

**Doctoral Programme in
Education and Social Justice**



**Supporting a School in Kathmandu, Nepal in its Drive for
Excellence: A Case Study**

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*This thesis results entirely from my own work and has not been offered previously for
any other degree or diploma.*

Signature:

Abstract

Since the beginning of the millennium, a global commitment to the importance of education in addressing world-wide poverty, has seen governments of developing countries continue to address issues of access and quality. Whilst many external programmes of support have proved successful in the short-term, sustaining these programmes has often proved more difficult.

This thesis presents a longitudinal case study of the process followed in identifying, implementing and sustaining a staff development programme within a school in Kathmandu, Nepal. Increasing student participation in the teaching and learning process was identified as the focus and coaching was proposed as a mechanism to support the school's leadership in developing and sustaining this initiative. A variety of qualitative data collection methods were used, including lesson observation, interviews, focus groups and questionnaires. Tikly and Barrett's (2013) three-dimensional framework for conceptualising educational quality in relation to social justice was referenced.

This research study contributes to the discourse on how external providers can best support schools in developing countries improve the quality of their educational provision in their drive for excellence.

Once the requirement to increase student participation in the lessons had been identified and appropriate staff training delivered, key findings were: 1) only those teachers who had experienced a one-to-one relationship with myself as a coach modified their practice; 2) a textbook curriculum is limiting the teaching and learning approaches used; 3) although the coaching practice had not been implemented in the way suggested an informal 'learning conversation' approach had been used successfully; 4) ultimately, the leadership team did not have the capacity to implement and sustain the teaching and learning initiative.

Based upon the study's findings, two key implications for future educational practice are proposed. Firstly, finding ways to support teachers increase student participation in the classrooms must remain a priority if Nepal is ever to have its voice heard in national and global debates on social justice. Secondly, future partnership work must begin with a skilling up of the leadership team to ensure they can play their role successfully in implementing and sustaining any identified teaching and learning initiative.

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List of Abbreviations

ADD	Academy Doctrine and Code of Conduct Document
AfA	Achievement for All
DfE	Department for Education (UK)
DFID	Department for International Development
ECED	Early Childhood Education and Development
EfA	Education for All
EfA – NPA	Nepal National Plan of Action
FTI	Fast-Track Initiative
GPE	Global Partnership for Education
MDG	Millennium Development Goal
P4C	Philosophy for Children
SIP	School Improvement Plan
SDG	Sustainable Development Goal
SLRC	Secure Livelihoods Research Consortium
SMC	School Management Committee
SSDP	School Sector Development Plan
SSRP	School Sector Reform Plan
TDT	Teacher Development Trust
UN	United Nations
UNESCO	United Nations' Educational, Scientific and Cultural Organisation
UNICEF	The United Nations' Children's Emergency Fund or United Nations Children's Fund

Throughout this thesis, the terms 'child', 'pupil' and 'student' are used interchangeably.

For ease of reference and to support anonymity, the case study school has been given a fictional name of Hope Academy.

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Chapter 1 - Introduction

1.1 Background – the Right to Education

The 1948 United Nations' (UN) Declaration of Human Rights guaranteed the right to education on a global scale when it announced, '*everyone has a right to education; education shall be free, at least in the elementary and fundamental stages; elementary education shall be compulsory*' (cited in Shields, 2013; p.26). This right to an education is vital for the economic, social and cultural development of all societies (Humanium, 2016).

The Declaration was an important step in establishing education as a *right* and was ratified by a near unanimous vote of the General Assembly, therefore providing a unifying basis for addressing human rights on an international level (Shields, 2013; p.26). With education now defined as a human right, putting this into practice globally was a lot more complex. In fact, it would be more than forty years later before a more comprehensive, coordinated effort would come about as an outcome of the World Conference on Education for All, held in Jomtien, Thailand in March 1990, which had as its aim, the ambitious plan of universalising primary education by the end of the millennium. Whilst it was not successful in achieving this, it did establish education for all as a key item on the international development agenda.

Following the 2000 Education for All (EfA) assessment, a follow-up conference was convened in Dakar, Senegal in April 2000, with a new target date agreed for universalising primary education by 2015. However, now in 2018, there are still more than 58 million children of primary school age who do not access any schooling, and around 100 million children who do not complete primary education.

Supporting the aims of the Dakar framework was the Global Partnership for Education (GPE), formerly the Fast-Track Initiative, established in 2002. This was the first global

partnership *'focusing on education in developing countries, filling a vacuum in international leadership on this issue'*, with its strength and potential lying in its ability to target countries in need (United Nations Educational, Scientific and Cultural Organisation - UNESCO, 2015; p.270). This Global Partnership was established in particular to help the poorest countries achieve educational milestones with a particular focus on ensuring all children had their fundamental right to education fulfilled. This right to education was now defined in terms of three dimensions: the right to access; the right to quality and the right to respect within education. In addition, explicit mention was made to *'respecting a student's identity and their 'participation' rights'* (Mannion and Menashy, 2012; p.217).

The GPE aimed in particular to support the achievement of the two global education goals, part of the eight Millennium Development Goals (MDG's), adopted by world leaders at the UN in September 2000. These goals were developed out of several commitments set forth in the Millennium Declaration (UN, General Assembly, 2000), and marked a *'historic and effective method of global mobilisation to achieve a set of important social priorities worldwide'* (Sachs, 2012; p.206), making explicit reference to unmet schooling. The UN member states pledged that by 2015, they would seek to achieve *'universal primary education, ensuring that all boys and girls would complete a full course of primary education'* as well as promote gender equality *'eliminating gender disparity in primary and secondary education'* (UNESCO, 2000b; p.3).

Over the last 15 years, there has been a great deal of success in achievements made towards these two education goals. In the 2014 Millennium Development Goal Report, it was noted that, *'90 per cent of children in developing regions are attending primary school'* and that *'disparities in primary school enrolment between boys and girls are being eliminated in all developing regions'* (2014; p.5). A more recent Education for All report (2017), however, highlights that whilst there has been some success in

achieving gender parity at all levels except tertiary, the '*global average*' is masking the gaps that still exist across the world (EfA, 2017; p.xvi).

Despite the substantial progress made, a lot more still needs to be done to address global poverty and the many socio-economic issues which arise from this poverty. Consequently, following on from the Millennium Development Goals, in 2015, the UN defined a new set of Sustainable Development Goals (SDG's), officially known as Transforming Our World: the 2030 Agenda for Sustainable Development. The SDG's have been adopted by almost all the World's societies, as sustainable development '*embraces the so-called triple bottom line approach to human wellbeing...economic development, environmental sustain ability, and social inclusion*' (Sachs, 2012; p.226).

Despite the number of children now accessing education worldwide, many more resources are still needed '*as there are many more millions of students in primary schools receiving a very low quality of education who need more and better educated teachers, improved facilities and better learning materials*' (Klees et al, 2012; p.54). The latest Global Monitoring Report (2016), reiterates the '*remarkable gaps between where the world stands today on education and where it has promised to arrive as of 2030*', evidencing that the gaps in educational attainment between rich and poor, within and between countries, '*are simply appalling*' (UNESCO, 2016; p.ii).

The EfA programme was originally focused on *increasing access to education* with a target of 95% for primary age pupils. With the focus centred upon increasing access, '*the World Bank and many other external assistance agencies have focused very little attention on what happens in the classrooms*' (Klees et al, 2012; p.144). UNESCO also raised concerns regarding the quality of education being delivered and the urgent need to prioritise this, calling upon governments to '*fulfil their obligations both legal and political in regard to providing education for all of good quality*' (UNESCO, 2015). The most recent Department for International Development (DFID) Education Policy (2018)

makes countless references to 'quality' and demands that the '*global focus must now be on improving the quality of education to ensure children are learning the basics, as over 90% of primary-age children in low-income countries are not expected to read or do basic maths by the end of primary school*'. It also prioritises the need to '*raise the bar on teacher quality*' (DFID, 2018; p.1).

