ suggestions. The latter, spontaneous alignment configuration, which



involves leadership tasks and functions are distributed with little or no planning. As engagement and consultation and action research are not predictable, a spontaneous alignment was better to facilitate the varying directions which surfaced during the research process.

According to Bennett *et al.* (2003) control/autonomy, organisational structure and agency, social and cultural context, and the source of change are possible disadvantages of distributed leadership. Control and autonomy are constraints that are placed on those who share within the distributed leadership model. The aims and values of an organisation are generally set by external stakeholders and are non-negotiable. As a result, those who help lead within distributed leadership models are hindered as leadership decisions usually emanate from decisions about values and priorities. Structure and agency are identified as another disadvantage as some organisations focus more on the structuring of leadership rather than the perspective and motives of individual leaders. Knight and Towler (2001) explain that the third disadvantage; social and cultural context may create the environment that facilitates distributed leadership, however attention is drawn to the society and the wider social context which is directive and hierarchical and therefore question how far can distributed leadership be extended. Bennett *et al.* (2003) also explain that the cultural history of an organisation is crucial if stakeholders are not familiar with a culture of participation they will not all readily embrace opportunities. The source of change is identified as the fourth disadvantage of distributed leadership. Bickmore (2001) suggests that policies and new ideas from external sources may dictate that leadership is reviewed. The reaction from members within the organisation to the external pressure will have an impact on the restructuring. As the senior leaders within the organisation will carry out this restructure and facilitate this leadership style, it will result in a top-down initiative.

### ***Developing leadership***

Leithwood, Jantzi, and Steinbach (1999) express the view that leadership is contextualized, as where leaders are situated, affects what they do. Others, such as Lambeth (1998), Barnett (2001), and Creasy and Cotton (2004), recognise that each leader's context and lived experience needs to be both the focus of learning and provide the vehicle for that learning. Weindling (2004) and Bennett and Marr (2002) agree that there is a scarcity of empirical evidence about what learning is effective, and less is written about how leadership learning works. Fullan (1996) concurs and expresses the view that more work needs to be done to develop a meaningful action-based theory of leadership. There is also very little in existant leadership literature that focuses on youth leadership theory, youth leadership practise, or youth leadership development as identified by MacNeil (2006). Moreover, even where youth is mentioned within the literature, according to MacNeil (2006) the focus is more on the future, where adults are encouraged to work on the development of leadership skills in youth now so they will possess the skills later in life.

MacNeil (2006) espouses that the arguments for doing youth leadership development are framed in terms similar to doing youth development programmes; providing interventions for youth who are facing particular challenges or engaged in risky behaviour. MacNeil (2006) clarifies that whilst this is a worthwhile goal, the approaches do not fully capitalise on the power and potential of youth leadership. Zeldin and Camino (1999), and Olson, Goddard, Solheim, and Sandt (2004) have called for a rethink in youth leadership development as programmes of this nature could potentially benefit society. Others have called for youth leadership development champions to see youth as individuals and identify the talents and skills they possess which could be used to

contribute to society and to not only look at what they need as individuals; Kretzmann and McKnight (1993); Zeldin, Camino and Calvert (2003).

In response to the constraints placed on youths by the society, Giroux (1996: 90) explains that “while ‘youth’ as a social construction has always been mediated, in part, as a social problem, many cultural critics believe that postmodern youth are [*sic*] *uniquely* ‘alien,’ ‘strange,’ and disconnected from the real world.” MacNeil (2006) adds that it is easy to understand why the focus of youth leadership development would be on ability and intentionally avoid consideration of authority. The lack of authority as part of leadership is ineffective, as good leadership results in transformation, and transformation is less likely without the authority to purposefully introduce changes within a context. As a result, pupils within the enquiry were given authority as leaders. MacNeil (2006) states that youth leadership is silent about youths’ voice, their contribution to their development process and their decision-making power. She argues first for youth leadership development to include not only skills and knowledge but to allow youths to use these in meaningful and authentic ways. Secondly, she asks for adults to share power as part of this development. This research enquiry attempted to break the silence, to which MacNeil (2006) alludes, and gave pupils the authority to contribute to the leadership development process and opportunity to share power.

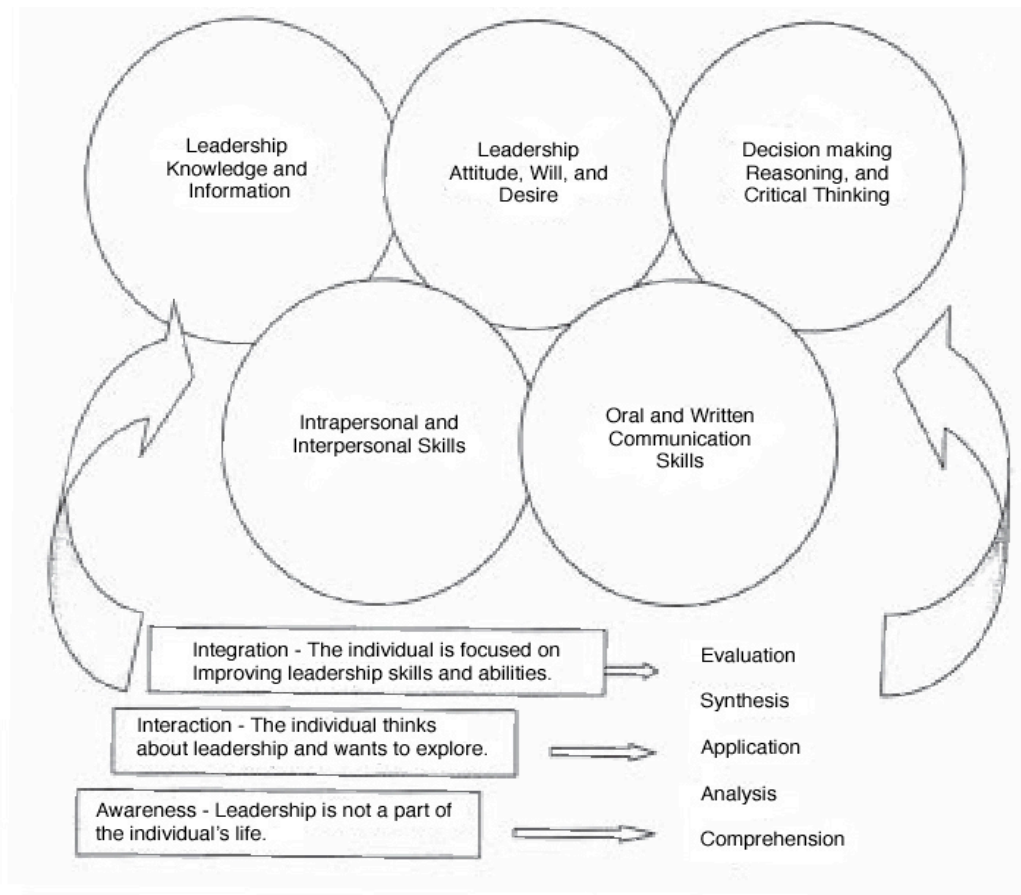
In order to fill the gap in youth leadership development identified by MacNeil (2006) there is a need to give pupils the opportunity to practice leadership. Boyd’s (2000) service learning model of leadership that was brought to at-risk youth used experiential based activities which included: experience, do the activity; share, describe or reflect on the activity; process, find themes in the

activity; generalise, what was learned in completing the activity; and apply, what is learned to another experience or activity. All these activities created leadership experiences that were learned in a systematic way.

Woyach and Cox (1997) present twelve principles that should guide a leadership development programme that seeks to create experiential opportunities. These principles cover outcomes and the process. First, help should be given to youth so they can learn specific knowledge and skills related to leadership. Student leadership development champions should enable youth to understand the history, values and beliefs of their society and facilitate the development of individual strengths and leadership styles. Ethics, values, ethical reasoning and the promotion of awareness, understanding, and tolerance of other people, cultures and societies should be encouraged as part of the development. Student leadership development champions should embody high expectations of, confidence in, and respect for the teens served, emphasise experiential learning, and provide opportunities for genuine leadership. Young people should be involved in service to others, to their community, their country and their world. As part of this process teachers should facilitate self-reflection and processing of learning both individually and cooperatively and involve youth in collaborative experiences, teamwork and networking with peers. Schools should involve youth in significant relationships with mentors, positive role models, or other nurturing adults and develop youths around stated purposes and goals. Four of the principles as listed by Woyach and Cox (1997) could be linked to learning to lead process; a) trial and error, b) observation of others and c) formal education and training. Though very basic, Kouzes and Posner's (1995) trial and error could be associated with Woyach and Cox's (1997) principle that looks at emphasizing experiential learning and provide opportunities for genuine

leadership. The principles which look at involving youth in collaborative experiences, teamwork and networking with peers and in significant relationships with mentors, positive role models, or other nurturing adults could be linked to observation of others whilst the principle which encourages us to help youth learn specific knowledge and skills related to leadership could be aligned to formal education and training. The perceptions as given by student leaders concerning when they are at their best (Kouzes and Posner's 1995) will be used to measure the success of student leaders in this enquiry. Kouzes and Posner (1995) state that student leaders express that they are at their best when they model the way, inspire a shared vision, challenge the process, enable them to act in the capacity as leaders and encourage the heart. As the leadership development programme was student-led I had to find ways to balance what pupils suggested as part of the development along with the knowledge given by Kouzes and Posner (1995). When pupils are given the opportunity and authority to model the way, challenge the process and lead (Kouzes and Posner 1995) it gives them a sense of belonging and self-worth. Pupils feel like they belong and that they matter, however, this authority if not managed appropriately could lead to pupils abusing their power and others could feel like they are less important. This then leads to what Silva (2001) calls hierarchy of power. The ideas behind the models of Kouzes and Posner's (1995) and Woyach and Cox's (1997) emphasise hands-on practical experience that is student-focussed and context-based, and can be associated with the findings from Paterson and West-Burnham (2005) report on the development of leadership in adults which focuses on context based and personalised leadership learning. This suggests that the development of leadership, whether for pupils or adults, may have a similar approach; a focus on knowledge development, is practical, promotes the use of a mentor/support and context-based.

VanLinden and Fertman (1989: 8) argue that "understanding and appreciating the complexity of leadership is a prerequisite to supporting and challenging teenagers to be the best leaders they can be". DesMaria, Yang, and Farzenhkia (2000: 3) adds that a youth/adult partnership, granting young people decision-making power and responsibility for consequences, a broad context for learning and service recognition of young people's experience, knowledge and skills are necessary in the development of youth leadership. An understanding of leadership is necessary as it is complex and success is dependent on a number of variables specifically the qualities of those who lead and those being led. Developing leadership in challenging teenagers will help them understand how their behaviours will influence leadership success and others around them. Rickets and Rudd (2002: 12) propose the following as a model for developing a formal leadership education curriculum for youth or adolescents:



**Figure 2.1** Leadership education curriculum for youth or adolescents (Rickets and Rudd 2002: 12)

Rickets and Rudd (2002) explain that students learn about each dimension of leadership at the awareness, interaction and integration levels. The awareness stage aids orientation to the curriculum. The interaction stage encourages exploration of the curriculum, whilst the integration stage engages pupils in the practice and mastery of leadership development activities. They explain that leadership and knowledge covers the information pupils should possess before they proceed to becoming leaders. This theory is supported by Hersey, Blanchard and Johnson (2001). Chapman and O'Neil (1999) support the second dimension; leadership attitude, will and desire. This dimension is designed to stress the importance of motivation, self-realisation, and

health, in fulfilling a student leadership capacity (Rickets and Rudd 2002). The third dimension – that of decision-making, reasoning and critical thinking – is designed to ensure pupils are intellectually reflective. This will enable them to better analyse problems and issues. VanLinden and Fertman (1998) and Ezell (1989) support the dimension which looks at oral and written communication. This aspect equips pupils with the skills to share knowledge, interest, attitudes opinions, and feelings, through a variety of activities such as debates, public speaking training, and critical reading opportunities. The final dimension, intrapersonal and interpersonal relations, teaches pupils to look inwardly and work with others in the most optimum ways possible. This approach could lead to pupils becoming overly introspective and, as a result, become counterproductive for those who will not be able to manage the process and possible physiological and emotional side effects. This implies that training will be necessary in order for this process to be effective. This reflective period gives pupils an opportunity to assess their own feelings and as a result prepare themselves to deal with others appropriately. Chapman and O'Neil (1999) support this dimension and explain that intrapersonal and interpersonal skills teach pupils how to get along with others, manage conflict effectively, communicate, and restore and maintain relationships. In developing leadership, schools should work along with pupils' families to ensure that there are no conflicts of interest as schools and homes may have different agendas, especially when it comes to pupils who live in more challenging circumstances. A relationship with home and school, along with shared and agreed objectives in relation to leadership development, could deal with potential issues that may arise; such as the lack of interpersonal and intrapersonal skills and their development in leaders. The process, as presented by Rickets and Rudd (2002) appears comprehensive as it moves from acquiring knowledge, to the desire to explore leadership, then practising being a leader. However, greater pupil



involvement is needed to ensure the programme is pupil friendly. DiPaolo (2002: 7) summarises that “leadership education, or at least successful leadership education, has evolved to include specific training activities, a greater involvement in serving the larger community, affirmation of student participation, and direct connection to their lives as students and emerging involved citizens”.

The leadership process should be considered similar despite the leader’s age, culture, sex or lifestyle and despite the group or the organisation being led, as leadership is about taking those you lead to the next stage within your group or organisation. Leadership development training for adults and pupils follows a somewhat similar process in terms of hands on practical training (Lambeth 1998; Woyach and Cox 1997), that it is context specific (Creasy and Cotton 2004; Barnett 2001 and Kouzes and Posner’s 1995) and promotes the use of a mentor or coach (Paterson and West-Burnham 2005) and is personalised (Owen 2007 and Patterson and West-Burnham 2005). Educational leadership should be considered as a process due to the changing demands placed on leaders such as frequent policy changes and the complexities in relationships that stakeholders bring to an organisation or a group that must be dealt with. Leaders have to deal with these and as a result have to adjust continually in order to be effective. Effective leaders share the same skills or carry out the same practices, as suggested by Day *et al.* (2011). Different leaders may lead in a positive way such as leading the school council, whilst others may find more gains from negative pursuits such as gangs.

Leithwood (1995) stresses that there is indisputable evidence that preparation programmes which emphasise reflection, collaboration and active problem solving make a significant difference to

leaders' success. In recognition of this, the project within this thesis was designed to maximise reflection, both for the pupils and in terms of documenting the investigation. Rowntree (1992) writes that reflection is the critical consideration of one's own study methods at the time and after a learning task has been completed. Without this, the learning within the opportunity is not optimised. With the intention to develop leadership skills it was necessary to measure pupils' progress, consequently literature which relates to measuring leadership success was examined.

### *Measuring leadership success*

Within this thesis, it was necessary to measure the success of student leaders, as this would provide an opportunity to gauge the effectiveness of the leadership development tools that were suggested by pupils. The literature review did not reveal an instrument that could be used to measure student leaders' success definitively. Variables, such as a decrease in absenteeism, fewer incidents of poor behaviour, fewer disputes between pupils, improved marks, and greater personal satisfaction, are categories that could be used to measure the impact of the training. However, the intention was to ascertain if the leadership skills taught were indeed attained. In order to measure leadership success it was necessary to establish what successful leaders do, and to use that as a measure for student leaders.

Day *et al.* (2011) express that successful leaders engage and ensure deep and extended regular dialogue between staff on enhancing the quality of teaching and learning. They further state that they are expert at sustained analysis, establishing a sense of inclusive community - that leads to loyalty, courage and retention, and ensuring data-rich, transparent internal decision-making and accountability. It is also believed that they network beyond their schools, provide a secure, safe

environment for students and staff and are resilient. In addition they have an abiding passion for success for all (social justice). As a consequence of having an understanding of what effective leaders do, according to Day *et al.* (2011), it was possible to devise methods to measure student leaders' success. This suggests that if pupils display a number of these skills at the end of their training they would have achieved a level of success.

McGregor (2006) maintains that if young people are seen as 'students' who can be trained in the skills to work collaboratively with adults and co-lead learning, this opens up possibilities for them to imagine constructive improvements, changes in schools, and to be actively involved in decisions that may affect them. McGregor and Tyrer (2004) state that leadership training shows students that they can improve the ways in which they learn, improve their self-esteem, and enable them to feel more in control of the events around them.

An examination of the literature concerning leadership (Day et al 2011; Bush 2007; Paterson and West-Burnham 2005; Lambeth 1998 and Woyach and Cox 1997), distributed leadership (Little 2000; Hargreaves 1991 and Rosenholz 1989), and the lack of a specific process towards leadership development suggests that there is the capacity to develop leadership within pupils as suggested by Owens (2007), Kouzes and Posner (1995) and Milburn (2009).

### ***Characteristics of student leaders***

Teachers, according to Owen (2007), look for certain skills when selecting a student leader. These include: whether a child can express his/her opinions; whether the child has good organisational skills; whether he/she listens to others; whether or not he/she is confident; whether

or not he/she takes responsibility; and whether or not he/she stands out and acts independently. Owen (2007) posits that these top six characteristics could be used as a guide to selecting potential student leaders. The skills that Owen (2007) suggests are crucial baseline characteristics that pupils who have the capacity to lead should possess. These, however, could work as blockers to those who may have the potential to lead but do not overly display them. Milburn (2009) adds that student leaders should lead themselves, manage their emotions, develop influence with others, make a difference, and communicate clearly to those they lead. Blackwell *et al.* (2007) propose four adaptive and four practical skills when developing student leaders. The four practical skills focus on problem definition, discovery of research alternatives, delegation/teamwork, and achievable challenge. The adaptive skills focus on an issue, direct attention to detail, management of time and resources (including human resources), and persistence. It is necessary for pupils to possess self-efficacy as individuals, as this will remain the crucial element in their success as leaders. Chemers, Watson and May (2000) maintain that leadership self-efficacy clearly contributes to leadership effectiveness. Owen (2007) also emphasises that there is a positive relationship between leadership self-efficacy and the willingness to take on a leadership role. This suggests that those who have taken on leadership roles possess positive levels of self-efficacy. It also further implies that, as part of leadership development, student leaders should be taken through a process of reflection, self-assessment and personal development to enhance or evaluate their self-efficacy, especially those who lack confidence but possess other skills.

## **2.5 Conclusion**

Findings from the literature review show that consultation and students as researchers can serve as a catalyst for change in schools. These changes within schools are linked to improved

teaching, staff-student relationships, curriculum, assessment, teacher training, and the organisation of schools (MacBeath *et al.* 2003; Lodge 2004; Rudduck and Flutter 2004; Mitra 2005; Morgan 2011). Recent research also suggests that voice has been overused in a variety of contexts that it may have almost lost its true meaning (Thomson 2011). Cook-Sather (2006) identifies the acknowledgement of students' rights as active participants in school and beyond as a positive element of student voice and adds that student voice requires adjustments concerning power balance between adults and young people, a view with which Oldfather (1995) agrees. Lewis (1993) explains that the shift in relationship could give pupils the opportunity to speak out on their own behalf.

The literature also states that the focus of student voice changes according to governments, particularly in the case of England (Cheminais 2011). Student voice is also seen as an opportunity to promote democratic values in countries such as Sweden (Roth 2000 and Lindhal 2005) and Brazil (McCowan 2011). The literature suggests that the use of consultation to develop leadership and impact change was potentially possible. Flutter (2007) and Rudduck and Flutter (2004) have written extensively about student voice and its influence on teaching. Consultation is often used to improve levels of interest and pupil engagement. However, there is a scarcity of knowledge concerning opportunities for pupils to develop and improve their own voice in order to express their views and opinions more confidently and effectively. Through giving pupils who are less assured opportunities to contribute to activities that promote consultation and engagement, the approach of this research supports Sutherland's (2006: 8) assertion that "student voice and student participation in schools need to be part of a collaborative ethos that embraces all members of the school community". Further, it answers

MacBeath's (2003) critique that only the more articulate, confident learners' views are heard. Pupils who use consultation and engagement to enhance theirs and their peers' experience of schooling could be considered as leaders, as they help to influence the direction of their learning. The paucity of literature concerning the leadership development process implies that there is no one way towards leadership development and that there is a capacity to develop leadership within pupils according to the contexts. The advantages of reflection, collaboration and problem solving were a major feature in the research due to their potential to aid leadership success (Leithwood 1995). With the scarcity of literature concerning the development of skills to empower all pupils to use their ideas through consultation and engagement opportunities, and the dearth of literature regarding the development of leadership in pupils, there was a capacity to explore pupils' use of their own opinions to develop the leadership skills necessary to lead their initiatives. Accordingly, this study is mindful of Rudduck and Flutter's (2000) assertion that there are difficulties in directly eliciting pupils' views on some aspects of school, for instance their views of the curriculum. They add that pupils often look at sections of the curriculum that may or may not engage them. Young (1999: 463) adds that pupils do not usually have much to say about the curriculum, "the way knowledge is organised into subjects and fields for educational purposes". This research extended this understating beyond pupils giving feedback on their learning to the point where pupils developed their own 'model leadership development programme'. This 'model' took Meighan's (1988) negotiated and democratic curriculum approaches. With the negotiated curriculum the power of the development is shared between pupils and the curriculum planners. It is an 'agreed contract regarding the nature of the course of study to be undertaken and an attempt to link the concerns and consciousness of the learners with the world of systematic knowledge and learning' (Meighan 1988: 36). The democratic

curriculum is one in which the learners write, implement and review their own curriculum, starting out with a blank piece of paper.

The characteristics of student leaders dictate that student leaders use initiative, show responsibility, respect authority, interact positively with peers, delegate tasks to peers and listen (Owen 2007). Kouzes and Posner (1995: 9) add that student leaders express that they are at their best when they model the way, inspire a shared vision, challenge the process, when leadership educators enable them to act and encourage the heart. Milburn (2009) also suggests that student leaders should include leadership of themselves, develop influence with others, make a difference, communicate clearly and to get involved if they want to be successful within leadership development programmes. A merger of the student leadership characteristics as given by Milburn (2009), Owens (2007), and Kouzes and Posner (1995) has some common elements. These are listening, showing kindness, being confident, effectively communicating, being involved, inspiring others, being respectful and being responsible.

These were used as the springboard from which to launch the leadership development project. A review of the literature shows that there is a variety of leadership models. Distributed leadership was the most suitable approach for this research as student outcomes were most likely to improve where leadership sources were distributed throughout the school community.

## **Chapter Three**

### **Consult with Others and Modify/Re-focus the Idea**

#### **3.1 Introduction**

Pupils were not formally assembled in order to assess their feelings regarding available opportunities for pupil voice at this stage of the enquiry due to the ongoing dialogues that existed between them and myself. Reflection on the number of incidents and conversations I had with pupils when they were referred to me due to poor behaviour helped to inform the theme of this study. As part of my behaviour strategy pupils always reflected on their behaviour and said how they felt about the incident. Incidents where pupils were 'rude' to members of staff were always of interest to me, especially during the reflective portion of our discussion. This process has equipped me with first-hand knowledge of how pupils feel about their behaviour and the opportunities available to them. Discussions were also facilitated about other issues not linked to behaviour such as school trips etc. I believe this knowledge and day-to-day interaction with pupils were enough, that it was not necessary to design a separate and formal consultation with pupils at the onset of the enquiry. However, pupils were given the opportunity to direct major portions of this enquiry and their own research. This was done by frequently consulting pupils through focus group research and diary entry accounts about the leadership and research training development content and process. This gave pupils opportunities to focus the research idea as they saw necessary. Discussions concerning the lack of student voice opportunities were also facilitated with other more keen and engaged pupils who would frequently stop me in the playground or come into my office. This mix of experiences and my professional judgment provided some groundwork from which to focus the research. As a result I hypothesised that the



lack of pupil voice opportunities and some pupils' inability to express themselves effectively have contributed to various pupils' lack of engagement and attitude in lessons.

Part of Cohen, Manion and Morrison's (2005) action research process model is to consult with other stakeholders following the review of literature and then modify or refocus the research idea if necessary before the research is fully activated. This process is intended to help the researcher to understand more about the effects of the research on the stakeholders and enables the research idea to be modified, where appropriate, to ensure that the focus is suitable to the needs of the stakeholders. The sections below seek to highlight how these two steps within the action research enquiry were administered as part of this study.

### **3.2 Consult with Others**

Two short informal consultations with a focus group of selected teaching colleagues were facilitated during lunchtimes. These groups consisted of myself and other members of staff. If there were occasions when more than one member of staff wanted to participate, their names would be drawn from a box to limit bias. We discussed the use of student voice during lessons and the possible impacts it has on teaching and on pupils' behaviour. On the first occasion six teaching members of staff participated and on the second instance only five different ones were available for the discussions. The main aim of the consultation was to assess the extent to which teachers facilitated student consultation and participation within their teaching and how prepared they were to embrace this initiative.

Analysis of the focus group data suggested that none of the 11 members of staff regularly used pupil voice in their lessons and only one member of staff occasionally consulted pupils formally about the teaching and learning at any point. It was clear from the discussion that teachers in certain subject areas perceived that it was easier to facilitate pupil voice than others. From the discussions, teachers of History, English and Drama emerged as claiming to have more open channels to invite consultation and engagement within lesson content and activities than Mathematics and Science.

Further analysis of the data revealed a variety of reasons why teaching staff do not promote the use of student voice. Some of these reasons were personal. Staff expressed that if they use pupil voice they risked losing and not being able to regain control, a finding which resounds with that of Lewis and Burman (2008), MacBeath (2006), and Tyrell (2002), who explain that many mainstream teachers overtly or covertly resist pupil empowerment initiatives as they are uneasy about conceding power and control to pupils. Others believed that pupils should be ‘receivers’ of subject content, not ‘dictators’ of how the content should be delivered. Eight of the 11 teachers felt that pupils would use the opportunity in a negative way to disregard authority and make derogatory remarks. Workload (Pedder 2001; Rudduck and Flutter 2004) was not mentioned as a reason for the pupil voice deficiency. There could be a number of variables responsible for this such as the culture concerning workload, and the leadership responsibilities attached to teachers who participated in the focus groups, as these help to determine the amount of whole school work they need to complete and lessons to teach over a timetable.

In summary, the analysis suggested that most staff were concerned about the initiative and, as a result, did not frequently explore the potential benefits presented by Fielding and MacGregor (2005) and Thomson and Gunter (2007). Having facilitated the two focus groups and listened to the arguments, a hypothesis was formed that a lack of knowledge and training concerning the use of pupil voice could be the reason for staff behaviour. Training for both staff and pupils could help both parties to deal with their concerns. This training could focus on the advantages of consultation and participation within teaching and learning. It would be crucial for staff to understand that this process will require genuine trust between staff and pupils, as pupils may not be open and honest if they know staff are not truly listening and engaging with them and their ideas. Rudduck and Flutter (2002) assert that it takes time and careful preparation to build a climate in which both teachers and pupils feel comfortable working together. This warning implies that both staff and pupils will need to be patient and should take part in the planning process as this could aid the transition and make the initiative more transparent. This is particularly important in contexts where staff and pupils do not normally meet to discuss school business. Training for pupils could focus on how to develop effective communication skills, and how they can use pupil voice effectively to express their concerns and develop their ideas.

### **3.3 Modify and Re-focus the Idea**

The findings suggest that a minority of teachers had made a decision not to use student voice due to a personal stance, which could be associated with their cultural upbringing. The two members of staff who were less open to using pupil voice came from African and Caribbean backgrounds where children are not usually actively involved in the decision making process. This suggests that cultural upbringing could have an influence on their choices. Findings from the discussions

with pupils with whom I often talk in my office (for a variety of reasons) and those who I encounter in the playground suggest that they sometimes were not aware of how to present their ideas clearly, effectively, and, as a result, were frequently misinterpreted when they attempted to contribute ideas during lessons or explain their behaviour. As part of my disciplinary approach, I have always offered pupils the opportunity to reflect on their behaviour and specifically on the incident. Frequently, pupils reflected and ably identified that they were wrong. It was established following pupils' reflection that they usually have the correct intentions but the wrong approach. This generally made the acceptance of the sanction easier.

Following the review of the literature and consultation with staff, it was necessary to refocus the research idea and not only give pupils the opportunity to use and develop their ideas, but to create an opportunity for them to develop leadership skills in order to use the voice they long to express freely. One of the main concerns that emerged from the consultation was the potential for pupils to promote their ideas and express themselves in an inappropriate form, which could result in teachers not being able to regain control. The second concern is linked to pupils' expressing their ideas inappropriately and at the wrong times. Following these two findings along with other reasons discussed earlier, it was necessary to cultivate within pupils the skills required to develop, manage and express their ideas. This could potentially help teachers become more confident in embracing the elements of student voice such as consultation, as pupils would be equipped with the skills to present their ideas in a more formal and professional way. This, in addition, could potentially limit the number of incidents within lessons as pupils would be listened to and asked to make decisions which would impact on their own education. Rudduck

and Flutter (2001) suggest that, in this way, an improvement in engagement would occur for those pupils who were at risk of disengagement, as they would begin to feel that they do matter.

With this in mind, the research focused on consulting and engaging pupils through a leadership development programme. Having gone through the consultation and refocused the idea and with a better understanding of the issues to research, it was necessary to explore the methodology which best suited the enquiry.

## **Chapter Four**

### **Methodology**

#### **4.1 Introduction**

This chapter presents arguments as to the chosen research methodology and methods. Accordingly, within this chapter, issues of ontological and epistemological positions are discussed along with a critical examination of action research, the methodology used in this enquiry. The modified action research model and arguments for its use are presented. As the research is practitioner-based, it was crucial that the conditions necessary to carry out research of this nature are discussed. In addition, this chapter also looks at research bias and the researcher's position of power. The tools that were used to collect data – interviews, questionnaires, observations, diaries and focus groups – are critically examined and presented. The research design is outlined in order to clarify how the research tools were used within the enquiry. The importance of piloting research tools is discussed along with how the data were analysed. The ethical general considerations that were active within the research are discussed alongside specific considerations when interviewing children and young people.

#### **4.2 The research design**

The study was carried out with a core group of 16 year 8 pupils who expressed an interest to be trained to become leaders. The acquisition of leadership skills was measured by comparing pupils' perception of their own leadership skills from their baseline self-assessment against their post-training self-assessment and the assessments of their peers and staff whilst they acted as leaders. The leadership development content, process and technique were influenced by student

voice through action research. Questionnaires, diaries, observations and interviews were used to collect data through the process.

#### **4.3 The Ontological, Epistemological and Methodological Questions**

Guba and Lincoln (1994) categorise alternative inquiry paradigms according to their stance on the following three questions: the ontological question; the epistemological question; and the methodological question.

The first question concerns ontology. The ontological question examines the form and nature of reality and as a result asks “what is there that can be known about this reality?” (Guba and Lincoln 1994: 108). Ontology looks at the study of being. According to Wand and Weber (1993: 220) “ontology is a branch of philosophy concerned with articulating the nature and structure of the world”. Ontologically I believe that, as the researcher, I am inseparable from reality, and that my values and my morals influence and dictate the themes of my research. I am not separate from others within the study or context. My position as the researcher, teacher and Head of Year of all the pupils involved in this research has helped to support my ontological stance. I was intertwined in the lives of pupils, the actions within the context and the research process.

The second question asked by Guba and Lincoln (1994) focuses on epistemology. Epistemology questions the nature of the relationship between the knower or would-be knower and what can be known. Hirschheim, Klein and Lyytinen (1995: 20) state that epistemology refers to “the nature of human knowledge and understanding what can possibly be acquired through different types of inquiry and alternative methods of investigation”. Epistemology examines the study of

knowledge and how it is acquired. Epistemologically, observers acquire their knowledge about the world by experiencing it and it is generally possible for humans to investigate the world without influencing it (Guba and Lincoln 1994). I believe epistemologically that knowledge is created. This knowledge is created from our experiences and interactions. As a result it cannot be predicted. This knowledge is created cooperatively by the participants and the researcher. This meant the research design needed to ensure that there were opportunities for interactions between researchers and participants so that knowledge could be created and collected. My ontological and epistemological beliefs are positioned more towards the interpretivist paradigm. As the researcher I am therefore inseparable from others within the context and as a result, interaction develops and knowledge is created. My values and morals influence and dictate the themes of my research.

The third question relates to methodology. The methodological question presented by Guba and Lincoln (1994) asks how the inquirer can go about finding out whatever he or she believes can be known. This question is the most crucial and requires the researcher to select carefully the process to be used along with the tools.

#### **4.4 The Chosen Methodology Explained**

There is a number of educational research approaches that could have been used in this study including: experimental (Cronbach 1957); historical (Busha and Harter 1980); descriptive (Glass and Hopkins 1984); ethnographic (Fetterman 1998); and correlational (Schumacker and Lomax 2004). Experimental research looks at the manipulation of variables to measure causes and effects. A controlled group is usually involved. This methodology was not appropriate as there



were no variables used and no need for a control group. Historical research is a form of secondary enquiry that looks at past attitudes and social structures and examines how they have changed over time. This research needed to gather primary and first hand data from live experiences and therefore this approach was inappropriate. Descriptive research focuses on observing and describing the behaviour of subjects without any influence over the subject. This research needed to do more than merely observe participants but to observe and implement strategies to impact change. Ethnographic research looks at interactions between the researcher and a specific culture and its people over an extended period of time with the intention to better understand systems and meanings of that culture. As the research is practitioner-based, the need to understand the context was not a priority, as the researcher is part of the context and therefore has some knowledge of its operations. Correlational research focuses on two or more quantitative variables from similar groups or subjects that are compared with the intention to identify relationships. The research needed to focus on the whole group and collectively use their ideas gathered through qualitative or quantitative measures to improve their experience. None of these fully had the capacity to facilitate this enquiry, as they will not effectively answer the original research questions due to their nature and focus. In addition these research approaches do not match the ontological or epistemological positioning for this study. One approach that does is action research.

### ***Action research***

Elliott (1991) asserts that the chief aim of action research is to improve practice rather than to produce knowledge. Thus, the production of knowledge is subordinate to, and conditioned by, this fundamental aim. This enquiry attempted to improve practice and develop new knowledge

that would propose change within my work context. Elliott (1991: 52) further states that “research improves practice by developing the practitioner’s capacity for discrimination and judgement in particular, complex, human situations”.

My role as a Head of Year dictated that I sought and implemented strategies within my year group to ensure that all pupils attend regularly, attain their potential and behave well. In discussion with pupils they often uttered their disappointment regarding the limited number of opportunities given to them to express their views concerning how they feel and their opinions about issues that affected them. They asked that they should be heard and be given a chance. Informal conversations with pupils regarding their behaviour implied that pupils lacked the skills to present themselves and their ideas and as a result are misunderstood by staff. This could be because there is a lack of opportunities for staff and pupils to meet and genuinely work together (Fielding 2004a). Fielding encourages teachers to create conditions that provide the organisational structures and cultures to make pupils’ desired intentions real. With this in mind there was a need to ensure pupils had the opportunities to communicate clearly with staff.

Cohen, Manion and Morrison (2005) present an eight-stage action research programme that guides the researcher through a process where ideas can be explored through a plan, act, observe and reflect format in an attempt to improve stakeholders’ experience. Cohen, Manion and Morrison (2005) state that their eight stage linear model of action research attempts to draw together the several strands and steps of the action research undertaking. Table 4.1 depicts this action research process, which has been modified to suit this research enquiry. Altering the already-established process heightened the potential of facilitating the groundwork needed to

carry out the research. Owing to the nature of the research, the ‘reshuffle and extension’ of the process as presented by Cohen, Manion and Morrison (2005) was crucial as a pre-cursor to the action research cycles.

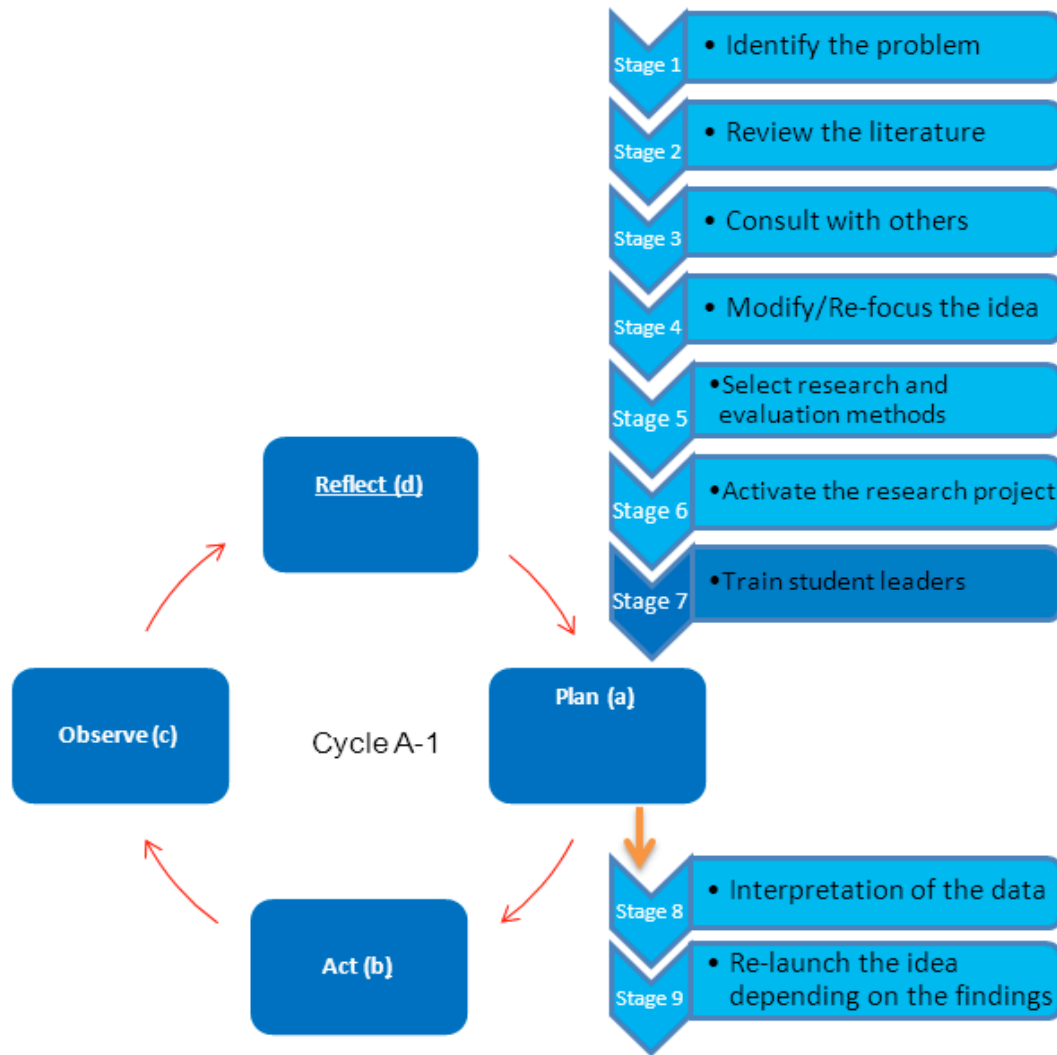
**Table 4.1 The Nine-Stage Action Research Process** (*adapted from Cohen, Manion and Morrison (2005: 235)*)

Cohen, Manion and Morrison (2005: 235) Eight Stage Process	The Altered Nine Stage Process
1. Identify the problem	1. Identify the problem
<b>2. Consult with others</b>	<b>2. Review the literature</b>
<b>3. Review the literature</b>	<b>3. Consult with others</b>
4. Modify or refocus the idea	4. Modify or refocus the idea
5. Select research methods	5. Select research methods
6. Select evaluation methods	6. Select evaluation methods
7. Activate the research project	7. Activate the research project
8. Interpretation of data	8. Interpretation of data
	<b>9. Re-launch the idea</b>
	<b>depending on findings.</b>

As the modified version shows, a review of the literature is crucial and is a more urgent stage; consequently, it would prove more beneficial for it to be activated before others are consulted. Knowledge of the literature could give the researcher a better foundation from which to consult others and develop arguments. It potentially helps to place the research into a wider framework of reference and help to build a rationale for the research.

According to Boote and Beile (2005), the literature review enables the researcher to distinguish what has been learned and accomplished in the area of study and what still needs to be learned and accomplished. A review permits the researcher not only to summarise the existing literature but also to synthesise it in a way that permits a new perspective. This knowledge equips the researcher with information concerning the consultation with other stakeholders.

In order to make more explicit the cycle within the linear plan, the altered process was combined with Kemmis and McTaggart's (1988) interpretation of action research. Elliott (1991) suggests that the action research process is not straightforward and it should not be understood at the onset that the answers being sought will be found, a concept that informed this study. The general idea, as expressed by Elliott (1991), should be allowed to shift during the process. He further suggests that the stage of reconnaissance should not only include finding facts but, in addition, should include continuous analysis throughout the process.



**Figure 4.1 Action Research for Leadership Development (ARLD) Cycle A-1**

Figure 4.1 represents the model that was used in this enquiry. The model is the product of the merger of the altered nine-stage action research process and Kemmis and McTaggart's (1988) action research model. This model has been called Action Research for Leadership Development (ARLD). The model suggests a linear structure that also promotes cycles at Stage 7, where all the action is carried out as part of the action research process.