In response to these concerns, there has been a more recent shift of policy by the World Bank, which has resulted in a new priority with World Bank Education Strategy (WBES) 2020 announcing that '*the centre-piece of the new education strategy is learning for all*' (EfA; p.29), clarifying that learning and education are not necessarily the same thing. With most governments in developing countries now striving to improve their educational provision not only in terms of access, but also in terms of quality (Zinga and Young, 2008; p.89), many educational partnerships with Western international organisations have been formed, focusing specifically on improving the quality of the education provided.

The 2013/14 Education for All (EfA) report specifically identified Nepal as a country, which was making great strides towards these global education goals. In terms of enrolment, '*it is predicted to achieve the target of 97% primary net enrolment ratio by 2015*' (2014; p.57) and in terms of student/teacher ratio, this ratio has fallen by 20% between 1999 and 2011 (2014; p.87). The then Nepal's Ministry of Education (MoE) had identified for itself that in spite of the significant improvements it was making in improving access and enrolment, '*many young people leave schools without developing their potentials and without acquiring the basic skills deemed necessary for raising their standards of living and the knowledge needed to effectively function in society*' (MoE, 2009; p.1).

In response to these findings, the Nepali Ministry of Education formulated a long-term strategic plan, the School Sector Reform Plan (SSRP), describing the goals and

objectives to be pursued by the government between 2009 and 2015, with quality of education as its heart. The SSRP not only continued to build upon the successes attributed to ongoing programmes such as EfA, but it introduced new reforms characterised by *'strategic interventions such as the restructuring of school education, improvement in the quality of education and institutionalisation of performance accountability'* (MoE, 2009; p.1) This plan has now been superseded by the more recent School Sector Development Plan (SSDP) 2016- 2023, the development of which is to continue Nepal's efforts beyond 2015 in ensuring *'equitable access to quality education for all'* (SSDP, 2016; p. v).

Despite high levels of international funding and an ambitious government drive, Nepal is a country like many others still facing significant ongoing challenges in implementing a quality, effective education system for all. After spending some time in a school in Kathmandu, Nepal in February 2016, and seeing first-hand the commitment to education being provided, I was eager to offer a small measure of support to a country so committed to its Sustainable Development Goal aims.

1.2 Purpose of Study

Over the last three years, I have been fortunate enough to visit and spend time in Nepal, getting to experience first-hand this country's culture, religion, history and people. I have always sought out opportunities to explore, understand and research other cultures, as it is *'in travelling from one culture to another, which allows us richer perspectives, from richer understandings of different social settings to richer ways of viewing reality'* (Cleary, 2013; p.2). In partnership with the National Association of Headteachers (NAHT) and Rwandan Education Board (REB), I had recently completed a successful Headteacher mentoring programme supporting the Headteacher of a school in Rwanda in implementing the Department for Education's Standards for

Headteachers (DfE, 2015) and had already established some considerations for maximising success when conducting international research projects.

One such consideration in developing effective relationships with culturally diverse others, is the need to develop the skill of intercultural sensitivity (ICS), defined as a *'sensitivity to the importance of cultural differences and to the points of view of people in other cultures'* (Bhawuk and Brislin, 1992; p.414). My experiences of staff training in the UK would not necessarily be easily transferrable into this school in Nepal, and therefore I needed to be mindful that the teachers and leaders in this school could view my ideas and training very differently to those in the UK. Of course being mindful in another culture is not a means in itself to being effective and for this, I would need to at least be *'interested in this other culture, be sensitive enough to notice cultural differences and be able to modify my behaviour in such a way to indicate respect for their culture'* (ibid; p.416). For the purpose of my research, I would be defining and hence referencing intercultural sensitivity as my ability to both adjust my behaviours when interacting in this very different collectivist society (defined in Chapter 2, section 2.1), and to remain open-minded to the differences I would encounter (ibid; p.413).

My local secondary school has had a long-standing partnership with Hope Academy in Kathmandu, focused primarily on giving its older students an insight into a contrasting multi-ethnic and multi-cultural society. The coordinator of this partnership invited me to accompany him in February 2016, and this was how I came to be involved with the school. With the school being 'private', a term given to those schools who receive no direct government funding, the partnership also provides some of the necessary external sponsorship for selected Nepalese students to attend the school, whose families otherwise would not be able to afford a private education. This pre-existing partnership would make my initial visit to the school a lot easier, as I would be accompanied by teachers who had already been welcomed into the school.

It was during my initial visit to Hope Academy in February 2016, that I began to engage in 'ethnographic' research, such that by '*being there in person*', I was relying upon myself to be '*the primary research instrument*' (Wolcott, 2008; p.44). Through 'participant observation', I was immersing myself in a research setting so that I could '*experience and observe first-hand a range of dimensions in and of that setting*' (Mason, 2006; p.84). My initial fieldwork was focused around informal observation of 'student participation' (defined in Chapter 3, section 3.2) in the lessons, as my theoretical research prior to the visit was suggesting that schools in Nepal relied heavily on a text-book curriculum, which had the potential of limiting opportunities for discussion in the classroom. Observation as a qualitative research tool is often deemed '*highly appropriate at a preliminary or exploratory stage of the research*' as well as the '*chosen method to understand another culture or sub-culture*' (Silverman, 2005; p.111). This was particularly important given that my early observations in the classrooms were evidencing that teaching and learning approaches in Nepal were quite different to those usually observed in my own practice.

The current EfA agenda for improving the quality of education in developing countries highlights how schools '*need help to find their own solutions to improving quality, within well-defined accountability frameworks.*' (EfA, 2004; p.22). It identifies the role of head teachers as critically important in this endeavour and that greater autonomy can make a difference provided that schools are well supported and have established capacity and strong leadership.

As a leader of education for many years in the UK, I have been involved in the implementation of countless educational initiatives within my own schools focused on improving the quality of the teaching and learning in the classroom. One such programme which has supported improvements in educational outcomes for the most disadvantaged students in my school, is the Achievement for All (AfA) programme. This programme, originally founded in 2009 as an outcome of the Lamb Inquiry (DCSF,

2009), was initially focused on improving provision and outcomes for those children with Special Educational Needs and Disability (SEND); this was extended to include Looked After Children (LAC) and those receiving Free School Meals (FSM) in 2013 (Blandford and Knowles, 2013; p.xvi).

The AfA programme sought to challenge the failure of the UK education system in delivering positive outcomes for those people most vulnerable to underachievement, instead prioritising striving for excellence for all by '*raising educational aspiration, access and achievement*' (PwC, 2016; p.1). The programme focuses on the four elements of: leadership, teaching and learning, structured conversations and on wider outcomes, in increasing student participation and engagement (ibid; p.25). The use of coaching is optimised and there is an emphasis on the student voice, '*valuing all pupils and staff equally, and increasing the participation of pupils in, and reducing their exclusion from, the cultures, curricula and communities of local schools*' (Blandford and Knowles, 2013; p.25). I was aware that elements of this programme would be useful in supporting the professional development practice of the school in Nepal.

I had many initial thoughts around how pedagogical approaches to teaching and learning in the classrooms could be adapted so as to be more reflective of individuals' needs. It was apparent that there existed no student council, and I therefore began to question whether the students had a 'voice' in the school. From a social justice stance, Sen highlights that students '*need to be included in forums where it is not only possible to listen and participate, but also put forward their own point of view, and have their own narratives heard, discussed and debated*' (2007; p.101). Macbeath and Mortimore, in their research, identified the theme 'pupil empowerment', when they asked questions related to student voice. Pupil empowerment in their terms meant, '*the degree to which pupils felt that they were listened to, could play a part in the life of the school or participate in its planning and decision-making*' (2001; p.78). Student councils can provide such a forum, but there are other ways students can have their voice heard,

beginning with the teaching and learning approaches used in the classroom. Research which has looked at efforts to increase student voice and agency at the student level in the classroom, have found that *'students improved academically when teachers construct their classrooms in ways that value student voice'* (Mitra, 2004; p.653).

Whilst in the classrooms during my initial visit, I was able to model some simple student participation strategies and it was evident through dialogue with the teachers, they were enthused by these strategies. In being inter-culturally sensitive, I had waited for an invitation to demonstrate the strategies, rather than simply impose these in their classrooms. This began by simply standing next to the teacher and talking to the students. In each case, the teacher immediately stood to the side and using a non-verbal side-to-side head tilt gesture, which often accompanies agreement of some kind, gave me permission to take over. The strategies I used were simply aimed at enabling the students to talk more and the teachers to talk less. It was as a result of these initial classroom experiences, that I decided there would be scope to conduct a deeper research study within the school.

Any new initiative needs embedding over time, and the success of these initiatives often depends upon the drive and enthusiasm of the senior leaders in the school to maintain the momentum, monitor the implementation and provide any necessary resources and ongoing support. Knowing that I was not going to be around to provide this ongoing support and monitoring, I began to question how I could ensure sustainability, particularly given the distance between our countries and the associated difficulties in regular virtual communication. The importance of sustainability in relation to international educational programmes is evidenced in the 2013 Department for International Development Education Position Paper, which states that whilst the evidence of the successes of educational development programmes is strong on impact, *'the capacity and resources needed to implement cost-effective, **sustainable** and quality programmes that reach the poorest remain concerns'* (2013; p.16). I knew

that if my pedagogical staff training was going to have continued success, the leadership team's commitment and understanding of their role in sustaining these strategies would be vital.

Coaching is one such professional development process, which involves leaders supporting colleagues in implementing new practice. It allows for an ongoing professional dialogue, in turn supporting effective target-setting, monitoring and evaluation, all important skills of quality leadership. My own experiences of how coaching has helped to sustain school improvement initiatives, which might otherwise have lost momentum after a period of time, influenced my decision to implement some basic coaching training in the school in Nepal.

Sustaining any educational initiative relies not only on an individual's resourcefulness in implementing it within their own practice, but also in the leadership support in its ongoing implementation. This requires a continual drive on the agreed focus communicated to all staff, provision of any necessary resources and additional support, as well as appropriate timely monitoring of impact and outcomes. By its very definition, coaching is about '*drawing out intrinsic human resourcefulness*' (Rogers, 2012; p.51). Those engaged in the coaching process are able to identify their next steps for themselves and take responsibility for addressing these. As well as the benefits to the coachees, there is also a benefit to the coaches themselves as they adopt a more coaching style of management. Once this happens, the '*filtering effect can work sideways or upwards or downwards, so that anyone can become aware of the benefits of coaching*' (Wilson, 2014; p.56).

Highly successful coaching initiatives will nearly always include the support of skilled leadership, who will themselves in many cases have been recipients of coaching (Underhill et al, 2007; p.23). My interview with the new Academic Director during my second visit confirmed this. Having been an Affairs Officer during the Nepalese civil

war, he had left Nepal for the United States, when there had been '*a Maoist problem*', as he quoted. During this time, he had no longer felt welcome in Nepal due to the roles he had taken on during the preceding years. Before returning to Nepal, he had spent many years in western corporate and educational institutions and had gained considerable experience of coaching. I believed his personal experience of using coaching would be beneficial to his leadership of the implementation of a whole school coaching programme to sustain the identified teaching and learning initiative with the teachers in the school.

There is very little evaluative research currently available on the implementation of coaching in schools in Nepal or other developing countries. Coaching is still seen very much as a westernised process with its origins in sport made most famous by Tim Gallwey's 1974 *Inner Game of Tennis* publication, transferred successfully to the corporate world of business in the late 80's, through the work of Sir John Whitmore and Graham Alexander, who pioneered coaching in the workplace (Whitmore, 2010). There is literature available on inter-cultural coaching and the understanding of how '*diversity impacts upon coaching such that coaches can adapt coaching styles and techniques accordingly*' (Passmore, 2013; p.2).

According to Underhill et al, however, if '*coaching is not a natural fit*', then one way forward would be to '*find the path of least resistance... by coaching specific leaders who seem to understand the value of it*' (2007; p.20). This suggested that I would probably have more success if I could identify key individuals, who I would later refer to as 'Champion Coaches', who I could work more closely with. These individuals would then be responsible for sustaining the coaching process, in turn supporting the student participation strategies demonstrated.

At this time, I was not clear as to what exactly my research questions would be, but as Wolcott notes, '*that reputation for openness to inquiry, to set one's problem in the*

course of coming to know a field site, has remained one of the unique characteristics of ethnography' (2008; p.27). In spending time in Nepal, and in orientating myself towards the people's cultural differences, I would be seeking to adopt an ethno-relative orientation whereby *'one's culture is experienced in the context of other cultures'* (Hammer et al, 2003; p.421). My early experiences of coming to know the teachers in the school, their enthusiasm towards my presence in their classrooms and their respect for any advice or ideas I had to offer, was already suggesting that there would be a genuine openness to my providing a more structured professional development programme and hence a deeper, long-term research project.

1.3 Research Questions

1.3.1 Identifying a Principal Research Aim

Following my initial visit to Nepal in February 2016, and after speaking to the Headteacher at that time, it was clear that he wanted me to provide some support to the school but at this stage, exactly what and how had not been established. My principal research aim at this stage therefore was:

How could I support this school in Kathmandu, Nepal in its drive for excellence?

An understanding of 'excellence' is described more fully in Chapter 3, section 3.1.

In order to achieve excellence and in particular enable students to achieve educational success, *'high quality teaching and learning is essential and vital to this is the training of teachers with the necessary skills and experience to ensure a quality education for young people'* (PwC, 2016; p.12). Having observed informally some of the lessons as well as having the opportunity to speak to a selection of students and teachers, I decided that there would definitely be a potential benefit to providing some professional

development and training in adapting some of the pedagogical approaches being used in the classrooms to allow for the students to have an increased amount of time to participate in discussions within their learning, as *'it is imperative that student voice be heard in both learning and assessment to guide teachers in their teaching, and learners in their learning'* (Webber and Lupart, 2012; p.178).

Whilst the method of participant observation is often an element of a broader ethnographic approach (Mason, 2006, p.84), I was not yet sure in the early stages of my research, whether my research study would be framed as ethnography or more of a case study. Mason makes reference to the fact that in the early stages of any research, it is not about choosing a methodological strategy *'off the peg'* and then following it to the letter, but *'more about finding a coherent and consistent approach to answering your research questions'* (ibid; p.32). What became apparent through conducting a longitudinal study, was how I moved through methodological phases, before arriving at case study as my central methodological approach.

As well as observing the students during my visits, I also took every opportunity to consult with the students. Consultation, as defined by Ruddick and McIntyre, is *'a conversation that builds a habit of easy discussion between teacher and pupil about learning'* (2007; p.7). Despite our cultural differences, the yearly visits by the students and teachers from the UK, had succeeded in breaking down any potential barriers from the outset, such that I was welcomed into the classrooms from the very start. These visits and the high level of intercultural competence displayed by the group leader who had visited the school for many years, supported my own relationship with the school. According to Bhawuk and Brislin's research, *'it takes people three or more years of cross-cultural experience to become interculturally sophisticated'*, (2013; p.432). I am sure that having a companion on my visits, who displayed high levels of intercultural sophistication, played a key role in developing my own intercultural sensitivity, as he modelled intercultural competence continually in all of his encounters.

With the students in the school clearly used to having visitors from the UK, I was therefore able to quite quickly establish rapport with them and the necessary trust needed for focus group discussions. Focus groups would allow the students to more confidently express their views, particularly as I would be requiring them to support each other with their English. In addition, the sharing of views which often accompanies focus group discussions, '*can help those involved realise that they are not isolated in their experience or perspective*' (Braun and Clarke, 2013; p.111), one of the reasons why focus groups are good for accessing the views of underrepresented or marginalised social groups (Wilkinson 1999, as cited in Braun and Clarke, 2013; p.110). Early consultations with the students had indicated that they felt being able to discuss their learning more with both their peers and teachers '*would help them learn better*' as well as '*make lessons more enjoyable*'. Through my conversations with the students, I was already creating an opportunity for the student voice to be heard.

Following this initial visit, I decided that once I had received ethical approval from the University, I would ask the oldest students to complete a questionnaire (Appendix A) ahead of my second visit to the school in July 2017. My initial analysis of these questionnaires (detailed in Chapter 5), confirmed what I had already observed in my February visit. Increasing student participation in the classroom through the implementation of a selection of strategies, would be a useful focus for my staff training. I was now able to prepare a significant amount of this training ahead of my second visit to the school in July 2017. In addition, I would be able to prepare video lessons of my own teachers using the chosen strategies, which would significantly improve the quality of the training I was to deliver.