The ARLD lent itself to the flexibility and structure that the research required. The rationale for this action research model was to ensure that in-depth groundwork was completed before the fieldwork began. The research set out to impact change within my work context, so it was crucial to understand fully the issues and ascertain the views of others before attempting to make changes. The impact would be on a whole-school level, which would affect a wide cross section of stakeholders. The adapted version of Cohen, Manion and Morrison's (2005) eight stage model has the steps necessary to cover all areas. These stages lead appropriately into Kemmis and McTaggart's (1988) action research cycle: to plan, act, observe, and reflect. These four steps within the cycle offered the research a standardised process that enabled all new ideas added to be tried and assessed.

#### *The ontological, epistemologically and methodological characteristics of action research*

McNiff and Whitehead (2008) write about the ontological commitments that underpin action research. They point out that action research is value-laden and thus opposes strongly the positivist view owing to the possible biases that this approach may encourage. Researchers who subscribe to this methodology do not adopt the 'bystander approach' or carry out testing on others. These commitments match fittingly with the ontological position and beliefs of this research as discussed on pages 64-65.

One of the methodological assumptions relating to action research is that it is carried out by practitioners who regard themselves as agents for change who will impact learning within their context. According to Sen (1999), an agent acts upon a problem or concern and brings about change. The practitioner experiments with their practice with the intention to improve and

change conditions then shares that success after stringent critique with others for further development in similar contexts. The action research methodology is open-ended and developmental, therefore the practitioner does not have an expected end in mind. Dadds and Hart (2001) describe it as methodological inventiveness because multiple innovative ways are tried until the right one is found. It was this inventiveness that was explored during this leadership development.

#### **4.5 Practitioner/Insider Research**

Practitioner research is defined as “research carried out by practitioners for the purpose of advancing their own practice” (McLeod 1999: 8). This definition fittingly describes my position and intentions as a teacher. McIvor (1995) encourages practitioner research, as the process helps practitioners to evaluate their practice. Avis (2003) presents his notion of ‘mode one’ and ‘mode two’ knowledge and their impact on change within organisations. Mode one knowledge is generated by academics, whilst mode two knowledge is generated by practitioners. Avis (2003) asserts that teachers possess mode two knowledge and as a result they are arguably better able to research and apply the most effective remedies to issues which may occur within schools. It is extremely exigent to change a context without engagement in and with the context. Practitioner-researchers are within their context therefore this offers them the best opportunity to effect change. Gibbons, Limoges, Nowotny, Schwartzman, Scott, and Trow (2000) explain that, in mode one, problems are set and solved in a context governed largely by academics, for the interest of a specific community. By contrast, mode two knowledge is executed in a context of application. They assert that mode one is disciplinary while mode two is trans-disciplinary. Gibbons *et al.* (2000) continue by proffering that mode one is characterised by homogeneity, and

mode two by heterogeneity. Organisationally, mode one is hierarchical and tends to preserve its form, while mode two is more hierarchical and transient. As an insider-researcher it was crucial that I reflected on my own positionality (Jackson 1993). Despite the acceptance of critical reflection upon the positionalities of the researched and the researcher (Peach 2002), researchers such as Kobayashi (2003) criticise the significance of the process and call it reflexive self-obsession and self-indulgent. Kobayashi (2003) explains that reflexivity has little purpose, unless it is connected to a wider agenda concerning the world and changes needed. Hopkins (2007) encourages researchers to consider what they are doing and how and why they are doing it, and in addition to think about who they are. Accordingly, within this research honesty was paramount. The aim was to improve practice, so that this change in practice would be beneficial to all. Hopkins (2007) goes on to state that it is important that researchers are considerate of both the similarities and differences between themselves and the research participants.

The same applies to teachers; they are more welcoming of change emerging from their practice upwards, rather than from policy makers down to them. Elliott (1991: 47) debates what he calls “the theory – practice problem” and identifies two major components of the theory construct for teachers; remoteness and a threat to their professional knowledge. He identifies theory as remote from teachers’ professional knowledge as it implies a threat to their professional knowledge and status from the academic community. If practitioners seek to improve schools through changing practices, theory should relate to practice and if action research is more effective in impacting changes within the context practitioners should protect and promote it, by working collaboratively with higher-education institutions and seeking intellectual, emotional and practical support (Elliott 1991). Practitioner research is normally context-based, thus making



more of an impact in comparison with research executed on a wide scale and then generalised for smaller contexts. Within each environment the context is to some extent dissimilar, as in each school the circumstances vary.

There were advantages in working as an insider researcher, such as being equipped with insider knowledge regarding the school's ethos, relationships with pupils, staff and parents, and access to baseline data among many other pertinent data. It was likely that participants would reveal personal and close details about their lives. As an insider there was no culture shock, as the culture has been created by all those who work and learn within the context. On the other hand, it was necessary to be watchful so as not to have greater expectations than those of a stranger. This position of insider could have influenced levels of impartiality due to previous knowledge. Gunasekai (2007) warns that this informed perspective can influence and interfere with observations and interpretations. It was crucial to ensure that the views collated were represented, as they were, not interpreted to be more widespread or less so. Hellawell (2006) encourages researchers to reflect continually on their own beliefs and values, in addition to the research methodology employed. However, being an insider researcher potentially triggers questions about objectivity due to previous knowledge and already established relationships. These were lessened through the use of a variety of tools and declaration of values, morals and biases.

#### **4.6 Research Bias**

In action research the researcher will become involved in the ‘action’ at some point, which may influence the results. It was inevitable that as the practitioner and researcher, I was not able to distance myself fully from the research process, which posed possible biases. There was a number of biases that could have affected this research enquiry. These included: insufficient sample, observer bias, information bias, ‘cherry picking’, confirmation bias, recall bias, timing bias, assessment bias and omitted evidence (Hartman *et al.* 2002).

According to Denzin (1989: 12) “interpretive research begins and ends with the biography and self of the researcher”. Mehra (2002) posits that a researcher's personal beliefs and values are reflected not only in the choice of methodology and interpretation of findings, but also in the choice of a research topic. In an attempt to eliminate bias, I prepared research tools and accurately recorded field notes (Appendix 2). Data collected from all the pupils were used in the analysis. Observer and information biases were eliminated by completing researcher and student journals and the use of a variety of tools so as to be able to cross reference data collected. All data were examined and analysed using NVivo. Recall bias was made less of a liability by offering pupils and myself a variety of ways to record feelings and progress. In keeping with advised methodological best practice, a variety of data collecting instruments such as interviews, questionnaires, observations, and diaries were used.

#### ***My position of power within the enquiry***

Stacy (1991: 114) explains that the researcher can manipulate the research through intrusion of privacy, breaking confidentiality, lack of interpretative space or dissonance between fieldwork

practice and ethnographic product. At all times participants' privacy was respected and accordingly this research confirmed to the university's best practice guidelines on confidentiality and research.

With regards to interviewing, Oakley (1981) argues that the traditional guidelines for interviewing that assume that the interview situation is a one-way hierarchical process is no longer the same in all circles as those who are interviewed also possess power. Within this enquiry pupils were empowered and, as a result, shared power. This resulted in power shifting, multiple and intersecting (Foucault 1980). Bhavnani (1993) suggests that power in research relationship is never static, but evenly distributed. She goes on to explain that power oscillates depending on the different groups of identity and power at play. Student voice promoted this oscillation of power when students were regularly consulted through their diaries and focus group research about the content to be taught, when it should be taught, and the technique by which it should be taught.

Kiegelmann (1996) argues that research agendas need to be disclosed; this is particularly important in situations where the power imbalance puts the research subject at a disadvantage. On this occasion, the research did not place participants at a disadvantage, as the aim of the enquiry was to create more pupil voice opportunities and develop within pupils the skills necessary for them to communicate their ideas appropriately and effectively. The use of pupil voice and lowering my status during sessions along with the other ethical consideration helped to reduce the potential power bias. Moreover, I approached the research with a sense of respect (Macbeth et al 2003) and responsibility; the power hierarchy was reduced.

This position of power could have interfered with pupils' honesty and true reactions. Consequently the researcher strived to take subordinate roles (equal or lesser) to those of participants on all occasions when possible. It was for this reason that I endeavoured to embrace student voice in order to tackle the possible pitfalls. Mehra (2002) summarises by stating that in the qualitative research paradigm the researcher is an important part of the process. The researcher cannot separate himself or herself from the topic or people he or she is studying, it is in the interaction between the researchers and researched that the knowledge is created. Therefore total separation is impossible and, within this research, a mixture of methods were used to triangulate data (Denzin, 1970). No single item of information should ever be given serious consideration unless it can be triangulated" (Lincoln and Guba 1985 : 283)

This positionality aided the research enquiry and facilitated the process regarding access. Moreover, my ethnic background as a black Afro Caribbean male in an inner city London comprehensive school helped with 'alliance formation' (Harvey 1996: 360) as a great majority of pupils were from a similar ethnic background. Pratt et al. (2007) suggests that cultural, social and economic differences can be used productively in research, and explains that recognizing this productivity is one means of working with, rather than attempting to overcome, difference. My positionality, in terms of personal research experience (Hopkins 2007), equipped me with the knowledge and skills to deal with sensitive issues concerning research with children.

## 4.7 Interviews

According to Kvale (1996) the use of interviews in research marks a move away from seeing human subjects as able to be manipulated and data as somehow external to individuals. Cohen, Manion and Morrison (2005) express the view that interviews enable participants to discuss their interpretations of the world in which they live, and to express how they regard situations from their own point of view. However, interviews as a method to collect data, like any other method, possess some disadvantages (Cicourel 1964). For instance, if the questioning is too deep, the respondent may feel uneasy and could adopt avoidance tactics. The interviewer and interviewee may hold back part of what it is in their power to articulate. Participants may find it more comfortable to write their true feelings than speak them out aloud. In order to mitigate against such concerns, participants had an opportunity to write their thoughts in diaries.

According to Lincoln and Guba (1985), the structured interview is useful when the researcher is aware of what is known and, therefore, is in a position to frame questions that will supply the knowledge required. Patton's (1980) views concerning the strengths and weakness of structured interviews were considered throughout the process. Within the structured interview format, respondents responded to the same questions, thus increasing comparability of responses; data was also completed for each person on the topics addressed in the interview. Structured interviews also reduce interviewer effects and bias when several interviewers are used. As the sole researcher it was more practical to standardise how interviews were carried out. Interviews of this nature permit decision-makers to see and review the instrumentation used in the evaluation and to, thereafter, facilitate organisation and analysis of the data. It was for these reasons that structured interviews were used.

Wimmer and Dominick (1997) explain that conducting interviews can be time consuming and that a lack of understanding can be confusing for interviewees. With this in mind, questions were specially chosen to maximise on time and to ensure that pupils were not held for too long. Pupils were also given an estimated length of time that the interview would take. Field and Morse (1989) identify a number of problems in conducting interviews such as; the researcher being too superficial, summarising too early, closing off interview too soon, giving advice or opinions rather than listening, jumping from one topic to another and the avoidance of asking embarrassing or awkward questions. These issues were counteracted with the effective use of Bryman's (2004) suggestions concerning conducting interviews. When conducting the interviews special effort was made to ensure that the interview schedule was clear and known and the details of the research was shared. Rapport was developed with participants to a lesser extent, as participants had part of the process since the inception. Questions were ordered in a logical sequence and also according to themes. The more in-depth questions, which required reflective thoughts, were left for the end to ensure that pupils were not discouraged at the start due to level of details requested. Only on a few occasions was it necessary to probe and prompt participants.

#### **4.8 Questionnaires**

According to Bell (2005) and Wilson and Mclean (1994) questionnaires are comparatively easy to analyse when structured well. The first task is to ensure that the research objectives and design are linked to the questions asked. All stakeholders who come in contact with the questionnaire need to be considered before and during the questionnaire construction (Brace 2004). Cohen, Manion and Morrison (2005) encourage researchers to avoid leading, highbrow, complex,

irritating questions and those with double negatives. Brace (2004) additionally states that respondents require questionnaires that pose them questions that they can answer without too much effort, and that maintains their interest, without taking up too much time. In order to ensure that the questionnaire for this study conformed to such academic expectations, a pilot of the questionnaire was used to measure how effective the questionnaire would be. Complete accuracy is almost impossible to obtain in surveys where respondents are asked to report their behaviour or their attitudes (Brace 2004). As a result it was necessary to ensure that the questionnaire collected the right kind of data.

When completing a questionnaire, respondents must have time to consider their answers. They can leave the questionnaire whilst they think about an issue. With less time pressure to complete the questionnaire, respondents can give extensive reports on specific issues. Questionnaires were standardised so that it was not possible to explain any points in the questions that participants might misinterpret. Questionnaires, like many evaluation methods occur after the event, so participants may forget important issues. With this knowledge the questionnaires that were used in the enquiry were administered immediately after or during an event. As Brace (2004) further notes, open-ended questions can generate large amounts of data that can take a long time to process and analyse. As a result, open-ended questions were not used. Respondents may answer superficially especially if the questionnaire takes a long time to complete. Being mindful of this concern of Brace (2004) the common mistake of asking too many questions was avoided. The questionnaires were of a moderate length, with an anticipated completion time between 5 and 10 minutes depending on the questionnaire.

Analysis of the findings from the pilot showed that the Likert scale options for responses on the questionnaire were not appropriate as the responses needed to be more precise and explicit. The assessment of a leadership skill needed to be specific; it should either be 'evident' or 'not'. The findings were interrogated to find out the extent to which the assessment decisions classified as 'strongly agree' and 'agree' were different. The distinction was nebulous, as both assessment decisions are favourable. The revised responses presented more direct choices, yes and no (Appendix 3).

#### **4.9 Observation**

Observation gives the researcher the opportunity to look at what is taking place in *situ* rather than second hand (Patton 1990). Morrison (1993) argues that observation enables the researcher to gather data on the physical setting, the human setting, the interactional setting and the programme setting. This research was more concerned about the human, interactional and programme settings. The human setting would unveil data regarding the organisation of the people whilst the interactional setting helped me to measure the impact the leadership training had on pupils. The programme setting helped in observing the resources used within the research, so as to ensure that they were appropriate.

Nisbet (1977) states that observation is not an easy option; Bell (2005) explains that careful planning and piloting are essential. There are two main types of observations participant and non-participant. The participant observer approach (Lacy 1976) was mainly used, here there is a transfer of the whole person into an imaginative and emotional experience in which the field-worker learns to live in and understand the new world. Sole researchers are encouraged to get



another individual to join in the process in order to limit biases (Bell 2005). With this in mind I asked another member of staff within the context to aid the process.

Other instruments were used to collect and cross reference data to ensure that observation was not solely relied on. Cohen, Manion and Morrison's (2005) criticism associated with the subjective, impressionist nature of the participant observer tool, along with the lack in the precise quantifiable measures if offers was managed by triangulating methods. Burgess (1982) argues that the participant observer method allows the researcher to be able to observe changes overtime, rather than having to depend on one-off observations or observations carried out over a limited period of time. May (2001: 174) explains that "by listening and experiencing, impressions are formed and theories considered, reflected upon, developed and modified". May (2001) adds that participant observation is not an easy method to perform or to analyse, however it is a systematic and disciplined method, which, if performed well, greatly assists in understanding human actions and brings with it new ways of viewing the social world.

Even though there was clarity regarding the purpose of the observation, there was no certainty of the kind of data to look for at the onset of the surveillance due to the nature of the enquiry, consequently an unstructured/semi structured approach was adopted. The patterns that emerged informed the decision to move over to a structured observation style. The researcher who uses an unstructured observation method may develop the conceptual categories from the data and then continue with the fieldwork in order to elaborate these while the data are still available for access (Bowling 2002). Adequate time was spent on the field work with the intention to develop

familiarity with the data where a focus and structure emerged. This approach is supported by Punch (1998).

Cohen, Manion and Morrison (2005) state that observational data is attractive as it affords the researcher the opportunity to gather 'live' data from 'live' situations. The use of structured observation grids may be used to ensure continuity of observation style and to control the amount of information handling. In order to ensure validity, the observer must decide on the foci of the observation, the frequency of the observations, the length of the observation period and the nature of the entry (Cohen, Manion and Morrison 2005). Through adherence to the recommendations of Cohen, Manion and Morrison (2005) and May (2001) possible biases were minimised within this study.

For this research, only overt observation was used to collect data. Williams (1988: 136) cautions regarding the possible paternalism entailed in participant observation, and "the arrogance of the researcher invading another group's world to get information in order to relay it to the outside world". Williams' (1988) assertion relates to the power relations between the researcher and the participants. Continuous efforts were made to lower my status within the leadership training and subsequent development within the research by consulting pupils frequently. Pupils also had an opportunity to facilitate their own research where they lead their enquiry throughout the process (Thomson and Gunter 2006). This consultation approach helped to minimise the power balance between the researcher and the participants as participants actively contributed towards and leading to the process. The observation schedule was developed and presented during the action research cycles, stage 7. These may be found in chapters 5 and 6 where the cycles are presented.

#### **4.10 Diaries**

The diary should be considered when the researcher is specifically interested in precise estimates of different kinds of behaviour (Bryman 2004). For the purpose of this research, all participants were asked to complete a diary. The researcher also kept a diary of activities to measure progress. The use of the diary in addition aided triangulation. This research focused mainly on the diary as a method of data collection and as a log for the researcher.

Oppenheim (1992) states that the respondent's interest in filling up the diary will cause him to modify the very behaviour required. Bryman (2004) explains that diaries tend to be more expensive than personal interviews due to the cost involved in getting diarists to check if diaries are being completed correctly. However, with only 16 pupils required to complete diaries, the overall cost was not expensive. Bell (2005) explains that if diaries are to be used they should express clearly to the subjects what they are required to do and why. She adds that diaries can provide valuable information about work patterns and activities, provided subjects are clear what they are being asked to do and why.

The intention was to gather details about student leaders' feelings and perceptions. This was clearly expressed and respondents were additionally given an outline of the importance of being honest when writing their diaries. Croti (1993) encourages researchers to provide explicit instructions for diarists concerning time periods and provide a model of a completed section. He adds that a checklist should be provided showing items, event, behaviour that can jog people's memory. The diary was developed and presented during the action research cycles, stage 7. The use of the diary is discussed in depth in chapters 5 and 6 where the cycles are presented.

#### **4.11 Focus groups**

Kitzinger (1995) explains that focus groups are a form of group interview that capitalizes on communication between research participants in order to generate data. Participants are encouraged to talk to one another; ask questions, exchange anecdotes, and comment on each other's experiences and points of view. There are common features associated with focus groups such as the importance of interaction between participants (Kitzinger 1995), and the organized and focused nature of the group discussion (Powell and Single 1996). Advantages associated with focus group are that the processes can help people to explore and clarify their views and attitudes efficiently, and encourages participation from those who feel that they have little to say (Kitzinger 1995). Freeman (2006: 493) adds that the interpersonal communication between participants additionally helps to clarify similarities and differences in expressed opinions and/or values.

With a fairly small school and small teaching staff it was difficult to avoid selecting groups of staff that do not already work well with and know each other. Due to the specific nature of the research it was in additionally necessary to select staff that teach year 8 pupils from different departments. This selection aided the discussion as staff presented information from their experience of teaching year 8 pupils.

According to Hopkins (2007) and Krueger and Casey (2009), focus groups offer a shallower understanding of an issue than those obtained from individual interviews. This is because the personalities of the participants may influence the group discussion. Morgan (1997: 17) encourages researchers to ask themselves "how actively and easily the participants would discuss

the topic of interest” if they want to check if a focus group was appropriate for their enquiry. The year 8 teachers within the focus group in this study agreed to participate readily in a discussion about student voice and more specifically consultation and engagement. This method was therefore chosen in order to provide a wider cross-section of participants than that which would occur in in-depth interviews. This approach was less time consuming for teachers and participation was facilitated.

#### **4.12 Findings from the pilot and a map of research tools used**

Pilots are small-scale methodological tests carried out to check that research methods or ideas are appropriate and that the tools used collect the data as intended (Jariath, Hogerney and Parsons 2000; Prescott and Soeken 1989). As a result, the questionnaire and observation schedules were tested. Individuals who were used in the pilot met the criteria of the real sample. Details of the pilots and findings along with the altered tools may be found in chapters 5 and 6 where the action research report is presented.

Piloting provides the qualitative researcher with a “clear definition of the focus of the study” that in turn helps the researcher to concentrate data collection on a narrow spectrum of projected analytical topics (Frankland and Bloor 1999: 154). Owing to the nature of this research and the methodology, the interviews and diary were not piloted. The research was unique to the participants and only those pupils directly involved in the process were able to respond to the interview questions or diary

The table below illustrates how and when each tool was used in the enquiry. Each research tool explained above is listed, including the stage at which each was used, along with the participants.

The purpose for each use is also presented. Phases refer to the student leadership development/leadership training (Phase One) and leadership development/research training (Phase Two).

**Table 4.2 - The use of research tools**

<b>Research Methods</b>	<b>Stage (Phase One or Two)</b>	<b>Those involved</b>	<b>Purpose</b>	<b>Linked Research Question</b>
<i>Interviews</i>	End of Phases One and Two	All Student Leaders	To measure progress of the leadership development	2
<i>Observations</i>	Phase One	Student Leaders	Check the appropriateness of the cycle	2
	Phase One	All Student Leaders	To measure progress of training	2
	Phase One	All Student Leaders	To measure progress of training and extended reflection	2
	Phase One	All Student Leaders	To measure progress of training and use of role plays	2
	Phase One	7 of the 16 Student leaders	To measure progress of training and the use of alternative reflective tools	2
	Phase Two	All Student Leaders	To check the appropriateness of the cycle	1 and 2
	Phase Two	All Student leaders	To measure progress of training and use of purposeful questioning	1 and 2
	Phase Two	All Student Leaders	Collect focus group observation data	1
<i>Focus Groups</i>		6 Teachers	Consult with others – Use of Pupil Voice	1 and 2
		5 Teachers	Consult with others – Use of Pupil Voice	1 and 2
<i>Questionnaires</i>	Phase One – Acting as Head of Year	4 Students	Leadership development assessment questionnaire	1 and 2
	Phase One – Acting as Head of Year	3 members of staff	Leadership development assessment questionnaire	1 and 2
	Phase One – Acting as Head of Year	38 Students	Leadership development assessment questionnaire	1 and 2
	Phase One – Acting as Head of Year	16 members of staff	Leadership development assessment questionnaire	2
	End of phase One	All Student Leaders	Leadership skills developed	2
<i>Journals/ Diary</i>	Throughout the research	All Student Leaders and the Researcher	Diary analysis to measure progress	1 and 2

#### **4.13 Framing student voice strategies – consulting pupils and students as researchers**

Thomson and Gunter (2007) present a table on the discursive framing of student voice. The table presents three areas of pupil voice; consulting pupils, pupils and school self-evaluation and students as researchers. Only two of these were directly related to this research enquiry. The two strategies represent two broad headings under which student voice champions may facilitate and coordinate student voice activities. Thomson and Gunter (2007) use ‘standards and improvement’ and ‘rights’ as their discourse to give student voice champions ideas about how to use the strategies. The Implementation Discourse outlines how pupils a) were consulted within the research (consulting pupils), and b) how they furthermore contributed as pupil researchers (pupils as researchers). The ‘Advantages Discourse’ shows the reward that consultation and students as researchers and the research proffered to pupils and the school.

Table 4.3 Discursive Framing of Student voice (an extended version of Thomson and Gunter 2006: 845)

<b>Areas of Student Voice</b>	<b>Standards and improvement discourse</b>	<b>Rights discourse</b>	<b>Implementation discourse</b>	<b>Advantages for pupil and school discourse</b>
(a) Consulting pupils	1(a) Students can, if teachers choose, provide information for local interpretation of notional policy. This is desirable because it is likely to lead to more effective change	2(a) Students have a right to be informed in locally determined activities with/against policy. They can expect suggestions they make to be heard and acted on	3(a) <i>Students will be consulted about their own learning process and themes of interest in order to enhance their leadership learning development</i>	4(a) <i>Students and school will experience improved and better participation, b) pupils feel valued and respected, c) improved attainment, d) freedom of expression</i>
(b) Pupils as researchers	1(b) Students can, if teachers choose, be involved in local research for local interpretation with/against normal policy. This is desirable because it is likely to lead to more effective change	2(b) Students have a right to determine the nature, scope and conduct of research they do, and to be involved in making recommendations and be involved in the implementation	3(b) <i>Student leaders will be trained to carry out the role as researches with the intention to implement a new policy to effect positive change within the Year group</i>	4(b) <i>Students and school will experience improved attainment. Students will develop analytical and reasoning skills</i>

It was necessary to extend the discourses to show how the research used the two student voice strategies and highlight the benefits for pupils and schools.

#### 4.14 Analysis of Data

NVivo8 was used as the main tool to analyse data. Morrison and Moir (1998) argue that Computer Assisted Qualitative Data Analysis facilitates a precise and transparent data analysis process. It also provides a quick and simple way of counting the number of respondents who



made specific quotes and the research tool in which the comment was made. Barry (1998) and Hinchliffe et al (1997) argue that Computer Assisted Qualitative Data analysis encourages quantitative analysis of qualitative data. This enquiry presents both quantitative and qualitative data and quantitative analysis of qualitative data so as to be able to discuss the data from different perspectives. Quantitative analysis of qualitative data was required as, on occasions, it was necessary to know the number of pupils who responded to a particular theme or the number of pupils who testified that they have made progress in their diaries or interviews.

All interviews were recorded, replayed, typed up and scripts were saved according to participants. All data, which formed the interview scripts along with data from individual pupil's diary entries, were entered into NVivo8. All scripts and diary entries were read a few times to ascertain a general knowledge of pupils' experiences. A decision was made to focus the analysis according to questions and examine how all participants responded to each question. This was done to identify consistencies and differences. All answers were collated for each question. After the findings were collated, they were read through where themes and patterns were identified. Themes were identified according to leadership skills taught (Appendix 4) and other general themes that came out of the research (Appendix 5). In addition participants were associated with specific themes to aid deeper analysis and look at individual student leader progress (Appendix 6). Using NVivo 8 allowed the data to be analysed in such a manner so as to garner a fuller understanding of the frequency of themes and the number of participants who had contributed to a particular theme (Appendix 7).

Becker's (1970) quasi-statistics was used to analyse observation data in order to gather information regarding the number of pupils who responded to new techniques within the research and in addition make comparisons. He goes on to state that "one of the greatest faults in most observational case studies has been their failure to make explicit the quasi-statistical basis of their conclusions" (Becker 1970: 81-2). In accordance with this view and that espoused by Sandelowski, Voils and Knafl (2009) themes that were common across all the research tools were also analysed so as to enable conclusions to be proffered about the leadership development process.

#### **4.15 General Ethical Considerations and considerations when Interviewing Children and Young People**

Busher (2002) asserts that a finding from a situation is dependent on research being carried out ethically. Jones (2000) explains that ignoring the ethical dimensions of a research project could bring significant weaknesses to a study. As a researcher it was paramount to ensure that my research was ethically aligned.

Informed consent according to Raffe, Blundell and Bibby (1989) is open to a range of interpretations. As this research depends heavily on the full and unreserved participation of children, ESOMAR (1999) dictate that there is the need for special care on the part of the researcher. For this research all information was presented beforehand and during the process. In adhering to BERA's (2004) guidelines participants were informed regarding the aims and nature of the research. They were also told of the likely duration of the study, the other stakeholders who would have access to the data, and how the data would be stored. Participants were given

the opportunity to view and amend their own script and a summary of the result was made available for those who needed it. They were informed about anonymity and confidentiality and their right to withdraw, non-traceability, and the protection of their welfare.

In addition, the safeguarding policy of the school helped to inform the process whilst guidance from the University also helped to secure the highest ethical standards. Permission was gained from the Headteacher to carry out the research within the organisation and from parents to allow their child to participate in the research. All relevant information regarding the research was given to those responsible for the child and interview questions were made available.

#### **4.16 Conclusion**

Action research was chosen as the methodology to conduct this research as it offered the flexibility that the research required. With the unpredictable nature of student voice and the experimental leadership-training proposal, it was necessary to select a methodology that was ‘fluid like’, one that would facilitate the inevitable turns within the enquiry. Cohen, Manion and Morrison’s (2005) action research process was, accordingly, modified. The modification resulted in a ‘reshuffle and extension’ of the process as presented by Cohen, Manion and Morrison (2005).

A variety of research tools was selected to ensure triangulation and to collect a mixture of data to support and cross check research findings and, in addition, to minimise bias. Research has to be ethically administered, ethical considerations were presented so as to ensure participants were safe and were aware of their rights. In an attempt to eliminate bias, field notes were accurately

recorded and data collected from all the pupils was used in the analysis. Researcher and student journals were completed to manage observer and information biases. A number of tools were used to collect data in order to cross reference data collected. All data was examined and analysed using NVivo. Using NVivo8 allowed the data to be analysed in such a manner so as to garner a fuller understanding of the frequency of themes and the number of participants who had contributed to a particular theme. Becker's (1970) quasi-statistics was used to analyse observation data in order to gather information regarding the number of pupils who responded to new techniques within the research and in addition make comparisons.

Recall bias was made less of a liability by offering pupils and myself a variety of ways to record feelings and progress. Moreover, in order not to make my position of power interfere with the research process I ensured that participants' privacy was respected and accordingly this research confirmed to the university's best practice guidelines on confidentiality and research. Student voice promoted the oscillation of power (Bhavnani 1993) within the enquiry as students were regularly consulted through their diaries and focus group research about the leadership development process.

## **Chapter Five**

### **Activate the Research Project**

#### **The Leadership Training**

### **5.1 Introduction**

This chapter covers Stages 6 (Activate the research project) and 7 (Train student leaders - Leadership Training). Further, the means by which the content for the leadership development programme was generated is summarised, and the four action research cycles that were used to study the development of leadership within pupils is examined. Findings from the pilot are given at the end of this chapter.

The research on the leadership development training for this project focussed on answering aspects of both research questions:

1. How can students' engagement be developed through pupil consultation?
2. What interventions are appropriate to develop students as leaders and what do they think of it?

### **5.2 Stage 6 – Activate the research project**

It was important to identify the appropriate sample from the year 8 population of 120 pupils for this research. Gardner's (2004) and Owen's (2007) guidance on selecting potential student leaders influenced the development of the application form and job specification (Appendix 8) for student leaders. Their guidance informed the development of the interview questions and selection process so as to ensure that all pupils were given a fair chance.

Judgment sampling was used to select pupils. This involved the development of framework of the variables that might influence an individual's contribution and was based on the researcher's practical knowledge of the research area (Marshall 1996). Senior members of the school council and I interviewed applicants; 16 of the 40 applicants were successful. Even though only 16 pupils were chosen at this juncture in the study, all pupils had a chance to participate in the research their peers carried out later in the enquiry either as part of focus groups or through questionnaires. The pupils were identified based on Owen's (2007) guidance; they were selected according to their use of initiative, their ability to demonstrate that they were responsible, that they possessed team working and listening skills and their ability to display respect. The argument may be presented that pupils should not possess any leadership skills before the training, as using Owen's (2007) suggested rubric could add bias to the selection and only pupils with leadership potential would be identified. Self-efficacy (Chemers, Watson and May 2000) is an important element in leadership; therefore pupils should first of all think they could complete the role, make an application before they are identified. As part of the selection process Owen's (2007) rubric helped to guide a fair selection and the sixth form members of the school council ensured a fair and wide selection. All 16 pupils were actively involved in the research. This resulted in 100% sample from the population.

### **5.3 Developing the content for the leadership development programme**

It was necessary to introduce pupils to the research formally and create the opportunities for them to develop the initial leadership development content. All sessions were planned on a specific planning sheet (Appendix 9) to ensure the continuity of focus of the research. The plan for the first few sessions was to introduce pupils to the research project officially and deliver the

launch activities, film and drama. It was also my intention to establish the aims of the enquiry and time frame and to empower pupils to identify and list the leadership skills that should form part of the content for the leadership development. As a means to engage pupils with a project that would span 12 to 24 months, the first training session had to be informative, interactive and absorbing.

In order to develop the content for the leadership development programme, the pupils' thoughts about student leadership development and its necessary skills were important. Consequently, pupils undertook four different processes. These were content development first through film analysis and drama; secondly, content development through self-assessment; thirdly, content development through general knowledge; and finally, content development through leadership development sessions.

### ***Content development through film analysis and drama***

In order to introduce pupils to the enquiry, a film was selected that was not only engaging but would provide suitable content for the leadership development programme: *Coach Carter* (Carter 2005), which is based on a true story. In the film, Ken Carter accepts the job of basketball coach and is dismayed by the very poor attitudes of his players as well as their dismal play performance, so he sets about to change both. He imposes a strict regime, which resulted in the team becoming undefeated competitors in the games. Carter later learns that too many players are doing poorly in class so he cancels all team activities until the team shows acceptable academic improvement. Carter fights to keep his methods, determined to show the boys that they need to rely on more than sports for their futures and eventually finds he has affected them more

profoundly than he ever expected. Hidden within the film are excellent examples of leadership. Examples of these leadership characteristics may be found between the following times in the film, 8:50 – 14:40 (shared vision, setting targets and confidence) and 54:30 – 57:25 (listen). Following the film and a review of the themes, a discussion took place concerning leadership and the characteristics seen within the film. Student leaders completed a worksheet (Appendix 10) designed to help them identify the leadership skills seen in the film. Notes of the discussion were documented for future sessions. I drew on my drama training and asked pupils to write on a sheet of paper all the things they believed they could not do and tag the list “I cannot”. They were invited to fold their list and place it in a box that was decorated as a coffin. We all got in role as family members of “I cannot” and created the atmosphere of a funeral, I was the pastor. Pupils were asked to say their goodbyes to “I cannot” in the form of a tribute. At the end of the tributes we quietly walked to the recycle bin where the coffin was buried. The expectant leaders were all engaged in the activity and showed high levels of excitement. After pupils got out of role, we discussed the importance of believing in yourself (Chemers, Watson and May 2000) and the impacts it will have on their development as leaders. They were encouraged to work hard and were told that they possessed the potential to achieve all the things they put their minds to. Pupils were reminded that their fears regarding their ability to complete tasks were symbolically gone and that no more would they be allowed to say they could not complete tasks. This exercise identifies with the development of self-efficacy (Chemers, Watson and May 2000; Owen 2007).

Wood (1999) asserts that the majority of pupils perform positively in collaborative groups and drama activities that increase their confidence and provide a structure for speaking and listening. Woolland (1993) adds that drama can create excellent opportunities for learning when the



participants are given responsibility for the action. Through discussions, pupils identified the skills (Table 5.1) that *Coach Carter* exhibited during the film and highlighted sections in the film in which each skill or characteristic was used.

**Table 5.1 Leadership Skills identified by pupils**

<b>Leadership skills identified in Coach Cater</b>	
Having vision	Making ethical decisions
Showing respect	Motivating others
Having confidence	Generating inspiration
Setting targets	Following through
Demonstrating commitment	Using teamwork
Sharing goals	Helping others
Exercising fair judgment	Listening
Being consistent	

The skills that pupils identified are similar to those suggested by a number of researchers such as; Owens (2007), Kouzes and Posner (1995) and Milburn (2009). This suggests that the film used was appropriate and worked as a good tool to demonstrate how each skill is used.

### ***Content development through self-assessment***

Pupils identified the leadership elements they believed they possessed according to the film and those they believed student leaders should have that were not listed. Not only did this list supply themes for subsequent training sessions but it also provided valuable baseline information and promoted enquiry learning (McNaughton 1998).

**Table 5.2 Pupil Leadership Skills Assessment and Request for Training**

**(# of pupils = 16)**

<b>Skills identified for development (as given by pupils)</b>	<b>Number of pupils who require training (as requested by pupils)</b>
Having vision	5
Showing respect	4
Having confidence	5
Setting targets	8
Demonstrating commitment	3
Sharing goals	4
Exercising fair judgment	4
Being consistent	6
Using teamwork	6
Helping others	6
Listening	5
Making ethical decisions	7
Motivating others	5
Generating inspiration	5
Following through	6

The table suggests that there were some pupils who believed that they already possessed certain skills. Pupils who said they understood and possessed the skills were used to demonstrate during training sessions to reinforce or attest their own knowledge. This approach promoted Vygotsky's (1978), More Knowledgeable Other (MKO) concept.

In order for learning to take place and for the research to be successful pupils needed to be actively engaged, understand the reasons for their engagement, and participate in discussions about the wider context. Pollard et al (2000) argue that recognizing the value of pupils' perspectives can help teachers understand the disparity between the goals of the curriculum and how pupils experience the curriculum. An understanding of pupils' experiences and listening to

their ideas and incorporating them into their learning (and in the case of this enquiry their wider concerns as a Year group) have the potential to alleviate concerns. It was for this reason that pupils were involved in the development of the leadership development content and learning strategy. Using student voice to direct the next steps promoted enquiry and participation. Using the *Coach Carter* film proved successful as students kept referring to the film and specific scenes. This stimulus aided the development of their list of other skills deemed necessary for their leadership development. By changing the nature of authority in the learning experiences or by bringing the personal experiences of students to bear on a topic, these practices hold tremendous potential for reshaping individual practice (Love and Love 1995), in this case, the leadership development programme and process.

Cognitive development theories (Baxter, Magolda 1992) and (Belenky, Clinchy, Goldbergera, and Tarule 1986) acknowledge the role played by social context and interpersonal relationships. They state that learning is facilitated or hampered by emotions, that emotions drive learning and memory, and that depressed mood states are often correlated with decreased motivation in the classroom. As a result, collaborative learning influenced the teaching of student leadership (Gabelnick, MacGregor, Matthews, and Smith 1990). Collaborative learning strategies enhance learning by actively incorporating social and affective dynamics between students, and between students and teachers. This practice challenges the traditional models of teaching and learning because it acknowledges and makes use of social and emotional influences in learning. It follows from this that emotional involvement will take place when pupils are engaged in the creation of what is to be learnt. As a result of adding their ideas to the curriculum, they were more likely to participate in its delivery, as they were able to identify with themes and topics.

### ***Content development through general knowledge***

Pupils were asked to create a second list of other characteristics that they believed student leaders should possess that were not already listed from Coach Carter.

**Table 5.3 Characteristics of a student leader** (student version)

<b>Characteristics</b>	
Showing intelligence	Being motivated
Being popular	Being prepared
Show ambition	Showing friendliness
Being helpful	Being polite
Being understanding	Being a role model
Effective communication	Being fair
Being punctual	Being generous
Being well behaved	Showing a sense of humour
Being controlling	Being convincing
Handling situations well	Being teachable
Inspiring	Not easily influenced
Being presentable	Promotes peace
Being trustworthy	Being honest
Being firm but fair	Thinks for everybody's best
Showing care	

This list of skills needed to become a student leader shows not only that the pupils had a wide range of ideas as to the skills required to be a leader but also those relating to the characteristics of individuals.

Effective leaders bring about change in order to enhance or propel their organisation. As part of their leadership journey they sometimes develop and share their visions. Working with a vision, the blueprint of an organisation is crucial, as it directs the pursuits of the establishment (Day et al

2011). Having a shared vision as part of the leadership training was fundamental, and one of the first sessions that was taught to the student leaders was developing a shared vision. Pupils were taught how to create visions and then they developed their own. This aided the rest of the enquiry, as they were able to reflect on why they were part of the process.

### ***Content development through leadership development sessions***

One of the main foci of the research enquiry was consultation with pupils so that they could list new themes or topics that they would like to cover at the end of each session. This gave them the opportunity to expand on ideas explored and to add topical themes. Some of the ideas that were incorporated in the training are listed below.

*Why do people get motivated or inspired?*

*How do I stand when giving a speech?*

*What is probing?*

*Being Head of Year for the day and the punishments and talking to the rest of the Year 8.*

*I would like to talk about consulting.*

*Respect or watching another leadership related film and talk to other leaders.*

*More group work and role play.*

*I would like to look into ethical decisions and why we think they are the right decisions.*

*What leader we think represents ourselves.*

*What being a good leader could do for you?*

*How to control/play on someone's emotions?*

*How do I inspire and motivate others?*

*Active skills in leadership.*

*Practical leadership.*

*More role playing to try and boost confidence.*

*I would like to talk about inspiration.*

*I want to learn more about dealing with difficult people.*

*How can we improve our self-values?*

*How do I make speaking easier?*

*How do remain calm in a difficult situation?*

*Should the countries in recession in the EU have wasted money on a new year's fireworks display? Is this good or bad example of leadership?*

*When does a leader start having too much self-esteem?*

*Do leaders have to have friends?*

*How do I prepare improvised speeches?*

*Famous known leaders.*

The extra ideas that were presented by the pupils were used in subsequent leadership development sessions. This ensured that the data from consultation steered the leadership development training. Pupils also said when they would like to be taught each characteristic. This made the process more creative, it highlighted pupils' preferences and also enabled the study to benefit from an understanding of the areas that pupils wanted to explore in more depth. With the initial content for the development programme identified along with the enthusiasm of student leaders and their baseline assessments, the practical portion of the research was launched and the cycles were activated.

#### **5.4 The action in the Action Research – Leadership Development (Phase 1)**

Phase 1 was intended to ensure that the leadership training process was student-led. This was achieved by using consultation and engagement to research the effectiveness of the development process. The data collected focussed strongly on the effectiveness of the leadership development tools, and the relevance of student leadership characteristics. Formal assessment of student leaders' attainment was made at the end of each phase. Throughout the training sessions there were some leadership skills that pupils suggested that could not be taught as a discrete skill; as they were innate. These were discussed and explained to pupils in different sessions. All the sessions were planned and reviewed with student leaders at the end of each meeting or topic. This facilitated the cyclical nature of action research and embraced consultation and engagement. Suggestions for exploration during future sessions were voiced publicly or written within journals depending on individual pupils, the content being covered and time constraints.

Examination of the action research process was structured under the headings Plan, Act, Observe and Reflect in accordance with the approach advanced by Kemmis and McTaggart (1988). The following activities were carried out under each major heading within all the cycles undertaken as part of this research:

*Plan* - to outline activities to be carried out in each session according to themes suggested by pupils and prepare data collection tools.

*Act* - to introduce and carry out activities linked to new topics/themes and gather data.

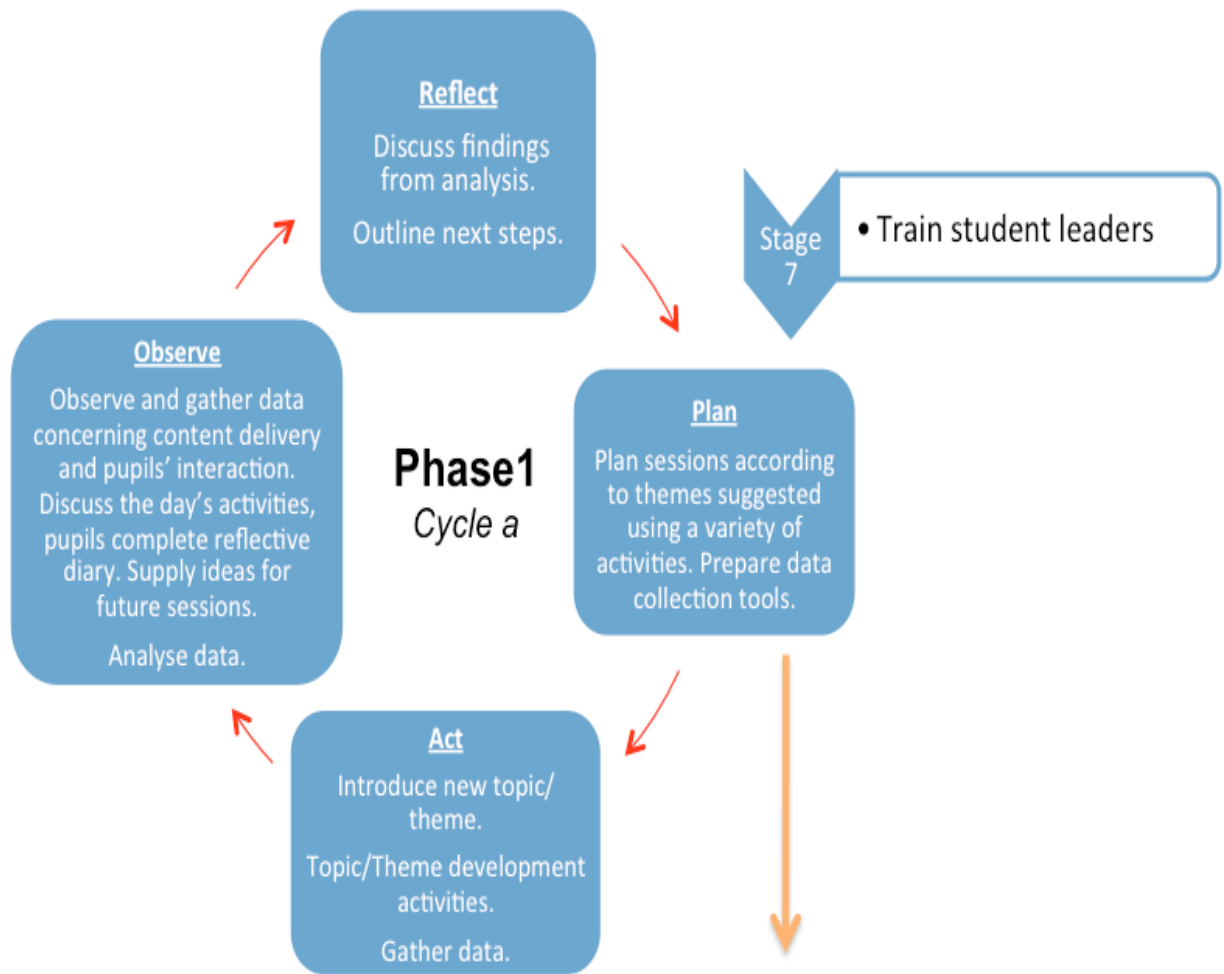
*Observe* - to look at pupils participating in leadership development activities and gather and analyse the data.

*Reflect* - to discuss findings from the analysis and outline next steps within the research.

### ***Phase 1 - Cycle a – (checking the appropriateness of the cycle)***

Phase 1 - *Cycle a* was the first cycle within the research. In order to make clear the processes that constituted each cycle and the connections between them, an analysis of activities specific to each of the four sections of the cycle is presented. The following four sections: plan, act, observe and reflect give a critical account of the processes within Phase1 *Cycle a*.

One of the main aims of this cycle was to assess whether the structure, themes and activities shown in each area (plan, act, observe and reflect) were feasible and practical. As it was a new cycle it was also necessary to assess if it would gather the data required and structure the activities in a suitable format. As the leadership development programme began to examine, develop and discuss leadership skills, it was necessary to test the proposed cycle to ascertain if it offered the appropriate challenge and structure to fully facilitate the research.



**Figure 5.1 Action Research for Leadership Development (ARLD 1)**

### *Plan*

The plan was to teach pupils leadership skills and research the suitability of the proposed action research cycle (Figure 5.1) that was to be used as part of the process. An observation grid (Appendix 11) was designed to collect data concerning pupils' use of reflective diaries, their participation in tasks, pupils' enjoyment of tasks, their working with others, and their participation in reflective discussions. Data was analysed using frequency analysis to show the distribution of responses to an action/answer. Frequency analysis was used to analyse this data, as the aim of this assessment was to see the extent to which participants responded to the



activities and process within the research. Conclusions were drawn according to the number of reactions, number of possible responses, and respondents over a specified period. Observation was selected because it gives the researcher the opportunity to look at what is taking place in situ rather than second hand (Patton 1990). A structured observation grid was used as it ensured continuity of observation style and enabled the amount of information to be handled to be controlled. Morrison (1993) argues that observation enables the researcher to gather data on the physical setting, the human setting, the interactional setting and the programme setting.

*The leadership development content that was taught during this cycle was; shared vision, respect, confidence and effective communication. Table 5.4 shows some of the ideas pupils presented during this cycle which were incorporated in the training.*

**Table 5.4 – Leadership Development Content as suggested by pupils**

<b>Cycle</b>	<b>Content covered</b>	<b>Sample of content suggested by student leaders</b>	<b>Content source</b>
Phase 1 <i>cycle a</i>	Having a Shared visions  Setting targets  Showing confidence  Communication  Showing respect	<p><b><u>Week four</u></b> A scan of pupils diaries suggested that we look at communication and more specifically oral communication</p> <p>“Maybe we can do speeches and pretend like we are talking to big group. We should try that” CD</p> <p>“Can we do some debates about leaders” AJ</p> <p>“I do not know how to make a speech” AY</p> <p>“As leaders we will need to talk with people let us look at how we talk to different kinds of people” NC</p> <p><b><u>Week Two</u></b> Today 4 pupils suggested that we look at confidence building activities during our discussions.</p> <p>“I sometimes worry about how to talk to other people like adults. I want to develop my confidence” YK</p> <p>“ I am too shy to talk before a big group, like say all of year 8....no not me” CW</p> <p>“We should do some games that would help us to be brave” JB</p> <p>“Lets do confidence building exercises” NR</p>	Discussion  Diaries

### *Act*

Sessions were delivered using a variety of formats and activities designed to ensure that all areas within the research cycle were measured. The first sessions used excerpts from the film *Coach Carter* along with drama to capture and sustain pupils’ attention. During this stage of the cycle,

data was collected using the structured observation grid. Data was first collected during the pilot and then using the updated grid (Appendix 12). This was done to measure pupils' reactions and responses to initiatives.

A pilot was carried out in order to measure the effectiveness of Phase 1 - *Cycle a* (Figure 5.1). The first observation grid (Appendix 12) was developed with the intention of measuring how the leadership development training was progressing. With this focus in mind, the observation grid featured each element within the leadership development process that was necessary at the time, such as use of reflective diary, participation in tasks, enjoyment of tasks, working with others and participation in reflective discussions.

The first observation grid was piloted on three occasions during the initial leadership development training. I used frequency analysis to analyse data gathered during the pilot. I added the total number of student leaders engaged in the study (16) by the number of observation sessions (3) in order to analyse findings from the pilot.

**Table 5.5 Pilot Observation Grid – Phase 1 - Cycle a**

<b>Areas/Categories</b>	<b>Number of Occurrences</b>			<b>Total</b>
	<b>Obs. 1</b>	<b>Obs. 2</b>	<b>Obs. 3</b>	
	<b>Pupils Present (16)</b>	<b>Pupils Present (16)</b>	<b>Pupils Present (16)</b>	
1) Use of reflective diary	16	15	16	47
2) Participation in task	16	15	16	47
3) Pupil(s) enjoyment of tasks	14	12	13	39
4) Working with each other	16	14	15	45
5) Participation in reflective discussion	8	9	14	31
<b>Total</b>	<b>68</b>	<b>63</b>	<b>69</b>	<b>209</b>

Student leaders used their reflective diaries 47 out of the 48 possible times. There was a very high level of participation, however pupils enjoyed less the actual task. Only 39 out of the possible 48 occasions did student leaders enjoyed the tasks. Pupils worked with each other without disagreements 45 out of the 48 possible opportunities. Participation in the reflective discussion was the weakest of the elements within the leadership development.

It had been my intention to measure if the elements within the leadership development process were appropriate and effective. Findings from the pilot suggest that they were appropriate, however the elements being observed needed to be more specific in order to truly understand what was happening. The first element in the observation grid looks at the use of the reflective diary. Findings show that on 47 of the 48 occasions pupils used the diary, however the findings

do not explain what it means by ‘use of diary’. Subsequently, the second grid was updated with a better focus and looked for specific actions. Adjustments were made concerning participation in activities and working with others. A new focus was added in order to give pupils the opportunity to suggest ideas for future sessions. This addition gave pupils an opportunity to participate in the reflective discussions and use that as a stimulus to suggest themes and ideas for ensuing sessions.

### *Observe*

On five occasions I observed pupils using the new structured observation schedule to measure the following six categories which directly linked to sections in Phase 1 - *Cycle a* : 1) The extent to which pupils attempted to complete the reflective diary, 2) Pupils’ engagement in tasks, 3) Pupils’ enjoyment of tasks, 4) The extent to which pupils suggested ideas/themes for exploration verbally, 5) Pupils’ interaction with each other and 6) The extent to which pupils participated in the reflective discussion.

All participants were observed on different days for an average of 20 minutes each. This was done in order to assess the effectiveness of Phase 1 - *Cycle a* and the extent to which it facilitated the leadership training. Each category was observed on five different occasions by noting with a tick each time a pupil exhibited a connection with or carried out a task related to the cycle category. The following table shows the results from the observations after the pilot.

**Table 5.6 Observation Findings – Phase 1 - Cycle a**

Areas/Categories	Number of Observations					Total
	Obs. 1	Obs. 2	Obs. 3	Obs. 4	Obs. 5	
	# Present 16	# Present 16	# Present 15	# Present 15	# Present 16	
1) The extent to which pupils attempt to complete the reflective diary	12	12	13	12	10	<b>59</b>
2) Pupils' engagement in tasks	14	15	15	13	14	<b>71</b>
3) Pupils' enjoyment of tasks	15	15	14	15	16	<b>75</b>
4) Pupils' suggest ideas/themes for exploration verbally	5	6	4	4	6	<b>25</b>
5) Pupils' interaction with each other	16	15	13	12	14	<b>70</b>
6) Pupils participate in reflective discussion	8	7	8	6	8	<b>37</b>
<b>Total</b>	<b>70</b>	<b>70</b>	<b>67</b>	<b>62</b>	<b>68</b>	

Analysis of the data suggests that pupils enjoyed the tasks/activities in Phase 1 - *Cycle a*, this category had the most ticks that resulted in the highest overall mark. For the purpose of this research, enjoyment was defined as willing engagement or attachment to a task or activity where the participants appeared physical relaxed or neutral and exhibits a pleasant or exaggerated facial expression when compared with previous state of mind or position.

Over the five observations only 37 times pupils actively participated in reflective discussion. There was a noticeable difference between pupils' participation in reflective discussions during the pilot and during the formal observations. This could be attributed to pupils' relationship with each other, as they would not have bonded as yet due to the newness of the combination of

pupils. It is believed that the topics that were taught during the pilot were more engaging and as a result pupils had more to contribute. The film *Coach Carter* (2005) was discussed in earlier sessions and have stimulated the levels of discussions. The time of the day when discussions were carried out could also have affected pupils' engagement in discussion. During the pilot (Table 5.5) all observations were carried out during morning sessions. Three of the observations (Table 5.6) were carried out over morning sessions and two in the afternoon. Even though three of these sessions were also carried out during morning sessions there were no similarities to the morning sessions during the pilot. These findings triggered a closer examination of reflective diaries. I wanted to find out to what extent pupils were completing their diaries, as the diaries would have given pupils an opportunity to express how they feel and what they were learning. As a result I decided to count the amount of words pupils were writing in order to gauge the quality of their diary entries. Consequently, I added a new category to the observation schedule (Appendix 13) within *cycle a* as a means to record the number of words pupils were writing.

The word count following two checks of pupils' diaries highlighted that pupils were writing an average of 36 words per diary entry. There were days when pupils did not complete any entries. The very limited number of words suggested that there was little or no in-depth reflection. Reflection is a crucial tool within this leadership development process; it was necessary that pupils were given the appropriate time to reflect. Rowntree (1992) asserts that reflection is studying one's own study methods as seriously as one studies the subject and thinking about a learning task after he or she has done it. Unless an individual does this, Rowntree (1992) indicates that the task will almost certainly be wasted. Owen (2011) adds that it is essential that students are provided with the opportunity for critical reflection and develop the habit of

reflective practice. As a result it was necessary to ensure that pupils had reflective time during the training.

### *Reflect*

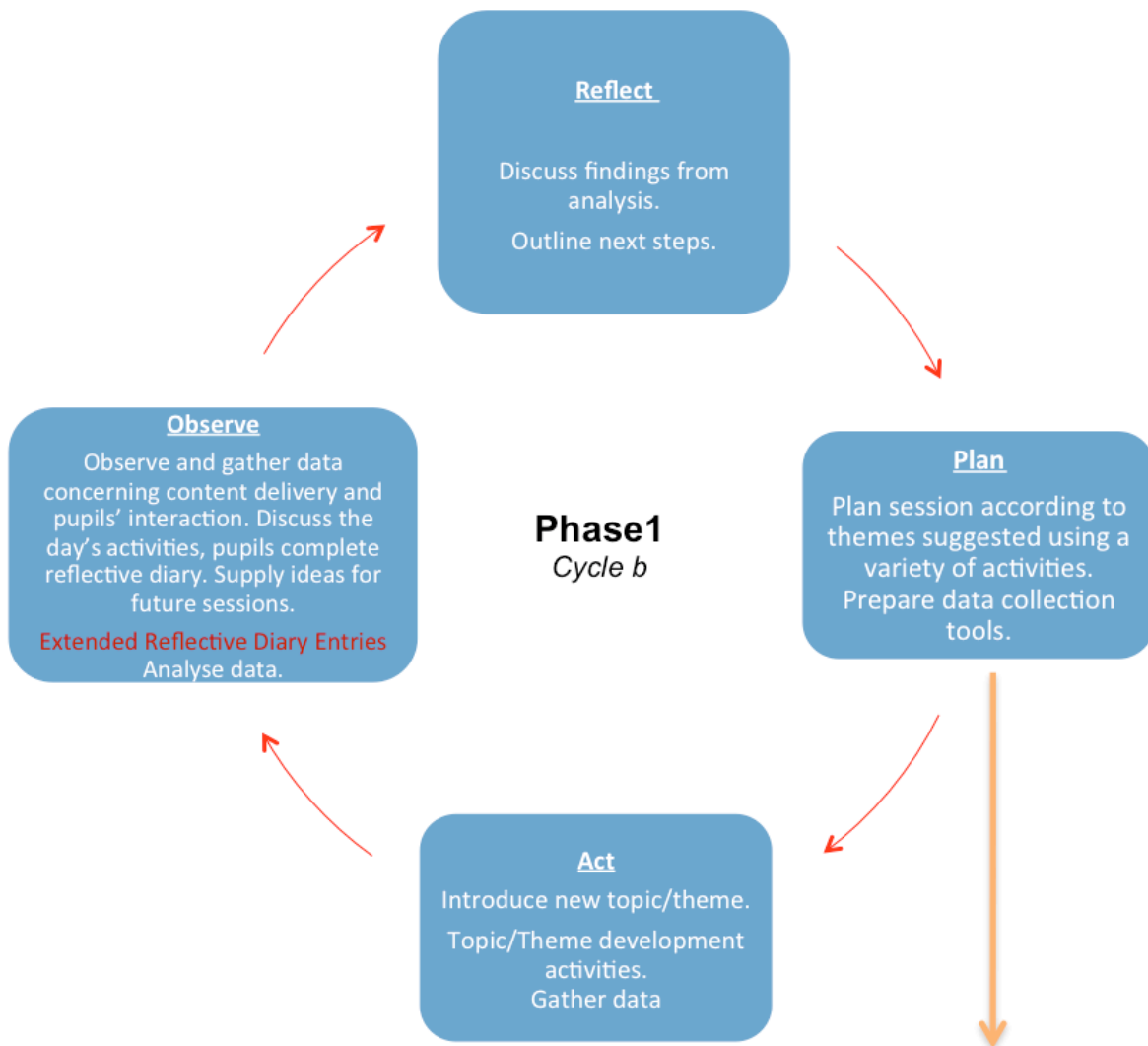
Findings from the first few rounds of observations (Table 5.6) on page 105 suggest that pupils enjoyed the leadership development process. The data also suggests that pupils were highly engaged in activities and were interacting well with each other. Pupils suggested ideas and themes for exploration 25 times, this was an average of 5 suggestions per day. This implies that 11 pupils had yet to make a suggestion. This was not a disappointing or surprising result as pupils were working with each other for the first time and could also be as a result of the limited reflective time (Rowntree (1992)

The restricted reflective time was identified as the area within the cycle that needed improvement. This information was taken from the observations carried out. With this in mind the cycle and the training development activities were reviewed in order to ensure pupils were given enough time to reflect within lessons. Following the findings in *cycle a* and the decision to extend the reflective time within the leadership development sessions, it was necessary to continue to deliver the session and measure the impact the added element had on student leaders' progress.



***Phase 1 - Cycle b – (extended reflection)***

Following consultation with pupils to improve reflection time and the deficiency with reflection, a plan was implemented to ensure that pupils were given enough time to successfully reflect and evaluate their experiences whilst in training sessions.



**Figure 5.2 Action Research for Leadership Development (ARLD 2)**

The following four sections plan, act, observe and reflect will give a critical account of the process within Phase1 *Cycle b*.

### *Plan*

The plan was to create an opportunity within the leadership development sessions to give student leaders extended time to complete their reflective diaries. It was my intention to monitor the extended time through a structured observation grid (Appendix 14).

As the research moved on to *Cycle b* and continued to improve the experience and possible outcome of the enquiry, the most appropriate form of analysis to understand what the data were telling us during this stage was frequency analysis, as this approach produced data which helped to make comparisons with data collected during the previous cycles. Consequently, frequency analysis was part of the plan to analyse data. It was my intention to observe the areas listed below during the new cycle within the observation grid. The areas were 1) pupils' engagement in reflective discussion; 2) the extent to which pupils challenged each other through discussions; 3) whether pupils suggested ideas/themes for exploration verbally; 4) whether pupils recorded their reflection in their reflective diary and 5) whether pupils used knowledge/skill learnt during a day's session in discussion.

*The leadership development content that was taught during this cycle was commitment, shared goals, fair judgment and being consistent. Table 5.7 shows some of the ideas pupils presented during this cycle which were incorporated in the training*

**Table 5.7 Leadership Development Content as suggested by pupils**

<b>Cycle</b>	<b>Content Covered</b>	<b>Sample content suggested by student leaders</b>	<b>Content Source</b>
Phase 1 <i>cycle b</i>	Demonstrating commitment  Exercising fair judgment  Being consistent  Having shared goals	<u><b>Week five</b></u>  “ I find it hard to be fair especially when its my friend” CA  “I want to know how I do I know how to be fair”? CW  6 or 16 pupils listed fair judgment as the theme they want to explore.  8 of 16 pupils voted by hands to explore consistency in our next session.	Discussion  Open voting

### *Act*

Pupils continued to be taught leadership skills in each session following their recommendations. Within an hour session, pupils were given an average of 20 minutes to reflect on the day's activities and present ideas for future sessions.

### *Observe*

Observation and the counting of words in pupils' diaries were used to evaluate the effectiveness of *Cycle b*. Bryman (2004) states that diaries which are used as a log can provide invaluable data as it will work as an aide memoire. Bell (2005) further recommends that if diaries are to be used they should express clearly to the subjects what they are required to do and why. Observation was selected for Phase 1 - *Cycle b* not only because it offered live data but because it allowed the

researcher to observe changes overtime, rather than having to depend on one-off observations or observations carried out over a limited period of time (Burgess 1982).

**Table 5.8 Observation Findings - Phase 1 - Cycle b**

Areas/Categories	Number of Observations					Total
	Obs. 1	Obs. 2	Obs. 3	Obs. 4	Obs. 5	
	Pupils present (16)	Pupils present (16)	Pupils present (16)	Pupils present (15)	Pupils present (16)	
1) Pupil(s) engage in reflective discussion	15	14	16	15	16	76
2) Pupil(s) challenge each other through discussions	8	8	7	6	7	36
3) Pupil(s) suggest ideas/themes for exploration verbally	7	8	6	9	7	37
4) Pupil(s) record their reflection in their reflective diary	16	16	16	14	16	78
5) Pupil(s) use knowledge/skill learnt during today's session in discussion	3	7	6	5	6	27
<b>Total</b>	<b>49</b>	<b>53</b>	<b>52</b>	<b>49</b>	<b>52</b>	
Word count for diary entries			Count 1	Count 2	Count 3	
			75	92	85	

The extended time given to write reflective diary entries increased the word count from an average of 36 words per day to a range of between 75 and 92. This impact not only gave pupils

the opportunity to write more about their experiences but also enabled them to challenge each other through discussions, and show what they had learnt in each session. Following the extended written reflection was the reflective discussion. This order was chosen in order to give pupils the opportunity to reflect and gather their opinions in order to better participate in discussions. Informal feedback from pupils suggested that this order and extended time gave them more worthwhile themes and experiences to share and discuss with others. Findings from the observation schedules used during Phase 1 - *Cycle a* showed that the total number of participants who completed their reflective diary was 59 compared to 78 in Phase 1 – *Cycle b*.

### *Reflect*

The extended reflective period facilitated more in-depth and meaningful reflective discussions. This resulted in pupils challenging and questioning their peers about their personal leadership development. A total of 37 participants were engaged in reflective discussions during the observation period in Phase 1 - *Cycle a*. This increased to 76 during Phase 1 - *Cycle b*.

There was also an increase in the number of participants who verbally declared the themes/ideas that they would like to examine or explore. During Phase 1 - *Cycle a* this totalled 25, this increased to 31 during Phase 1 - *Cycle b*. The main focus of this phase within the research enquiry was to develop leadership within pupils. An element was added to the observation schedule with the intention to assess if pupils were attaining the knowledge and skills being taught during sessions. During the observation it was noted that on 27 occasions participants used the knowledge or skill they had learnt during discussions. This meant that pupils were able

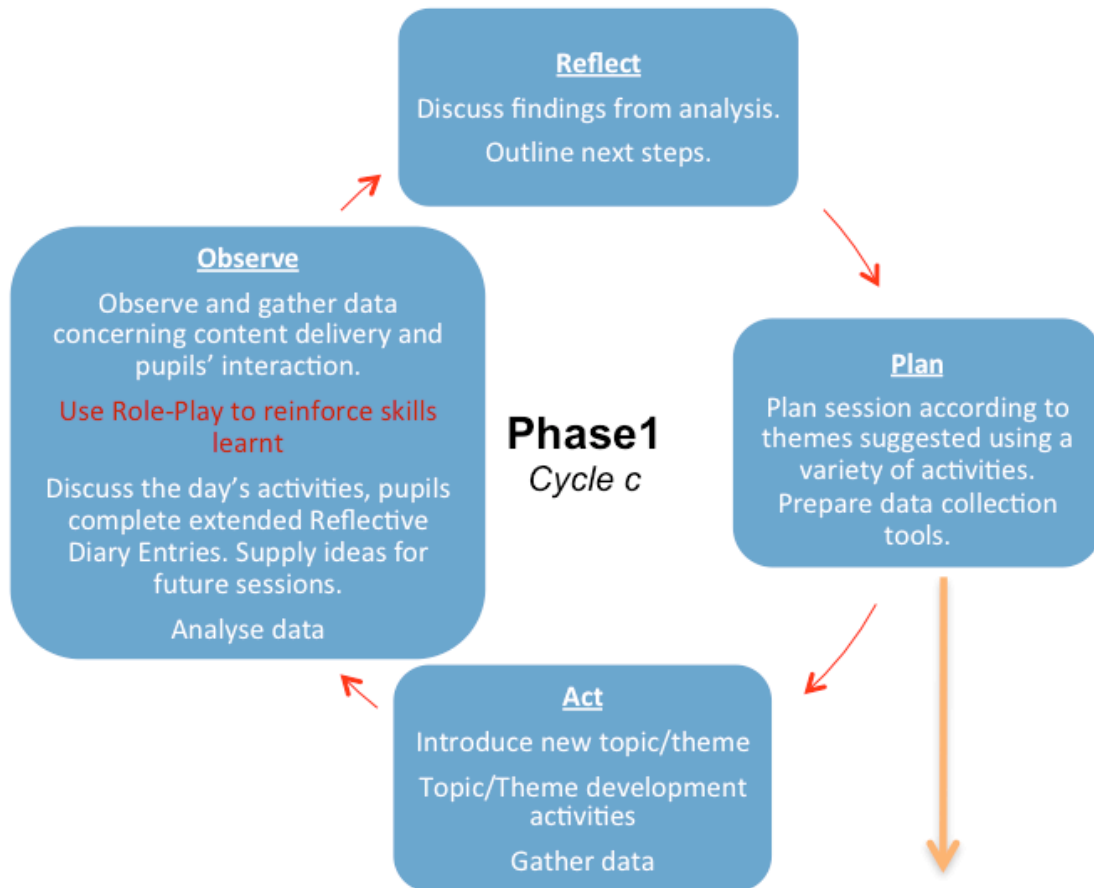
to refer to their own progress, and refer to the leadership characteristic being developed or question their peers about themes/topics they were either familiar or not familiar with.

At different points in the leadership development workshops role-plays were used to enhance learning. Participating in the role-plays with student leaders had a two-sided advantage; it helped me to connect with pupils and removed the power as the Head of Year/researcher. This made pupils much more comfortable as most of the times they were given higher status roles over me. Taking on the character of someone else, gave the illusion of being another person. As a consequence, making mistakes during the role-plays did not readily come across as the pupils making an error, but the character they played. The use of role-plays was a good way to measure if pupils have learnt or were developing the leadership skills. The second advantage of using role-plays was the chance to demonstrate to pupils the skills according to the theme/topic being discussed in a creative way. The flexibility of role-playing as a teaching tool offered me the opportunity to exhibit to pupils ‘how not to’ and ‘how to’ use the leadership skills in a variety of settings with varying stakeholders (Woolland 1993). With these advantages role-play was added to the cycle.

### **Phase 1 - *Cycle c - (Use of role plays)***

Effective use of role-playing created opportunities for pupils to become someone else and display the skills they had learnt under the guise of a character. Drama can create excellent opportunities for learning when the participants are given responsibility for the action (Woolland 1993). In order for effective learning to take place in drama there must be pockets of participation. According to Sogunro (2004), role-playing is a learning activity in which

participants act out a set of defined role behaviours or position with a view to acquiring desired experiences. Blatner (2002) explains that the core function of role-playing exercises is to get students to look at the material they are learning in a new light. Brown (1994) explains that in order for a role-play scenario to be effective it should have sufficient detail to challenge and engage the students, it should contain an underlying problem that needs to be addressed, and it should appeal to students' imaginations. Pupils have been reported to find role-play exciting and challenging (Tolan and Lendrum 1995). Educators have also found role-playing to be a powerful teaching technique (Van Ments 1983).



**Figure 5.3 - Action Research for leadership Development (ARLD 3)**

The following four sections plan, act, observe and reflect give a critical account of the process within Phase1 *Cycle c*.

### *Plan*

Following discussions with pupils all future sessions used role-play to aid pupils' understanding of themes taught. Like all other new elements added to the cycles within this research, data were collected in order to measure its effectiveness. Data were collected through observation schedule (Appendix 15) and from my personal diary. Observation and diary were used for the same reasons discussed above on pages 81–84. During the observations it was my intention to collect the following data: 1) Do pupils show a willingness to participate in role-play scenarios? 2) Do pupils display confidence during role-play scenarios? 3) Are pupils fully engaged whilst participating in role-plays? 4) Do pupils exhibit an understanding of the leadership characteristics through role-play? 5) Do pupils work together as a team to support each other's learning through role-play? 6) Do pupils actively listen during role-play scenarios? Frequency analysis was used to analyse the data collected during Phase 1 *cycle c*.

*The leadership development content that was taught during this cycle was comprised of teamwork, helping others, listening, how to make ethical decisions and how to handle situations well. Table 5.9 shows some of the ideas pupils presented during this cycle which were incorporated in the training.*



**Table 5.9 Leadership Development Content as suggested by pupils**

<b>Cycle</b>	<b>Content covered</b>	<b>Sample content suggested by student leaders</b>	<b>Content source</b>
Phase 1 <i>cycle c</i>	Using teamwork  Helping others  Listening  Making ethical decisions  Handling situations well	<u><b>Week seven</b></u>  “I still find it hard to listen for long hours” NJ  “I hate listening especially if the story isn’t interesting” AJ  A scan of diaries suggested that we should look at how we work as a team. KS  10 out of 15 pupils voted for the next few sessions to look at how we make ethical decisions.	Discussion  Open voting

*Act*

Activities were carried out using role-plays and all other elements added during previous cycles. Pupils were given a chance to perform using scenarios linked to leadership skills or the characteristics being taught. Structured observations were carried out.

*Observe*

For Phase 1 - *Cycle c*, pupils were observed over five sessions, three role-plays per session, for an average of 10 minutes per role-play. The three role-plays per observation session totalled an average of 30 minutes per session. Observations began at the start of the discussion regarding the theme for each role-play, the actual role-play leading through to the discussion after each role-play. Each time a pupil exhibited or used one of the criteria outlined in the observation schedule a tick was recorded.

**Table 5.10 Observation Findings – Phase 1 - *Cycle c***

Areas/ Categories	Number of Observations										Total	
	Obs. 1		Obs. 2		Obs. 3		Obs. 4		Obs. 5			
	Pupils present (16)		Pupils present (16)		Pupils present (15)		Pupils present (16)		Pupils present (16)			
1) Pupils show a willingness to participate in role play scenarios (x3)	A C T U A L	P O S S I B L E	A C T U A L	P O S S I B L E	A C T U A L	P O S S I B L E	A C T U A L	P O S S I B L E	A C T U A L	P O S S I B L E	A C T U A L	P O S S I B L E
	41	48	44	48	39	45	43	48	40	48	207	237
2) Pupils display confidence during role play scenarios (x3)	12	14	6	6	8	8	10	10	11	12	47	50
3) Pupils fully engage in role play	14	14	6	6	7	8	10	10	12	12	49	50
4) Pupils exhibit understanding of leadership characteristics through role play	10	14	4	6	8	8	9	10	11	12	43	50
5) Pupils work together as a team to support each other's learning through role play	14	14	6	6	8	8	10	10	12	12	50	50
6) Pupils actively listen through role play	14	14	6	6	8	8	9	10	12	12	49	50
Total	105	108	72	78	78	85	91	98	98	108		

The observation of Phase 1 - *Cycle c* suggests that role-play had an impact on the teaching of leadership to pupils. Pupils responded positively to the areas/categories within the observation grid. Pupils identified well with role-play, and a majority of them made progress according to the

findings from the observations. There were a total of 50 possible opportunities where pupils were given the chance to demonstrate active listening skills; they demonstrated these on 49 occasions. On all occasions pupils supported each other during role-plays.

Active listening was measured during the role-plays and data was gathered from the participants within the role-plays. Pupils worked as a team to ensure the success of each role-play. In 43 of the possible 50 opportunities pupils exhibited the leadership skills they had learnt. These were demonstrated through their handling of scenarios and interaction with others in their role-plays.

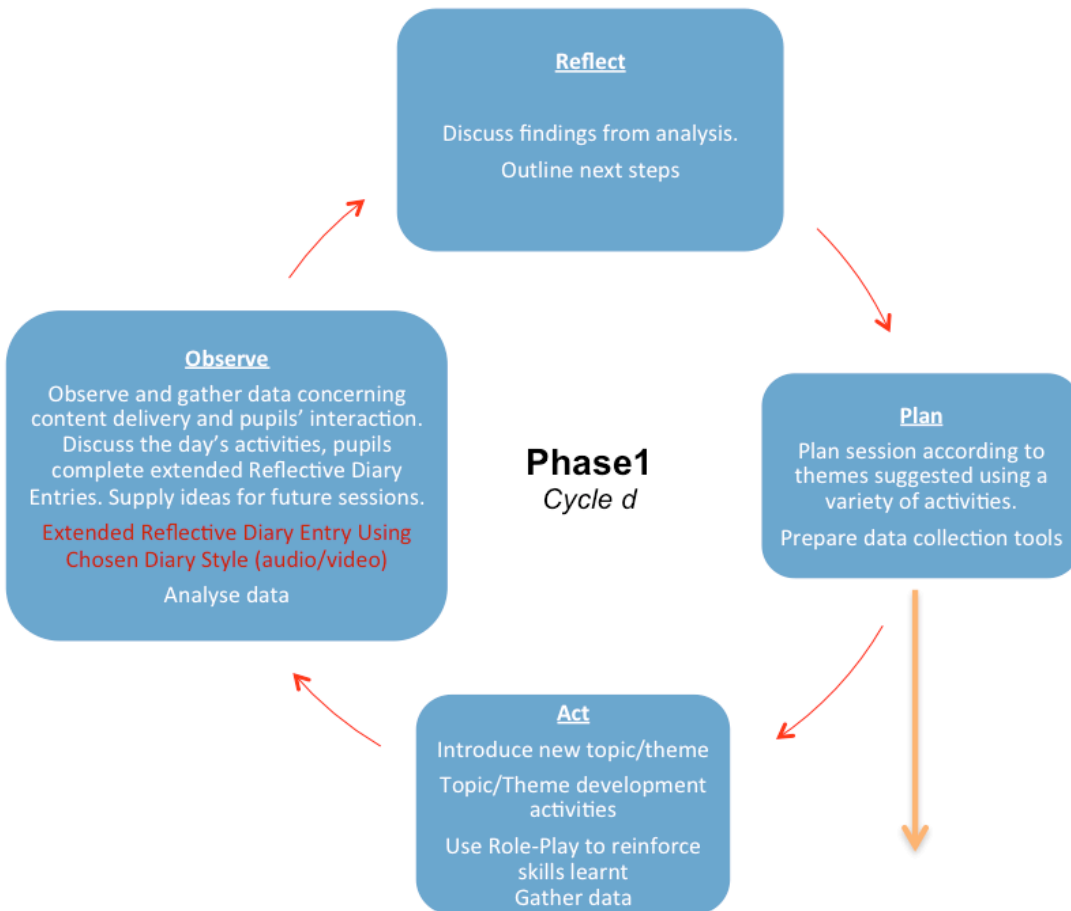
### *Reflect*

The introduction and permanent placement of role-play in all sessions yielded positive short and longer-term effects. Students were engaged and were better able to show an understanding of concepts learnt. Student leaders were not only able to learn about the varying elements within leadership development but were also given the opportunity to exhibit their new knowledge. Role-plays were successful as pupils supported each other and behaved in a very mature way. On all occasions they were focused and supportive.

As the training progressed, some student leaders shortened the quantity of their written reflection despite positive reinforcements and an extended reflective time. This was a concern; as a result student leaders were gathered to discuss alternative ways in which they could document their progress. They suggested that they could complete audio or video diaries. With this in mind I added this new initiative to the cycle. The next section presents the activities that were carried out in Phase 1 *cycle d*.

### **Phase 1 - Cycle d – (extended diary entries using chosen diary style)**

As a means to continually engage student leaders, and so as to ensure that they reflected on their learning, the cycle towards their leadership development was altered



**Figure 5.4 - Action Research for Leadership Development (ARLD 4)**

#### *Plan*

As part of the plan pupils were introduced to using video and online diaries as a means to document their progress. Diary entries took the form of discussions and online chats. Computer rooms were booked so as to ensure pupils had easy access to writing their diaries. Student

leaders used Fronter, the school's Virtual Learning Environment Software to document their reflections. It was necessary to assess the effective use of this initiative through weighing pupils' diaries and looking at the frequency of entries and the number of attempts made by student leaders during the sessions. The observation grid (Appendix 16) was designed to collect the following data: 1) the number of student leaders (boys and girls) who complete video diaries and the average time spent on each entry; 2) the number of pupils who respond to online discussion initiated by their peers and the average number of words; 3) the number of pupils who respond to online discussion initiated by the researcher and the average number of words and 4) the number of pupils who initiate online discussions.

The plan within Phase 1 *cycle d* was to continue to deliver the leadership development training sessions and monitor pupils' progress. The research continued to identify specific behaviours and compare them with previous ones. Cross tabulations were introduced in an attempt to measure how boys responded compared to girls and to examine the level of interest of both sexes. This approach links with Becker's (1970) quasi-statistics. As the use of video and online diaries were introduced it was essential to gather data concerning the length of time given to each video diary.

*The leadership development content that was taught during this cycle was how to motivate, how to inspire and be able to convince others and how to follow through. Table 5.11 shows some of the ideas pupils presented during this cycle which were incorporated in the training.*

**Table 5.11 Leadership Development Content as suggested by pupils**

<b>Cycle</b>	<b>Content covered</b>	<b>Sample of the content suggested by student leaders</b>	<b>Content source</b>
Phase 1 <i>cycle d</i>	Motivating others  Generate inspiration  Following through	<u><b>Week eight</b></u>  Today pupils all suggested that we continue to use role plays and look at how we motivate others. All 15 pupils voted in favour.	Discussion  Open voting

*Act*

All plans were carried out as expected. Future leadership development sessions were carried out in ICT rooms to ensure pupils had access to a computer. Cameras were available for pupils to record their reflection.

## Observe

**Table 5.12 Observation Findings – Phase 1 - Cycle d**

Areas/Categories	Boys	Girls	Total
1) Number of pupils who completed video diary	-	1	1
	Average time: 0 minutes	Average time: 5 minutes	5 minutes
2) Number of pupils who respond to online discussion initiated by their peers	2	1	3
	Average number of words: 25	Average number of words: 32	37
3) Number of pupils who respond to online discussion initiated by the researcher	6	3	9
	Average number of words: 25	Average number of words: 35	56
4) Number of pupils who initiate online discussion	5	2	7

Analysis of the data entered into Fronter showed that only 7 of the possible 16 pupils initiated their own discussion by asking a leadership related question. Five of these student leaders were boys and the other two were girls. The limited responses from pupils could relate to a lack of internet access at home. Only 3 of the possible 16 pupils responded to the leadership questions asked by their peers; two boys and one girl. From those 3, only one attempted to respond to all 7 questions. Within Fronter, participants were also asked to identify episodes when they demonstrated or saw someone exhibiting good leadership. Five pupils, 3 boys and 2 girls responded and shared a short account of how they exhibited leadership. Their accounts covered skills related to resilience, commitment, teamwork and motivation.

### *Reflect*

This cycle marked the end of Phase 1. It was important to ascertain the progress that student leaders made over the first phase of the research. With this in mind they were given opportunities to display the skills they had learnt over the process by acting as Head of Year. During this leadership experience, student leaders were assessed through peer and staff questionnaires. To ensure that the questionnaires collected the right kind of data they were piloted. Findings from the pilot are presented in section 5.5. Findings from this leadership experience may be found in chapter 7.

### **5.5 Leadership Development - Assessment Questionnaire Pilot**

Two different questionnaires were administered at the end of Phase 1. These two questionnaires were the peer assessment (Appendix 17) and the staff assessment (Appendix 18) of student leaders when they acted as Head of Year. The aims of these questionnaires were to gather summative assessment data and to give stakeholders, (staff and pupils), an opportunity to assess student leaders during the period that they acted as Head of Year. Data from the questionnaires was analysed using frequency analysis along with Becker's (1970) Quasi-statistics method.

The peer questionnaire (Table 5.13) was devised using statements linked to the leadership skills student leaders were taught. Peers were asked to rate the way they were treated by student leaders whilst they acted as Heads of Year. A total of six pupils participated in the pilot. The pilot was administered to measure if the questionnaire was able to collect the data required in order to measure if student leaders had attained the leadership skills. The pilot was carried out during the first day student leaders started acting as Head of Year. While student leaders acted as Head of Year, they were required to deal with all issues concerning their peers in the Year group.