During my second visit, I was able to conduct focus group interviews with students in different year groups to ascertain in greater depth what the students were feeling about their participation in lessons and the quality of the teaching and learning. I would also

be able to explore in more detail what the Class 10 students were meaning in identifying the need for a more '*practical approach*'.

In the context of the Achievement for All programme, school leaders had identified '*vision, commitment, collaboration and communication as critical to the programme's success*' (Blandford and Knowles, 2013; p.35). As a practising leader of education, I therefore knew that the school's leadership team would need to play their part in supporting the implementation of any teaching and learning strategies I would deliver the training in. With observations of informal peer-to-peer support already taking place within the staff room in Hope Academy, I believed that coaching could be a process, which would allow the school's leaders to actively demonstrate all of these leadership qualities through a more structured role in supporting the teachers in implementing and sustaining the strategies that I was to show them.

Whilst coaching in its purest model would not necessarily have leaders selected as the coaches, their more secure understanding of the English language coupled with their greater experience of teaching, I felt would mean they had the advantage in understanding the training I was to deliver. These Champion Coaches would then be responsible for supporting the teachers in implementing the new teaching and learning strategies, by facilitating effective, ongoing coaching, which would also have the benefits of helping to embed and sustain the strategies between my visits. I wanted to involve the school's stakeholders in a process whereby improvements would come about through discussion and agreed actions.

With coaching being increasingly used by organisations '*to promote a learning culture, where leaders and managers are expected as part of their role to coach their own staff*' (Connor, 2007; p.13), it was intended that my initial work in the school supporting the implementation of coaching would upskill the school's leadership to continue the process to address other school priorities in establishing a more socially just education

system. In particular, I was hoping that the importance I was placing on developing teaching and learning strategies to allow all students a greater participation in the learning process, would in turn engender '*a more strategic approach to leadership for inclusion within the school*', a rationale given for why many of the schools in the UK had participated in the Achieving Schools programme (PwC, 2016; p.26). However, an issue here was whether once my support was withdrawn, would the school's leadership be in a position to sustain the improvements made. As coaching is a relatively new approach to supporting staff development even in schools in the UK, my research also sought to assess the implications for using coaching in schools with very different cultural and socio-economic factors, when many are still struggling to even address the basic needs of the children in their care.

Ahead of my second visit to the school, I was now in a position to frame some research questions to address my principal research aim.

1.3.2 Research Questions

In addressing the principal research aim, I would seek to address a number of related research questions:

1. In supporting a school in Kathmandu on its school improvement journey, and in considering the views of both staff and students, how could I develop the teaching and learning practice (to increase student participation) in the classroom?
2. How if at all, could the implementation of a coaching programme support the school's leadership, in monitoring, evaluating and ultimately sustaining this teaching and learning practice?

Being mindful I was seeking to implement processes which had worked successfully within the UK, but I was now working within a school in a developing country with a very different culture, I identified a third sub-question, which would be considered in answering the first two. This was:

3. When considering issues of social justice, would the stakeholders have the capacity to nurture, grow and sustain this teaching and learning initiative?

1.4 Contributions of the Research

In 2013, the Nepalese National Planning Commission (NPC), were still identifying many issues associated with the low quality of the country's educational provision (Kafle et al, 2014; p.22). I was aware that any project which focused on improvements in educational quality would make a worthwhile contribution to the educational development work currently being undertaken in Nepal, ensuring the necessary progress towards the fourth Sustainable Development Goal, that of Quality Education.

This case study consulted directly with both students and teachers within a school in Nepal, establishing an agreed focus for the educational developmental work of increasing student participation within the teaching and learning process. My study also looked at how the school's leadership could be supported in their role in sustaining this teaching and learning practice, through appropriate professional development with the implementation of a coaching programme.

My research contributes important knowledge in how best to support schools in developing countries implement staff development initiatives through consultation with the stakeholders directly involved. It gives consideration to the intercultural sensitivities and the potential challenges which may affect the capabilities and hence capacity of those involved in implementing any new practice. This knowledge would be useful for

any individual or organisation considering supporting schools in similar collectivist societies in their quest to develop quality education by working directly with the teachers and leaders within the school.

Finally, my study contributes to the discourse around conceptualising education quality in relation to social justice, as advocated by Tikly and Barrett rather than through the two more dominant approaches that currently frame the debate about education quality, namely the human capital and human rights approaches (Tikly and Barrett, 2013).

1.5 Thesis Structure

Following the introductory chapter, Chapter 2 provides an overview of Nepal's culture, context and educational system. Chapter 3 reviews the relevant literature underpinning the research, referencing Tikly and Barrett's (2013) three-dimensional conceptual social justice framework, allowing for an evaluation of social justice through consideration of the strands of inclusion, relevance and participation. It also provides a summary of the relevant literature advocating both the need to increase student participation in the teaching and learning process, as well as the use of coaching as one possible process to support leaders in their role of supporting and sustaining the student participation strategies demonstrated. Chapter 4 outlines the research methodology and methods used. It presents a rationale for moving through methodological phases within the longitudinal study, from *ethnographical reconnaissance* within my first visit to the school to *case study* within my second and third visits. Research ethics are discussed. Chapter 5 provides an analysis of the data, addresses the study's research questions, and details the study's findings. Chapter 6 concludes the thesis with a summary of the key findings and their implications for

educational practice. Limitations of the study and suggested directions for further research are also included.

1.6 Chapter Summary

This chapter set out to detail the current global educational agenda for developing countries, in not only increasing student access to education but in ensuring it is of an adequate quality such that social justice issues are addressed. This study set out to research the effects of supporting one such school develop and sustain its educational practice in increasing student participation in learning. The process involved in identifying the relevant research questions is described as well as the value of this study in its contribution both to current research and in identifying implications and recommendations for future research.

Chapter 2

2.1 Nepal - An Overview

Nepal is a landlocked country, located with India to its West, South and East, and China to its North beyond the Himalayas, which have helped draw in tourism since the country opened its doors in the 1950's. Over the last 30 years, Nepal has undergone significant changes in its political structure, with a decade long civil war (1995–2006), the abolition of its constitutional monarchy and its establishment as a republic in 2008 with the creation of a multi-party system. Even today, there is no sign of political stability in Nepal, and this in itself is '*badly hampering the country's development and economic growth*' (Dev Bhattarai, 2016; p.1). However, despite this political unrest, '*since the end of the Maoist insurgency in 2006, there have been tangible results with improvements in government education*' (SLRC, 2015; p.1) and '*barriers to accessing education within this country have reduced significantly*' (SLRC, 2015; p.2).

Although Nepal is the 16th poorest country in the world (source: DFID, 2017), its strategic position between the Asian superpowers of China and India, has enabled it to leverage '*a sizeable amount of foreign aid from competing world powers, receiving proportionally more aid than other countries in the region*' (Shields, 2013; p.19). With so much international investment, Nepal became heavily dependent on this foreign aid and by the 1980's, these funds accounted for 40% of the overall government budget (Whelpton, 2005; p.128). Funding and development projects have however, enabled Nepal to make great strides towards achieving the educational development goals as noted within the 2013/2014 EfA report.

Nepal is a country with a rich and diverse historical, cultural and linguistic history. It has '*more distinct and individual languages in one country than in the whole of the European community*' (LinSuN, 2008; p.14), with more than 91 languages spoken (source: Census, 2001). With such a large number of different languages (and dialects)

spoken in Nepal, the official adopted language is Nepali, particularly when associated with education, business and politics. English is also recognised as an important language on the international global stage. Consequently, both Nepali and English are taught within the schools, as well as the local mother language in the pre-school and primary phases.

Nepal is a prominently Hindu country and with this religion comes a long-standing caste system. The radical political changes, which have taken place over the last decade, have included the shift from a *'monopoly of political power by high-caste Hindus from the hills, to inclusive democracy with guaranteed representations for all segments of Nepali society'* (Brass, 2010; p.132). Whilst discrimination against different castes is now forbidden by law, the people of Nepal still identify with this caste system and in many respects, *'the social and cultural constraints of caste life continue to have power, to be central to peoples' lives'* (Mines and Lamb, 2010: p.159).

With the prominence of this caste system still influencing daily life, it arguably remains for many *'virtually impossible to overcome the initial life chances determined by their caste'* (Mines and Lamb, 2010; p.161). Current Secure Livelihoods Research Consortium (SLRC) research within the education system however, identified a key message that *'no gender, ethnicity or caste discrimination was found in using school facilities, nor, with one exception, in school attendance'* (SLRC, 2015; p.1). Access to school is guaranteed in Nepal, although there is still much to be done to align the quality of education provided by most of the state schools with that provided by the private schools (SLRC, 2015; p.2).

To gain a fuller understanding of any country's distinctive culture, it is useful to draw upon findings from large-scale cultural studies, as these can give some insight into certain behaviours and attitudes ahead of meeting participants in the field. According to Plaister-Ten, *'the studies of culture that continue to have influence in the workplace*

involved large-scale quantitative studies that have resulted in categorisations of cultural norms or cultural dimensions' (2013; p.56) and it is these research programmes which can *'inform the coach of the 'tendencies' of groups of people'*. Geert Hofstede's cultural dimensions theory identified a 6-dimensional model of differences, with a dimension identified as, *'an aspect of a culture that can be measured relative to other cultures'* (Hofstede, 2010; p.31).

Using the lens of this 6-d model, Nepal is identified by Hofstede as a relatively *hierarchical society*, reflecting inherent inequalities and obedient subordinates expecting to be told what to do. The ideal boss is a *benevolent autocrat*. Nepal is considered a *collectivist society*, one which values the needs of the 'group' or community over the needs of the individual. Nepal is also considered a *feminine society* with the focus on "working in order to live"; managers strive for consensus, people value equality, solidarity and quality in their working lives. Finally using this 6-d lens, Nepal has a medium low preference for *avoiding uncertainty*. In these societies, there is a larger degree of obedience and acceptance for new ideas, innovative products and a willingness to try something new or different (Hofstede, 2018).

Although these dimensions reflect the national culture rather than individual preferences, these dimensions were still a useful starting point in beginning to understand the very different culture in which I would be basing my research.

The next section provides an overview of the education system in Nepal.

2.2 The Education System in Nepal

Despite its poverty, Nepal has always valued education. The right for every Nepalese citizen to access education was adopted in 1951 although the education system was not formally centralised until 1971 with the development of a uniform curriculum (EfA,

1990). The Education Act (1971) and Education Regulation (2002) '*serve as a basic legal framework for the overall management and administration of school education (Grade 1-10)*' (UNESCO, 2008; p.4).

During Nepal's decade-long Maoist insurgency from 1996 until 2006, '*3,000 teachers in conflict areas left their jobs, 700 government (state) schools closed, and both Maoists and state have been accused of the disappearance, detention and death of several hundred teachers and students*' (SLRC, 2015; p.1). Despite these significant events, even before the insurgency had ended in 2006, the government had already begun to move towards increasing community managed schools. As a result, between 2003 and 2009, more than 8,000 state (public) schools were transferred to a system whereby the government retains the final authority, but management responsibilities are transferred to communities to improve operations and local ownership. Nepal had not only increased primary school enrolment but had also succeeded in drastically reducing school drop-out rates (World Bank 2009). The experiences of Nepal has suggested that countries can rise from conflict situations and greatly improve their education systems.

Education has been provided free for all primary age children (Grades 1 to 4) since the implementation of the Nepal Education Act in 1971 but it was the Interim Constitution of 2007, which ensured free provision of both primary and secondary education, for all students regardless of gender, income or caste. Prior to this, families had to pay a tuition fee to the school. This is still the case today for the 'institutional schools', which encompass the private and church supported schools. The 1971 Education Act also made special consideration for female students and students from the low caste (Dalits), ethnic groups (Janajatis) and poor families living below the poverty line (UNESCO, 2008). In addition, the Constitution gave each community the right '*to provide basic education in its mother language in order to preserve and promote its script, culture and cultural heritage*' (UNESCO, 2008; p.4). Actions taken by the

Nepalese government focusing on educating girls meant that Nepal was successful in actually reversing the gender gap, with more girls than boys enrolled in primary education in 2012 (UNESCO, 2015; p.156).

Nepal made the decision to endorse the 1990 Jomtien Declaration by implementing its first really comprehensive National Education Plan, which was formalised with the 1999 BPEP (Nepal – Basic and Primary Education Project). This was updated in its response to the 2000 Dakar conference, with the 2003 Nepal National Plan of Action (EfA-NPA) openly admitting their current assessment of the EfA goals had indicated that the *'challenges still remain far from attaining the EfA goals'* (UNESCO, 2003; p.3).

The plan's main focus was on primary education, more specifically on the *'equality of access to primary education between males and females as well as among ethnicities'* (UNESCO, 2008; p.5). The Dakar Framework for Action had already prioritised the need to provide free, compulsory and quality primary education for all children, with explicit mention made to the vulnerable, disadvantaged, those belonging to ethnic minorities and a focus on eliminating gender disparities (UNESCO, 2000; p.8). It was also anticipated that this plan, which focused on the EfA goals and targets, would *'sustain the educational development process beyond 2015'* (UNESCO, 2003; p.25). Certainly the content of this forward thinking plan of action incorporated many key objectives, which embraced not only the provision of education for all but also sought to ensure that curriculum improvement was being achieved by making it flexible, relevant and contextual (UNESCO, 2003; p.17); hence catering for the needs of a 21st century curriculum.

Today there are several types of schools in Nepal; public, private and religious, and without any official admissions' criteria, parents are free to select the school of their choice. Despite a number of educational reforms and a further 2012 government directive that aimed to improve standards and facilities in schools, the quality of

teaching and facilities in state schools is still seen as lower than in private schools (SLRC, 2015; p.2). As a result, the number of private schools in Nepal has increased dramatically over the last decade, as many families choose to pay whatever they can afford to ensure their children receive the best education they can.

Private schools have the benefit of being able to pay their teachers a slightly higher salary which can attract qualified teachers to the school. Unfortunately, having a higher skilled staff team brings its own set of problems as teachers are able to then choose the schools they work in and move between them. Fortunately, despite the regular staff turnover in Hope Academy, in the time I have been involved with the school, there seems to have been no significant long-standing problem in finding replacement staff. Class sizes have been kept to an optimum size of between 18 and 25, although nationally class sizes are comparatively low in Nepal with an average of 27.53 in the primary sector and 29.56 in the secondary sector (NationMaster, 2012).

When I asked the coordinator of the student cultural visit what he saw as being the most significant difference between the state-funded and privately-funded schools having visited both, he identified '*the lack of accountability that seems to exist in government schools which can lead to some teachers having a lack of motivation to teach or even attend the schools.*' This identified lack of accountability by the state schools is interesting as to ensure schools are valued by their communities and 'held to account', all schools, state and private, are governed by a local School Management Committee (SMC), a similar system to a Governing Body in the UK. This group of non-paid voluntary officials formulate the aims and policies of the school and have ultimate responsibility for directing its affairs. Nepal, like many countries has moved towards educational decentralisation, '*making schools more autonomous in their decision-making and holding them more accountable for results*' (Pont et al, 2008; p.9) and establishing SMC's has been part of the decentralisation process. The SMC, which is mandated by the government, includes community leaders, educated people, political

leaders, influential persons, female representatives and the school Headteacher. The main work of the SMC is *'to monitor teachers and students, improve infrastructure and deliver a better education service'* (SLRC, 2015; p.4) and ultimately ensure that leadership has an accountability for standards.

During my visits to Hope Academy, I was fortunate enough to meet several members of the school's SMC and it was evident that they had a passion for ensuring the school provided a quality education for the young people in the community. These members had invested financially in the school and because of this investment, the school had been able to move to a new much larger, purpose-built building several hundred metres away from its original site in autumn 2017. It is the additional investment by wealthier individuals in the community, rather than the student fees themselves, which seems to allow for a better infrastructure and resourcing within the private schools.