Table 5.13 – Leadership Assessment Questionnaire (Peers)

No.	FOCUS PUPIL:	Peer Response(s)			
	Questions	Strongly Agree	Agree	Disagree	Strongly Disagree
1	The student leader was confident	1111	11		
2	The student leader(s) worked as a team	1	1111	1	
3	The student leader was prepared	11	11	1	1
4	The student leader was helpful	1111	11		
5	The student leader communicated well	111	111		
6	The student leader was punctual				111111
7	The student leader motivated his/her peers	1	111		11
8	The student leader inspired his/her peers	1	11		11
9	The student leader was presentable	1111		1	
10	The student leader was polite	111	11	1	
11	The student leader made a fair decision	11	1		111
12	The student leader was firm	1	11	11	1
13	The student leader was fair	1111	11		
14	The student leader respected the views of his/her peers	1111	11		
15	The student leader appeared committed to the task	11	111	1	
16	The student leader listened well to others	1111	11		
17	The student leader followed through with promises made	11	11		11
18	The student leader was consistent	1111	1		1
19	The student leader handled situation(s) well	11	111		1
20	The student leader shared their vision with their peers		1		11111
21	The student leader understood the concerns/issues of his/her peers	1111	11		

Table 5.14 – Leadership Assessment Questionnaire (Staff)

No.	FOCUS PUPIL:	Staff Response(s)			
	Questions	Strongly Agree	Agree	Disagree	Strongly Disagree
1	The student leader was confident		11	1	
2	The student leader(s) worked as a team	11	1		
3	The student leader was prepared	1	1	11	
4	The student leader was helpful	111			
5	The student leader communicated well	111			
6	The student leader was punctual	1	11		
7	The student leader motivated his/her peers		1	1	1
8	The student leader inspired his/her peers		11	1	
9	The student leader was presentable	111			
10	The student leader was polite		11		
11	The student leader made a fair decision		111		
12	The student leader was firm		11	1	
13	The student leader was fair	1	1		1
14	The student leader respected the views of his/her peers	111			
15	The student leader appeared committed to the task		111		
16	The student leader listened well to others	1	11		
17	The student leader followed through with promises made				111
18	The student leader was consistent	1	11		
19	The student leader handled situation(s) well		111		
20	The student leader shared their vision with their peers				111
21	The student leader understood the concerns/issues of his/her peers				

Findings from the pilot questionnaire suggest that student leaders used a great majority of the leadership skills they were taught. Those that were not used appeared not to have had any direct relevance to the issues that were dealt with at the time. A case in point regarding the use of leadership skills can be seen where all pupils who completed the questionnaire suggested that the student leaders were confident, were good listeners and were fair. Analysis of the findings shows that the options for responses on the questionnaire needed to be more precise and explicit. Respondents were asked to rate the use of leadership skills on a scale from strongly disagree to strongly agree. Measuring leadership skills should be much more direct and precise. Leadership skills should either be evident in a leader or not evident. The findings were interrogated with the intention to find out the extent to which the assessment decisions classified as strongly agree and agree were different. It was difficult to make a distinction, as both assessment decisions are favourable. The revised responses presented more direct choices, yes and no (Appendix 19). After closer examination it became clear that some of the statements were leading. As a result, the questionnaire was made of only questions and no statements. The same problems were found with the questionnaire that was completed by three members of staff who took part in the pilot. These questionnaires were also updated using yes and no responses (Appendix 20). With only sixteen pupils being trained to become leaders it was not feasible to have a longer pilot due to time constraints. In addition the instrument could only be pilot with student leaders who were part of the leadership development process. Tables 5.15 and 5.16 show combined findings from the questionnaires following the adjustments. Findings for individual student leaders may be found in chapter seven where all findings are discussed. These are placed under individual focus pupils as a means to measure the overall progress of individual pupils.

**Table 5.15** Complete findings for student leaders – *Acting Head of Year* (Peers Responses)

No.	Peers; Responses			
	Questions	Yes	No	N/A
1	Did the student leader appear confident?	36	2	
2	Did the student leader(s) work as a team?	34	1	3
3	Was the student leader prepared?	21	2	15
4	Was the student leader helpful to you?	36	1	1
5	Was the student leader helpful to your classmates?	26		10
6	Did the student leader communicate ideas or concerns effectively?	35	3	
7	Was the student leader punctual?	8		30
8	Did the student leader try to motivate you?	13	5	20
9	Did the student leader try to inspire you?	9	4	25
10	Was the student leader presentable? (correct uniform, tie etc.)	38		
11	Was the student leader polite to you?	36	1	1
12	Did the student leader make fair decisions?	31	5	2
13	Was the student leader firm?	32	5	1
14	Was the student leader fair?	36	2	
15	Did the student leader respect your views?	38	1	1
16	Did the student leader appear committed to the task/session?	35		
17	Did the student leader listen to you?	35	3	
18	Did the student leader follow through with promises made?	10		28
19	Was the student leader consistent?	22		15
20	Did the student leader handle situation(s) well?	36	2	
21	Did the student leader share their vision with you?	1		37
22	Did the student leader appear to understand your concerns/issues?	29	2	7

**Table 5.16** Complete findings for student leaders – *Acting Head of Year* (Staff Responses)

No.	Staff Responses			
	Questions	Yes	No	N/A
1	Did the student leader appear confident?	14	2	
2	Did the student leader(s) work as a team?	15		1
3	Was the student leader prepared?	14		2
4	Was the student leader helpful to his/her peers?	14		2
5	Did the student leader communicate ideas or concerns effectively?	15	1	
6	Was the student leader punctual?			16
7	Did the student leader try to motivate his/her peers?	7	1	8
8	Did the student leader try to inspire his/her peers?	7		9
9	Was the student leader presentable? (correct uniform, tie in place etc)	16		
10	Was the student leader polite to his/her peers?	16		
11	Did the student leader make fair decisions?	14	2	
12	Was the student leader firm?	12	4	
13	Was the student leader fair?	16		
14	Did the student leader respect the views of others?	16		
15	Did the student leader appear committed to the task/session?	16		
16	Did the student leader listen well to others?	14	2	
17	Did the student leader follow through with promises made?	3		13
18	Was the student leader consistent?	14	2	
19	Did the student leader handle situation(s) well?	16		
20	Did the student leader share their vision with their peers?		1	15
21	Did the student leader appear to understand the concerns/issues of their peers?	14	2	

## **5.6 Conclusion**

Initial findings from Phase 1 suggested that consultation and engagement as part of pupil voice has the capacity to produce the content for the leadership development programme. Pupils suggested all the content that they believed should be taught in order to become student leaders. Content was developed through film analysis, pupils' self-assessment, pupils' general knowledge, and through pupils' reflection during leadership development sessions. Preliminary findings from the observations suggested that the use of extended reflection, role play, and to a lesser extent extended reflective diary entry using their chosen diary style (visual/online) contributed to the leadership development technique.

Pupils proposed a catalogue of skills that student leaders should possess as shown on pages 93 and 96. Accurate analysis of these skills is made following further development in Phase 2. Findings from the analysis of each cycle within Phase 1 suggested that the leadership development programme created opportunities for consultation and engagement and as a result improved pupil participation mainly by leading their own leadership development programme. Evidence of this is presented in the frequency and levels of participation according to different approaches. According to Table 5.8 on 27 occasions pupils were seen ably using the content of lessons regarding leadership during discussions with their peers. In addition, student leaders exhibited understanding of leadership characteristics through role-plays. They were captured 43 out of a possible 50 occurrences (Table 5.10). These findings signalled and suggested further development in the leadership development process (Phase 2).

**Chapter Six**  
**The Leadership Journey**  
Research Training

**6.1 Introduction**

As part of the leadership development programme student leaders were given the opportunity to participate in a formal research training programme. The aim of the research training was to enhance and expand the leadership skills pupils developed in Phase 1. As a result of this training, student leaders were given the chance to lead in the development and execution of their own research. This was an opportunity for them to develop better relationships with staff. Through developing these different kinds of relationships with adults in school, students gain a better understanding of the complexities of schools, and a greater awareness of the challenges their teachers face (Macbeath et al, 2002).

This chapter contributed to the data used to answer the research questions:

3. How can students' engagement be developed through pupil consultation?
4. What interventions are appropriate to develop students as leaders and what do they think of it?

In this chapter an analytical account of the second phase of this enquiry is given. The content used for the research training along with the two cycles used to develop research skills within student leaders is also discussed; as is the literature regarding students as researchers. The research training programme ran concurrently with the student led research in order to ensure that the research training was current, relevant, and student initiated.

## 6.2 Selecting the content for the Research Training

The research portion of the project was launched at a very simple and relatable level in order for student leaders to better understand the process.

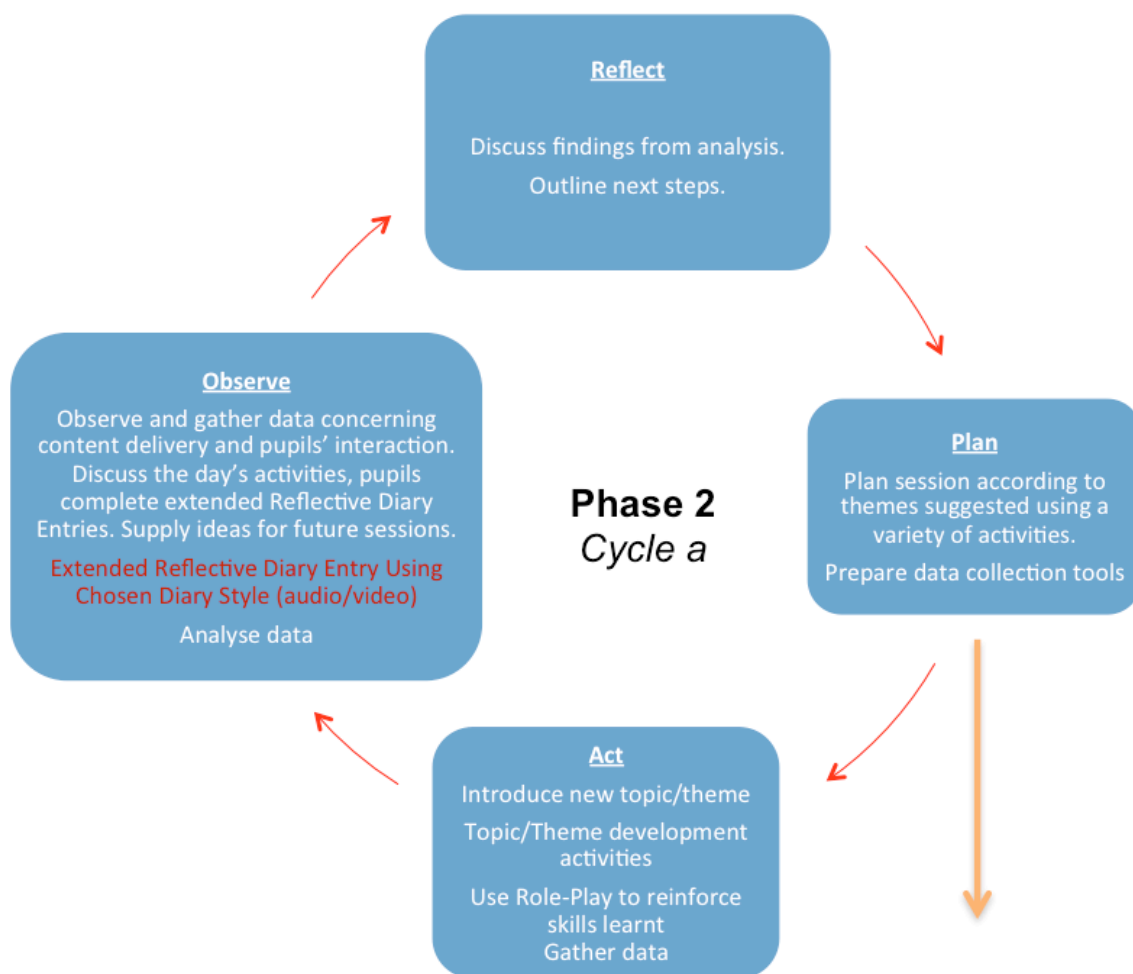
**Table 6.1 - Content for the Research Training**

<b>Content</b>	<b>Sub Content/Areas</b>
Types of research	Qualitative/Quantitative/Primary/Secondary
Methodologies	Action Research/Case Study/Survey/Experiments
Methods	Observation/Questionnaire/Interview/Focus Group
Online research tools	Google/Yahoo/Wikipedia
Research focus	Topics and Questions
Sampling	Random/Stratified etc.
Ethics	Informed consent/Confidentiality/Research Information Sheets
Analysing data	Themes, Frequencies, Variables, Patterns
Presenting data	Graphics, Charts, Diagrams, Quotes

## 6.3 The action in the action research - Phase 2 - Cycle a – *(Checking the appropriateness of the cycle and develop research skills)*

Phase 2 - Cycle a (figure 6.1), reflects the same elements as Phase 1 - Cycle d, as this cycle was found to be effective when it was used to teach pupils leadership skills. Consequently Phase 2 - Cycle a was used to teach pupils how to develop research skills.





**Figure 6.1 Action Research for Leadership Development *RESEARCH* (ARLDR 1)**

The following four sections plan, act, observe and reflect will give a critical account of the process used to assess Phase2 *Cycle a*. Within Phase 2 research training was student-led using consultation and engagement to research the effectiveness of the development process.

### *Plan*

One of the aims of this Phase 2 cycle was to ascertain through a structured observation grid its appropriateness and its ability to deliver the research skills development content. The following were observed: 1) pupils' engagement in reflective discussion, 2) the extent to which pupils'

challenged each other through discussions, 3) whether pupils' suggested ideas/themes for exploration verbally, 4) whether pupils recorded their reflection in their reflective diary, 5) whether they used knowledge/skill learnt during a session in discussion and 6) whether pupils attempted to develop a research tool.

The research identified specific behaviours and compared them with previous ones after each new element was added. Frequency analysis and cross tabulations were used to analyse data.

*The research skills content that was taught during this cycle was types of research, methodologies, methods and online research tools. Table 6.2 shows some of the ideas pupils presented during this cycle which were incorporated in the training.*

**Table 6.2 – Research Skills Development Content as suggested by pupils**

<b>Cycle</b>	<b>Content covered</b>	<b>Sample of content suggested by student leaders</b>	<b>Content source</b>
Phase 2 <i>cycle a</i>	Types of research  Methodologies  Methods  Online research tools	<u><b>Week twelve</b></u>  Today pupils looked at research methods  12 voted for interviews  15 voted for focus groups  10 voted for questionnaires  13 voted for diaries  Sessions were delivered according to majority first.  Methods were delivered in more depth following pupils' choice of research tools for their own research	Discussion  Open voting

### *Act*

Pupils were taught research skills using consultation and engagement, questioning and role-play. They were given extended reflective time similar to the process used in Phase 1. During this stage, pupils' reactions and attitudes to the research development stage were measured using the aforementioned observation grid.

### *Observe*

Pupils were observed over six periods to assess impact. They were observed over 30 minute periods during the leadership training.

**Table 6.3 Observation Findings through a table – Phase 2 - Cycle a**

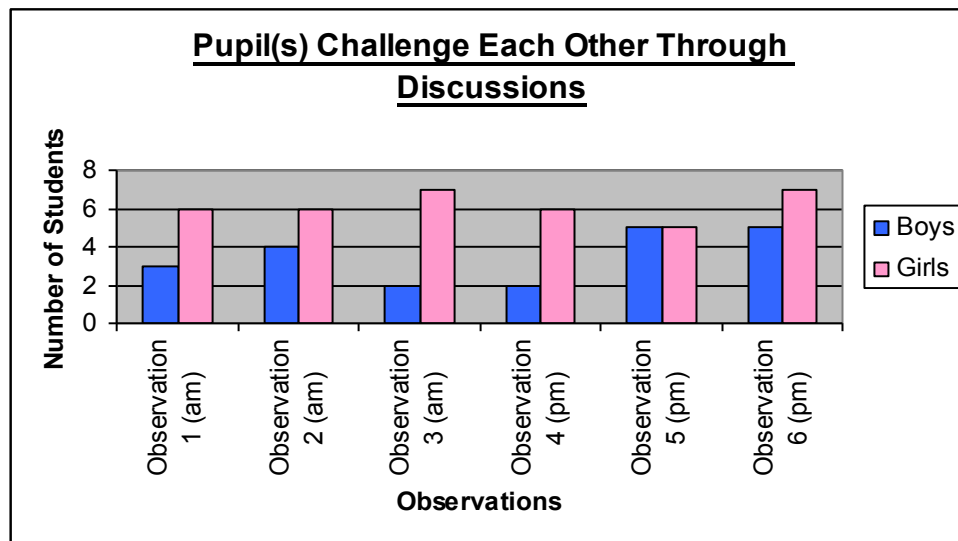
Areas/Categories	Number of Occurrences						
	Obs. 1	Obs. 2	Obs. 3	Obs. 4	Obs. 5	Obs. 6	Total
	Pupils present (15)	Pupils present (15)	Pupils present (14)	Pupils present (14)	Pupils present (14)	Pupils present (15)	
1) Pupils(s) engaged in reflective discussion	15	14	14	12	13	15	<b>83</b>
2) Pupil(s) challenge each other through discussions	9	10	9	8	10	12	<b>58</b>
3) Pupil(s) Suggest ideas/themes for exploration verbally	10	9	7	8	9	7	<b>50</b>
4) Pupil(s) record their reflection in their reflective diary	15	14	13	12	13	12	<b>79</b>
5) Pupil(s) use knowledge/skill learnt during today's session in discussion	12	10	11	9	10	10	<b>62</b>
6) Pupil(s) attempt to develop a research tool	N/A	N/A	N/A	14	14	15	<b>43</b>
<b>Total</b>	<b>61</b>	<b>57</b>	<b>54</b>	<b>63</b>	<b>69</b>	<b>71</b>	

The data suggested that pupils were still engaged in reflective discussions and were using the knowledge they had learned to enhance their dialogues. The data suggested that pupils grasped concepts and could embark upon their own research. Pupils conducted their research whilst they

were grasping the research concepts and skills. This made teaching pupils about research much more hands on and practical.

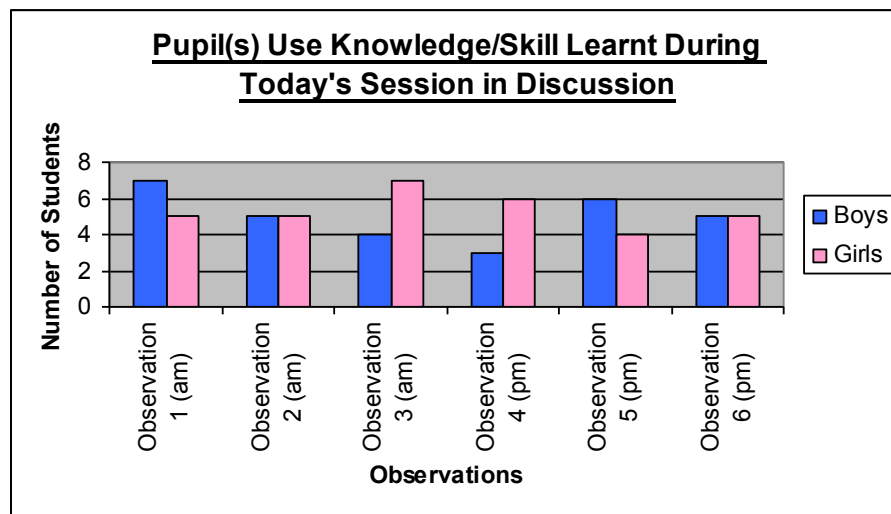
The findings also highlighted the differences in the responses from boys and girls along with the time of day they were engaged. The chart below shows how boys and girls responded to categories two and five of the observation grid in figures 6.2 and 6.3, Chapter 6. Category two: Pupil(s) challenged each other through discussions and category five: Pupil(s) use knowledge/skill learnt during today's session in discussion.

*Observation Findings through a bar chart – **Phase 2 - Cycle a***



**Figure 6.2** Comparison between Boys and Girls and Morning and Afternoon sessions – challenge

It can be noted that girls challenged others through discussions more than the boys did. Over the six observation periods boys were seen challenging on 21 occasions whilst girls were observed challenging 37 times. The data suggested that the number of occurrences were not greatly influenced by the time of day as only two points separate the total number of occurrences during the morning and afternoon sessions. However, boys participated to a higher degree during the afternoon compared to the morning sessions; this was the opposite for girls. Morning sessions generally ran between 8:40am and 1:00pm, whilst afternoon sessions ran from 2:00pm to 3:00pm. Afternoon sessions were usually a bit more 'talkative and energy packed' than the mornings. This could be as a result of the increased energy level that boys exhibited and the kinds of food pupils may have consumed during lunch breaks. Poor nutritional status can indeed adversely affect brain function and impact on cognition and behaviour (Bellisle 2004; Prinz, Roberts and Hartman 1980). Afternoon sessions were much shorter than morning sessions and these sessions were usually more practical which may explain boys responses. This suggests that practical learning engaged the Year 8 boys more during afternoon sessions.



**Figure 6.3** Comparison between Boys/Girls and Morning/Afternoon sessions – *knowledge*

Student leaders were encouraged to use the knowledge they had learned in lessons during discussions, as this provided a way to measure the extent to which they understood what they were being taught. Carefully listening to and observing pupils' responses along with their use of technical terms presented ideal opportunities to measure pupils' understanding of leadership. Despite having fewer girls than boys, girls used the skills they had learned more frequently. In 69 instances girls used the knowledge/skills they had learned compared to 52 for boys. The total number of episodes for these two categories over the six periods equalled 172 for morning sessions and 160 for afternoon sessions.

### *Reflect*

Phase 2 - *Cycle a* proved effective, as pupils grasped the research concepts taught. Student leaders realised that the delivery of the research content was not as creative as the leadership development. Delivering the leadership training sessions before the research training offered

pupils the opportunity to develop some level of maturity and, as a result, they were better able to grasp the concepts. This was proffered by a number of pupils; *“If we did it (the research) without the training, the whole thing would just be a mess and we wouldn’t know how to deal with it and yea, it would have been too stressful”* (Pupil JB); *“Without the leadership training I don’t think I would have been able to do the research as it would have been very hard”*. (Pupil CW). There were no major differences in the observation findings between the boys’ and girls’ responses. The data suggested that the girls attained marginally more in terms of the content they learnt and their ability to use it appropriately. This was true for both morning and afternoon sessions.

During the training it became clear that not all of the content taught was able to be reinforced through the use of role-play. This was especially true of having ambition and being consistent. Having taught pupils leadership skills and, given the level of maturity that they had developed an understanding of the concepts became easier. Pupils’ suggestions were taken on and were woven into the training. Examples of this included the use of alternative diaries and the use of role-plays. Pupils were very engaged in role-plays and learned a lot during the sessions that used them. Here the power balance, Oldfather (1995) and Cook-Sather (2006) was adjusted and pupils had an opportunity to lead their leadership learning. This confirms Freire’s (1990) and McLaren’s (1989) agreement the listening to students and using their experiences of life to build themes around what should be taught can be transformative personally and politically. All sessions were investigated thoroughly regarding the practical elements to be used for the reinforcement of student leaders’ learning.



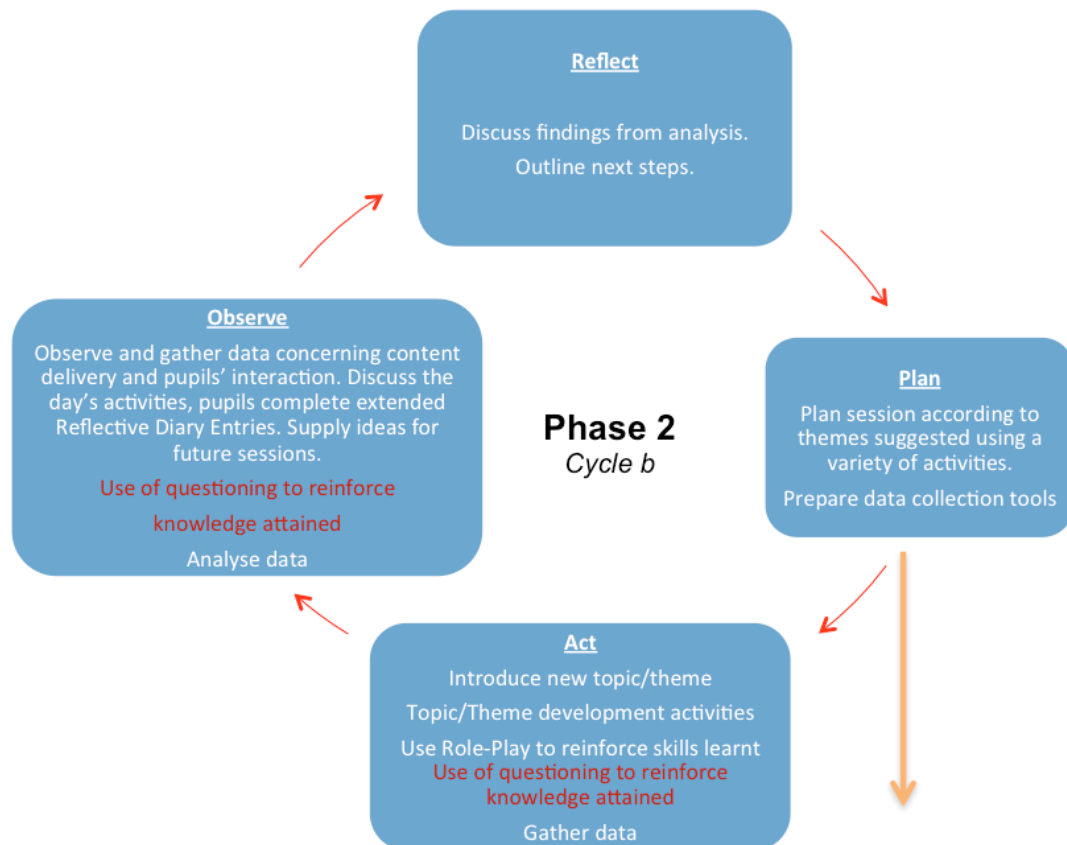
One advantage of the research training was the opportunity that student leaders had to carry out their own research whilst they learnt about conducting research. The earlier parts of the training covered the needed content. As soon as pupils' understanding developed, they began to take charge. They were all empowered to lead their own research and develop a policy to deal with any concerns that arose from their findings. Whilst pupils were carrying out their research, they were also taught necessary skills according to the stage of their own enquiry. These included skills such as facilitating focus groups, designing and administering questionnaires, analysing and presenting data. As soon as the student leaders grasped the necessary concepts they launched their own enquiries. This approach helped pupils to better understand what they were being taught and made their research process more relevant. This approach explores Rudduck and McIntyre's (2007) suggestion that teachers should embark on pupil consultation only if they have a genuine desire to hear what pupils have to say. Not only did this process listen to what pupils had to say but it also acted upon their ideas.

The use of questioning as a means to check student researchers' knowledge or to highlight errors was useful within the research. Gall (1984) stresses that questioning motivates and keep students on task. Marquardt (1999: 31) asserts that "questions not only seeking answers. Rather, they are seeking to go deeper, to understand, to respond to what is being asked, to give it thought. Asking questions is not only a quest for solutions but also an opportunity to explore." Pupils spoke about the use of questioning within the enquiry. The number of times questioning was used as a technique to respond to pupils' questions were documented during two sessions. Of the 12 occurrences when questioning was used, pupils were able to respond to their own questions 7

times. As a result purposeful questioning was employed and added to the next cycle of the research.

**Phase 2 - Cycle b – (Questioning)**

Questioning is a powerful technique and as such it lends itself to be used effectively during training within the cycle. Wells (2001) and Perkins (1992) identify questioning as the core function of both learning and teaching. Hunkins (1995: 4) observes educators are shifting from viewing questions as devices by which one evaluates the specifics of learning to conceptualizing questions as a means of actively processing, thinking about, and using information productively. The effective use of questioning to deliver the research training content could potentially promote reflective thinking skills in student leaders, as they would be forced to reflect on themes and areas of research they were taught as a means to clarify ideas and respond to obstacles within their own enquiry.



**Figure 6.4 Action Research for Leadership Development *RESEARCH* (ARLDR 2)**

### *Plan*

As part of the plan, questioning was used to draw information from student leaders when they asked questions that they should have some prior knowledge of due to experiences and training covered. Data were collected via an observation schedule (Appendix 21). The cycle sets out to find out 1) if purposeful questioning encourages reflection, 2) to what extent does purposeful questioning gives pupils a chance to answer their own questions and 3) whether purposeful questioning creates new knowledge?

Student leaders were observed whilst they carried out their own research using a structured observation grid (Appendix 22). The intention was to measure if pupils were able to:

demonstrate good listening, demonstrate good observational skills, enforce ground rules, maintain momentum, engage participants in meaningful discussion, refocus discussion, explain objectives/goals of research, confirm ethical consideration, establish ground rules, use time effectively, develop a list of appropriate questions, effectively arrange participants, effectively wrap up/close session and demonstrate clear communications. Diary entries, cross tabulations and frequency analysis approaches to analyse data.

*The research skills content that was taught during this cycle was research focus, sampling, ethics, analysing and presenting data. Table 6.4 shows some of the ideas pupils presented during this cycle which were incorporated in the training.*

**Table 6.4 – Research Skills Development Content as suggested by pupils**

Cycle	Content covered	Sample of the content suggested by pupils	Content source
Phase 2 <i>cycle a</i>	Research focus Sampling Ethics Analysing Presenting data	<u><b>Week fourteen</b></u>  Pupils developed their basic research knowledge; consequently they suggested that we look at research focus as they needed to begin their own research. All 16 pupils voted for this stage of the research development to begin	

*Act*

Questions were returned to pupils each time they were asked. They were taught about the power of effective questioning and how to use questioning in role-plays. Data was collected from pupils regarding their response to the use of this intervention. Student leaders carried out their focus group research using three groups of participants.

## *Observe*

Prior to using less intensive questioning it was noted that pupils' answers to questions during training sessions were short, sometimes abrupt, and lacked depth. As a result it was sometimes difficult to effectively assess pupils' knowledge. Following the use of in-depth and purposeful open-ended questioning, student leaders were better able to relay and expand their answers to questions. Purposeful questioning probes, and often leads into other questions to encourage reflection and thinking as Wells (2001) notes. Personal observations suggest that the use of purposeful questioning leads to deeper reflection;

*Today MA and JB debated at length about the participants they wanted in their focus group research. A few of the names they listed appeared on both lists and as a result both individuals came to see me with the intention that I would decide who gets which participant. It was never my intention to adjust or interfere with the names so I asked both MA and JB a number of purposeful questions in order for them to make the decisions. They walked away without giving any answers as they wanted more time to think. Moments later they made their decisions which were appropriate, bearing in mind the question I asked. Researcher Diary Entry (March 2009)*

During the scenario outlined above, a number of questions were asked regarding the objectives of the research, sampling, group dynamics, and the overall aim of the enquiry. These questions refocused pupils MA and JB without having to dictate who they should choose for their focus group research. Through their own personal reflection and discussion with the rest of their small group they ably decided which pupils should be in their focus groups. In order to measure the impact that questioning has within the cycle and the research training, pupils were observed during small discussions (Table 6.5).

**Table 6.5 Observation of Phase 2 - Cycle b**

Areas / Categories	Number of Occurrences										Total	
	Obs. 1		Obs. 2		Obs. 3		Obs. 4		Obs. 5			
	A C T U A L	P O S S I B L E	A C T U A L	P O S S I B L E	A C T U A L	P O S S I B L E	A C T U A L	P O S S I B L E	A C T U A L	P O S S I B L E	A C T U A L	P O S S I B L E
1) Purposeful questioning encourages reflection	9	10	10	12	5	8	7	7	10	11	41	48
2) Purposeful questioning gives pupils(s) a chance to answer their own question	8	10	10	12	7	8	5	7	9	11	39	48
3) Purposeful questioning creates new knowledge	6	10	8	12	5	8	6	7	7	11	32	48
Total	23	30	28	36	17	24	18	21	26	11	112	122

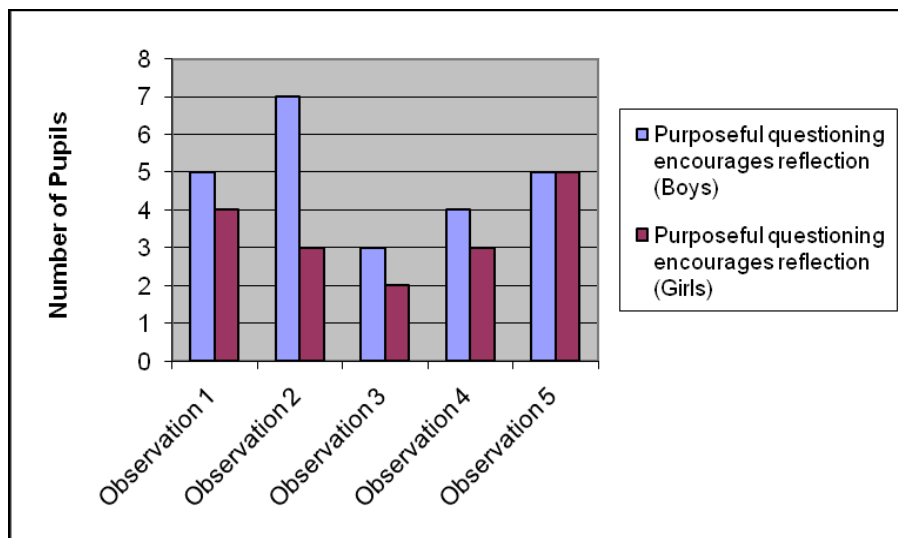
Findings from the observation suggest that questioning encouraged reflection. Of the possible 48 opportunities where purposeful questioning was used, pupils demonstrated reflective actions 41 times.

One of the main advantages of effective questioning is that it gives the questioner the opportunity to extract information from others instead of constantly feeding answers. The use of questioning within Phase 2 - *Cycle b* accessed this advantage, as pupils on 39 occasions from a

total of 48 were able to source their own answers from their own knowledge and experiences. The intention was for pupils to search within before sourcing knowledge elsewhere. According to the observation schedules there were 48 opportunities for pupils to use knowledge from their own experiences and on 32 instances they did this successfully. This implies that if individuals reflect more on their experiences and interactions there is the possibility that they could find the answers they seek.

The analysis also looked at the way boys and girls responded to the use of questioning during their leadership research development.

*Observation Findings through a bar chart – Phase 2 - Cycle b*

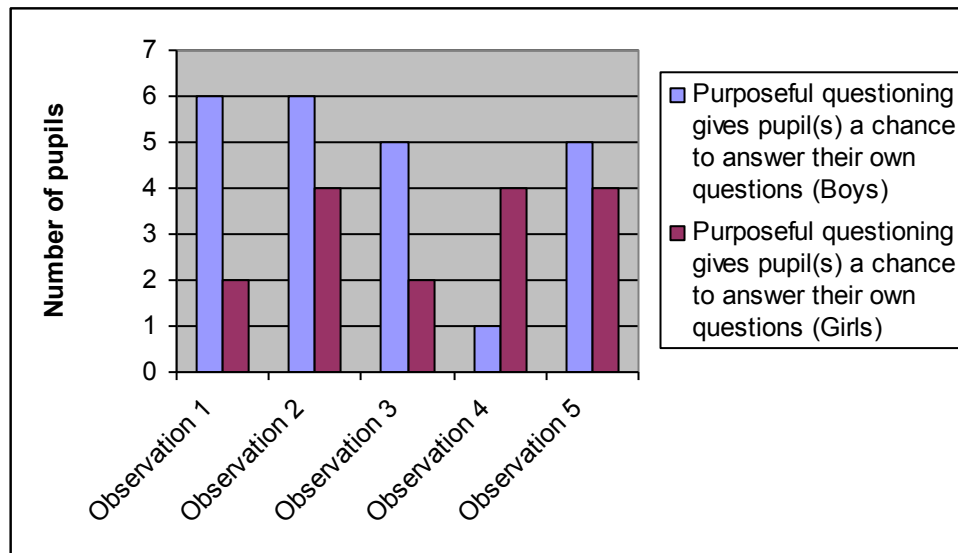


**Figure 6.5** Comparison between Boys/Girls – *purposeful questioning and reflection*

Findings from the observation suggest that boys gained more from the use of questioning to aid their development. There were 24 instances when it appeared that the boys reflected on their progress as a result of being challenged through questioning. This compared to 17 occasions for

the girls. On four of the five recorded observations it was evident that the boys were more reflective than the girls. On the fifth study both sexes were even.

*Observation Findings through a bar chart – Phase 2 - Cycle b*



**Figure 6.6** Comparison between Boys/Girls – *questioning*

Students became very familiar with the frequent use of questioning during sessions. Most of the questions that were asked were open ended, probing, and reflective; in an attempt to funnel the correct information. Once again the boys appeared to have experienced more growth compared to the girls. On 23 occasions it was noted that the boys were able to answer their own questions compared with the girls – who managed 16 chances.

In addition, student leaders were observed whilst they facilitated their focus group research. Two student researchers moderated each focus group. Other members of the team carried out other tasks prior to and during the research; such as monitoring the recording and coordinating ethical



procedures. The table below shows the result of the observations. Focus group sessions ran for an average of 55 minutes

**Table 6.6 Focus Group Observation Findings**

Areas/Categories	Number of Observations			Total
	Focus Group 1	Focus Group 2	Focus Group 3	
	# Researchers: 5 # Participants: 8 ALL GIRLS	# Researchers: 5 # Participants: 8 ALL BOYS	# Researchers: 5 # Participants: 7 MIXED GROUP	
Demonstrate good listening	9	13	11	33
Demonstrate good observational skills	4	6	7	17
Enforce ground rules	5	1	8	14
Maintain momentum	6	4	3	13
Engage participants in meaningful discussion	6	4	8	18
Refocus discussion	3	2	7	12
<b>Total</b>	<b>33</b>	<b>30</b>	<b>44</b>	<b>107</b>
Explain objectives/goals of the research	Yes	Yes	Yes	Yes
Confirm ethical consideration	Yes	Yes	Yes	Yes
Establish ground rules	Yes	Yes	Yes	Yes
Use time effectively	Yes	Yes	No	Yes(2)/No
Developed a list of appropriate questions	Yes	Yes	Yes	Yes
Effectively arrange participants	Yes	Yes	Yes	Yes
Effectively wrapped up/close the session	Yes	Yes	Yes	Yes
Demonstrate clear communication	Yes	Yes	Yes	Yes

### *Assessment of the focus group research*

Findings from the three focus groups show that pupils facilitated the first phase of their student led research. Data was recorded each time the facilitators carried out an action relevant to the effective running of a focus group. These varied according to focus groups. Some areas within the observation schedule required only a 'yes' or 'no'. Listening is a crucial skill when running focus groups as Kitzinger (1995) notes. It is through listening that facilitators are able to move discussions forward. The facilitators in this instance (the student leaders) were recorded on 33 occasions; demonstrating their ability to listen. Generally, the observation suggests that facilitators listened throughout the sessions. The 33 occurrences were recorded when facilitators openly interjected in order to clarify or probe an assertion made by a participant. This implies that the pupils had attained the skills to facilitate a focus group. This further suggests that the process being used to deliver the research training was apposite.

It was anticipated that each focus group would respond in a different way because of the group dynamics and their backgrounds. The configuration meant that each facilitator had to skilfully manage their group according to the personalities they had. Focus Group Three appeared to have the most vivacious participants. This was the group where the ground rules had to be reiterated and where they ran out of time. The single sex groups were better behaved. Boys and girls generally have different outlooks, consequently they respond differently to situations. Hanlon, Thatcher and Cline (2000) proffer that as children age into adolescence; their brains undergo many fundamental changes that affect boys and girls in different ways. Difference in opinions could be the reason for the increased number of occurrences during Focus Group Three, which had mixed sexes. The mixed group recorded the lowest occurrences regarding the need to

maintain momentum. This implies that pupils were all actively engaged and were passionate about their opinions.

With the high level of opinions and discussions there was little need for facilitators to maintain the discussions. This may have caused Focus Group Three to run over time. Table 6.6 suggests that the focus group facilitators generally did well as they followed the guidelines concerning how to run a focus group. They organised and carried out their focus group research in a professional manner. Facilitators listened well and were able to carry through to the end of each focus group. These focus groups were not convened to solve problems or develop clear thinking about a topic as recommended by Stewart and Shamdasani (1990) but to facilitate discussion on a topic of interest through the application of clearly formulated questions. Pupils facilitated a discussion and gathered ideas, which were used later in their research.

### *Reflect*

Boys within this research project tended to be more reserved than the girls. This could be the reason they gained more from the use of questioning than the girls did. It appeared that conducting the leadership development training prior to the research training had an impact as pupils appeared more mature and professional. The questioning approach helped pupils to think for themselves instead of being given all the information they asked for. If teachers use effective/purposeful questioning more frequently, this style offers more to pupils to aid their memory and learning (Marshall and Rowland 1998). With these encouraging results, questioning became a permanent feature within the cycle. At this stage in the research skills development process pupils were fully engaged in their own research.

### ***Students as Researchers in Action***

Student leaders decided to consult the wider year 8 student population. Having developed working knowledge of the research process they decided to use a focus group to identify general themes. From these they developed a questionnaire. Student leaders chose their participants, and at no point were they directed to remove any names. With the use of purposeful questioning, pupils altered their lists and negotiated among themselves regarding the participants that they would like in their focus groups. Pupils developed a focal point for their focus groups along with focus group questions. They were also instrumental in developing pupil and parent consent forms along with research information sheet and covering letters for parents and participants. All three focus groups had the same focus point; as a result, they had similar ethical considerations. In small groups and with specific tasks relating to the focus group research, such as designing questions and constructing letters, student leaders were able to complete and review relevant items concerning their research.

### ***Student-led research focus***

The following were the areas that generated most responses, concerns and emotions from all three sessions:

1. The rewards and punishment policy including behaviour
2. Improved activities during break/lunchtimes
3. Extracurricular activities
4. Tutor-time activities

As a group, student researchers created a research topic along with research questions, tools and an aim. Student leaders were reminded of Thomson and Gunter's (2007) guidelines when

consulting; they needed to decide on involvement, choose a project, build a research toolkit, and negotiate access.

After the discussion student researchers decided on the following research topic:

**Topic:**

*To explore the use of Student Voice within Year 8 to develop a policy to improve students' behaviour and attitude towards learning*

**Research Question:**

*What are the main concerns or issues within Year 8?*

*Will a new policy improve students' behaviour and attitude towards learning?*

**Aim:**

*To develop a policy to enhance pupils' behaviour and learning*

**Research Tools:**

*Questionnaire and Focus Group*

Pupils grouped themselves and selected a theme that surfaced from the focus group research. Each small group developed questions which were related to the theme selected for the questionnaire. All questions were scrutinised with each group using a variety of questioning techniques to highlight where the questions developed might possess bias, be leading, or unclear. Cohen, Manion and Morrison (2005) encourage researchers to ensure questions are appropriately written. This process helped pupils to focus their questions specifically on their chosen theme. Following a catalogue of open and closed ended questions pupils merged their small group questions and developed their questionnaire, which they administered to the year 8 population. Findings from the questionnaire informed the development of a policy (Appendix 23).

This shows that consultation and engagement had the capacity to aid the development of student leaders. The success of student leaders' research hinges on their authority to lead their consultation (Rudduck and McIntyre 2007) and the reciprocal joint pursuit between student leaders and teacher (Fielding 2001). Pupils launched their policy and gathered the following information regarding each action point within the policy.

*Action Point One - Open ICT rooms one lunchtime per week.* Following discussion with the department, the ICT room was opened on Tuesdays. Table 6.7 shows the number of pupils who attended each week:

**Table 6.7 - Record of Attendance/usage of ICT Room**

Date	Number of Pupils
16/09	20
23/09	23
30/09	5
07/10	13
12/10	9
19/10	10
02/11	Absent
09/11	14
16/11	19
23/11	15
30/11	24
07/12	18
14/12	10

Pupils' attendance to the room fluctuated greatly. The first two weeks were well attended with a total of 43 pupils, whilst the third week only had 5 pupils. Attendance, thereafter, fluctuated for a variety of reasons. On warmer days pupils tended to stay in the playground and on colder ones use of the ICT room was higher. Over the time period an average of 15 pupils used the computer room per week. Informal discussions with pupils suggested that the staggered entrance to the

dining hall during lunchtimes greatly impacted ICT room usage rates. year 9 pupils were allowed access to the computer room during the second half of lunch. This sometimes clashed with the time when they were given access to the dining hall. When year 9 pupils entered the dining hall last, or second to last, they would not get an opportunity to access the computer room and spend quality time therein. The small dining hall had an impact on pupils' use of the ICT room. It is not fair to always allow year 9 pupils first into lunch; therefore pupils needed to negotiate access to the ICT suite according to the lunchtime rota.

**Action Point Two** – *Open the Astroturf pitch one lunchtime per week.* The Astroturf pitch was opened on Mondays. Table 6.8 shows the number of pupils who used the pitch each week.

**Table 6.8 - Record of Attendance/usage of the Astroturf**

Date	Number of Pupils
14/09	67
21/09	60
28/09	50
05/10	35
14/10	50
21/10	65
04/11	51
11/11	70
18/11	49
25/11	30
02/12	33
09/12	Absent
16/12	40

Pupils religiously turned up to the pitch every Monday to play football and attendance was very high. An average of 50 pupils were always watching, supporting or playing football. Student leaders were instrumental in captaining teams and facilitating sessions. Lunchtimes were never long enough on a Monday. Accordingly it can be concluded that this interaction helped to bring

pupils in the year group together. It also presented bonding and physical exercise opportunities. This bonding had a mix of boys and girls who usually separate during their lunch breaks.

***Action Point Three – Purchase new equipment such as footballs to enhance lunchtime activities.***

With a well resourced physical education department there was no need to get extra equipment. This suggests that there was an issue concerning access or misconceptions concerning resources. On this occasion the school listened to student voice but did not fulfil their request. Following pupils' request they were invited to a meeting in which the quantity and quality of resources within the physical education department were explained. Student leaders engaged in the discussion and agreed that the equipment was not needed. This also served as a teaching point about leadership and the need to sometimes make tough or unfavourable decisions. This suggests that pupil voice ideas should be discussed with pupils if they can or cannot be realised or developed. Pupils like to be listened to even if their suggestions and ideas cannot be implemented. This does not mean that pupil voice is at risk of not achieving what it sets out to do. This is because a major element of student voice is listening to pupils and discussing with them their concerns and their ideas (Flutter 2007 and Holdsworth 2000).

***Action Point Four – To ensure that other year groups did not hinder access to the Astroturf on the day assigned to Year 9.*** All heads of years came together and developed a rota to ensure the whole school had fair access. Heads of years also instructed their year groups to only access the pitch on the days that they were assigned. Student leaders made a sign and mounted it on the gate to the pitch. The use of a rota ensured that there were no altercations and confirmed the days assigned to each year group. Only once, did a few year 11 pupils attempt to enter the pitch on a



day when they were not allowed. This act of pupil voice has brought heads of years together and has established order concerning the use of this play area. All pupils within the school developed a shared understanding of the use of the area. This kind of student voice proved successful as a result of the school culture (Lodge 2005) and (Thompson and Gunter 2005).

**Action Point Five** – *Pupils to watch an educational/appropriate video clip during one registration each week.* All tutor groups developed a timetable of activities for each week. On each timetable the watching of an educational/appropriate video was listed. Pupils chose the films that they wanted to watch. The watching of films during registration time shows that pupils made an impact within formal instruction times as well. All tutors were part of the process and were present when student leaders presented their plan of action during year team meetings. This reinforces the fact that for student voice to be effective all staff need to be part of the initiative.

**Action Point Six** – *Pupils to complete one registration period in a computer room at least once per week.* All groups had timetabled sessions in the ICT rooms. They registered in these areas religiously. Student leaders were instrumental in ensuring that their tutors took them to the room on their assigned days. Four of the five groups visited the ICT room more frequently than one. Pupils had to remind this particular tutor who responded well and brought them to the room. Delayed response to pupil voice was one factor linked to action point six. This member of staff was the teacher who declared during the staff consultation that he never embraced pupil voice in his lessons. This suggests a level of reluctance by the member of staff. The literature concerning pupil voice does not speak directly to this conclusion and as such needs this is an area associated with the research that would benefit from further academic exploration.

***Action Point Seven*** – *Pupils to participate in inter-form/class competitions.* Competitions were carried out in tutor groups; ranging from online quizzes and spelling, to drama activities and board games such as draughts. These activities took place during tutor sessions and lunchtimes. It was usually difficult to get pupils to give up their lunch breaks, however these competitions were well attended, as they were pupil suggested. The research implies that it is the shift in relationship between pupils and staff that caused this success (Lewis 1993). Lunchtime activities and tutor group competitions were not part of the tutor group activities before the student led research.

***Action Point Eight*** – *Pupils to participate in online quizzes via the smart-board during one registration per week.* All groups were involved according to timetabled sessions. Feedback from tutors regarding the level of engagement and the enjoyment that pupils experienced was positive. They explained that there were added benefits as pupils all took part in online quizzes, which focussed on the core subjects and not just online games. On most occasions pupils chose the quizzes that they completed, this enhanced their participation and engagement. On each Year Team agenda there was always an item where staff were given the opportunity to discuss the engagement policy.

***Action Point Nine*** - *Tutors and drama teacher to reward pupils during each lesson/registration.* The number of gold slips (rewards specific to the school) that were issued during drama lessons and tutor periods increased by 80%. Throughout the year group it was difficult to identify major gaps in terms of pupils' attainment levels. Pupils were attracted to the variety of rewards available; consequently they worked harder to achieve them. Reports from tutors showed that the

issuing of gold slips and merits during tutor times was more frequent. Gold slips and merits add up to rewards such as iPod shuffle, iPod Touch, iPod vouchers, pens, and calculators.

#### **6.4 Conclusion**

The impact of consultation and engagement on the development of students as leaders of research can be measured according to the quality of pupils' research and the impact it had on their peers. The take up of activities following the engagement policy was noteworthy. Most pupils and staff were actively engaged in each action point. This specifically included all tutors and the drama teacher along with all pupils in the year group. Findings show that school culture plays a pivotal part in the success of the students' research (Lodge 2005 and Thompson and Gunter 2005). During the months in which the policy was in action all apart from one action point was realised (action point three) and this 'failure' was due to the resources that were already available. A point subsequently concurred with by pupils. Indeed, even though the pupils' suggestion was not realised they were engaged in a discussion in which they were informed why their idea was not realised. Pupils responded well and this implies that if teachers fully engage pupils in conversations regarding their ideas from inception to execution and explain decisions that thereafter follow, that there is the chance that pupils will respond favourably. This further suggests that continuous discussion and engagement helps to build the capacity within pupils during the pupil voice process.

Findings from Phase 2 suggest that pupils made progress as student leaders and, in addition, developed skills that enhanced their student-led research. Before the training both staff and pupils were less engaged. Pupils were also confident that the leadership training aided the

process, and this suggests that pupil voice can impact practices through research and training. On 62 occasions pupils used the knowledge they had gained during the process in discussions with their peers. It was also evident that they had challenged each other as a result of the new knowledge they gained.

Pupils' research galvanised multiple standpoints through the focus group and the questionnaires they used (Thomson and Gunter 2006). As a result of capturing the views of all pupils the engagement policy was accepted and welcomed by all pupils. This confirms the views espoused by Thomson and Holdsworth (2003) and Fielding (2001) that students as researchers is the highest level of engagement. Student leaders assumed a researcher persona and not that of students as encouraged by Thomson and Gunter (2007). The success of the student leaders' research was supported by their initial leadership training and in addition to their training as researchers. This implies that if student voice champions choose to use the students as researcher approach it would be beneficial to develop within pupils leadership skills before they embark on research.

Throughout the research development process pupils were consulted and engaged. This confirms that consultation and engagement contributed to the development of students as leaders of research. Pupils were able to suggest ideas, which were developed throughout the training. Furthermore, as a result they effectively launched and carried out their own research. They developed their own instruments and selected participants. Their findings influenced policy.

## **Chapter Seven**

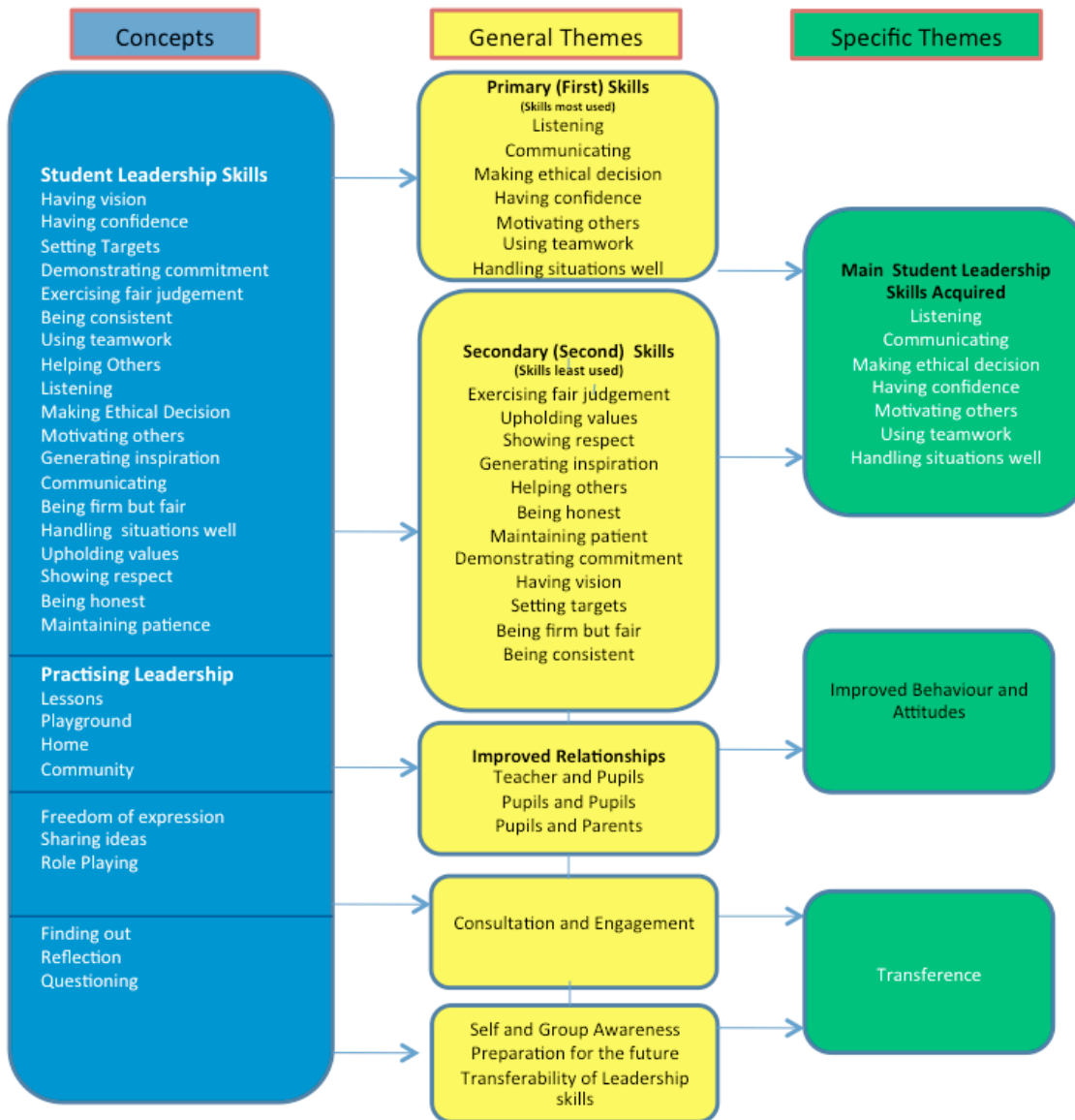
### **Presentation of Data and Analysis**

#### **7.1 Introduction**

This chapter presents the findings and analysis from the data collected throughout this research. Analysis was aided by NVivo8 and cross tabulations. Following the analysis data is presented about five focus pupils who were specifically chosen to show their progress over the enquiry. The chapter closes by summarising the overall findings of the research.

#### **7.2 Interview Analysis**

Interviews were carried out following the leadership development – leadership training (Phase 1) and leadership development - research training (Phase 2). The schedule can be found in Appendix 24. All 16 pupils were interviewed; interviews took between 15 and 30 minutes. Data from the interviews was entered into NVivo8 for analysis, and the interviews were examined and coded (see Concepts, Figure 7.1). The concepts were grouped into themes associated with leadership skills as identified by pupils. The interviews were also coded according to other themes that emerged from the data. The data was also interrogated to identify the frequency of themes and comments.



**Figure 7.1 Concepts and themes within the interviews**

During the analysis of the interviews, all the leadership skills used were classified as either first or second level. The terms first and second were chosen to make a distinction between the skills most or least used throughout the leadership development process. Skills were classified according to the frequency with which student leaders mentioned them. The skills that were mentioned the most in a positive way, and those that greatly aided pupils' leadership

development, along with those most used during the leadership development training, were classified as ‘first skills’. The skills that were less used, were classified as the ‘second skills’. A count was made of the number of times pupils mentioned skills in the recordings of interviews to measure frequency. The first skills included: listening, communicating, making ethical decisions, having confidence, using teamwork, handling situations well, and motivating others. The second skills were: exercising fair judgement, helping others, being honest, maintaining patience, demonstrating commitment, having vision, setting targets, being firm but fair, upholding values, showing respect, generating inspiration, and being consistent.

From the analysis of the interviews, seven skills – listening, communicating, making ethical decisions, having confidence, using teamwork, handling situations well, and motivating others – were the ones used most by student leaders. Pupils testified that the leadership training equipped them with skills that they had been able to use within and outside school. The student leaders variously commented:

*“This week I was with my friends and they were arguing, but instead of shouting at them I showed them respect and the problem was sorted.”* Pupil NR

*“If there is an incident I would be able to resolve it by calming the person down; before the training I would just let it happen and watch.”* Pupil CA

*“At Outward Bound we had to work as a team, but we needed a leader who was going to keep everyone going so if people were upset I would always go and talk to them to see how they were so the team did not lose out.”* Pupil JB

Improved relationships and behaviour also appeared as a theme revealed in the interview analysis:

*“If people are being disruptive and not listening, us lot in [class] MJ we take charge of the class and tell them to stop and they actually listen to us.”* Pupil NR

*“If a teacher is going outside the classroom because she needs to do something and she needs someone to look after the class I will know how to do it in a responsible manner.” Pupil JB*

*“I am doing better in class because I have learnt how [the] teacher feels when pupils misbehave.” Pupil MH*

*“They have been occasions when people want to fight. I ask them why..., talk with them and then they understand and apologise to each other”. Pupil CW*

Another theme that was evident in the analysis was transference. Pupils felt that the experience has equipped them with skills and opportunities to be successful in their education and future pursuits.

*“The thing I like about the leadership experience is that you learn how to be a leader and other things that can help in later life”. Pupil AA*

*“I quite enjoyed the leadership experience, [as] it is quite a good experience and it will help you in the long run”. Pupil AJ*

*“Being Head of Year made me powerful. I used the power very well”. Pupil AY*

Findings from the interviews suggested that pupils improved their behaviour and attitudes, and matured over the leadership development process. In addition, the student leaders have helped to control the behaviour and attitude of their peers in and out of class as well as in the wider community. Analysis of the interviews also shows that the leadership development programme empowered pupils and positioned them for a better future. It is interesting to note that communication was one of the main student leadership skills, a skill which placed some pupils in conflict with staff as they lacked this at the start of the research.



### 7.3 Questionnaire Analysis

All student leaders were asked to complete a questionnaire in order to measure the progress that they had made. This was completed at the end of Phase 2 and the findings are presented in Table 7.1. Data from the questionnaires was analysed using frequency analysis, as well as Becker's (1970) 'quasi-statistics' method. The skills within the questionnaire were suggested by pupils and taken from the film *Coach Carter* (2005). Skills presented in italics were those given independently by pupils; those in bold were taken from the film and also given by pupils; finally, the remainder were taken from the film only. Pupils were allowed to tick a maximum of two statements for each leadership skill. This meant that the total number of responses would exceed the total number of pupils. The intention in so doing was to identify baseline data and the progress that pupils had made for each leadership skill. This kind of data was analysed according to the questionnaire column headings.

**Table 7.1 - Leadership Skills Developed by Student Leaders**

<b>Leadership Skills identified for development</b>	<i>I had aspects of this skill before the training</i>	<i>I have improved on this skill as a result of the training</i>	<i>I now have this skill as a result of the training</i>	<i>I have not improved or developed this skill</i>
Having vision	14	14	4	-
<b>Showing respect</b>	13	4	4	-
Having confidence	7	10	3	-
Setting targets	10	10	4	1
Demonstrating commitment	8	8	2	-
Sharing goals	8	8	4	-
Exercising fair judgment	10	10	6	-
Being consistent	10	10	5	-
Using teamwork	11	6	3	-
Helping others	10	5	4	-
<b>Listening</b>	10	5	6	-
Making ethical decisions	12	12	4	-
Motivating others	7	6	3	-
Generating inspiration	8	8	2	-
Following through	8	8	6	-
<i>Showing intelligence</i>	12	4	3	-
<i>Being popular</i>	8	5	-	1
<i>Show ambition</i>	12	6	-	1
<i>Being helpful</i>	8	6	3	-
<i>Being understanding</i>	10	6	4	-
<b>Effective communication</b>	8	6	3	1
<i>Being punctual</i>	8	3	3	-
<i>Being well behaved</i>	7	6	4	1
<i>Being controlling</i>	8	5	5	-
<i>Handling situations well</i>	11	4	4	-
<i>Inspiring</i>	6	5	3	2
<i>Being presentable</i>	11	4	2	-
<i>Being trustworthy</i>	12	4	2	1
<i>Being firm but fair</i>	8	6	6	-
<i>Showing care</i>	12	3	3	1
<i>Being motivated</i>	7	6	4	-
<i>Being prepared</i>	10	5	3	-
<i>Showing friendliness</i>	14	3	2	-
<i>Being polite</i>	11	4	3	2
<i>Being a role model</i>	6	4	6	1
<i>Being fair</i>	11	2	5	-
<i>Being generous</i>	10	4	3	1
<i>Showing a sense of humour</i>	11	5	2	1
<i>Being convincing</i>	7	4	6	-
<i>Being teachable</i>	8	5	4	1
<i>Not easily influenced</i>	7	4	6	-
<i>Promotes peace</i>	10	4	3	2
<i>Being honest</i>	10	5	2	1
<i>Thinks for everybody's best</i>	8	8	4	-

According to the questionnaire, seven boys stated that they now possessed 35 skills as a result of the training, whilst four girls named 33. Of the seven boys, one dominated the results by listing 27 of the skills. This boy was reserved and isolated before the training. One girl dominated the result and listed 20 of the skills. This suggests that the boys felt that they gained marginally more from the experience than the girls. Twenty-one of the 35 skills were named by two or more boys. The skills that were most popular were: demonstrating understanding, being teachable, being a role model, and sharing goals. These softer skills are usually more difficult for boys to express or display due to prescribed gender roles (Polce-Lynch, Myers, Kilmartin, Forssmann-Falck, and Kliewer 1998). This suggested an improvement in boys following the training. Ten of the 33 skills that girls developed due to the training were named by two or more girls. The most popular were: not being easily influenced, being peaceful, and being well behaved. The five most-named skills that girls claimed that they had prior to the training were: communication, being able to handle situations well, being friendly, being understanding, and being well behaved. All five of these skills were named by one pupil. Two boys said that they did not develop 16 of the skills within the questionnaire. Eleven of these skills were not listed as developed because the pupils asserted that they already possessed them. The three skills that overlapped for the two boys were inspiring, being peaceful, and popular. Girls expressed that they had developed all of the skills to different extents. The skills that both boys and girls developed in common were: being fair, following through, handling situations well, and being a role model.

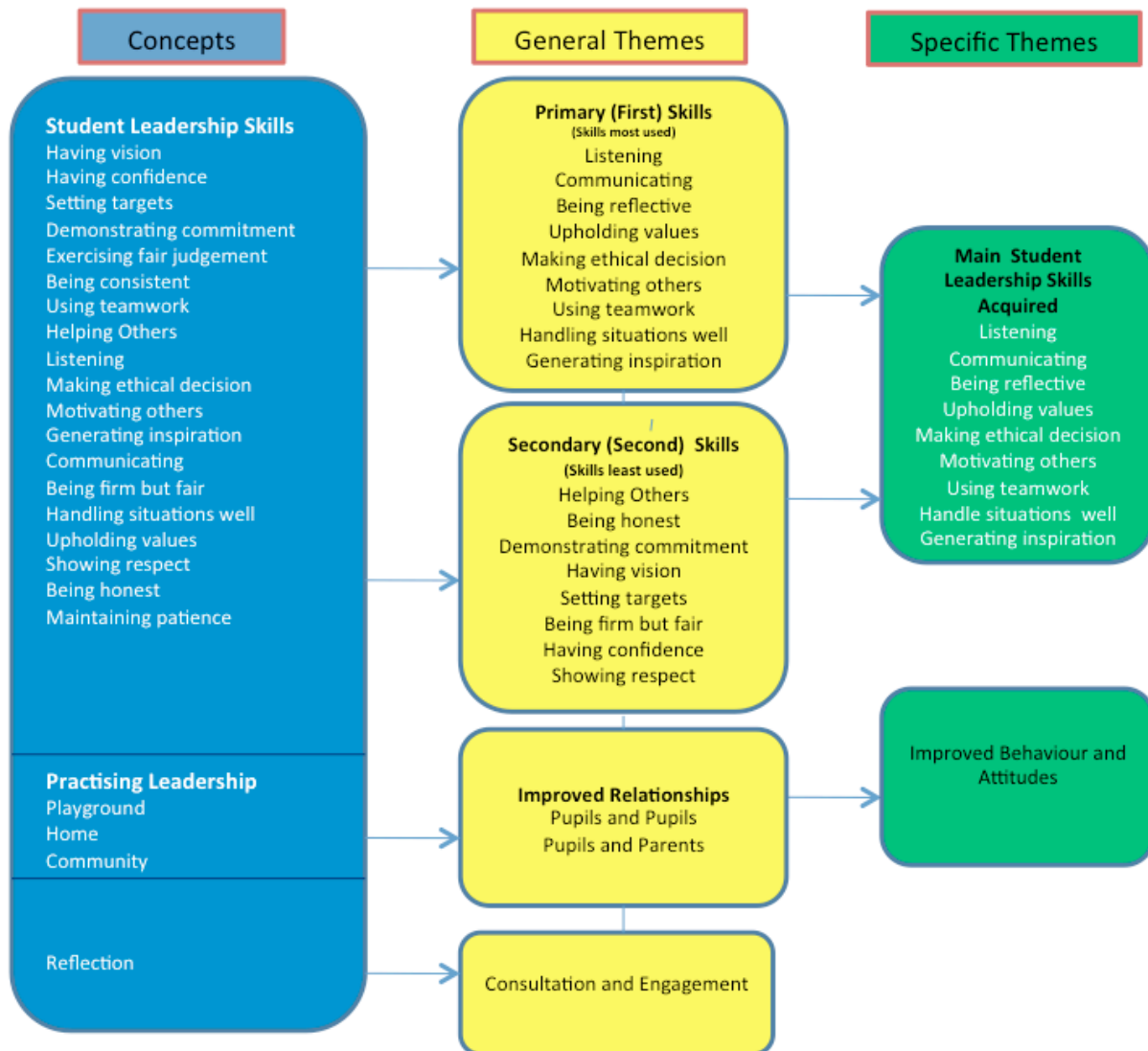
Analysis of the findings shows that all of the pupils made some progress in most of the leadership skills areas. According to the student leaders' personal assessments, a large majority of them possessed aspects of most of the skills. What is, however, noteworthy is that they also

further developed those skills that they already had. The questionnaire reflects the following areas where the most progress was made without evidence of prior skill: exercising fair judgement, listening, following through, being firm but fair, being a role model, and not being easily influenced. Looking more closely at the skills of popularity and ambition, it is apparent that no pupil believed that he or she experienced any obvious development within these areas. These skills are not easily measured and as a result pupils would have found it difficult to measure their own progress.

At the beginning of the research pupils were asked to list the skills that they believed student leaders should have. They also identified leadership skills from the film *Coach Carter*. All of these skills were added to the questionnaire to determine which were effective and necessary. According to the findings from the questionnaire, 15 of the 44 skills were not developed or improved. A number of reasons are given for this finding, including absence from school or the session, or a limited understanding of the named skill. It could also be that pupils' possessed the skills prior to the training or the skill was not appropriate for the context. Most of the skills that were not developed were skills nominated by student leaders as those that were necessary for successful leadership. Leadership skills such as a shared vision and setting targets experienced 86.7% growth. Findings from the questionnaire additionally showed that an average of 10 of the 16 student leaders improved (or now possessed) the skills that were taught in the leadership development portion of the research.

#### **7.4 Diary analysis**

All 16 pupils completed diaries throughout the research process to ensure that they reflected on and documented their progress (Rowntree 1992). The allotted time to complete diaries within leadership development sessions was 15 - 20 minutes. The diaries were completed over a 15-week period during or immediately after each session. Pupils took their diaries home so they also had an opportunity to complete them whilst away from school. Student leaders completed an average of 20 formal diary entries. The diary entries were coded according to the leadership characteristic and themes that surfaced as a result of the training. The data was queried to pick up themes and frequency of comments. The following themes were identified:



**Figure 7.2 Themes within the diaries**

The leadership skills mentioned by student leaders were classified in a similar manner to those in the interview analysis. With regard to the diaries, the first skills were listening, being able to communicate, being reflective, upholding values, making ethical decisions, motivating others, using teamwork, handling situations well, and inspiring others. The second skills identified were helping others, being honest, being committed, having a shared vision, setting targets, being firm but fair, being confident, and showing respect. According to the analysis, pupils identified more

skills as first compared with the interviews. This could be due to the extended and open reflective period given to complete diaries. There was also more guidance offered towards diary completion, which could have aided pupils' writing.

Improved behaviour and attitude were identified as a theme during the analysis of diary entries.

Pupils on occasions mentioned that they changed their behaviour as a result of the training:

*“Some people in the group I didn't know that I could work with. I found one of the leaders very annoying; now we are good friends. Another one is jarring, but now we are alright”.* Pupil NR

*“I have learnt that your values might sometimes clash with your friend's values and you have to learn to respect their values and beliefs”.* Pupil AJ

*“I am now better able to respect someone else's opinion when a value conflict happens”.* Pupil CA

*“I now find it easier to see other people's point[s] of view and understand what they are saying”.* Pupil NC

The themes within the diary were checked against those within the observations for correlation.

## **7.5 Observation analysis**

Observations were carried out following the teaching of a topic and whilst pupils carried out their own research. On some occasions the names of student leaders were noted during observations, on other days this was not practical due to the need to facilitate sessions. On these days the leadership development content was delivered first then observations made after. Over the research development period, fifteen overt formal observations were recorded. The focus was aimed at capturing student leaders using the skills they were taught. All of the observations were structured and focussed on three or more specific leadership skills during each observation period. Each observation period lasted for an average 20 minutes. Classes with an average of 15

or more pupils were always part of the observation to ensure that enough pupils were present in order to make an informed judgment. Observations were analysed using frequency analysis. Table 7.2 shows the number of times pupils were observed using each leadership skill.



**Table 7.2 - Leadership skills used by pupils as student researchers**

Leadership Characteristics/Activity Observed	Total number of occurrences			Boys	Girls
	Total number of occurrences	Number of general occurrences (without specific focus on pupils)	Number of occurrences (with focus on specific pupils)		
Listening	97	72	25	8(5) *	17(6) *
Communicating	94	74	20	9(4)	11(5)
Using teamwork	81	60	21	12(4)	9(4)
Showing respect	79	53	26	12(3)	14(8)
Handling situations well	78	51	27	17(6) *	10(6) *
Having confidence	76	58	18	13(5)	5(3)
Consulting with others	76	53	23	10(6) *	13(6)
Making ethical decisions	70	45	25	12(5)	13(4)
Motivating others	62	39	23	13(5)	10(6) *
Generating inspiration	59	36	23	11(4)	12(4)
Demonstrating commitment	50	31	19	5(3)	14(5)
Motivatvating others	47	38	9	4(4)	5(4)
Generating inspiration	42	15	27	7(5)*	20(7) *
Being consistent	40	22	18	9(4)	9(5)
Exercising fair judgment	39	39	0	0	0
Helping others	38	29	9	6(6)	3(3)
Being helpful	37	30	7	4(4)	3(2)
Being understanding	36	22	14	5(2)	9(5)
Being teachable	36	31	5	3(3)	2(4)
Being polite	34	24	10	3(2)	7(3)
Showing Friendliness	33	23	10	5(5) *	5(5)
Following Through	32	32	0	0	0
Being prepared	31	14	17	7(7)	10(6) *
Being honest	30	30	0	0	0
Being fair	30	22	8	6(5)	2(2)
Showing care	27	19	8	3(2)	5(3)
Thinking for Everybody's Best	20	12	8	0	8(4)
Being convincing	18	7	11	7(4)	4(4)
Showing a sense of humour	17	12	5	5(3)	0
Being Generous	15	11	4	1(1)	3(3)
Have vision	13	6	7	5(5)	2(2)
Not easily influenced	13	0	0	0	0
Having shared goals	12	11	1	0	1(1)
Setting targets	11	2	9	6(4)	3(3)
Being presentable	3	1	2	0	2(2)
Showing intelligence	-	-	-	-	-
Being popular	-	-	-	-	-
Shows ambition	-	-	-	-	-
Displays good behaviour	-	-	-	-	-
Being controlling	-	-	-	-	-
Being trustworthy	-	-	-	-	-
Being firm but fair	-	-	-	-	-
Being a Role Model	-	-	-	-	-
Promotes peace	-	-	-	-	-

**Table 7.3 – The pattern of leadership skills development observed (boys and girls)**

Students observed during the students as researcher training <b>(Boys)</b>	Pattern of leadership characteristics displayed <b>(Boys)</b>	Students observed during the students as researcher training <b>(Girls)</b>	Pattern of leadership characteristics skills displayed <b>(Girls)</b>
Student 1	listening, handling situation well, consulting with others, generating inspiration and showing friendliness	Student 1	listening, handling situation well, motivating other, generating inspiration, being prepared
Student 2	listening, handling situation well, consulting with others, generating inspiration and showing friendliness	Student 2	listening, handling situation well, motivating other, generating inspiration, being prepared
Student 3	listening, handling situation well, consulting with others, generating inspiration and showing friendliness	Student 3	listening, handling situation well, motivating other, generating inspiration, being prepared
Student 4	listening, handling situation well, consulting with others, generating inspiration and showing friendliness	Student 4	listening, handling situation well, motivating other, generating inspiration, being prepared
Student 5	listening, handling situation well, consulting with others, generating inspiration and showing friendliness	Student 5	listening, handling situation well, motivating other, generating inspiration, being prepared
<b>Similar characteristics across all ten pupils</b>			
listening, handling situations well and generating inspiration			

Table 7.3 shows the leadership skills pupils were observed using whilst they carried out their own research. The total number of occurrences over the observation period is divided into general observations and those that captured different pupils at different times using different leadership skills. The leadership skills that were developed by the same 5 student leaders over

the observation period are marked with asterisks. The leadership skills that were developed by different student leaders in various quantities are shown in brackets.

Table 7.3 shows a pattern that evolved from the five boys and five girls who all developed a group of the same skills. The leadership skills that were common among the boys and girls were; the ability to handle situations well, being able to listen, and being inspiring. The four skill which were different for both boys and girls were; being able to motivate (others), being prepared, being friendly and facilitate consultation with their peers. The combination of skills or activities that boys developed – the abilities to consult with their peers and being friendly work well as a combination, as being friendly aids when consulting with others. On the other hand girls appeared to be more prepared and as a result were better able to motivate others. This was evident in the research.

The findings presented in Table 7.2 illustrate a correspondence between the findings from the interviews and the diaries. The highest scoring skills from the observation were similar to the skills that were most frequently used by student leaders according to the diary and interview analysis. Skills that received no ticks were not used or could not be measured due to the nature of activities. Skills such as not easily influenced, having a shared vision, being committed, and being fair were generally measured during the execution of pupils' own research. These skills were less practical and did not easily lend themselves to being practised through role-plays. They were mainly discussed and referred to on different occasions during pupils' research. Student leaders endeavoured to listen to, consult with, and engage their peers. Quite frequently they reminded themselves to adhere to the suggestions their peers gave This can be referred to as

‘peer voice’ as the students were able to champion their peers’ voice and represent their views. The following skills; intelligence, being popular, being ambitious, being well behaved, controlling, being trust worthy, being firm but fair, being a role model, and being peaceful were not identified during this period of observations due to the nature of the activities in which the student leaders were involved and the subjective nature of the skills.

The observations, similar to the diaries and interviews, highlighted ‘first’ and ‘second’ skills. For the observation, third skills were introduced. The first skills that were identified in the observations were listening, being able to communicate, using teamwork, showing respect, handling situations well, being confident, consulting others, and being engaged, making ethical decision, motivating others, inspiring others, and being committed. The second skills were: motivated, inspiring others, being consistent, fair judgement, helping others, being helpful, being understanding, being teachable, being polite, being friendly, following through, being prepared, being honest, being fair, being caring, thinking for everybody’s best, being able to convince others, and having a sense of humour. ‘Third skills’ were those which tallied less than the total number of student leaders (sixteen) or were not present: being generous, having a shared vision, not being easily influenced, having shared goals, setting targets, and being presentable. The skills that received no scores were not classified.

The findings discussed above represent a general analysis of all 16 pupils who were involved in the research. In order to measure the impact the enquiry had on individual pupils, five pupils were examined more closely.

## 7.6 Focus pupils

### *Focus Pupil One*

*AD's context* - AD is from a stable, nuclear, working-class Eastern European family. He is a very able pupil who displays limited skills to socialise fully with others, which may be attributed to family upbringing. He is somewhat sheltered and protected by his family due to religious beliefs and other cultural differences. He is a very reserved child who does not always gravitate to the opportunity to be seen or heard. AD is not allowed to go on certain extra-curricular trips or school journeys which ran over night or those to amusement parks. AD's initial self-assessment painted a picture of someone who did not have the capacity to motivate, inspire and help others. According to AD he also found it difficult to work with others and often felt that he could not change things about himself if he was not happy about them. AD expressed that he needed to develop further his skills of encouragement and be able to receive feedback, in order to improve his and other people's achievements. It was interesting to note that AD asked if it was essential to have friends in order to be a good leader. This question debatably surfaced as a result of AD's upbringing. Friendship is not an essential element in the process towards becoming a good leader; however, working with others does help the leadership process to be effective (Yukl 1990). Leaders should develop the capacity in others so they can become effective. Discussions that came from the whole group suggested that friends are not essential but developing a working relationship is important and from there, friendships may accumulate.

After experiencing the leadership training programme AD expressed, *"I am excited about the upcoming events of the pupil voice scheme. I have learned many tactics how to motivate others"*. Not being able to motivate others was a concern AD raised in his initial assessment. It must be

noted that 13 of the 16 pupils who graded themselves as having certain skills in the initial assessment realised that, after experiencing the training, that they were not as knowledgeable or as dextrous as they had hitherto thought. This also applied to AD, who thought that he was confident, and then later requested training in this. Another exceptional leadership discourse triggered by AD was not only current but also engaging. He asked, *“Should the countries in recession in the EU have wasted money on a new year fireworks display? Is this a good or a bad example of leadership”?* Towards the end of Phase 1 in Chapter 5, whilst working as Head of Year, AD’s skills were tabulated in the chart below (Table 7.4 and 7.5). This assessment was carried out by stakeholders who came into contact with him, such as teachers, support staff and pupils.

**Table 7.4** Assessment of AD's leadership skills as Head of Year: Staff responses

No.	Focus Pupil: AD	Staff Response(s)			
	Questions	Yes	No	N/A	Total
1	Did the student leader appear confident?	5			5
2	Did the student leader(s) work as a team?	5			5
3	Was the student leader prepared?	5			5
4	Was the student leader helpful to his/her peers?	3		2	5
5	Did the student leader communicate ideas or concerns effectively?	5			5
6	Was the student leader punctual?			5	5
7	Did the student leader try to motivate his/her peers?	3		2	5
8	Did the student leader try to inspire his/her peers?	4		1	5
9	Was the student leader presentable? (correct uniform, tie in place etc)	5			5
10	Was the student leader polite to his/her peers?	5			5
11	Did the student leader make fair decisions?	4			5
12	Was the student leader firm?	5			5
13	Was the student leader fair?	5			5
14	Did the student leader respect the views of others?	5			5
15	Did the student leader appear committed to the task/session?	5			5
16	Did the student leader listen well to others?	4			5
17	Did the student leader follow through with promises made?	2		3	5
18	Was the student leader consistent?	4			5
19	Did the student leader handle situation(s) well?	5			5
20	Did the student leader share their vision with their peers?			4	5
21	Did the student leader appear to understand the concerns/issues of their peers?	5			5

**Table 7.5** Assessment of AD's leadership skills as Head of Year: Peers' responses

No.	Focus Pupil: AD	Peers' Responses			
	Questions	Yes	No	N/A	Total
1	Did the student leader appear confident?	9			9
2	Did the student leader(s) work as a team?	8		1	9
3	Was the student leader prepared?	7		2	9
4	Was the student leader helpful to you?	9			9
5	Was the student leader helpful to your classmates?	7		2	9
6	Did the student leader communicate ideas or concerns effectively?	9			9
7	Was the student leader punctual?	7		2	9
8	Did the student leader try to motivate you?	3		6	9
9	Did the student leader try to inspire you?	7	2		9
10	Was the student leader presentable? (correct uniform, tie etc.)	9			9
11	Was the student leader polite to you?	9			9
12	Did the student leader make fair decisions?	8	1		9
13	Was the student leader firm?	9			9
14	Was the student leader fair?	9			9
15	Did the student leader respect your views?	9			9
16	Did the student leader appear committed to the task/session?	9			9
17	Did the student leader listen to you?	9			9
18	Did the student leader follow through with promises made?	2		7	9
19	Was the student leader consistent?	9			9
20	Did the student leader handle situation(s) well?	9			9
21	Did the student leader share their vision with you?	1		8	9
22	Did the student leader appear to understand your concerns/issues?	7		2	9



Analysis of the data displayed in the tables shows that AD progressed according to responses from staff and students. A comparison of the skills that AD expressed a need to develop, working with others, being able to inspire, being able to motivate others and being confident along with his current assessment level suggests that growth was experienced and an impact was been made on stakeholders. Judgements are made based on stakeholders responses. Areas in which he did not receive grades are due to the applicability of the incidents dealt with.