Regarding the structure of the education system in Nepal, it is categorised into two levels: basic education (Grades 1 to 8) and secondary (Grades 9 to 12). Grades 6-8 are more specifically referred to as lower secondary, Grades 9 – 10, secondary, and 11-12 higher secondary (aged 18+). All primary education and the first part of secondary education (Grades 1-8) are compulsory. There are in addition many Early Childhood Education and Development (ECED) centres operational across the country providing pre-primary education for children from between 3 and 4 years of age, although these are as yet not part of the formal education system.

Like many countries in South-East Asia, Nepal has developed its own national curriculum, which supports the country's national priorities. This curriculum is delivered through a series of textbooks, which ensures coverage in all of its schools, whether they be state or privately run. As regards language of instruction within the schools, *'there is now sufficient research evidence to suggest that instruction in the pupil's mother tongue is preferable in terms of learning ability, at least during the first years of*

schooling' (Grisay and Mahlck, 1991; p.8). In following this advice, the EfA-NPA (2003) makes specific reference to the importance of allowing instruction in the pre-school and primary phases to be conducted in the mother tongue of the students within the locality, with Nepali taught as an additional language.

With the government recognising the importance of English on the international global stage, it is taught in all other sectors of education, with many of the accompanying text books written in English. As the children progress through the school, the amount of teaching conducted in English increases, although this appears to be dependent upon the language proficiency of the teachers in the school. Within Hope Academy, I was witness to teachers within both the primary and secondary phases using a combination of mother tongue and English within their lessons, with the intention of maximising English language acquisition at every opportunity. English was also taught formally in both the primary and secondary phases.

The school year runs from April to March, apart from the final 2 years of secondary education (higher secondary), which starts slightly later in June/July. Schools are open for 220 days a year, with Saturdays being the only day off in a normal school week. Hope Academy is open for 240 days, which is significantly higher than the 195 days allocated in the UK. In addition to the high number of school days, the school day has lengthened quite significantly over the time I have been involved, as more extra-curricular activities have been made available. Many of the older students who I spoke to, voiced their concern over the pressure being put upon them to attend school from '*6 o'clock in the morning to 6 o'clock at night*', particularly in order to access the additional revision, reading and English language classes.

Interestingly within the EfA – NPA plan, there is a section outlining the requirement for a number of pedagogical reforms, two of which include the use of '*reflective practice*' both as an approach to teaching and learning and as a tool for supporting supervision

and monitoring (UNESCO, 2003; p.50). This use of reflective practice is also outlined in Hope Academy's 2016 Doctrine and Code of Conduct document (ADD), a lengthy document implemented by the school's Academic Director, who was appointed at the end of 2016, prior to my second visit to the school. This document incorporates a section entitled *Teaching and Learning Attributes*, which includes a summary of teacher attributes, one of which is '*a readiness to invest considerable time and effort in continually reflecting upon practices*'. Successful implementation of a coaching programme would be one way to facilitate the use of this 'reflective practice'.

Whilst this chapter set out to provide an overview of Nepal's culture, context and educational system, the next chapter details the relevant theory and literature underpinning my research.

Chapter 3

It seems to me that education has a two-fold function to perform in the life of man and in society: the one is utility and the other is culture

Martin Luther King (1947)

This chapter begins by situating the importance of educational reform in promoting social justice. It extends to describing an inclusive model of school leadership, defining educational quality and what is meant by educational excellence in terms of educational outcomes, quality of teaching and learning and of increasing student participation in all aspects of schooling.

Tikly and Barret's conceptual Social Justice Framework is described, as it is this framework which supports the evaluation of educational quality within my research.

A discussion on the importance of student participation in society both nationally and internationally follows evidencing the immediate need and benefits of increasing student voice in the classrooms.

Professional development for teachers to maximise the implementation of student participation strategies is described as is professional development for leadership, with coaching being just one approach which can support, affect and monitor change.

Theories of teaching and learning are discussed in relation to maximising student talk, providing opportunities for students to discuss and collaborate their ideas and developing the role of the teacher into more of a facilitator of learning. These theories explicate the reasoning for the selection of the afore-mentioned student participation strategies.

3.1 Education Quality and Social Justice

In Education Minister Nick Gibb's address to the Education Reform Summit in 2015, he referred to educational reform '*as the great social justice cause of our time*'. He identified education as important both in '*ensuring more people have the knowledge and skills they need to succeed in a demanding economy*' and in '*instilling in the next generation of informed citizens, a love of knowledge and culture for their own sake*'. Interestingly in Grisay and Mahlck's earlier research on education in developing countries, the school leaders involved had similarly identified education as a vital instrument in the creation of a modern economy, as well as a '*powerful means to preserve cultural values and heritages, to maintain or improve national cohesion*' (1991; p.17).

In considering the social justice aspects of educational reform, it is useful to reference Amartya Sen's *capabilities theory of development*, for which he won a Nobel Prize in economics. Sen's theory had important implications for the international development sector (Sen, 1999) and provided evidence that high economic output is not necessary to create a high quality of life. This view marked a clear departure from the established field of development economics, which focused on creating high rates of GDP growth in developing countries. Instead it emphasised other rights and other social dimensions to development, shifting the focus within development institutions to equity, social inclusion and poverty reduction (Shields, 2013; p.24). With poverty reduction entailing elements that were non-economic in nature, particularly in terms of human rights, this shift to rights-based development marked a clear change in the purpose and role of education in development.

Regardless of whether education is valued as a development goal or a human right, it is important to ensure that education is of a good or at least acceptable quality for all (Tikly and Barrett, 2013; p.2). However, as developing countries sought to increase

access to primary education by expanding the number of schools and the training and appointment of teachers, the 2005 UNESCO Quality Imperative Report highlighted that in doing this, '*the focus on access often overshadows attention to quality*' (UNESCO, 2004; p.4), despite the need for quality being an explicit target in itself within the Education for All agenda.

This informative report also highlights two principles, which characterise most attempts to define quality in education. The first '*identifies learners' cognitive development as the major explicit objective of all education systems*' and the second '*emphasizes education's role in promoting values and attitudes of responsible citizenship and in nurturing creative and emotional development*' (UNESCO, 2004; p.17). This report highlights several other factors which influence the quality of education: the numbers of years spent in school; increased spending on resources and inclusive models of reform and coordination, which implies stronger links among government departments responsible for early childhood care and education, literacy and health.

In the UK, the Department for Education and Employment had also recognised that the quality of education was not solely measurable through the achievement of academic standards. With a focus on both defining excellence and how this could be achieved, they published a white paper entitled Excellence in Schools, a paper which highlighted that at the time, '*achievement for the average student is just not good enough*' (DfEE, 1997; p.10) and prioritised the need for the creation of 'inclusive schooling' which '*provides a broad, flexible and motivating education that recognises the different talents of all children and delivers excellence for everyone*' (DfEE, 1997; p.10). It defined excellence both in terms of '*getting to the heart of raising standards*' but also in terms of '*improving the quality of teaching and learning*' (ibid; p.11). It also highlighted the importance of having Headteachers '*with the leadership skills necessary to motivate staff and pupils and manage a school*' (ibid; p.46).

Quality leadership is essential to achieving school excellence and in 2010, the National College published a report based upon the findings from a three year national research project on the impact of school leadership on pupil outcomes. The research found that leaders of successful schools also valued an inclusive model of school leadership, defining educational quality and excellence not only in terms of test and examination results, but also in terms of personal and social outcomes, pupil and staff motivation, engagement and wellbeing, the quality of teaching and learning and the school's contribution to the community (NCTL, 2010; p.2). All of these educational outcomes are reviewed and measured independently by the Office for Standards in Education, Children's Services and Skills (Ofsted) who provide assurance that schools in the UK are performing to the required standards (DfE, 2016; p.112).

A more recent Department for Education white paper entitled Educational Excellence Everywhere (2016), reiterates this inclusive definition of excellence as '*having high expectations for all children... from all backgrounds*' (DfE, 2016; p.8). Blandford's research into what works in addressing social mobility and achieving excellence for all children including the most disadvantaged, prioritises the need to develop '*core strength*' which in this context is '*the confidence and ability to learn, develop and participate in society and it has to be understood and built in the earliest years, and be nourished as children grow*' (2017; p.50). In order to achieve this core strength, Blandford highlights the need to break down the barriers to learning by increasing student participation in all aspects of the curriculum and beyond, as well as '*relating the curriculum to the social context of the child and their future*' (ibid; p.99). Strategies to maximise student voice and participation in the classroom would support this model of excellence. My research therefore would be looking to see if the staff and leadership training conducted resulted in improved outcomes evidenced as an increase in the use of observable student participation strategies in the classrooms, in turn promoting an increase of student voice in the teaching and learning process.