Findings from the interview confirmed AD's journey through the leadership programme. He was asked what he liked about the leadership experience. He stated:

*"You learn many skills... Personally, I learned so much that I never had thought I could ever learn. Yeah, that is the most exciting bit of it, you learn things."*

When AD was asked what real characteristics he developed or is still developing as a student leader, he replied:

*"...confidence, I have improved a lot on that... Ethical decisions were an issue to me before. [The programme] helps you in your communication skills; I always try to be the best at that. I improved a lot and that's about it. Yeah, talking about motivation, I learnt a lot about that – I really couldn't do it... I have a lot more confidence at home; I can make my voice heard, am not so shy. "*

One influential and successful part of the leadership training is the input given by pupils. This added creativity and a different dimension. According to AD,

*"Since we [student leaders] have been writing our diaries you [researcher] changed the progress of what we [student leaders] are learning to adapt what we are thinking and what we need to improve."*

The essence and the real experiment behind this research is the autonomy given to pupils to direct their learning. This, according to AD, was evident and appropriate. AD felt that his progress was measurable:

*“I can be more efficient when analysing things... I can also be more efficient when giving out for example questionnaires to people... for a range of group and how to be efficient on which one to pick between a questionnaire and a survey.”*

It was important to note the impacts that the leadership training had on pupils carrying out their roles as student researchers. In addressing whether the leadership training facilitated their role as researchers or hindered their ability to carry out their research, AD asserted that:

*“Being a student researcher is a privilege... the skills obviously help you and that’s exactly what you need.”*

Measuring pupils’ reaction to their role as student researcher was also important as a Head of Year in order to ascertain if pupils would enjoy the role even outside the formal research. AD stated:

*“Yeah, I really like it. It is a nice privilege to have within the year. For example... they [year 8 pupils] really liked the programme we did; I thought they wouldn’t be so receptive to it... but they enjoyed what we [student leaders] did as a Head of Year.”*

The comments made by AD suggest that he has gained from the experience and as a result developed his leadership capacity as a student researcher. The post-training questionnaire below shows the progress that AD made.

**Table 7.6** *Focus Pupil AD – Post-Training Findings*

<b>Leadership Skills identified for development</b>	<i>I had aspects of this skill before the training</i>	<i>I have improved on this skill as a result of the training</i>	<i>I now have this skill as a result of the training</i>	<i>I have not improved or developed this skill</i>
Having vision			✓	
Showing respect	✓	✓		
Having confidence			✓	
Setting targets			✓	
Demonstrating commitment	✓	✓		
Sharing goals			✓	
Exercising fair judgment			✓	
Being consistent			✓	
Using teamwork	✓	✓		
Helping others	✓	✓		
Listening	✓	✓		
Making ethical decisions			✓	
Motivating others	✓	✓		
Generating inspiration	✓	✓		
Following through	✓			
Showing intelligence	✓	✓		
Being popular				
Show ambition	✓	✓		
Being helpful	✓	✓		
Being understanding	✓	✓		
Effective communication	✓	✓		
Being punctual	✓			
Being well behaved	✓			
Being controlling			✓	
Handling situations well	✓	✓		
Inspiring			✓	
Being presentable	✓			
Being trustworthy	✓	✓		
Being firm but fair	✓	✓		
Showing care	✓	✓		
Being motivated	✓	✓		
Being prepared	✓	✓	✓	
Showing friendliness	✓			
Being polite	✓			
Being a role model		✓		
Being fair	✓	✓		
Being generous	✓			
Showing a sense of humour	✓	✓		
Being convincing	✓	✓		
Being teachable	✓	✓		
Not easily influenced	✓	✓		
Promotes peace	✓	✓		
Being honest	✓			
Thinks for everybody's best	✓	✓		

According to Table 7.6, AD identified a number of skills that he possessed to some degree prior to the training, along with those he did not possess. It must be noted that even though he graded himself to have possessed aspects of many skills prior to the training, he improved them. An improvement in these skills suggests that learning has taken place and that the approach was appropriate. On all accounts, AD's responses suggest that each skill listed has improved. The evidence implies that AD has made good progress over the training.

### ***Focus Pupil Two***

*AJ's context* - AJ is from a single parent, black Caribbean, working-class family. He lives permanently with his father and occasionally visits his mother. AJ has the ability to do very well; however, he is currently underachieving due to a lack of focus, and involvement with disaffected peers. AJ is occasionally involved in elements of poor and disruptive behaviour. He has moved tutor groups on two occasions in an attempt to offer him a fresh start and to avoid a transfer to a new school. A high percentage of the incidents in which AJ was involved at school were based on the views of others towards him or his friends. This difference in opinion and attitude often triggered antisocial behaviour. AJ was easily influenced and lacked the conviction to choose for himself and stand up for what he believed in.

The personal assessment carried out by AJ highlighted a need for him to develop his listening skills, and his ability to work within a team. AJ went on to say that he needed to become more consistent, learn how to make ethical decisions, be firm and fair, and follow through with decisions or promises made.

After experiencing the leadership training programme, AJ said that he had learnt that *“your values might sometimes clash with your friend’s values and you have to learn to respect their values and beliefs.”*

Understanding and respecting other people’s values help to deflate conflicts. Whilst participating in the leadership training the number of negative incidents in which AJ was involved decreased. Learning to understand and respect other peoples’ values could be the reason for this decrease, along with the empowerment and status given to pupils who were part of the training programme. AJ also stated that he found it hard to pick out key values within his life. Ignorance of one’s own values does open individuals to be easily swayed by others, as they would not know specifically what to stand for or against, a trait that AJ exhibited throughout year 7 and the early months of year 8. AJ went on:

*“I learnt how important leadership is and how a leader can affect a whole team. I also learnt that leaders have to set examples for people to follow”.*

His assertion that a leader needs to set an example could also be the reason for the decrease in his hitherto poor and disruptive behaviour. Throughout the training the importance of leading by example was impressed upon pupils. This has manifested itself through AJ’s behaviour and the statement:

*“I learnt the key features of communication and talking to an audience and how to keep them entertained and not bored.”*

AJ did mention in his baseline assessment that he needed to develop his communication skills - specifically to be understood by others. In the interview AJ explained:

*“I think one of my most developed skills is probably ethical decisions... and like communicating... like one-to-one conversations. I think I can do this better now.”*

AJ was also asked whether he had had the opportunity to use any of his skills outside of the training context with his friends and the impact he was making on their lives. He stated:

*“I think I used [some skills] in class... like listening more effectively to what the teacher is saying because when you listen you learn better. I’ve also made ethical decisions... like choosing who I want to hang around with.”*

The decline in antisocial behaviour within school involving AJ suggests that his use of ethical decisions to select the people with whom he associates could be a positive result.

The following table describes AJ’s leadership skills whilst he acted as Head of Year towards the end of Phase 1. Pupils and staff completed the assessment.

**Table 7.7** Assessment of AJ's leadership skills as Head of Year: Staff responses

No.	Focus Pupil: AJ	Staff Response(s)			
	Questions	Yes	No	N/A	Total
1	Did the student leader appear confident?	2			2
2	Did the student leader(s) work as a team?	2			2
3	Was the student leader prepared?	1		1	2
4	Was the student leader helpful to his/her peers?	2			2
5	Did the student leader communicate ideas or concerns effectively?	2			2
6	Was the student leader punctual?			2	2
7	Did the student leader try to motivate his/her peers?	1		1	2
8	Did the student leader try to inspire his/her peers?	1		1	2
9	Was the student leader presentable? (correct uniform, tie in place etc)	2			2
10	Was the student leader polite to his/her peers?	2			2
11	Did the student leader make fair decisions?	2			2
12	Was the student leader firm?	2			2
13	Was the student leader fair?	2			2
14	Did the student leader respect the views of others?	2			2
15	Did the student leader appear committed to the task/session?	2			2
16	Did the student leader listen well to others?	2			2
17	Did the student leader follow through with promises made?	1		1	2
18	Was the student leader consistent?	2			2
19	Did the student leader handle situation(s) well?	2			2
20	Did the student leader share their vision with their peers?			2	2
21	Did the student leader appear to understand the concerns/issues of their peers?	1	1		2

**Table 7.8** Assessment of AJ's leadership skills as Head of Year: Pupils' responses

No.	Focus Pupil: AJ	Peers' Responses			
	Questions	Yes	No	N/A	Total
1	Did the student leader appear confident?	4			4
2	Did the student leader(s) work as a team?	3	1		4
3	Was the student leader prepared?	4			4
4	Was the student leader helpful to you?	3		1	4
5	Was the student leader helpful to your classmates?	4			4
6	Did the student leader communicate ideas or concerns effectively?	4			4
7	Was the student leader punctual?			4	4
8	Did the student leader try to motivate you?	2	1	1	4
9	Did the student leader try to inspire you?	2	2		4
10	Was the student leader presentable? (correct uniform, tie etc.)	4			4
11	Was the student leader polite to you?	4			4
12	Did the student leader make fair decisions?	3		1	4
13	Was the student leader firm?	2	1	1	4
14	Was the student leader fair?	4			4
15	Did the student leader respect your views?	4			4
16	Did the student leader appear committed to the task/session?	4			4
17	Did the student leader listen to you?	3	1		4
18	Did the student leader follow through with promises made?			4	4
19	Was the student leader consistent?	4			4
20	Did the student leader handle situation(s) well?	4			4
21	Did the student leader share their vision with you?			4	4
22	Did the student leader appear to understand your concerns/issues?	4			4



The number of assessments received by student leaders was determined by the number of issues dealt with whilst acting as Head of Year. An examination of the scores given shows that AJ displayed most of the skills required to be a leader. A closer look at the skills that AJ named that he wanted to develop in his preliminary assessment shows that he made notable progress.

AJ was asked what research skills he believed he had developed. He explained; *I think analysing... I get people's feedback and write them down and put them into different types of data.* He went on to state that as a result of developing his listening skills during the leadership training, it has helped him to listen better to others during the research. AJ said that he liked the role of a student researcher *"because you get the whole year group's point of view and put it together"*. On the whole AJ said he had enjoyed the experience:

*"The research was quite good. The focus group gave us [student leaders] more [of a] chance to work together and it helped me to work with other people as a group...it involved the whole year group. I quite enjoyed the training, it is quite a good experience and it will help in the long run. It is challenging in some ways but enjoyable as well."*

**Table 7.9** *Focus Pupil: AJ – Post-Training Findings*

<b>Leadership Skills identified for development</b>	<i>I had aspects of this skill before the training</i>	<i>I have improved on this skill as a result of the training</i>	<i>I now have this skill as a result of the training</i>	<i>I have not improved or developed this skill</i>
Having vision			✓	
Showing respect	✓			
Having confidence	✓			
Setting targets	✓	✓		
Demonstrating commitment	✓	✓		
Sharing goals			✓	
Exercising fair judgment	✓	✓		
Being consistent	✓	✓		
Using teamwork	✓	✓		
Helping others	✓			
Listening			✓	
Making ethical decisions	✓			
Motivating others	✓			
Generating inspiration	✓			
Following through		✓		
Showing intelligence	✓			
Being popular	✓			
Show ambition	✓	✓		
Being helpful	✓	✓		
Being understanding			✓	
Effective communication	✓			
Being punctual	✓			
Being well behaved		✓		
Being controlling		✓		
Handling situations well	✓			
Inspiring		✓		
Being presentable	✓			
Being trustworthy	✓			
Being firm but fair	✓	✓		
Showing care	✓			
Being motivated	✓			
Being prepared			✓	
Showing friendliness	✓			
Being polite	✓			
Being a role model	✓	✓		
Being fair	✓	✓		
Being generous				
Showing a sense of humour	✓	✓		
Being convincing	✓	✓		
Being teachable	✓	✓		
Not easily influenced			✓	
Promotes peace	✓	✓		
Being honest	✓	✓		
Thinks for everybody's best	✓	✓		

AJ's response to his leadership growth according to the questionnaire shows progress.

Of the possible 44 skills listed, AJ identified 26 areas where he had achieved growth. The remaining areas, according to AJ, were already evident in his behaviour. A reflection on AJ's context and background highlights that his behaviour prior to the research was a cause for concern. The questionnaire he completed shows that he is now more focussed and is not as easily influenced; a skill pupils identified as necessary for student leaders. These findings suggest that the training process used to develop leadership within student leaders was fitting.

### ***Focus Pupil Three***

*NR's context* - NR is a female pupil from a nuclear, working-class Asian family. She joined the year group towards the end of year 7. She is a very vivacious and outspoken pupil who was actively involved within her tutor and Year groups. She is an able pupil who attains higher than most pupils within the year group. NR was selected as vivacious and able pupils should still be chosen and offered the opportunity to become leaders. NR, like all other student leaders, completed an initial appraisal of the leadership skills that she had and those she would like to develop. The skills she wished to develop were an understanding of how to make ethical decisions, listening, and how to motivate others. NR would also like to be more humble when being given critical comments.

Following the leadership training NR stated that

*“To be a good listener, you need to have a lot of good qualities and need to know what to say and what not to say... I found the listening blocks really eye-opening because [they] showed me how much I don't listen. Now I want to start working on ways on how I can learn to listen.”*

That the training could develop greater self-awareness was noted in all of the pupils; even if they did not fully attain a skill level, they became aware of their own deficiencies. The multicultural nature of the school aided the research. All student leaders and their families originate from different countries. As a result values varied, when leading with varying values, there is the potential for differences in opinions. It is also appropriate to state that these values impacted the group's vision. With this in mind, teaching pupils to respect and share their values was very important. During the training NR stated:

*"I learnt what other people's values were and why they thought their values were important... I find that learning about others' feelings and values is important because it's better to be open-minded about other people's feelings and values."*

At the start of the training NR stated that she was very concerned about her patience threshold and ability to listen. Not only has NR been able to lift her patience and listening thresholds within school but outside of the training context.

*"My two brothers were fighting over whose turn it was on the computer. While this was happening my parents were at Asda so I had to sort it out by myself. I learned I needed to be more patient because I lose my temper really quickly. I also learned how to have a shared vision after I managed to sort it out... patience is a really vital key to becoming a good leader."*

NR was asked about the skills she has developed or is developing:

*"I think I have developed patience. If it was before and anyone got on my nerves I would start shouting at them, but now I've learnt to calm down and deal with it in an appropriate way."*

The skills learnt throughout this process are transferable into lessons and communities; this is evident in the examples given by student leaders regarding their learning. A change in behaviour suggests that learning has taken place. The following are responses from stakeholders regarding NR's leadership as a Head of Year:

**Table 7.10** Assessment of NR's leadership skills as Head of Year: Staff responses

No.	Focus Pupil: NR	Staff Response(s)			
	Questions	Yes	No	N/A	Total
1	Did the student leader appear confident?	2	1		3
2	Did the student leader(s) work as a team?	2		1	3
3	Was the student leader prepared?	3			3
4	Was the student leader helpful to his/her peers?	3			3
5	Did the student leader communicate ideas or concerns effectively?	3			3
6	Was the student leader punctual?			3	3
7	Did the student leader try to motivate his/her peers?			3	3
8	Did the student leader try to inspire his/her peers?			3	3
9	Was the student leader presentable? (correct uniform, tie in place etc)	3			3
10	Was the student leader polite to his/her peers?	3			3
11	Did the student leader make fair decisions?	3			3
12	Was the student leader firm?	2	1		3
13	Was the student leader fair?	3			3
14	Did the student leader respect the views of others?	3			3
15	Did the student leader appear committed to the task/session?	3			3
16	Did the student leader listen well to others?	3			3
17	Did the student leader follow through with promises made?			3	3
18	Was the student leader consistent?	3			3
19	Did the student leader handle situation(s) well?	3			3
20	Did the student leader share their vision with their peers?			3	3
21	Did the student leader appear to understand the concerns/issues of their peers?	3			3

**Table 7.11** Assessment of NR's leadership skills as Head of Year: Peer responses

No.	Focus Pupil: NR	Peers' Responses			
	Questions	Yes	No	N/A	Total
1	Did the student leader appear confident?	5			5
2	Did the student leader(s) work as a team?	5			5
3	Was the student leader prepared?	3			5
4	Was the student leader helpful to you?	4			5
5	Was the student leader helpful to your classmates?	3			5
6	Did the student leader communicate ideas or concerns effectively?	5			5
7	Was the student leader punctual?			5	5
8	Did the student leader try to motivate you?			5	5
9	Did the student leader try to inspire you?			5	5
10	Was the student leader presentable? (correct uniform, tie etc.)	5			5
11	Was the student leader polite to you?	3	1	1	5
12	Did the student leader make fair decisions?	3	1	1	5
13	Was the student leader firm?	5			5
14	Was the student leader fair?	4	1		5
15	Did the student leader respect your views?	3	1	1	5
16	Did the student leader appear committed to the task/session?	5			5
17	Did the student leader listen to you?	5			5
18	Did the student leader follow through with promises made?	4		1	5
19	Was the student leader consistent?	5			5
20	Did the student leader handle situation(s) well?	5			5
21	Did the student leader share their vision with you?			5	5
22	Did the student leader appear to understand your concerns/issues?			5	5

Analysis of the responses given by stakeholders who encountered NR whilst she was Acting Head of Year suggests that NR has acquired and displayed the skills that were taught during the leadership training. In an attempt to assess the research skills NR learnt, she stated *'I am getting distracted less easily now'*. Having the ability to ignore distractions may not appear to be a research skill, however, this is one of the by-products and transferable skills that the research set out to develop within student leaders. NR went on to express:

*"I remember one day you took us out of maths and when we met up we were counting up questionnaires; we basically got Maths in return. My ability to calculate has improved".*

NR furthermore believes that the leadership training has helped her to carry out her role:

*"In one of the sessions you taught us 'the look'... In the focus group, when 'B' kept talking and disrupting others, I gave him 'the look' and then he stopped. I never used to listen and I was very impatient but when running a focus group you need both."*

On the whole NR said that she liked the training received:

*"Yeah, definitely I had fun. I got to know people that I didn't really like before. It is the best thing that happened in our year group."*

In an attempt to gather further evidence of NR's progress she was asked to complete a skills audit assessment questionnaire.



**Table 7.12** *Focus Pupil: NR – Post-Training Findings*

<b>Leadership Skills identified for development</b>	<i>I had aspects of this skill before the training</i>	<i>I have improved on this skill as a result of the training</i>	<i>I now have this skill as a result of the training</i>	<i>I have not improved or developed this skill</i>
Having vision			✓	
Showing respect	✓			
Having confidence	✓			
Setting targets	✓	✓		
Demonstrating commitment	✓	✓		
Sharing goals	✓	✓		
Exercising fair judgment			✓	
Being consistent	✓	✓		
Using teamwork	✓	✓		
Helping others	✓	✓		
Listening	✓	✓		
Making ethical decisions			✓	
Motivating others	✓			
Generating inspiration	✓			
Following through	✓	✓		
Showing intelligence	✓			
Being popular	✓			
Show ambition	✓			
Being helpful	✓	✓		
Being understanding	✓	✓		
Effective communication	✓	✓		
Being punctual	✓	✓		
Being well behaved			✓	
Being controlling	✓			
Handling situations well	✓			
Inspiring	✓			
Being presentable	✓			
Being trustworthy	✓			
Being firm but fair	✓			
Showing care	✓			
Being motivated	✓			
Being prepared	✓			
Showing friendliness	✓	✓		
Being polite	✓	✓		
Being a role model	✓	✓		
Being fair	✓	✓		
Being generous	✓			
Showing a sense of humour	✓			
Being convincing	✓			
Being teachable	✓	✓		
Not easily influenced	✓	✓		
Promotes peace	✓	✓		
Being honest	✓	✓		
Thinks for everybody's best			✓	

A comparison of the baseline assessment and the current levels shows that NR made progress and the training model used appeared effective.

#### ***Focus Pupil Four***

*NC's context* - NC is from a single-parent home, where he lives with his mother. He joined the year group midway into Year 7. He is a very reserved and withdrawn individual. He does not participate much in extracurricular activities. NC's assessment of his leadership skills required him to look at all leadership skills (and specifically at setting targets, making ethical decisions, and being able to motivate and inspire others). He had very little confidence, does not speak unless he is spoken to, and does not always know how to make fair judgments.

Data drawn from NC's diary shows that he improved his confidence, the main element that could have greatly hindered his progress:

*"I think that this role-playing helped me boost my confidence because it made me realise that the group won't make fun of you if you slip up; they will help you."*

It became evident midway through the research that student leaders had become more supportive of their peers and were always there to encourage each other. This is good evidence of maturity and teamwork, as the student leaders at the start were not as closely knitted. This was because they were drawn from different tutor groups, ability ranges, cultural backgrounds and religious persuasions. NC also became more aware of some of his undesirable traits when communicating with others and was able to take on new techniques to counteract them.

*"We learnt about listening blocks and some of them I do myself including... day-dreaming. I have also learnt different skills people use to show they are listening, like... probing, echoing and reflecting."*

Confidence, being the main barrier to NC's development, does impact his ability to communicate orally. Having undergone the training NC was able to state that had learnt key features of communication: posture, voice, gesture, eye contact, facial expression and appearance.

These tables show NC's assessment by stakeholders whilst acting as Head of Year.

**Table 7.13** Assessment of NC's leadership skills as Head of Year: Staff responses

No.	Focus Pupil: NC	Staff Response(s)			
	Questions	Yes	No	N/A	Total
1	Did the student leader appear confident?	3	1		4
2	Did the student leader(s) work as a team?	4			4
3	Was the student leader prepared?	4			4
4	Was the student leader helpful to his/her peers?	4			4
5	Did the student leader communicate ideas or concerns effectively?	3	1		4
6	Was the student leader punctual?			4	4
7	Did the student leader try to motivate his/her peers?	1	1	2	4
8	Did the student leader try to inspire his/her peers?			4	4
9	Was the student leader presentable? (correct uniform, tie in place etc)	4			4
10	Was the student leader polite to his/her peers?	4			4
11	Did the student leader make fair decisions?	4			4
12	Was the student leader firm?	2	2		4
13	Was the student leader fair?	4			4
14	Did the student leader respect the views of others?	4			4
15	Did the student leader appear committed to the task/session?	4			4
16	Did the student leader listen well to others?	3			4
17	Did the student leader follow through with promises made?			4	4
18	Was the student leader consistent?	3	1		4
19	Did the student leader handle situation(s) well?	4			4
20	Did the student leader share their vision with their peers?			4	4
21	Did the student leader appear to understand the concerns/issues of their peers?	3	1		4

**Table 7.14** Assessment of NC's leadership skills as Head of Year: Peer responses

No.	Focus Pupil: NC	Peers' Responses			
	Questions	Yes	No	N/A	Total
1	Did the student leader appear confident?	9	2		11
2	Did the student leader(s) work as a team?	11			11
3	Was the student leader prepared?				11
4	Was the student leader helpful to you?	11			11
5	Was the student leader helpful to your classmates?	7			11
6	Did the student leader communicate ideas or concerns effectively?	9	2		11
7	Was the student leader punctual?				11
8	Did the student leader try to motivate you?	7	4		11
9	Did the student leader try to inspire you?				11
10	Was the student leader presentable? (correct uniform, tie etc.)	11			11
11	Was the student leader polite to you?	11			11
12	Did the student leader make fair decisions?	10	1		11
13	Was the student leader firm?	8	3		11
14	Was the student leader fair?	10	1		11
15	Did the student leader respect your views?	11			11
16	Did the student leader appear committed to the task/session?	11			11
17	Did the student leader listen to you?	9	2		11
18	Did the student leader follow through with promises made?				11
19	Was the student leader consistent?				11
20	Did the student leader handle situation(s) well?	10	1		11
21	Did the student leader share their vision with you?				11
22	Did the student leader appear to understand your concerns/issues?	9	2		11

The evidence does not suggest that NC has acquired in their entirety all the skills he set out to attain. It must be noted, however, that acquiring confidence will enable NC to accelerate more quickly towards developing other skills that are latent as Zimmerman, Bandura and Martinez-Pons (1992) notes. Leadership is a journey and, with his new confidence and his participation in the other opportunities to come, there is the prospect that he will achieve. NC also believes that the training has made a difference and has helped him to carry out his role as a researcher:

*“Yeah, I think it made it easier for us, especially for the focus groups... We learned how to be more formal as well by talking to people understanding and thinking... I like the role because other people feel that they can talk to me.”*

At the start of the research NC was very shy and chose not to speak to many people. His comments indicate that he has improved his confidence and self-esteem. An individual questionnaire completed by NC shows his assessment of the progress he made.

**Table 7.15** *Focus Pupil NC – Post-Training Findings*

<b>Leadership identified development</b>	<b>Skills for</b>	<b><i>I had aspects of this skill before the training</i></b>	<b><i>I have improved on this skill as a result of the training</i></b>	<b><i>I now have this skill as a result of the training</i></b>	<b><i>I have not improved or developed this skill</i></b>
Having vision				✓	
Showing respect				✓	
Having confidence				✓	
Setting targets	✓	✓			
Demonstrating commitment				✓	
Sharing goals				✓	
Exercising fair judgment				✓	
Being consistent				✓	
Using teamwork				✓	
Helping others				✓	
Listening	✓	✓			
Making ethical decisions				✓	
Motivating others					✓
Generating inspiration					✓
Following through	✓	✓			
Showing intelligence	✓	✓			
Being popular					✓
Show ambition	✓	✓			
Being helpful	✓	✓			
Being understanding				✓	
Effective communication				✓	
Being punctual				✓	
Being well behaved				✓	
Being controlling				✓	
Handling situations well				✓	
Inspiring					✓
Being presentable	✓	✓			
Being trustworthy				✓	
Being firm but fair				✓	
Showing care				✓	
Being motivated				✓	
Being prepared				✓	
Showing friendliness				✓	
Being polite				✓	
Being a role model				✓	
Being fair				✓	
Being generous				✓	
Showing a sense of humour	✓	✓			
Being convincing	✓	✓			
Being teachable				✓	
Not easily influenced	✓	✓			
Promotes peace					✓
Being honest	✓	✓			
Thinks for everybody's best				✓	

Of the five focus pupils examined in depth it is evident that pupil NC made the most progress according to his assessment. According to NC, he possessed only 11 of the 44 leadership skills nominated by pupils. After the training he was able to list 28 new skills that he had acquired. According to his assessment he had no aspects of these skills prior to the training. Not only did NC make progress and develop new skills, they were skills that he did not believe that he had acquired. Developing leadership is a process, this process is enhanced with context-specific practices and guidance (Leithwood, Jantzi, and Steinbach (1999).

### ***Focus Pupil Five***

*JB's context* - JB is from a middle-class, nuclear family. JB is one of the high achievers within the year group. She is involved in a number of extra-curricular activities. JB has the capacity to lead and facilitate activities within the training. Even though JB could be classified as a model student, there were still a number of skills that surfaced as needing to be developed. JB expressed that she would like to develop the ability to inspire others, work within a team, communicate, listen and respect others.

Close examination of JB's initial assessment shows that she believes that she had most of the skills listed. Whilst going through the training she stated:

*"I learnt that I possibly don't have all the leadership skills I thought I had...  
I think the training is going great and I am also learning more about my  
leadership skills."*

This training helped student leaders to be more retrospective and reflective on their own process and skills. JB's diary noted:



*“I have learnt how to motivate and inspire people using tactics I have learnt.”*

Teamwork and respect were listed as skills to be developed and, according to JB’s diary, these objectives were met:

*“I have learned how to work [within] a group and take [the] lead when it was my time to do so... I have learned how to respect other people’s values.”*

JB was asked what skills she believed she was learning to develop or had developed:

*“I think I’ve learnt to listen more because, before, I just wanted to get my point across and not listen to anything else so I’ve learnt a lot about listening and ethical decisions how to make the right choice. I like inspiring people a lot. I’ve always enjoyed inspiring people but I think I’ve learnt loads of ways of doing it.”*

The skills that JB learnt went beyond the school context:

*“Yes, I do... for instance, if a teacher is going outside the classroom because she needs to do something and she needs someone to look after the class, I will know how to do it in a responsible manner. I’ve also used it at home. Let’s say if my mum goes out I will take control.”*

Stakeholders including staff and peers made the following assessment of JB’s skills whilst in the role as Head of Year.

**Table 7.16** Assessment of JB's leadership skills as Head of Year. Staff responses

No.	Focus Pupil: JB	Staff Response(s)			
	Questions	Yes	No	N/A	Total
1	Did the student leader appear confident?	2			2
2	Did the student leader(s) work as a team?	2			2
3	Was the student leader prepared?	1		1	2
4	Was the student leader helpful to his/her peers?	2			2
5	Did the student leader communicate ideas or concerns effectively?	2			2
6	Was the student leader punctual?			1	2
7	Did the student leader try to motivate his/her peers?	2			2
8	Did the student leader try to inspire his/her peers?	2			2
9	Was the student leader presentable? (correct uniform, tie in place etc)	2			2
10	Was the student leader polite to his/her peers?	2			2
11	Did the student leader make fair decisions?	1	1		2
12	Was the student leader firm?	1	1		2
13	Was the student leader fair?	2			2
14	Did the student leader respect the views of others?	2			2
15	Did the student leader appear committed to the task/session?	2			2
16	Did the student leader listen well to others?	2			2
17	Did the student leader follow through with promises made?			2	2
18	Was the student leader consistent?	2			2
19	Did the student leader handle situation(s) well?	2			2
20	Did the student leader share their vision with their peers?			2	2
21	Did the student leader appear to understand the concerns/issues of their peers?	2			2

**Table 7.17** Assessment of JB's Leadership Role: Peer responses

No.	Focus Pupil: JB	Peers' Responses			
	Questions	Yes	No	N/A	Total
1	Did the student leader appear confident?	9			9
2	Did the student leader(s) work as a team?	7		2	9
3	Was the student leader prepared?	7		2	9
4	Was the student leader helpful to you?	9			9
5	Was the student leader helpful to your classmates?	5		4	9
6	Did the student leader communicate ideas or concerns effectively?	8	1		9
7	Was the student leader punctual?	1		8	9
8	Did the student leader try to motivate you?	1		8	9
9	Did the student leader try to inspire you?			9	9
10	Was the student leader presentable? (correct uniform, tie etc.)	9			9
11	Was the student leader polite to you?	9			9
12	Did the student leader make fair decisions?	7	2		9
13	Was the student leader firm?	8	1		9
14	Was the student leader fair?	9			9
15	Did the student leader respect your views?	9			9
16	Did the student leader appear committed to the task/session?	9			9
17	Did the student leader listen to you?	9			9
18	Did the student leader follow through with promises made?	4		5	9
19	Was the student leader consistent?	4		4	9
20	Did the student leader handle situation(s) well?	8	1		9
21	Did the student leader share their vision with you?			9	9
22	Did the student leader appear to understand your concerns/issues?	9			9

JB's intention was to develop the ability to inspire, motivate, work better within a team and communicate more effectively. Close analysis of Tables 7.16 and 7.17 suggest that these skills were being developed according to the assessments carried out by stakeholders.

JB is confident that without the leadership training she would not have been able to carry out her role as a student researcher:

*"If we did it (the research) without the training, the whole thing would just be a mess and we wouldn't know how to deal with it and yeah, it would have been too stressful".*

JB also learnt the use of effective and focussed questioning as a technique to elicit information:

*"I really enjoyed doing the dramas and how to ask questions so that it's not just a closed question so we can get loads of points out of that. I really enjoyed it because it was so smart how you can ask them so many questions out of something so simple".*

JB's personal assessment through a questionnaire reflects the following:

**Table 7.18** *Focus Pupil JB – Post-Training Findings*

<b>Leadership identified development</b>	<b>Skills for</b>	<b><i>I had aspects of this skill before the training</i></b>	<b><i>I have improved on this skill as a result of the training</i></b>	<b><i>I now have this skill as a result of the training</i></b>	<b><i>I have not improved or developed this skill</i></b>
Having vision			✓	✓	
Showing respect			✓	✓	
Having confidence	✓		✓		
Setting targets	✓		✓		
Demonstrating commitment	✓		✓		
Sharing goals	✓		✓		
Exercising fair judgment	✓		✓		
Being consistent	✓		✓		
Using teamwork			✓	✓	
Helping others	✓		✓		
Listening			✓	✓	
Making ethical decisions			✓	✓	
Motivating others	✓		✓		
Generating inspiration			✓	✓	
Following through	✓		✓		
Showing intelligence	✓		✓		
Being popular	✓		✓		
Show ambition	✓		✓		
Being helpful	✓		✓		
Being understanding	✓		✓		
Effective communication	✓		✓		
Being punctual	✓		✓		
Being well behaved	✓		✓		
Being controlling	✓		✓		
Handling situations well	✓		✓		
Inspiring	✓		✓		
Being presentable	✓		✓		
Being trustworthy	✓		✓		
Being firm but fair	✓		✓		
Showing care	✓		✓		
Being motivated	✓		✓		
Being prepared	✓		✓		
Showing friendliness	✓		✓		
Being polite	✓		✓		
Being a role model	✓		✓		
Being fair	✓		✓		
Being generous	✓		✓		
Showing a sense of humour	✓		✓		
Being convincing	✓		✓		
Being teachable	✓		✓		
Not easily influenced	✓		✓		
Promotes peace	✓		✓		
Being honest	✓		✓		
Thinks for everybody's best	✓		✓		

JB identified that she possessed aspects of all the skills identified.

## 7.7 General Findings

At the start of the research, student leaders identified the skills they believed they possessed and the ones they would like to develop. Table 7.19 shows the skills that student leaders developed. These data were gathered at the end of Phase 1. Another detailed analysis was conducted at the end of the research.

**Table 7.19 Pupil leadership skills assessment and request for training results**

<b>Skills identified for development (<i>as given by student leaders</i>)</b>	<b>Number of pupils who required training (<i>as requested by student leaders</i>)</b>	<b>Number of pupils who attained the skill (<i>post training</i>)</b>
Having a shared vision	5	5
Showing respect	4	4
Having confidence	5	4
Setting targets	8	7
Demonstrating commitment	3	3
Having shared goals	4	4
Exercising fair judgment	4	3
Being consistent	6	4
Using teamwork	6	5
Helping others	6	6
Listening	5	5
Making ethical decisions	7	7
Motivating others	5	4
Generating inspiration	5	4
Following through	6	5
<b>Other measurable traits or elements taught (<i>as given by student leaders</i>)</b>		
Communication	8	7
Being firm but fair	10	8
Being polite	3	3
Being able to convince	7	6
Handling situations well	7	6

The table shows that most of the student leaders who requested training in specific areas perceive that they experienced growth, with a very small minority not achieving any in some areas. Growth as a leader comes with consistent practice and meaningful reflection. There could be a number of reasons for the lack of growth, such as poor attendance or inept personal judgement. Staff and pupils who encountered student leaders whilst they acted as Heads of Year praised them for their good work and professionalism. Other patterns that emerged from the data suggested that the research potentially contributed to the improved behaviour and attainment of pupils within the year group.

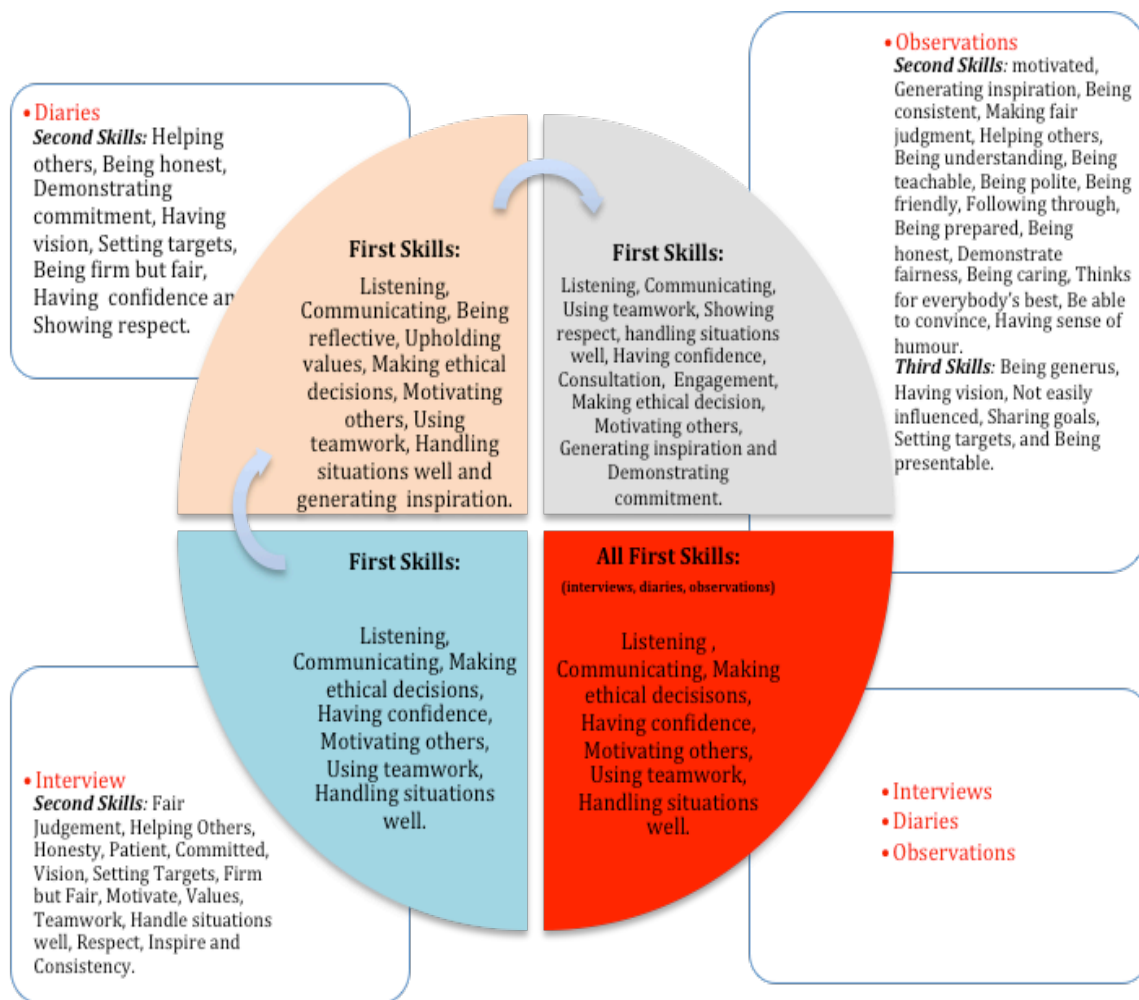
In order to measure if behaviour improved, a report was generated to tally the number of referrals that were issued to pupils in year 9 from the day student leaders started to act as Heads of Year to the end of the academic year 2009-2010. A similar report was retrieved from the same period the year before (year 8) to the end of the academic year 2008-2009. Both periods were compared, reflecting a dramatic reduction in referrals. It was noticeable that there were fewer incidents reported during break and lunchtimes for all pupils across the year group. The number of incidents recorded on referral forms during the period following the empowerment of pupils to the role of acting Head of Year fell by over 90%. Permanent exclusion fell from three the year before to one during the period of the student leaders' reign. A number of other factors could have contributed to this decline. Data gathered from interviews show that all student leaders were actively intervening and resolving disagreements within the year group in the playground; *"If here is an incident I would be able to resolve it by calming the person down, before the training I would just let it happen and watch"* pupil CA. *"There have been occasions when*

*people want to fight I ask them why and for what reason, then they understand apologies to each other". Pupil NC*

Findings suggest that as a result of the consultation pupils level of engagement increased. Pupils were attracted to the variety of rewards available; consequently they worked harder to achieve them. Due to the high ability learners in the year group, subject options for Year 10 had to be revised to ensure that pupils would be challenged and continue to attain at high levels. A number of other variables may have contributed to the improvement in behaviour and attainment. However the data gathered from pupils suggest that their activities following the leadership training have a link to the improved behaviour. As a result of the training pupils gained skills that they have been able to use in other contexts and to help them with future aspirations. A number of pupils repeatedly stated that the training had prepared them to be successful in their current learning and for the future. This new knowledge was also transferred into lessons and home situations.

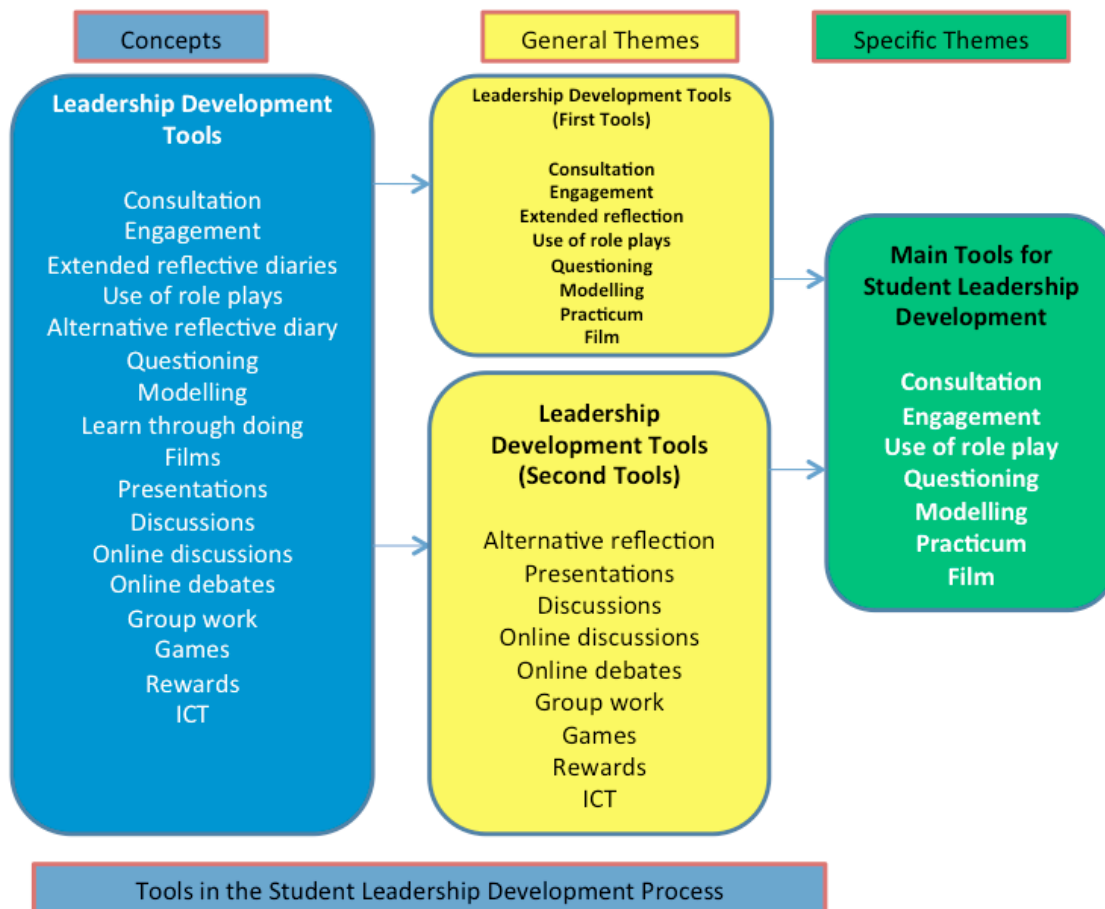
Findings from the observation data regarding the use of first and second skills show a correlation with the findings from the interviews and diaries. Fig 7.3 shows the correlations.





**Figure 7.3 Combined first skills – interviews, diaries and observations**

The aim of the programme was to see how best to develop students as leaders and see what students think about this process. Pupils' ideas were collected concerning the content and techniques for the development process. It is appropriate to say that the chief tools that facilitated this intervention were consultation and engagement. Other tools however complemented student voice. Figure 7.4 shows the analysis from NVivo 8 concerning the elements that aided the leadership development in pupils.



**Figure 7.4 Tools in the student leadership development process**

According to the analysis there was a number of tools used, but there were some which surfaced as more crucial. These were divided into first, second and third tools. The ‘first’ tools were student engagement, extended reflection, the use of role-play, questioning, modelling, practicum and the use of film. The ‘second’ tools were: presentations, discussions, group work, games, rewards and Information and Communication Technology (ICT). The ‘third’ tools were: online debates, alternative reflection and online discussions. An overall analysis of the data suggested that student leaders developed leadership skills as a result of the training experienced. This implies that the cycles employed and tools used to train student leaders were apposite. Evidence from the research suggested that leadership should be personal, as the leadership learning and

content were developed and created by the individuals who sought the leadership development. Using consultation and engagement as the driving force for this development proved effective as pupils knew the elements specific to their context and their individual needs:

*“Since we have been writing our diaries you changed the progress of what we are learning to adapt what we are thinking and what we need to improve.”* Pupil AD

*“Even though you are our Head of Year and everything you always asked us first and you got our opinions on it.”* Pupil JB

## **7.8 Conclusion**

Overall assessment of student leaders’ progress shows that they made progress as a result of the leadership training. Thus it can be concluded that the leadership training model used was effective due to the progress that pupils made. This enquiry suggests that the development of leadership skills within pupils is a process that has the capacity to develop leaders over time. The extent to which pupils developed leadership skills varied. This process suggests that further opportunities could create within pupils the capacity to become better leaders, as with experience the leadership process will mature. This is a sustainable leadership approach as proposed by Hargreaves and Fink (2004). Analysis of all the student leaders’ responses to the interview shows that they were better able to carry out the student-led research as a result of the leadership training. Each leader expressed that they would not have been able to facilitate the research effectively if they had not undergone the leadership training. It was also evident that some pupils found the research training a bit more challenging compared to the leadership development. All pupils generally expressed that they have developed their listening skills.

Evidence which suggests that pupils have developed research skills can be drawn from the research pupils developed and carried out. On 62 occasions pupils used the research knowledge they gained during the process in discussion with their peers. It was also evident that they challenged each other as a result of the new knowledge they gained as presented in Chapter 6.

According to the findings pupils made progress and were able to develop their leadership skills during Phase 2 of the leadership development-research training. Pupils ably listed the skills they developed and affirmed that the leadership training aided the process. This implies that the process used was appropriate and that the use of consultation and engagement contributed to the overall development.

Findings from all phases of the research show positive results regarding pupils' changes in behaviour and their testimony as to their own progress. Such views were concurred with by peers and staff. The successful completion of Phase 2 and the impacts it had on the year group and the school confirms pupils' learning and the skills they have developed. Phase 2 was considered one of the biggest public testing grounds for pupils to display their capacity as leaders to the rest of their year group and the wider school population. This was well developed and coordinated effectively. This suggests a good measure of success.

## **Chapter Eight**

### **Discussion**

#### **8.1 Introduction**

Chapter eight answers the research questions and compares the findings with those of other studies that have had a similar focus. In answering the research questions the aims of the research is reintroduced and discussed. Great emphasis is placed on the research pupils conducted as it is through pupils' research that the widest level of engagement was seen which resulted in the engagement policy. Action points from the engagement policy are discussed and the impact each has had is presented and discussed against theory. This chapter also discusses in detail the interventions that were necessary to develop leadership within pupils and identifies the impact the interventions have had. The leadership characteristics and tools that were appropriate for the context are discussed and compared with other research of its kind. The chapter presents the student leadership development model used in this research along with recommendations for its use. Finally, the chapter closes with a summative discussion on leadership and a comparison of pupils' leadership development and that of other student leaders.

The research questions that have underpinned this thesis are:

1. How can students' engagement be developed through pupil consultation?
2. What interventions are appropriate to develop students as leaders and what do they think of it?

## 8.2 The research question answered

Research question 1: *How can students' engagement be developed through pupil consultation?*

The findings from this research show that consultation contributed to the content and development of the leadership development programme. Consultation also contributed to pupils' development as leaders of research. This confirms that consultation (Rudduck and McIntyre 2007 and Thomson and Gunter 2007) has the capacity to develop leadership within pupils. Rudduck and McIntyre (2007) suggest that teachers should embark on pupil consultation only if they have a genuine desire to hear what pupils have to say, explain clearly to pupils the purpose and focus of their consultation, and create conditions for dialogue. Within this study, particular attention was placed on the time and the energy that was needed for the research along with the development of realistic plans for the process. Pupils testified that they were only able to carry out their role as researchers because of the initial leadership development. As pupil CA noted *"I would not have been able to carry out this research with my year group without the leadership training as I have learnt how to deal with people there so it makes it not so hard. If we did it [the research] without the training, the whole thing would just be a mess and we wouldn't know how to deal with it and yea, it would have been too stressful."* (Pupil JB).

One of the main areas of this research was to empower pupils to facilitate their own enquiry, a recommendation given by Fielding (2001) and Thomson and Gunter (2007) who propose that pupils should be more than sources of data within research projects. All pupils within year 8 were actively engaged in the research at different levels - whether as leaders of research or participants. The knowledge that students facilitated their own research also played a role in the engagement of their peers, as they were able to engage with each other.

Fielding (2004) makes a number of recommendations concerning how to engage pupils. These were explored within this study and pupils conducted their own enquiries and made recommendations. Student leaders took on the challenge and conducted their own research as evidenced in Chapter 6. The findings from the research influenced the creation of the engagement policy. The latter proposed an adjustment concerning 4 practices already happening in the school and sort to introduce 5 new ones. The five new practices recommended were: 1) Open ICT rooms one lunchtime per week. 2) Pupils to watch an educational appropriate video clip during one registration each week. 3) Pupils to complete one registration period in a computer room at least once per week. 4) Pupils to participate in online quizzes via smart-board during registration once per week. 5) Tutors and drama teacher to reward pupils during each lesson and registrations. The 4 practices recommended for alteration were; 6) Open the Astro turf pitch one lunchtime per week. 7) Ensure that other year groups do not hinder access to the Astro turf on the day assigned to year 8. 8) Pupils to participate in inter-form/class competitions and 9) Purchase new equipment such as footballs to enhance lunchtime activities.

Over the time period during the pupil lead research an average of 15 pupils used the computer room per week. Informal discussions with pupils suggested that the staggered entrance to the dining hall during lunchtimes greatly impacted ICT room usage rates. Despite the fluctuating attendance this action point was realised, and pupils engaged. This shows the power pupils can possess, when they are equipped with the skills required to impact change. This change endorses Fielding and Bragg's (2003) claim that students as researchers promote partnerships which in turn aids change.

As part of the policy all tutor groups had the opportunity to watch their chosen educational films each week. Tutors bought into the idea and facilitated these sessions. Student leaders shared the engagement policy with staff and pupils on a number of occasions so they knew what to expect. Student leaders shared their vision and goals which, as a result, made accepting the policy easier as staff and pupils had a chance to question student leaders each time the policy was presented. Through the development of the engagement policy and consultation about the content, student leaders inspired a shared vision and modelled the way, as recommended by Kouzes and Posner (1995).

A delayed response from one tutor within the group raised a question about delayed response to pupil voice. All tutors, apart from one, readily brought pupils to the computer room for registration. Student leaders would often remind this member of staff who would respond positively and take pupils to the computer room. There is not enough information to suggest that the tutor's response was purposeful or that he genuinely forgot. Members of staff were fully engaged in the action point that requested that pupils complete quizzes during registration periods. This action point was discussed at year team meetings where staff gave feedback about pupils' high levels of engagement. One advantage of the students as researchers approach is that the process helps pupils to develop inquiring minds and learn new skills (Fielding and Bragg 2003). The findings from this study suggest that student leaders developed enquiring minds when they conducted their own research as a small group and galvanised the rest of the year group to participate. This research signifies pupils' quest to gain knowledge about what their peers wanted. Their peers also developed enquiring minds through their requests for online quizzes during tutor time. These quizzes were an opportunity for pupils to learn more about their chosen



topics. Pupils' engagement in the online quizzes suggests that their ideas were not focussed only on extracurricular themes or activities but curricular as well.

The findings from the student leaders' focus group and wide scale research identified the lack of rewards being issued to pupils. As a result, student leaders requested a more balanced distribution. Rewards issued during drama lessons and tutor times increased by 80%. This suggests that pupils were engaged and participating more during lesson and registration periods. Not only did pupils increase their level of participation as suggested by the increased number of rewards, but staff had as well. This is evident in their engagement with the action points that arose from the pupils' engagement policy. Sutherland (2006: 8) asserts that "student voice and student participation in schools need to be part of a collaborative ethos that embraces all members of the school community". The work of student leaders brought Heads of Years together and established order over the Astroturf. All pupils within the school developed a shared understanding of the use of this area as pupils only went in when it was their day. This kind of student voice proved successful as a result of the school culture (Lodge 2005; Thompson and Gunter 2005).

Student leaders were invited to discuss their action point concerning the purchase of equipment, as they believed that there was not enough equipment in the physical education department. Pupils agreed that the purchase was not needed. They accepted this because they were treated fairly, listened to, and consulted. Denying pupils the opportunity to develop their ideas does not mean that pupil voice is at risk of not achieving its original intentions, as ideas sometimes need to be discussed and reviewed. One major element of consultation is listening to pupils (Flutter

2007). Pupils were listened to and in addition listened to their peers and as a result had an impact on their year group through their administration of their engagement policy which championed theirs and their peers' ideas.

The engagement policy reflected pupils' ideas and was aimed at improving pupils' behaviour. Data taken from the school's behaviour system shows that negative behaviour decreased as the number of incidents recorded on referral forms during the period of consultation and engagement fell by over 90%. Permanent exclusion fell from three the year before, to one during the period of consultation and engagement. Conversely, the number of rewards issued during drama lessons and tutor periods increased. These impacts were made within a year group over an 18-month period. This impact could be identified across the school and as a result other Heads of Years wanted to use the model. The impact that a whole school consultation would have is potentially immense given the impact seen within year 8. However, as year groups are different, it is recommended that each year group facilitate their own consultation; as all pupils do not talk about the same things (Thomson 2011). In addition, when consulting with pupils it was necessary to be honest and to ensure that the process was one of democratic development based on a desire to give pupils the chance to change their experience (Martin et al 2005). This enquiry shows that a shift in relationship gave pupils a chance to speak out on their own behalf and that staff were prepared to make this shift in power a reality in keeping with the ideas furthered by Oldfather (1995), and Cook-Sather (2006).

All pupils within the year group were engaged in the activities outlined in the policy that they created during their research. It was important that pupils developed their ideas into a policy so

that they understood that they were listened to and key benefits realised (Rudduck and McIntyre (2007). Consulting with and engaging pupils had an impact on practices within the school. Practices such as the issuing of rewards and the watching of educational videos during registration/tutor times were changed due to the findings from pupils' research and the increased openness of staff. Staff became more responsive to pupils' needs and spoke positively about the student leaders and the work they were engaged with. This was particularly evident during year team meetings. A sharing culture developed as tutors began to share clips and quizzes that had worked within their tutor groups. This supports the assertion by Martin et al (2005) that school improvement depends upon the culture of the particular school, the nature of existing relationships within it, and the history of active listening between teachers and learners.

Findings from this research suggest that pupil engagement can be developed through consultation. The leadership development programme explored in this research reengaged pupils as a result of the programme of consultation. According to the findings within this study, engagement develops when pupils are consulted (Rudduck and Flutter 2001) and are given time to express how they feel and are listened to (Johnson and O'Brien 2002). Rudduck and Flutter (2001) proffer that being consulted can help pupils to feel that they are respected both as individuals and as a body within the school. They also suggest that pupils who are at risk of disengaging may re-join school if they think that they matter. This process, should be genuine and student friendly. These academic opinions influenced the research, pupils were consulted and then empowered to consult with their peers. As a result they collectively impacted their year group and increased their levels of engagement. Johnson and O'Brien's (2002) recommendation regarding listening to pupils remained a strong feature throughout this enquiry and was a

contributory factor to the achievements noted within the study. The changing balance of power between adults and young people was crucial in this process (Cook-Sather 2006). The means through which pupils are consulted is also crucial as barriers within this process can isolate participants. As Thomson (2011) notes, voice is not always expressed through language, the embracing of pupil voice must also involve the use of other forms of expressions such as photographs.

Findings suggest that student engagement can be developed through pupil consultation. This is done by training pupils to become leaders and by empowering them to conduct their own enquiry. Pupils' enquiry should be fully supported in order to help them realise their ideas. The findings from this research also suggest that educators should offer pupils genuine opportunities to contribute to change in their context. Pupils should be invited to discuss their concerns, then be equipped with the skills develop their ideas and collaborate with their peers and staff on issues that matter to them (Fielding and MacGregor 2005). These opportunities to collaborate and impact change should be facilitated, not directed. Such an approach will create levels of responsibilities with which pupils can be engaged. They in turn will feel like they belong (Rudduck and Flutter 2001). This will create a sense of community and social activism and is thus in accordance with the views espoused by Thomson and Holdsworth (2003). These recommendations will increase the potential for engagement and pupil participation.

Research question 2: *What interventions are appropriate to develop students as leaders and what do they think of it?*

In order to develop student leaders it was crucial to access the leadership development content and technique that were appropriate for the context as leadership is contextual (Barnett 2001, and Creasy and Cotton 2004). Leadership development should also be engaging as recommended by Kouzes and Posner's (1995) and Woyach and Cox's (1997) and student influenced (Meighan's 1988). Owen (2007: 109) states that "it is the work of the leadership educators to help students identify the core knowledge and practices of leadership and to make meaning of it in their own lives and the world around them". As a result, pupils were asked to produce the content and tools for the leadership development sessions through consultation opportunities. Throughout the research processes different stimuli were explored and content was generated through four main approaches. In so doing, this study built upon and was influenced by the work of Meighan's (1988) negotiated curriculum. Content was developed through film analysis and drama, through self-assessment, through general knowledge, and through leadership development sessions. Pupils were actively engaged and effectively produced content for leadership development sessions. This process was necessary as it promoted democracy, one of the main elements within this research. This democratic approach is one in which the learners write, implement, and review their own curriculum, starting out with a blank piece of paper. This process meant that the content that was created was context specific and related specifically to the pupils. Barnett (2001), and Creasy and Cotton (2004) recognize that each leader's context and lived experience needs to be both the focus of learning and provides the vehicle for that learning. The film *Coach Carter* (2005) was used as a creative hook to trigger discussions about leadership and as a means to show pupils how leadership skills are used. This content development approach was

successful as pupils referred to the film throughout the leadership development process, and were able to identify leadership skills.

Content development through self-assessment was the second approach. This approach gave pupils an opportunity to assess themselves against what they had seen in the film, as the film enabled them to better understand the practise of leadership. Pea (1991) asserts that multimedia is less restricted than written text. Many people come to understand text better with broader media support for its interpretation. He adds that multimedia can place abstract concepts into a specific context. The content development stages were incremental so as to give pupils scaffolds on which to develop what they perceived to be leadership skills.

The third approach to developing the content was through general knowledge. This process was less complex as pupils were at the stage where they had knowledge of what leadership skills were and then tried and identify those that they thought were important but were missing from the list. The final approach was through leadership development sessions. This approach was crucial, student leaders were able to identify further content throughout the process that were appropriate to their needs, content that were not identified through the other content development processes. These were documented in their diaries and discussed at the end of sessions and incorporated into their future training. This process subscribes to Meighan's (1988) negotiated curriculum and Shor's (1987) recommendation that listening to students and using their experiences of life to build themes around what they should be taught can be transformative personally and politically.

These student leadership characteristics were classified according to the student leaders' perception – which were, themselves, gathered from interviews, questionnaires, observations and diaries. There are established student leadership skills as given by Owen (2007), Blackwell et al. (2007), Kouzes and Posner (1995) and Milburn (2009). Student leaders at the beginning of the research produced a list of a number of characteristics that they believed were essential for effective student leadership; these included having a shared vision, being respectful, being confident, being able to set targets, being able to make fair judgment, being consistent, being able to make ethical decisions, being able to motivate. Throughout the research these characteristics were taught, monitored and analysed. The characteristics that were most used and identified as essential throughout the leadership experience, and during training, when pupils acted as Head of Year and when they conducted their own research were listed as the characteristics of student leaders. These were listening, communicating, making ethical decisions, having confidence, motivating others, using teamwork, and being able to handle situations well. These characteristics are context specific and matched to the needs of the enquiry. As a set of characteristics they matched the needs of the original aims of the research which were to create spaces for pupils to participate in learning through taking responsibility for their own and others' behaviour and, as a necessary part of that, to develop in pupils the skills to present themselves and their ideas effectively.

The research also aimed to develop leadership skills as a means through which pupils would be able to develop their sense of engagement in the school and their own learning. Within this set of characteristics there are those that are considered as '*the active-negotiators*', the soft characteristics (listening, communicating and using teamwork) as they are more personable and

aid in negotiation. Possession and development of these characteristics will enable student leaders to engage with their peers and foster relationships and negotiations between peers and staff. These will enable them to present themselves and their ideas effectively. Other characteristics such as; making ethical decisions, having confidence, motivating others and being able to handle situations well are considered '*the active-enablers*'. These characteristics are more active and are considered the hard characteristics, which will enable pupils to develop their sense of engagement in the school and in their own learning.

This suggests that the perceptions of students in relation to leadership are context based and that different characteristics are used according to needs. Day et al (2011) explain that successful school leaders use the same basic leadership practices as each other, but there is no single model for achieving success. Even though Day et al (2011) refer directly to adult leaders the skills for all leaders are similar. They are similar in the sense that Bush (2007) proffers that leadership characteristics include clear vision, a sense of purpose, and the ability to inspire, motivate and influence others. Whilst developing leadership in students all these elements remained relevant. Despite the characteristics or leadership learning processes such as hands on training (Lambeth 1998; Woyach and Cox 1997), use of a mentor (Paterson and West-Burnham 2005) or leadership learning within the leader's context (Kouzes and Posner's 1995; Barnett 2001 and Creasy and Cotton 2004) being directly linked with adults, they were still introduced to pupils as some leadership skills (motivation and creating a shared vision) and leadership learning (being context specific) are the same despite the age range.



Findings from all the research tools used to gather data suggest that pupils developed leadership through the consultation and engagement model. The use of consultation was influenced by Rudduck and McIntyre (2007) who recommend that for the consultation process to be productive, teachers and researchers need to create conditions for dialogue. These approaches proved effective and contributed to the success of the enquiry. The success can also be measured by the impact of the student leaders' research and the engagement policy which was a product of multiple standpoints, - itself a crucial aspect of student voice (Fielding and Bragg 2003 and Thomson and Gunter 2006).

Tools were the means through which pupils were taught leadership skills. Findings from the observations suggest that there were a number of tools used. These can be divided into first, second and third level tools. The first level tools were consultation and engagement, extended reflection, use of role-play, questioning, modelling, practicum, and the use of film. The second level tools were presentations, discussions, group-work, games, rewards, and ICT. The third level tools were online debates, alternative reflection, and online discussions. The findings concerning the tools that aid student leadership development are important, as they contribute to the theories concerning student leadership development already established by Milburn (2009), Owens (2007), MacNeil (2000) and Kouzes and Posner (1995). This research also began to explore the suggestion by Dempster and Lizzo (2007) that future research should explore students' understanding of leadership as most of the research writings focus on student leadership development or training. This research begins to identify what skills pupils see as necessary and the process to be used to develop their leadership learning.

Fullan (1996) states that more work needs to be done to develop a meaningful action-base theory of leadership. Weindling (2004) adds that there is a scarcity of empirical evidence about what learning is effective, and about how leadership learning works. This research attempted to explore ways towards developing the empirical evidence needed. The findings suggest that developing leadership involves more than group work where everyone can practice being a leader or where a few pupils are in charge of extracurricular activities as given by Owen (2007). The findings from this research suggest that developing leadership in pupils is about consulting with them and tailoring their training according to their needs through an action research approach. Leadership development is about giving pupils an opportunity to impact changes that are measurable and student engineered.

Evidence from the research suggests that leadership is contextual and should be personal in terms of the leadership learning, content and pace, as the individuals who seek the leadership development should direct the process (Creasy and Cotton 2004). This leadership development model is only a version of the leadership development that worked well within the context in which it was initiated. Using consultation and engagement as the driving force for this development proved effective as pupils readily presented their perceptions of the elements which they believed were specific for their context and their individual needs and the tools to develop leaders' skills. Opportunities were given to pupils to contribute their ideas at the beginning of the research and throughout the process. The student leadership development approach utilised within this study was not just taught but was experienced and learned as suggested by Owen (2007) who posits that student leadership is not taught, leadership is experienced and learned, and that leadership has to be practised, developed and above all should be authentic. The

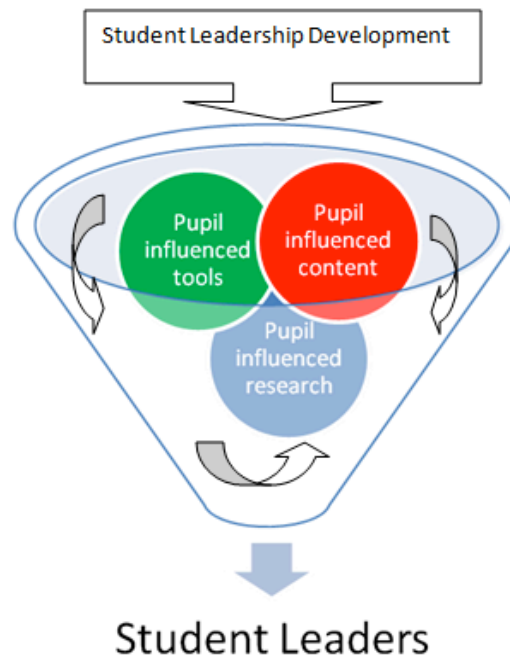
leadership development was practical, authentic, current, and meaningful due to the influence of pupils.

McGregor (2006) writes that if young people are seen as students who can be trained in the skills to work collaboratively with adults and co-lead learning, possibilities are opened up for them to imagine constructive improvements and change in schools and to be actively involved in decisions that may affect them. The pupils who were engaged in this research attempted to explore the challenge presented by McGregor (2006). McGregor and Tyrer (2004) express that leadership training shows students that they can improve the ways in which they learn, improve their self-esteem, and enable them to feel more in control of events around them. This became evident in pupils' testimonies; *"I have a lot more confidence at home; I can make my voice heard, am not so shy"* Pupil AD. *"I think that this role-playing helped me boost my confidence because it made me realise that the group won't make fun of you if you slip up, they will help you."* Pupil NC. The findings from this research suggest that the tools and leadership development content as listed are a reflection of what pupils think are necessary for leadership development. Thus it can be furthered that pupils will achieve more from leadership development processes when they identify their needs at the beginning and the training is tailored to deal with the needs that they have identified. Moreover, as a result of this consultation, pupils were able to measure the progress they had made which, in turn, made the leadership development more meaningful to them as individuals.

Leithwood (1995) stresses that there is indisputable evidence that preparation programmes that stress reflection, collaboration and active problem solving make a significant difference to

leaders' successes. The results of this study concur with this view. Rowntree (1992) writes that reflection is a critical consideration of one's own study methods at the time and after a learning task has been completed. Reflection is the means through which leaders are able to personally assess their performance. As a result, the research provided opportunities for student leaders to reflect. This was done through customised diaries, which had specific sections that aided pupils' reflection time during, and at the end of, training sessions. Reflection played a vast role in assessing the progress pupils made. They were able to measure their own development and make conclusions.

The success of the leadership training programme suggests that the process used to develop leadership was appropriate. This was measured using findings from the students' accounts of their experiences, as well as accounts from their peers and members of staff when they acted as Head of Year. The findings were also measured against Kouzes and Posner's (1995) research into student leaders. Consultation and engagement provided the leadership development content and tools specific for the context and the leadership needs of pupils. Giving pupils the opportunity to carry out their own research also helped to strengthen the development of their skills. The following diagrams (Fig 8.1 and 8.2) explain the process that could be adopted in order to develop leadership in pupils in the future.



**Figure 8.1** Leadership Development using Consultation and Engagement (*summary- at a glance*)



**Figure 8.2** Leadership Development Process using Consultation and Engagement (*explained*)

Findings from the research suggest that the development of student leaders should be seen as a mix of pupil-suggested content. This content should be developed through consultation using a

creative and scaffold approach. This development should facilitate pupil-suggested leadership development tools such as role-plays and questioning along with pupil-influenced activities to practise their leadership skills during training. The cone in Figure 8.1 represents the unique context where pupil influenced-contents, tools and activities are amalgamated. Thomson (2011: 123) encourages researchers to take account of the ways in which “purpose and context require and produce different kinds of responses” as children do not always talk about the same kinds of things. Figure 8.1 is a pictorial summary for educators who seek to develop leadership within pupils. Figure 8.2 displays the leadership development process and further explains the steps necessary to develop leadership within pupils using consultation and engagement.

### **8.3 Summative discussion**

Kouzes and Posner (1995) state that student leaders express that they are at their best when they are given opportunities to model the way, inspire a shared vision, challenge the process, when they are allowed to act and encourage the heart of others. They explain that student leaders establish principles concerning the way people should be treated. They set standards of excellence and then set examples for other to follow; model the way. They passionately believe they can make a difference; inspire a shared vision. Successful leaders search for opportunities to change the status quo; challenge the process. They build collaboration and actively involve others; enable others to act. They recognize contributions and make people feel like heroes; encourage the heart. These perceptions as given by student leaders concerning when they are at their best (Kouzes and Posner 1995) is used as a measure of student leaders success in this enquiry. The following rubric is used to measure the extent to which student leaders achieved each element as given by (Kouzes and Posner 1995);

- a) **Finding out:** reading/researching and attempting to understand phenomenon.
- b) **Starting out:** gathering information and ideas and setting out to use them.
- c) **Developing:** exploring with ideas and building on foundations laid.
- d) **Deepening:** initiative is on the way and is being mastered.
- e) **Sustaining:** introducing new developments, re-evaluating quality – professional learning as a way of life.

**Table 8.1 - Identifying student leaders' capacity**

<b>Elements of successful student leaders Kouzes and Posner (1995)</b>	<b>Degree of success acquired by student Leaders</b>	<b>Evidence</b>
<b>Inspire a Shared Vision</b> They passionately believe they can make a difference.	Deepening	<i>Student leaders developed and shared their vision and values with their peers and staff during assemblies and year team meetings.</i>
<b>Challenge the Process</b> Successful leaders search for opportunities to change the status quo.	Deepening	<i>Student leaders worked with tutors and are engaged in Year Team Meetings and plan for success.</i>
<b>Model the Way</b> They set standards of excellence and then set examples for other to follow.	Deepening	<i>Student leaders:</i> <ul style="list-style-type: none"> <li>✓ <i>Acted as Head of Year.</i></li> <li>✓ <i>Conducted assemblies.</i></li> <li>✓ <i>Dealt with conflict in the playground and in class.</i></li> <li>✓ <i>Conducted their own research</i></li> </ul>
<b>Enable Others to Act</b> They build collaboration and actively involve others.	Deepening	<i>Student leaders:</i> <ul style="list-style-type: none"> <li>✓ <i>Trained Year 8 pupils within the context and in our partner school to become leaders.</i></li> <li>✓ <i>Developed the Engagement Policy for lunchtime and tutor periods.</i></li> </ul>
<b>Encourage the Heart</b> They recognize contributions and make people feel like heroes. They celebrate values and victories.	Starting out	<i>At the time of the research student leaders were not engaged in encouraging the hearts of their peers as yet.</i>

The degree of success of the tasks that pupils facilitated is measured against the elements of successful student leaders (Kouzes and Posner's 1995) as seen in table 8.1. The table shows that



four of the five skills pupils achieved to a deepening level, one stage below the ultimate level; sustained. Student leaders completed tasks and activities, which suggest that they inspired a shared vision, challenged the process, modelled the way and enabled others to act and are at the initial stages of encouraging the heart.

With the placement of more challenging tasks and further training it was hoped that pupils will attain and accelerate to the sustaining stage. According to Owen (2007) the six issues that inhibited teachers from selecting a child as a leader are 1) lack of confidence 2) lack of respect for peers 3) uncooperativeness 4) shyness 5) loner tendencies and non-attendance. Lack of confidence was the most common reason cited as to why teachers do not select pupils for leadership positions. Evidence from this research suggests that the lack of confidence within a pupil should not be a factor that decides if a child should be trained to become a leader. There were a number of pupils who lacked confidence at the onset of the training programme who now state that they are more confident. A case in point is pupil NC who managed to prepare and present an assembly to the entirety of year 8, some 120 pupils. This suggests that pupils should be given opportunities to develop within themselves leadership skills as long as they possess self-efficacy or have the capacity or interest to develop the same. Chemers, Watson and May (2000) suggest that leadership self-efficacy contributes to leadership effectiveness. Owen (2007) also emphasizes that there is a positive relationship between leadership self-efficacy and the willingness to take on a leadership role. This suggests that those who have taken on leadership roles possess positive levels of self-efficacy. One crucial part of this process should be self-assessment.

## 8.4 Conclusion

Findings from this research confirm that student engagement can be developed by training students through consultation to become leaders. The data obtained also shows that consultation (Rudduck and McIntyre 2007 and Thomson and Gunter 2007) has the capacity to develop leadership within pupils. This was evident in pupils' testimony that they enjoyed the leadership development, fewer incidents of poor behaviour, and the decline in exclusions. Fielding and Rudduck (2002) add that consultation and participation also create a stronger sense of respect and self-worth (the personal Dimension) so that students feel positive about themselves. Pupils stated that they developed confidence; they identified personal concerns that they stated they had overcome;

*"My two brothers were fighting over whose turn it was on the computer, while this was happening my parents were at Asda so I had to sort it out by myself. I learned I needed to be more patient because I loose my temper really quickly. I also learned how to have a shared vision after I managed to sort it out.... patience is a really vital key to becoming a good leader". Pupil NR*

*"If there is an incident I would be able to resolve it by calming the person down, before the training I would just let it happen and watch". Pupil CA*

Consultation, according to Fielding and Rudduck (2002), also creates a stronger sense of self as learner (pedagogic dimensions) so that students are better able to manage their own progress in learning. This was evident in the creation of the Engagement Policy and the completion of the leadership development approach. They continue to state that this process - where pupils are consulted and are given a chance to participate in schools - also adds a stronger sense of agency (the political dimensions) so that students realise that they can have impact on things that matter to them in school. Pupils expressed that they had become leaders and are now able to help others;

*“At Outward Bound we had to work as a team, but we needed a leader who was going to keep everyone going so if people were upset I would always go and talk to them to see how they were so the team did not loose out.” Pupil JB*

*“They have been occasions when people want to fight, I ask then why and for what reason, talk with them and then they understand and apologize to each other.” Pupil CW*

In order to engage pupils they were empowered to facilitate their own enquiry; a recommendation given by Fielding (2001) and Thomson and Gunter (2007). Findings from the students’ research influenced a nine-point policy, which focussed on curricular and pastoral actions. This policy was designed to involve all pupils within the year group and their teachers. Eight of the nine actions within the policy had an impact - some greater than others.

Student leaders were invited to discuss the action that concerns the purchase of sports equipment for lunchtime activities that was realised. Following discussions concerning available resources, pupils understood and agreed that the purchase was not necessary. One major element of consultation is listening to pupils (Flutter 2007 and Holdsworth 2000); they were listened to, invited to take in further discussion, and a resolution was agreed. Inviting student leaders to participate in the discussion along with their knowledge as to why the action was not realised may have influenced the amicable manner in which they accepted the decision. Attention can be drawn to the high levels of engagement, which resulted in the 80% increase in rewards and the 90% decrease in the number of behaviour slips issued to pupils and the reduction of permanent exclusion from three in the previous year to one. Attention can also be brought to the number of pupils who were engaged in lunchtime activities on the Astroturf and how these activities facilitated a mix of boys and girls and decreased disruption from other year groups. Sutherland

(2006: 8) asserts that “student voice and student participation in schools need to be part of a collaborative ethos that embraces all members of the school community”. The work of student leaders brought Heads of Years together and established order to the ‘once fought for’ Astroturf. All pupils within the school developed a shared understating of the use of this area as pupils only went in when it was their day. This kind of student voice proved successful as a result of the school culture (Lodge 2005 and Thompson and Gunter 2005).

The leadership development programme explored in this research reengaged pupils as a result of the programme of consultation. According to findings from this research, engagement develops when pupils are consulted (Rudduck and Flutter 2001) and are given time to express how they feel and are listened to (Johnson and O’Brien 2002).

Consultation and engagement were the major vehicles that were used to determine the interventions necessary to develop students as leaders. Consultation was used to develop the content for the leadership development programme. It merges fittingly with Meighan’s (1988) theory on negotiated curriculum, which suggests that power of curriculum development should be shared between pupils and curriculum planers. Content development was carried out through film analysis, self-assessment, general knowledge and leadership development sessions. This process meant that the leadership development content that was developed was context specific and related specifically to pupils’ needs (Creasy and Cotton 2004; Barnett 2001; and Lambeth 1998). The main leadership characteristics, which emerged from this study, are similar to those given by Owen (2007) but are not the first characteristics identified and used in this enquiry. Day et al (2011) explain that successful school leaders use the same basic leadership practices as each

other, but there is no single model for achieving success. This suggests that leadership is context based as proffered by Kouzes and Posner's (1995); Barnett (2001) and Creasy and Cotton (2004). The findings from this research suggest that developing leadership is about consulting with the developing leaders and tailoring their development according to their needs through an action research approach. McGregor and Tyrer (2004) explain that leadership training shows students that they can improve the way they learn, improve their self-esteem, and feel more in control of the events around them. This became evident in pupils' testimonies; *"I have a lot more confidence at home; I can make my voice heard, am not so shy"* Pupil AD. The success of the leadership training suggests that the process used to develop leadership was appropriate.

The findings from the research tools suggest that pupils made good progress and developed leadership through the consultation and engagement approach. This was seen through observations, and the personal reflections/assessments, along with declarations made within the interviews. This leadership development approach supports Owen (2007) who posits that leadership is not taught, but experienced and learned.

## **Chapter Nine**

### **Conclusion**

#### **9.1 The Change**

This action research set out to influence change in students' attitudes and communication skills by equipping them with leadership skills through a programme of consultation and engagement in accordance with the approaches furthered by, amongst others, Elliott (1991), and Kemmis and McTaggart (1988). The intention was to change pupils' circumstances and create more opportunities for them to explore and develop their ideas. The capacity was created for change and it followed Fullan's (1993) and Senge's (1990) four core elements towards developing greater capacity.

The change in pupils' attitude towards their work as evidenced in interviews, the development of leadership skills, and increased engagement, were only possible through efforts of collaboration with staff and pupils. Change was evident in some of the operational practices in the school as a result of the pupils' research. These changes include scheduled session in the ICT rooms and the watching of videos during tutor times. Student leaders also established a more structured rota for the use of the Astroturf. These changes are important because pupils often talked about not being heard and wanting the opportunity to be listened to.

Change was also evident in the increased number of rewards pupils received, the dramatic fall in behavioural incidents, and pupils' general attitude towards their education. Improved behaviour was seen specifically in some student leaders; specifically pupil AJ who came from a single parent family. AJ had the ability to do very well; however, he was underachieving due to a lack of focus, and involvement with disaffected peers. AJ was easily influenced and lacked the

conviction to choose for himself and stand up for what he believed in. After experiencing the leadership training programme, AJ said that he had learnt that *“your values might sometimes clash with your friend’s values and you have to learn to respect their values and beliefs. He went on to say I learnt how important leadership is and how a leader can affect a whole team. I also learnt that leaders have to set examples for people to follow”*. His assertion that a leader needs to set an example could also be the reason for the decrease in his poor and disruptive behaviour.

A general decline in poor behaviour was seen across the year group as discussed in Chapter Seven. Following the research there was change in behaviour. Morgan and Porter (2011: 130) state that when “student researchers are given the opportunity, support and responsibility, they have a key role to play alongside teachers in harnessing research to release the voices of their peers”. The evidence from this research supports the findings of Morgan and Porter. The year group expressed what they would like during the student led research. They were listened to and an engagement policy was developed. At the time of writing this report, and during the period of the policy, there were changes in pupils’ behaviour and attitude. Consultation and engagement opportunities were provided for year 8 pupils. They embraced these opportunities and as a result had an impact on the whole year group through their research. They helped through their own research to harness the voice of their peers, collected their ideas, and made these into a policy. All of these actions attracted and engaged pupils.

## **9.2 Original contribution to knowledge**

The issue at the beginning of the enquiry was the limited opportunities for pupils to express and implement their ideas and the leadership skills to effectively do so. As a result the enquiry embarked on developing the necessary skills within pupils using their ideas as the driving force. I

wanted to take consultation and engagement beyond pupils just influencing the way they meet their learning (Waters 2011) or as an assessment for learning tool (Rudduck *et al.* 2003) to them saying exactly what they want to be taught and the means through which they want to learn the content they have identified. This study was influenced by the work of Kouzes and Posner's (1995), Woyach and Cox's (1997), Fielding (2001) Macbeath, Rudduck and Flutter (2001) Rudduck, Demetriou and Myers (2003), Thomson and Holdsworth (2003), Fielding and McGregor (2004), Martin *et al.* (2005), Cook Sather (2006), Owen (2007) and Thomson (2011) among others. The enquiry extended Thomson and Gunter's (2006) discussion regarding the discursive framing of pupil voice, and, used the work of Owen (2007), Rickets and Rudd (2002) and Kouzes and Posner (1995) to develop a leadership model that was student focussed and engineered. As a result the enquiry looked at what interventions were appropriate to develop students as leaders and what they thought of it. This new layer concerning leadership development was necessary as pupils wanted more opportunities to be heard. Pupils were given opportunities where they could explore ideas outside of the classroom.

Findings from the action research enquiry suggested that consultation and engagement have the capacity to help create spaces for pupil to participate in learning through taking responsibility for their own behaviour and the behaviour of others. These findings build on the work of Rudduck and McIntyre (2007), Thomson and Gunter (2007), Rudduck and Flutter (2004) and Fielding (2001). Consultation and engagement and teaching pupils the leadership skills they thought they needed helped develop pupils' skills to effectively present themselves and their ideas. It also aided in the creation of opportunities for pupils to use their ideas as tools to teach other students leadership skills. Consultation and engagement helped to develop a student leadership



development model for pupils within secondary schools. This development model uses pupil influenced-content, pupil influenced-tools and pupil influenced-research as its main tactic (Figure 8.1). This approach was important as pupils became more engaged as it was their ideas that they were developing. They were the process, as it was their own development they were exploring, using their own experiences and thoughts.

Day *et al.* (2011) argue that successful leaders use the same basic leadership practices but there is no single model for achieving success. They go on to state that leaders should use the skills specific for their context to develop leadership skills in others. This research produced leadership skills that pupils perceived were necessary. These include listening, communicating, making ethical decisions, having confidence, motivating others, using teamwork and being able to handle situations well. These skills are specific to the context (Leithwood, Jantzi, and Steinbach 1999) and therefore could be used to develop leadership in others within the same context. Thus, there is the potential for this study, and its original contribution to knowledge to, in turn, be used as a foundation stone for further study and innovation within pupil, centred learning.