In applying an inclusive definition of educational quality and excellence to my research, I would now be requiring a social justice framework which also prioritised inclusion as a central theme.

3.1.1: A Conceptual Social Justice Framework

Following on from the 2005 EfA Qualitative Imperative report, to address and monitor standards in quality, a large-scale collaborative research programme on education quality in low-income countries, known as EdQual, was established and funded by the UK Department for International Development (DFID). This research programme ran between 2005 and 2011 and undertook many research projects in schools mainly in Anglophone sub-Saharan Africa. Whilst these projects were based in different schools, classrooms and locations, they *'shared in common a central concern with identifying enabling conditions for quality improvement and effective processes for professional development'* (Tikly and Barrett, 2013; p.4).

The 2005 EfA report had provided a useful framework for *'understanding, monitoring and improving quality'* (2004; p.35), with a strength of this framework highlighted as *'its recognition that processes and outcomes are both suffused by broader contexts and act on those contexts'* (Tikly and Barrett, 2007; p.6). However they also argued in their analysis of a range of frameworks from 'process models' similar to the EfA framework to 'learner-centred frameworks', that in taking a human-rights approach to understanding educational quality, they wanted a framework, *'that can facilitate an analysis of how educational processes impact on outcomes for different groups of learners in different settings'* (2007; p.6). They argued that in their experiences of research in Africa, *'one of the greatest challenges of tackling poverty in the African context, is the often multiple forms of disadvantage faced by learners and the way that issues of class, gender, rurality, race, ethnicity and disability often intersect'*. Therefore,

in taking account of the needs of both groups and individuals, concepts of quality need to recognise and address multiple forms of disadvantage, prioritising the inclusivity of educational quality.

Over the course of the EdQual programme, Tikly and Barrett developed their own framework for conceptualising education quality in relation to social justice, a framework which draws upon Fraser's definition of social justice. Fraser defines justice as *parity of participation*, which requires social arrangements that permit all to participate as peers in social life (2013; p.37). In addition, Fraser argues that theories of justice must become three-dimensional '*incorporating the political dimension of representation alongside the economic dimension of distribution and the cultural dimension of recognition*' (ibid; p.36). The economic dimension of distribution relates to the adequate provision of resources, including the teachers themselves, which would enable access to a quality education. Recognition ensures all groups of people, including marginalised groups related to gender, religion, caste and disability, for example, are identified and acknowledged. Participation ensures that these groups have their voice heard in debates about social justice and injustice and to actively participate in decision-making (ibid; p.13)

Tikly and Barrett's framework is also three-dimensional as it '*defines the educational terrain along three dimensions of inclusion (access to learning outcomes), relevance (substance of learning outcomes) and participation (processes for setting and monitoring learning outcomes)*' (2013; p.5). It is the three principles of inclusion, relevance and participation, which provide a framework for '*evaluating quality and inequality in education and underpin much policy and advocacy aimed at creating a more just educational dispensation*' (Tikly and Barrett, 2013; p.199). This social justice framework was useful in framing and evaluating the broader social justice elements of my own research.

3.2 Student Participation in Society

The United Nations Convention on the Rights of the Child (UNCRC) is a legally-binding international agreement setting out the civil, political, economic, social and cultural rights of every child, regardless of their race, religion or abilities. This agreement was adopted by the UN in November 1989, and since then, 194 countries have signed up to support this agreement, including Nepal in 1990, enacting its Children's Act, 2048 (1992). This Act incorporates the rights of the child to survival, development, protection and participation (Bhawan, 2008; p.4). In referencing Article 12 within this agreement, student participation is about '*developing a culture in schools where all children and young people have a voice and the opportunity to play an active role in decisions that affect their learning and well-being*' (UNICEF, 1990). It is also about '*assuring to a child who is capable of forming his or her own views the right to express those views freely*' (UNICEF, 1990; p.5).

One major critique however, concerning student voice and being able to express one's views freely, is that '*often it is not taken seriously or properly respected, thus it fails to truly develop collaboration, shared inquiry and understanding among students and teachers*' (Salisbury et al, 2019; p.2). For student voice to have any influence particularly in relation to school reform, '*it must be treated with similar respect and accorded the same level of influence as formal leadership*' (ibid; p.2).

Schools are a context within which the three types of children's rights (provision, protection and participation) should all be applicable. While a school's primary responsibility is the provision of education, schools are also responsible for teaching children how to '*actively participate in society*' (O'Neill and Zinga, 2008; p.12). This affirms Taylor and Ryan's definition of educational excellence, as the need to prepare students both as good citizens and in achieving academically (2005; p.28). The UK Office for Standards in Education (Ofsted) also make reference to the importance of

good citizenship and '*participation within society*' within their inspection handbook, stating that evidence will be sought in schools to demonstrate that '*pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society*' (2015; p.57).

In England, a dedicated post of Children's Commissioner has the responsibility of maximising this participation in society, as well as '*promoting and protecting children's rights in accordance with the United Nations Convention on the Rights of the Child*' (Children's Commissioner for England, 2015; p.2). In particular, the Acts which frame the Commissioner's work make her responsible '*for working on behalf of all children in England*', and '*for those whose voices are least likely to be heard*' (2015; p.2). The Children's Commissioner has also ensured that children and young people are '*active participants*' in all that she does and has brought their voice '*to the public debate, encouraging all those who have responsibilities for children to build a better understanding of their lives and views into decision-making*' (2015; p.4).

Whilst aiming to achieve the Millennium Development Goals in relation to education, Nepal's prevailing socioeconomic structure and level of economic and social development means that it is still a long way from ensuring its children have the same rights, as set out in the UNCRC agreement, despite signing up in principle. Those children who manage to access schools and avoid the extremes of child labour, will become the adults of the future. Sen (2007) argues that in order for these young people to be an active, positive force for development, they need to be '*seen and treated as potential assets and engaged in processes of dialogue and decision-making*' (2007; p.101). Without a similar role to that of Children's Commissioner in Nepal, '*the role of society and non-government organisations are inevitable for effective implementation of the rights of the children and their concerns*' (Gajurel, 2008; p.0) and this does not therefore place the same emphasis on children as active participants.

Sen also emphasises the critical role of Headteachers in ensuring this happens, '*as leaders who can potentially change social reality by the way in which they manage their schools*' (2007; p.101). Ensuring that they give their students the opportunities to speak up for their rights begins with a voice in the classroom, interactive learning rather than simply being passive recipients of knowledge. Once the students' voice is listened to and given priority within the teaching and learning process, to seriously be considered as educators concerned about student voice, students '*must not be excluded from the thinking behind, planning for, and construction of their learning environments*' (Chopra, 2016; p.2). Indeed Chopra's research highlights the value in allowing students to help realise educational reform goals, including both revitalising their learning environment as well as enriching their own learning (ibid; p.3); adhering to Tikly and Barrett's social justice framework.

Beltramo's more recent case study research into student participation in two urban United States high schools, also evidences the value in utilising student voice beyond the academic, concluding that '*when students can begin to feel comfortable enough to voice their opinions and suggestions honestly and where the teachers can then feel able to integrate such student suggestions within their standardised curriculum, mutual accountability blossomed to a greater extent*' (2018; p.34). Here a high level of trust and commitment had been established through this shared dialogue such that agency was increased for all stakeholders (2018; p.35). The Achievement for All programme also emphasises the value in raising student aspirations and achievement through a two-way discussion between the teacher and the student. Here the trusted shared dialogue operates '*as a powerful tool to promote knowledge and understanding of children's work and their targets, and which can re-channel their thinking and motivate them for the rest of the day, week and term*' (Blandford and Hulme, 2015; p.53).