### **9.3 Limitations of the study**

The first limitation of the study is linked to the research methodology. The quantity and quality of data collected from stakeholders to assess pupils whilst they acted as Head of Year was heavily dependent on the number and kinds of pupils who went to see them for a variety of reasons such as to be rewarded or to be sanctioned for poor behaviour. As a result, some student leaders were assessed by more stakeholders than others. Even though student leaders recorded

the number of stakeholders who they dealt with, there was no way to ensure that they were seen by the same number, variety and quality of stakeholders.

There is an increasing number of studies (Kouzes and Posner 1995; Rickets and Rudd 2002) which have offered student leadership development models, however, there is still a lack directly related to the context in which the research was executed. Consequently, researches concerning leadership development in adults (Paterson and West-Burnham 2005; Day *et al.* 2011) were sometimes used to facilitate analysis and make recommendations.

As the Head of Year and researcher, pupils' responses within the study could have been influenced by my authority position. It was therefore necessary to continually lower my status and ensure that pupils were constantly given opportunities to direct the leadership development. They made suggestions for ensuing sessions at the end of training sessions. Diaries were specifically designed with a section for pupils to suggest ideas for future sessions. This gave pupils who don't necessarily want to speak out an opportunity to write and on some occasions to video record their ideas (Thomson 2011).

#### **9.4 Future work**

Future research could explore the development of the Junior Leadership Team. Student leaders who undergo initial leadership training could be given the opportunity to work with the school's senior leadership team. Transferability is the process by which the results of research in one situation are applied to other similar situations. A case in point is the research carried out in our partner school. Transferability will be possible due to the level of thick description (Ryle 1971)

given regarding participants, location and methods given regarding the research. Descriptions given within this research covers five of Denzin's (1989) eleven typologies of descriptions; biographical, historical, situational, relational and interactional. This suggests that those who choose to use the findings to inform their own experience will be able to compare their context and participants to the ones involved in this study before drawing conclusions. With the correct thick description those who choose to develop leadership in pupils should facilitate a process of pupil influenced-content, pupil influenced-tools and pupil influenced-research.

The coordinator for the Black Pupil Achievement Programme (BPAP) has asked that the model used within the research be used as part of the training for targeted pupils on the BPAP list as an initiative to improve attainment. The model used for this research can be adopted and used to develop leadership in pupils and then empower pupils to consult with their BPAP peers on issues that hinder their learning and then develop policy to aid their attainment.

Further research could be based around the opportunities and the length of time given to student leaders to display or develop the skills they have learnt. The characteristics which are listed as the first level; listening, communicating, making ethical decisions, having confidence, using teamwork, handling situations well, and motivating others and second level; exercising fair judgement, helping others, being honest, maintaining patience, demonstrating commitment, having vision, setting targets, being firm but fair, upholding values, showing respect, generating inspiration, and being consistent should be explored further in depth and assess if they are only specific to the context where the research was carried out or more general to other settings as leadership skills are sometimes specific to context and stakeholders.

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## **Film**

Film Coach Carter, 2005 (film) Directed by Thomas Carter. USA: Paramount Pictures.

## **The Appendix**

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## Appendix 1

### Blue Palace School

#### Inventory of Consultation and Engagement Activities (September 2009)

Pupil Voice Activities	Yes (Y)/No (N)
Student Council	Y
Form Captains	Y
Sit of interview panels	N
Head girl	N
Head boy	N
Peer Mentors	N
Student leaders	N
Student Researchers	N
Students as co-researchers	N
Lesson Observation reviewers	N

## Appendix 2

### Field notes

**Topic/Theme:**

**Date:**

Research Question(s) theme:

1)

2)

So what happened?

Ideas to explore further.....



### Appendix 3

#### Updated- Peer Assessment of student leaders /Heads of Year (HoY Day)

Student Leader:.....

Tutor Group Assigned:.....

Date:.....

Peer Assessor:.....

*Please tick one answer next to the corresponding question that best describes the student leader assigned to your tutor group.*

No.	Questions	Yes	No	N/A
1	Did the student leader appear confident?			
2	Did the student leader(s) work as a team?			
3	Was the student leader prepared?			
4	Was the student leader helpful to you?			
5	Was the student leader helpful to your classmates?			
6	Did the student leader communicate ideas or concerns effectively?			
7	Was the student leader punctual?			
8	Did the student leader try to motivate your classmates?			
9	Did the student leader try to inspire your classmates?			
10	Was the student leader presentable? (correct uniform, tie in place, correct shoes etc)			
11	Was the student leader polite to your classmates?			
12	Did the student leader make fair decisions?			
13	Was the student leader firm?			
14	Was the student leader fair?			
15	Did the student leader respect the views of others?			
16	Did the student leader appear committed to the task/session?			
17	Did the student leader listen well to others?			
18	Did the student leader follow through with promises made?			
19	Was the student leader consistent?			
20	Did the student leader handle situation(s) well?			
21	Did the student leader share their vision with your classmates?			
22	Did the student leader appear to understand the concerns/issues of your classmates?			

Thank you!

## Appendix 4

### Data Analysis - Themes according to leadership skills taught

Committed				Tree Node			
Created On	19/08/2010 12:12		By	DW			
Modified On	19/08/2010 13:33		By	DW			
Users	1						
Cases	2						
Type	Sources	References	Words	Paragraphs	Region	Duration	Rows
Total	2	2	61	3			0

Communicate				Tree Node			
Created On	19/08/2010 10:53		By	DW			
Modified On	20/08/2010 10:56		By	DW			
Users	1						
Cases	14						
Type	Sources	References	Words	Paragraphs	Region	Duration	Rows
Total	19	27	580	33			0

Node Summary Report

## Appendix 5

### Data Analysis - General theme - power

[<Internals\Interviews\AA>](#) - § 1 reference coded [4.93% Coverage]

Reference 1 - 4.93% Coverage

The chance to be head of year because you get to go around the school, it represent the power that you (Mr. Weir) have right now. I think it is quite nice to have that power.

[<Internals\Interviews\AY>](#) - § 1 reference coded [2.94% Coverage]

Reference 1 - 2.94% Coverage

Head of Year....it was good to have so much power. This power I used it well.

[<Internals\Interviews\CA>](#) - § 1 reference coded [2.00% Coverage]

Reference 1 - 2.00% Coverage

It gives you power, you organize things.

[<Internals\Interviews\KS>](#) - § 1 reference coded [3.22% Coverage]

Reference 1 - 3.22% Coverage

Head of year...I had power, it was like being an adult

[<Internals\Interviews\MH>](#) - § 1 reference coded [6.85% Coverage]

Reference 1 - 6.85% Coverage

We don't have much power over people... like prefects. Prefects can tell them to do something, if we told them they wouldn't listen. We had power during the head of year but it was only one day.

[<Internals\Interviews\NR>](#) - § 2 references coded [6.35% Coverage]

Reference 1 - 3.37% Coverage

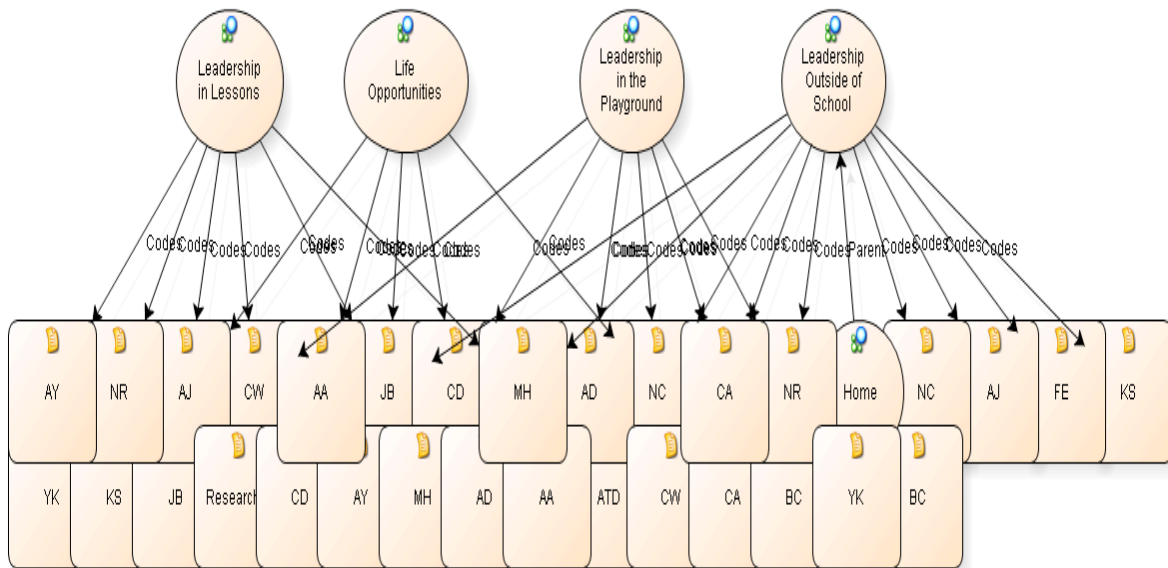
Being Head of Year for a day; that was sick. You have power, you can give referrals, you can tell people to shut up and stuff like that.

Reference 2 - 2.98% Coverage

We've had the power to do stuff and they haven't. I think it's a bit unfair but I don't exactly want them to take our job.

## Appendix 6

### Data Analysis – themes and associated participants



## Appendix 7

### Data Analysis – frequency of themes

Life Opportunities				Tree Node			
Created On	20/08/2010 08:24		By	DW			
Modified On	20/08/2010 10:21		By	DW			
Users	1						
Cases	4						
Type	Sources	References	Words	Paragraphs	Region	Duration	Rows
Total	5	8	232	10			0

Listen				Tree Node			
Created On	18/08/2010 08:37		By	DW			
Modified On	20/08/2010 10:56		By	DW			
Users	1						
Cases	15						
Type	Sources	References	Words	Paragraphs	Region	Duration	Rows
Total	22	34	894	40			0

## Appendix 8

### Blue Palace School Student Leader Consultant Application Form

*If you would like to be a member on the Student Voice and Student Leadership Panel you are required to fill in all the sections below.*

Name:..... Tutor Group:.....  
Gender:..... Date of Birth:.....

**Are you a Form Captain or Monitor?** If yes what are your responsibilities?

.....  
.....  
.....

**Are you a member of any clubs in or out of school?** Football, swimming, tennis etc.

.....  
.....

**What do you do as a member?**

.....  
.....  
.....

**Do you have a part-time Job or do voluntary work?**

.....  
.....

**If yes what are your responsibilities?**

.....  
.....  
.....  
.....

**Have you ever been excluded during Primary or Secondary School?**

.....  
.....

**What do you think you can contribute to the Student Leadership Team?**

.....  
.....  
.....

**Why do you want to be a member of the Student Voice and Student Leadership Team?**

.....  
.....  
.....

*(Applications are due in on Wednesday November 13<sup>th</sup> 2008.)*

## JOB DESCRIPTION

<b>Job Title</b>	Student Voice and Student Leader Consultant
<b>You are Accountable to</b>	Head of Year 8 / Year 8 Students
<b>Location / Meeting Room</b>	Blue Palace School (Room W21)
<b>Brief Description of the Job</b>	To lead, research and implement suitable ideas as expressed by Year 8 students.
<b>Duties and Responsibilities</b>	<ol style="list-style-type: none"> <li>1. Along with your Head of Year develop and carry out research within Year 8</li> <li>2. Analyze research findings</li> <li>3. Present the ideas for development to members of staff and Year 8 students as seen fit by the wider Year 8 population.</li> <li>4. Implement projects within Year 8</li> <li>5. Participate in group discussions</li> <li>6. Attend meetings</li> <li>7. Participate in training sessions</li> </ol>
<b>Hours of Work</b>	Flexible

### Personal Specification / What skills should I have?

#### *Essential*

1. You should be a good listener and accountable
2. You should be organized and courageous
3. You should be trustworthy and loyal
4. You should have an interest in Year 8
5. You should have good communication skills
6. You should be respectful and resilient
7. You should have good attendance and punctuality

#### *Desirable*

1. You should be serving as a Form Captain or have served as a Form Captain.
2. You should have done some research in the past.
3. You should be confident.

## Appendix 9

### Sample leadership training plan

#### SAMPLE Training Development Programme (Session Six)

Date/Time	Room/Venue	Themes and Topics to cover	Literature source	Style of Delivery	Presenter/Facilitator
Week 3  Session 6  1hr	N108	<b>Understanding the leadership skills/traits</b> identified in the film 'Coach Carter'  Shared Vision/Goals, Setting Targets, Confidence, Respect, Commitment, Making Ethical Decisions, Fair Judgment, Teamwork, Consistency, Following through, Helping Others, Listen, Working Together, Motivate, Inspire  <b>Verbal and written REFLECTION</b>		Discussions Presentations Role Play	DW
<b>Details</b>  1) Pupils will make final changes to their PowerPoint presentations. Each pupil will say how they believe/know they possess the skill giving examples. Pupils will be given the chance to change their minds if they believe they do not possess the skill identified. 2) DW will re-collate findings in order to identify the skills lacking or present. This will inform the next session. 3) Pupils will write their reflective diary.  <i>Homework: Complete Reflective Diary</i>				Method of Data recording	
				General audio recording Note taking Observation Audio diary (researcher)	
				Research question(s)/theme 1) What are the characteristics of an effective student leader?  2) How can student leadership be developed at the secondary school level?	



## Appendix 10

### Leadership training worksheet

Leadership Skills within Coach Carter

Name:.....

Skills Identified	How was the skill shown/displayed? <i>What was Coach Carter doing? What were others doing? What did you admire the most?</i>	Do I possess this skill?		
		YES	NO	Not sure
What other skills do you have as a leader?		What others skills do you want to develop as a leader?		
1.		1.		
2.		2.		
3.		3.		
4.		4.		
5.		5.		

## Appendix 11

### Observation Grid - Original

Areas/Categories	Number of Occurrences			Total
	Obs. 1	Obs. 2	Obs. 3	
	# Present 16	# Present 16	# Present 16	
Use of Reflective Diary				
Participation in task				
Pupil(s) Enjoyment of Tasks				
Working with each Other				
Participation in Reflective Discussion				
<b>Total</b>				

## Appendix 12

### Observation Grid – Following the pilot

<b>Focus/Who:</b>		<b>Date:</b>
<i>Areas / Categories</i>	<i>Number of Occurrences</i>	<i>Total</i>
Pupil(s) Complete Reflective Diary		
Pupil(s) Engagement in Tasks		
Pupil(s) Enjoyment of Tasks		
Pupil(s) suggest Ideas/Themes for exploration		
Pupil(s) Interaction with each Other		
Pupil(s) Participate in Reflective Discussion		
Other Observations/Comments		
Number of pupils present:		

**Appendix 13**  
**Observation Grid – word weighting**

<b>Areas/Categories</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
1) Number of pupils who completed video diary			
	Average time:	Average time:	
2) Number of pupils who respond to online discussion initiated by their peers			
	Average number of words:	Average number of words:	
3) Number of pupils who respond to online discussion initiated by the researcher			
	Average number of words:	Average number of words:	
4) Number of pupils who initiate online discussion			
Comment:			

## Appendix 14

### Observation grid – extended reflection

<b>Areas/Categories</b>	<b>Number of Occurrences</b>	<b>Date:</b>
		<b>Total</b>
Pupil(s) engaged in reflective discussion		
Pupil(s) challenge each other through discussions		
Pupil(s) suggest Ideas/Themes for exploration verbally		
Pupil(s) record their reflection in their reflective dairy		
Pupil(s) use knowledge/skill learnt during today's session in discussion		
<b>Total</b>		
<b>Comments</b>		
Number of pupils present:		

## Appendix 15

### Observation Grid – Role play

<b>Focus/Who:</b>		<b>Date:</b>
<b><i>Areas/Categories</i></b>	<b><i>Number of Occurrences</i></b>	<b><i>Total</i></b>
Pupil(s) show a willingness to participate in role play scenarios (x3)		
Pupil(s) display confidence during role play scenarios (x3)		
Pupil(s) fully engaged in role-play		
Pupil(s) exhibit understanding of leadership characteristics through role-play		
Pupil(s) work together as a team to support each other's learning through role-play		
Pupil(s) actively listen through role-play		
Comments:		
Number of pupils present:		

## Appendix 16

### Observation Grid – (use of video and online diaries)

<b>Focus/Who:</b>		<b>Date:</b>
<b><i>Areas/Categories</i></b>	<b><i>Number of Occurrences</i></b>	<b><i>Total</i></b>
Pupil(s) engaged in reflective discussion		
Pupil(s) challenge each other through discussions		
Pupil(s) suggest Ideas/Themes for exploration verbally		
Pupil(s) record their reflection in their reflective dairy		
Pupil(s) use knowledge/skill learnt during today's session in discussion		
Pupil(s) attempt to develop a research tool		
Comments:		
Number of pupils present:		

## Appendix 17

### Peer Assessment of student leaders/Heads of Year (HoY Day)

Student Leader:.....

Tutor Group Assigned:.....

Date:.....

Peer Assessor:.....

*Please tick one answer next to the corresponding statement that best describes the student leader assigned to your tutor group.*

No.	FOCUS PUPIL:	Peer Response(s)			
	Questions	Strongly Agree	Agree	Disagree	Strongly Disagree
1	The student leader was confident				
2	The student leader(s) worked as a team				
3	The student leader was prepared				
4	The student leader was helpful				
5	The student leader communicated well				
6	The student leader was punctual				
7	The student leader motivated me				
8	The student leader inspired me				
9	The student leader was presentable				
10	The student leader was polite				
11	The student leader made a fair decision				
12	The student leader was firm				
13	The student leader was fair				
14	The student leader respected my views				
15	The student leader appeared committed to the task				
16	The student leader listened well to me				
17	The student leader followed through with promises made				
18	The student leader was consistent				
19	The student leader handled situation(s) well				
20	The student leader shared their vision with me				
21	The student leader understood my concerns/issues				



## Appendix 18

### Staff Assessment of student leaders / Heads of Year (HoY Day)

Student Leader:.....

Tutor Group Assigned:.....

Date:.....

Teacher Assessor:.....

*Please tick one answer next to the corresponding question that best describes the actions of the student leader assigned to your tutor group.*

No.	FOCUS PUPIL:	Staff Response(s)			
	Questions	Strongly Agree	Agree	Disagree	Strongly Disagree
1	The student leader was confident				
2	The student leader(s) worked as a team				
3	The student leader was prepared				
4	The student leader was helpful				
5	The student leader communicated well				
6	The student leader was punctual				
7	The student leader motivated his/her peers				
8	The student leader inspired his/her peers				
9	The student leader was presentable				
10	The student leader was polite				
11	The student leader made a fair decision				
12	The student leader was firm				
13	The student leader was fair				
14	The student leader respected the views of his/her peers				
15	The student leader appeared committed to the task				
16	The student leader listened well to others				
17	The student leader followed through with promises made				
18	The student leader was consistent				
19	The student leader handled situation(s) well				
20	The student leader shared their vision with their peers				
21	The student leader understood the concerns/issues of his/her peers				

## Appendix 19

### Updated – Peer Assessment of student leaders /Heads of Year (HoY Day)

Student Leader:.....

Tutor Group Assigned:.....

Date:.....

Peer assessor:.....

*Please tick one answer next to the corresponding statement that best describes the actions of the student leader assigned to your tutor group.*

No.	Questions				
		Yes	No	N/A	Total
1	Did the student leader appear confident?				
2	Did the student leader(s) work as a team?				
3	Was the student leader prepared?				
4	Was the student leader helpful to you?				
5	Was the student leader helpful to your classmates?				
6	Did the student leader communicate ideas or concerns effectively?				
7	Was the student leader punctual?				
8	Did the student leader try to motivate you?				
9	Did the student leader try to inspire you?				
10	Was the student leader presentable? (correct uniform, tie etc.)				
11	Was the student leader polite to you?				
12	Did the student leader make fair decisions?				
13	Was the student leader firm?				
14	Was the student leader fair?				
15	Did the student leader respect your views?				
16	Did the student leader appear committed to the task/session?				
17	Did the student leader listen to you?				
18	Did the student leader follow through with promises made?				
19	Was the student leader consistent/				
20	Did the student leader handle situation(s) well?				
21	Did the student leader share their vision with you?				
22	Did the student leader appear to understand your concerns/issues?				

## Appendix 20

### Updated - Staff Assessment of student leaders /Heads of Year (HoY Day)

Student Leader:.....

Tutor Group Assigned:.....

Date:.....

Teacher Assessor:.....

*Please tick one answer next to the corresponding statement that best describes the actions of the student leader assigned to your tutor group.*

Questions	Yes	No	N/A
Did the student leader appear confident?			
Did the student leader(s) work as a team?			
Was the student leader prepared?			
Was the student leader helpful to their peers?			
Did the student leader communicate ideas or concerns effectively?			
Was the student leader punctual?			
Did the student leader try to motivate his/her peers?			
Did the student leader try to inspire his/her peers?			
Was the student leader presentable? (correct uniform, tie in place etc)			
Was the student leader polite to his/her peers?			
Did the student leader make fair decisions?			
Was the student leader firm?			
Was the student leader fair?			
Did the student leader respect the views of others?			
Did the student leader appear committed to the task/session?			
Did the student leader listen well to others?			
Did the student leader follow through with promises made?			
Was the student leader consistent?			
Did the student leader handle situation(s) well?			
Did the student leader share their vision with their peers?			
Did the student leader appear to understand the concerns/issues of their peers?			

Thank you!

## Appendix 21

### Observation grid – questioning

<b>Focus/Who:</b>		<b>Date:</b>
<i>Areas / Categories</i>	<i>Number of Occurrences</i>	<i>Total</i>
Purposeful questioning encourages reflection		
Purposeful questioning gives pupil(s) a chance to answer their own questions		
Purposeful questioning creates new knowledge		
Comments:		
Number of pupils present:		

## Appendix 22

### Observation Grid – student led focus groups

Areas/Categories	Number of Occurrences	Total
Demonstrate good listening		
Demonstrate good observational skills		
Enforce ground rules		
Maintain momentum		
Engage participants in meaningful discussion		
Refocus discussion		
<b>Total</b>		
Explain objectives/goals of the research		
Confirm ethical consideration		
Establish ground rules		
Use time effectively		
Developed a list of appropriate questions		
Effectively arrange participants		
Effectively wrapped up/close the session		
Demonstrate clear communication		
<b>General Comments:</b>		

## Appendix 23 Engagement Policy

Year 9 Pupil Voice Policy September – December 2009

### Blue Palace School      Year 9 Pupil Voice Policy

<i>Findings from a questionnaire developed by student leaders (SL) and issued to Year 9 pupils have influenced this policy. The policy will be piloted within Drama lessons and registration periods only from September- December 2009.</i>						
<b>Main Objective:</b> To implement pupil voice with the intention to improve attainment and behaviour						
<b>Objectives:</b> 1) To improve activities at lunchtimes for Year 9 pupils. 2) To ensure that pupils enjoy and achieve during tutor-times. 3) To empower student leaders to contribute to the disciplining of their peers. 4) To improve and increase the rewards offered to Year 9 pupils.						
ACTION	WHO	WHEN	MONITORING	EVALUATION	IMPACT	COST
Open ICT rooms one lunchtime per week.	DT, MED, SL, DW	Mondays	DW	SL to interview their peers regarding the benefits	Fewer incidents during lunchtimes	-
Open the Astroturf pitch one lunchtime per week.	NW, DW, SL	Tuesdays	DW	Survey of the number of pupils who use the Astroturf	Fewer incidents during lunchtimes. Healthier pupils	-
Purchase new equipment such as footballs to enhance lunchtime activities.	DW	All week lunch/break times	DW	Availability of the equipment	Fewer incidents during lunchtimes. Healthier pupils	£200.00
To ensure that other year groups do not hinder access to the Astroturf on the day assigned to Year 9.	DW	Astroturf day	NW, DW	Observation of pupils in and around the Astroturf	More pupils will use the Astroturf, as a result improvement in their physical health	-
Pupils to watch an educational/appropriate video clip during one registration each week.	Tutors	Chosen day	DW, SL	Tutor-time observations	More rounded and engaged pupils	-
Pupils to complete one registration period in a computer room at least once every week.	Tutors, SL	Chosen day	DW, SL	Survey of pupils' attendance to the computer room and personal impact	Improved ICT skills	-
Pupils to participate in Inter-form/class competitions.	SL	Thursday	SL	Tutor-time observations	More rounded pupils	£100.00
Pupils to participate in online quizzes via the smart-board during one registration per week.	Tutors, SL	Chosen day	DW	Tutor-time observations. Form tutor feedbacks.	More rounded pupils	-
Tutors and Drams teacher to reward pupils during each lesson/registration	Tutors/DW	On-going	DW	Tutor-time observations. Feedback from pupils and tutors.	Improved participation and attainment.	-

## Appendix 24

### Final Interview Questions

- 1) Please tell me what you like about the leadership experience.
- 2) Please tell me what you dislike about the leadership experience.
- 3) What are the real characteristics that you have developed or developing as a student leader?
- 4) What other skills or attitudes would you have liked to develop that are not yet taught/learnt in your leadership training?
- 5) How have you used what you are learning about leadership in your school/home/community?
- 6) Which part of the leadership learning process do you like best?
- 7) Which part of the learning process do you think could be improved?
- 8) What activities would you add to the leadership training if it was to be repeated?
- 9) Do you believe that the suggestions made by yourself and your peers during the leadership training were well used?
- 10) To what extent do you enjoy the research process as a developing student researcher?
- 11) What research or investigative skills do you believe that you have developed or are developing as a result of your role as a student researcher?
- 12) How have your leadership skills helped you to carry out your role as a student researcher? Please explain if yes or no.
- 13) To what extent do you like or dislike the experience of the student researcher role?
- 14) What do you perceive gang/clique/friendship groups leadership to be like?
- 15) What other comments would you like to make about the learning process that you are going through?
- 16) If given the opportunity to go through this process all over again would you embrace it?

*Student leaders will not be interviewed regarding research questions 5 and 6. Evidence will be drawn from other data sources; feedback from teachers/peers via questionnaires and informal discussions etc.*

## Appendix 25

### Extended list of characteristics – Coach Carter

#### Coach Carter - Identified clip Usage:

The clips below from the film 'Coach Carter' will be presented to pupils. Clips will be used to spark discussions about leadership.

<b>Film Clips</b> Timings in minutes	<b>Synopsis</b>	<b>Possible Leadership Element Link</b>
8:50 – 14:40	Coach Carter introduces himself to the team and expresses his intent and expectations to the team.	Shared Vision, Setting Targets, Confidence, Respect.
19:23 – 20:55	Coach Carter meets with parents and students. He presents to them a contract to ensure success.	Shared goals, Commitment, and Strategic.
23:50- 24:06	Coach Carter punishes his son for turning up late to training.	Ethical Decisions, Fair Judgment
31:50 – 41:39	Timo wants to rejoin the team. He fails to complete the sanction given. The team helps him.	Teamwork
38:00 – 39:10	Coach Carter meets with Principal Garrison to enquire why members of staff have presented reports about the players.	Consistency, Following Through.
44:29 – 45:48	The team is confronted by Coach Carter about their attitude towards their opponents.	Helping Others
47:30 – 49:50	Coach Carter talks to the team about the use of derogatory terms.	Helping Others, Shared Vision, Aspiring
54:30 – 57:25	Junior's mother speaks about her family's struggle and asks that Junior rejoins the basketball team.	Listen
1:18 – 1:26	Coach Carter makes a drastic decision to close the gym. Stakeholders react to the decision.	Working Together, Making Decisions
1:36 - 1:40	Members of the school board and the community meets to decide Coach Carter's future and if the gym should be reopened.	Ethics
1:41 – 1:45	The team supports Coach Carter's decision and settles down to study.	Consistency, Commitment
02:02 – 02:08	Coach Carter gives a motivational speech to the team and says thanks.	Motivate, Inspire



## Appendix 26

### Student Leaders' My Reflective Diary

Topic/Theme:.....

Date:.....

Research Question(s)/theme:	
So what happened this session?	
What new data surfaced this session?	My personal thoughts/growth/success so far!
<i>The ideas to explore next session are:</i>	

## Appendix 27

### Researcher's Diary

#### My Reflective Diary

Topic/Theme:

Date:

Session:

<b>Research Question(s)/theme:</b> 1) 2)
<b>So what happened this session?</b>

<b>What new data surfaced this session?</b>	<b>My personal thoughts/growth/success so far!</b>
<b><i>The ideas to explore next session are:</i></b>	
	<b>Pupils present</b>

## Appendix 28

### Student leader's self-assessment questionnaire

Instructions: Please answer all questions in this questionnaire. You may tick up to two answers for each leadership skill.

Please be honest with your answers. Thank you.

Leadership Skills identified for development	<i>I had aspects of this skill before the training</i>	<i>I have improved on this skill as a result of the training</i>	<i>I now have this skill as a result of the training</i>	<i>I have not improved or developed this skill</i>
Having vision				
Showing respect				
Having confidence				
Setting targets				
Demonstrating commitment				
Sharing goals				
Exercising fair judgment				
Being consistent				
Using teamwork				
Helping others				
Listening				
Making ethical decisions				
Motivating others				
Generating inspiration				
Following through				
Showing intelligence				
Being popular				
Show ambition				
Being helpful				
Being understanding				
Effective communication				
Being punctual				
Being well behaved				
Being controlling				
Handling situations well				
Inspiring				
Being presentable				
Being trustworthy				
Being firm but fair				
Showing care				
Being motivated				
Being prepared				
Showing friendliness				
Being polite				
Being a role model				
Being fair				
Being generous				
Showing a sense of humour				
Being convincing				
Being teachable				
Not easily influenced				
Promotes peace				
Being honest				
Thinks for everybody's best				

## Appendix 29

### My Head of Year Report

Acting Head of Year:.....

Date:.....

Task/issue	Number:	
<i>Details of task/issue</i> <small>(note down all the issue(s) you deal with whilst being a Head of Year)</small>	<i>People involved</i> <small>(staff, pupils, parents)</small>	
	<i>Leadership techniques used</i> <small>(listen, respect, ethical decisions, confident, teamwork, etc)</small>	
<b>Outcome</b> <small>(What was the end result of the task?)</small>		
<i>What would you have done differently?</i>	<i>Personal thoughts about the task/issue</i>	

## Appendix 30

### Research Information Sheet

### (PARENT VERSION)

I am a registered part time research student at the University of Nottingham, School of Education completing a Doctorate of Education Degree (Ed. D.) with a focus on Educational Leadership.

It is part of the course requirements that I undertake a research project with the aim to inform my working habits and develop further my skills as a leader. This leaflet seeks to present to you information regarding my research and to furthermore solicit your child's participation during the research process. Your child and long with yourself will have access to research data if the need arises.

#### **Research Title:**

Developing Student Voice with the view to promoting Student Leadership

#### **Aims of the Research:**

It is my intention to find out:

3. How can students' engagement be developed through pupil consultation?
4. What interventions are appropriate to develop students as leaders and what do they think of it?

#### **I will gain answers for my research aims by using:**

Semi-structured Interviews

Observation

Diaries

Questionnaire

This means your child will be asked to actively facilitate in completing one or more of the research tools listed above.

#### **Findings:**

All findings will be presented to the relevant stakeholders, namely; yourself, your child, the leadership team, teachers, my Ed. D. supervisors at the University of Nottingham, School of Education. Findings will also be presented in the form of a research report. **Under no circumstance whatsoever will your child be named during the presentation of findings or the writing up of the research report.**

#### **Sample/Respondents:**

All Year 8 students will be involved along with tutors and teachers of Year 8. Fifteen students will be mainly involved throughout the process.

#### **Timing/Length of study:**

The study will run for a three year period. However a formal report will be submitted for assessment during the second year of the study. All data will be collected out of scheduled class hours.

#### **Access**

All stakeholders involved will have access to the information that is collected.

Thank you,

**D. Weir**

I may be contacted via e-mail: [ttxdw@nottingham.ac.uk](mailto:ttxdw@nottingham.ac.uk)

## Appendix 31

### **Dwight Weir**

Blue Palace School  
Blue Palace Road  
WS11 5PA

29/09/08

The Principal

Dear Sir,

This letter seeks to gain permission from you to conduct a piece of formal research within the school, specifically with my Year group.

It is my intention to carry out my final research project with the current Year 8 pupils here within my work context. This will be completed in conjunction with the University of Nottingham. This time my focus is on developing Student Leadership through Consultation and Engagement.

### **Research topic**

Developing Student Voice with the view to promoting Student Leadership

### **Research questions**

1. How can students' engagement be developed through pupil consultation?
2. What interventions are appropriate to develop students as leaders and what do they think of it?

### **Overarching Question**

How do students from challenging backgrounds respond to the autonomy of power associated with a leadership position.

### **Participants**

16 pupils will be the driving force behind the research; these pupils will be the Student Leaders. Ultimately all pupils within Year 8 will be involved as directed by Student leaders.

### **Research Methodology**

Action Research

### **Research Tools**

Questionnaire  
Structured Interviews  
Overt Observation  
Diaries

It is my intention to facilitate within Year 8 a Student Leadership team who will help to collate and promote consultation and engagement and develop policies to aid their own and their peers' development.

- An advertisement will be displayed inviting pupils to apply for and attend an interview if they wish to be part of the student leadership team.
- Pupils selected will follow an intensive leadership and research training programme.
- Student leaders will consult with the wider Year 8 population and devise a policy to aid their own development.
- The new policy will be presented to Year 8 tutors and teachers and a proposal made for it to be used in lessons.
- The policy will be used in Year 8 lessons as agreed by the respective teachers.

I hope that I will be able to discuss this with you further in the event that you have any queries.

Respectfully yours,

**Dwight Weir**

## Appendix 32

### RESEARCH PARTICIPANT CONSENT FORM

(PARENT VERSION)

Kindly sign the form below in consent to your child's active participation in the research project explained.

**Research Project Title:**

Developing Student Voice with the view to promoting Student Leadership.

**Researcher: D. Weir**

**Supervisors' names:** Associate Prof Linda Ellison  
Prof Chris Day

- I have read the Participant Information Sheet and the nature and purpose of the research project has been explained to me. I have furthermore discussed this with my child. I understand and agree to him/her taking part.
- I understand the purpose of the research project and my child's involvement in it.
- I understand that I may withdraw my child from the research project at any stage and that this will not affect his/her status now or in the future.
- I understand that while information gained during the study may be published, my child will not be identified and his/her personal results will remain confidential.
- I understand that data will be stored securely during its interpretation and will be later destroyed. Only the researches will have access to transcripts.
- I understand that I or my child may contact the researcher or supervisor if we require further information about the research, and that we may contact the Research Ethics Coordinator of the School of Education, University of Nottingham, if we wish to make a complaint relating to his/her involvement in the research.

This is to confirm that permission is given to my child.....to actively participate in the research project as explained in the Research Information Sheet.

**Parent's name** ..... **Date** .....

**Parent's Signature** .....

**Contact details**

Supervisors: Associate Prof Linda Ellison  
Prof Chris Day  
The University of Nottingham, School of Education, Jubilee Campus  
Wollaton Road, Nottingham NG8 1BB, UK

School of Education Research Ethics Coordinator: [andrew.hobson@nottingham.ac.uk](mailto:andrew.hobson@nottingham.ac.uk)  
I may be contacted via e-mail: [ttxdw10@nottingham.ac.uk](mailto:ttxdw10@nottingham.ac.uk)



## Appendix 33

### Research Information Sheet

### (STUDENT VERSION)

While I work here at Blue Palace School I am also a student at the University of Nottingham. I am doing a course in leadership. I am required to complete an assignment which will take the form of a research project. This leaflet is being used to present to you information about the assignment and to furthermore ask for your participation during the research process.

#### **The topic of my research:**

Developing Student Voice with the view to promoting Student Leadership.

#### **Aims of the Research:**

I want to find out:

1. How can students' engagement be developed through pupil consultation?
2. What interventions are appropriate to develop students as leaders and what do they think of it?

#### **I will gain answers for my research aims by using:**

Semi-structured Interviews

Observation

Diaries

Questionnaire

*These are called research tools.*

*This means that you may be asked to fill in one or more of the research tools listed above.*

#### **Findings:**

All the information that I gather, which will answer my questions will be presented to you and all the other people involved. I will also be required to write a book and send it to my university so they will be able to read about my research. **Under no circumstance whatsoever will you be named during the presentation of findings and the writing up of my assignment.**

#### **Who are the people involved?**

All Year 8 students will be involved along with tutors and teachers of Year 8. Fifteen students will be mainly involved throughout the process.

#### **Timing/Length of the project:**

The project will run for a three year period. However my assignment will be submitted for assessment during the second year of the study. All data will be collected out of scheduled class hours.

#### **Access**

You and your parents and all others involved will have access to the information that is collected.

Thank you,

**D. Weir**

I may be contacted via e-mail: [ttxdw@nottingham.ac.uk](mailto:ttxdw@nottingham.ac.uk)

## Appendix 34

### Research Information Sheet

(TEACHER VERSION)

I am a registered part time research student at the University of Nottingham, School of Education completing a Doctorate of Education Degree (Ed. D.) with a focus on Educational Leadership.

It is part of the course requirements that I undertake a research project with the aim to inform my practise and develop further my skills as a leader. This leaflet seeks to present to you information regarding my research and to furthermore solicit your participation during the research process. All participants and their parents will have access to research data.

#### **Research Title:**

Developing Student Voice with the view to promoting Student Leadership.

#### **Aims:**

It is my intention to find out:

1. How can students' engagement be developed through pupil consultation?
2. What interventions are appropriate to develop students as leaders and what do they think of it?

#### **Method of Data Collection:**

Semi-structured Interviews

Observation

Diaries

Questionnaire

#### **Findings:**

All findings will be presented to the relevant stakeholders, namely; the leadership team, teachers, my Ed. D. supervisors at the University of Nottingham, School of Education. Findings will also be presented in the form of a research report. **Under no circumstance whatsoever will you be identified during the presentation of findings.**

#### **Sample/Respondents:**

All Year 8 students will be involved along with tutors and teachers of Year 8. Fifteen students will be mainly involved throughout the process.

#### **Timing/Length of study:**

The study will run for a three year period. However a formal report will be submitted for assessment during the second year of the study. All data will be collected out of scheduled class hours.

#### **Access**

All stakeholders involved will have access to the information that is collected.

Thank you,

**D. Weir**

I may be contacted via e-mail: [ttxdw@nottingham.ac.uk](mailto:ttxdw@nottingham.ac.uk)

## Appendix 35

### RESEARCH PARTICIPANT CONSENT FORM

(STUDENT VERSION)

Kindly sign the form below if you agree to actively participate in the research project explained to you.

**Research Project Title:**

Developing Student Voice with the view to promoting Student Leadership.

**Researcher: D. Weir**

**Supervisors' names:** Associate Prof Linda Ellison  
Prof Chris Day

- I have read the Participant Information Sheet and the nature and purpose of the research project has been explained to me. I understand and agree to take part.
- I understand the purpose of the research project and my involvement in it.
- I understand that I may withdraw from the research project at any stage and that this will not affect my status now or in the future.
- I understand that while information gained during the study may be published, I will not be identified and my personal results will remain confidential.
- I understand that data will be stored securely during its interpretation and will be later destroyed. Only the researches will have access to transcripts.
- I understand that I may contact the researcher or supervisor if I require further information about the research, and that I may contact the Research Ethics Coordinator of the School of Education, University of Nottingham, if I wish to make a complaint relating to my involvement in the research.

This is to confirm that I ..... (Participant's name) will actively participate in the research project as explained verbally and in the Research Information Sheet.

**Print name** ..... **Date** .....

**Signature** .....

**Contact details**

Supervisors: Associate Prof Linda Ellison  
Prof Chris Day  
The University of Nottingham, School of Education, Jubilee Campus  
Wollaton Road, Nottingham NG8 1BB, UK

School of Education Research Ethics Coordinator: [andrew.hobson@nottingham.ac.uk](mailto:andrew.hobson@nottingham.ac.uk)  
I may be contacted via e-mail: [ttxdw10@nottingham.ac.uk](mailto:ttxdw10@nottingham.ac.uk)

## Appendix 36

### RESEARCH PARTICIPANT CONSENT FORM

(TEACHER VERSION)

Kindly sign the form below in consent to your active participation in the research project explained.

**Research Title:**

Developing Student Voice with the view to promoting Student Leadership.

**Researcher: D. Weir**

**Supervisors' names:** Associate Prof Linda Ellison  
Prof Chris Day

- I have read the Participant Information Sheet and the nature and purpose of the research project has been explained to me. I understand and agree to take part.
- I understand the purpose of the research project and my involvement in it.
- I understand that I may withdraw from the research project at any stage and that this will not affect my status now or in the future.
- I understand that while information gained during the study may be published, I will not be identified and my personal results will remain confidential.
- I understand that data will be stored securely during its interpretation and will be later destroyed. Only the researches will have access to transcripts.
- I understand that I may contact the researcher or supervisor if I require further information about the research, and that I may contact the Research Ethics Coordinator of the School of Education, University of Nottingham, if I wish to make a complaint relating to my involvement in the research.

This is to confirm I ..... agree to actively participate in the research project as explained verbally and in the Research Information Sheet.

**Print name** .....

**Date** .....

**Signature** .....

**Contact details**

Supervisors: Associate Prof Linda Ellison  
Prof Chris Day  
The University of Nottingham, School of Education, Jubilee Campus  
Wollaton Road, Nottingham NG8 1BB, UK

School of Education Research Ethics Coordinator: [andrew.hobson@nottingham.ac.uk](mailto:andrew.hobson@nottingham.ac.uk)  
I may be contacted via e-mail: [ttxdw10@nottingham.ac.uk](mailto:ttxdw10@nottingham.ac.uk)