In the student questionnaire, which was completed at the beginning of my research with the final year students, the unanimous voice of the students expressed a need for

more 'practical' learning as opposed to 'theoretical' learning. It was evident through further discussion with the students that what they were describing as 'practical' learning resembled what Ruddick and McIntyre define as '*active pupil participation*'. This involves '*having the opportunity to make a distinctive contribution to the intended learning process, which can take many forms, including collecting evidence from source books or the Internet, class discussion, personal investigations or projects of any kind*' (2007; p.65). This would also be observed as their involvement in learning conversations with both their peers and the teacher, not just in response to direct questioning, but in being given allowable time to discuss learning in pairs and/or groups without the teacher's interference. This definition for student participation would be used for the purpose of my research and a measure of the increase in student participation in the classroom both through observation and interview would be used to evaluate the success of the teacher and leader development programmes.

3.3 Theories of Teaching and Learning supporting Student Participation

Education is deeply implicated in the politics of culture

Apple, 1990; Bruner, 1996

In considering teacher-centred approaches to teaching and learning, Freire compares these to his '*banking concept of education*', which he states '*serves the interests of oppression and transforms students into receiving objects; it attempts to control thinking and action...and inhibits their creative power*' (2005; p.77). Learning within this approach is viewed as a process of accumulation of bits of knowledge presented as a 'gift' from the teacher (Morrow and Torres, 2002: p.120). Whilst there are strengths in a teacher-centred approach, particularly in the imparting of relevant knowledge, there are also drawbacks, most significantly what can be a stifling of creativity due to the lack

of opportunity for challenging questioning both from and between the students and teachers, critical reflection and student interaction. It is recognised that *'being encouraged to pose questions, identify problems and issues together with the opportunity to debate and discuss their 'thinking' brings the learner into the heart of both the teaching and learning process as a co-participant'* (Emilia, 1996 as cited in Jeffrey and Craft, 2004; p.11).

Freire also highlights the importance of *'communication in learning'* as this allows for what he defines as *'authentic thinking'*, thinking that is concerned about 'reality'. He argues that *'the teacher cannot think for his students, nor can he impose his thoughts on them'* (Freire, 1982; p.50) and therefore students must be given the time to talk and think through the learning for themselves. The importance of language and dialogue in the learning process is very much underpinned by Vygotsky's (1978) theory of teaching and learning as *'essentially social activities, that take place between social actors in socially constructed situations'* (cited in Moore, 2000; p.15).

Moore also developed Vygotsky's theory further by arguing that the social aspect of Vygotsky's work, requires teachers to make learning student-centred and necessitates that *'teacher instruction should always be accompanied by teacher-student and student-student dialogue'* (Moore, 2000; p.16). Thompson and Evans (2005) also draw attention to the invaluable role peer dialogue can play in the learning process stressing that *'many children learn more from a peer's explanation of a concept than they would from an adult's'* (Thompson and Evans, 2005; p.10). Consequently, teachers must maximise opportunities in the learning process which make use of collaborative learning, so that the learning can be scaffolded, as defined by Wood et al, *'to the point where a child or novice can solve a task or achieve a goal that would be beyond his unassisted efforts'* (1976; p.90).

Haynes' (2003) theory on classroom philosophy as being collaborative and collective as well as individual, argues that successful engagement depends upon the freedom of interaction of divergent and complementary strengths often found within a group (Haynes, J. 2003; p.23). When individuals engage in collaborative work with each other, Hoel cites the significance of Wasser and Bresler's (1996) 'interpretative zone'. In the interpretive zone, '*individuals bring together their different kinds of knowledge, experience and beliefs to forge new meanings out of the joint inquiry in which they are engaged*' (Hoel, 1999; p.3), which are the central principles of many of the student participation strategies used by educationalists today. Collaborative talk or discussion within groups has other advantages. If the discussion is used to investigate new ideas, creative learning can be harnessed as '*creative learning occurs best when children engage in challenging dialogues with adults (and each other) during the process of solving problems or investigating new ideas*' (Fisher and Williams, 2006; p.25). Flutter and Ruddick also argue that giving learners time to think and talk about aspects of teaching and learning can also '*have a direct impact on their understanding of how they learn*' (2004; p.8).

Current research suggests that the central pedagogical approach to teaching and learning in Nepal is similar in all schools and is very much teacher-centred, with teachers '*still using the traditional talk and chalk method, making the students inculcate the things that have been shared in the class room*' (Parajuli and Daz, 2013; p.152). This approach is often referred to as '*didactic teaching*', the main characteristic of which is '*to instruct the pupil in a particular body of knowledge ... with little more than passive reception of information delivered by the teacher*' (Tubbs, 2014; p.35). This conflicts with the approach advocated in the Nepalese Primary Education Curriculum (2008) whereby it is recommended that '*student centred teaching-learning activities will be focused at the primary level with a teacher playing the role of a facilitator to make students active*' (2008; p.10). For the older students, the curriculum also explicitly

mentions the need for '*maximising opportunities for students to talk to each other in pairs or groups or in front of the whole class*' (2008; p.57). This 'talk and chalk' approach also conflicts with what is described within Hope Academy's ADD (Academy Doctrine and Code of Conduct Document), which embraces '*a learner-centred approach*' with teachers being asked to provide an environment, which allows for learners to '*engage in active learning*'. It also makes reference to the benefits of using group work as this '*enhances the students' ability 'to think critically*'. All of these approaches are essential from a social justice stance if all learners, regardless of their backgrounds, are to be given the opportunity to fully participate in society.

Like many South Asian countries, the Nepalese curriculum is delivered through text books and these were evident in every classroom for all subjects. Textbook-led curriculums can be very successful, the overwhelming evidence being in the Programme for International Student Assessment (PISA) scores which are taken every three years by 15 year olds in Maths, Reading and Science. The latest dataset (2015) has Singapore, Japan, South Korea and Hong Kong within the top 8 scoring positions, all of which use a textbook curriculum.

According to Schweisfurth, however, countries which operate textbook curriculums, will '*find it more difficult to be truly learner-centred as what needs to be covered, and at what pace, are not negotiable*' (2013; p.10). It is clear that the teachers using the textbooks need to have a high level of skill to ensure they remain learner-centred despite following the content of the textbooks. Other associated problems are: 1) they can '*control what teaching methodologies the teacher use*' (Khaniya and Kiernan, 1994, as cited in Andersson and Lindkvist, 2000; p.25), which de-skills the teacher in their ability to use and apply a creative range of teaching and learning methodologies; 2) they are often '*content overloaded and not written by curriculum developers but academics*' (ibid; p.25), and therefore teachers need to develop the appropriate skills to sift and select what is necessary for their students; 3) teachers may revert to using

'direct instruction', which in the teaching of skills is considered to be in the lowest level of taxonomy of instructional techniques because in this case, '*the teacher decides what is important for the students to know and specifically demonstrates a skill, and the student attempts to replicate it*' (Ebert et al, 2018; p.1).

All of these problems can in turn affect the students' motivation, resulting in them becoming passive learners, as they see every lesson unfolding in the same way, regardless of the subject being studied. Fuller refers to this *passive* learning in his school quality review of developing countries. In his research, he concluded that positive achievement effects were found for several factors related to the organization and management of schools. These include, '*time spent on instructional tasks, assignment and close evaluation of homework, placing students in active learning roles (not passively listening to lectures), tight evaluation of students' performance, and the teacher's clarity in presenting material*' (1985; p.75).

Bourdieu's (2000) concept of *habitus* can help to explain how particular teaching strategies used in the classroom may also be biased towards different learners without the teachers realising this. Bourdieu defines habitus as '*an internal archive of personal experiences rooted in the distinct aspects of individual's social journeys*' (2000; p.138). For a school to be truly *inclusive*, referencing Tikly and Barret's (2013) Social Justice framework, schools must seek to understand and adapt to each individual student's habitus and '*develop teaching practices that are responsive to the different mental states and behavioural dispositions that learners bring to school*' (Nash, 1990; p.436).

For many of the students in Nepal today, their parents' generation have had more limited access to education, which immediately implies a conflict of habitus between home and school settings, as the students have not been adequately prepared at home for the move into formal schooling. Bourdieu refers to these different settings as '*fields*', with the individuals operating within them defined as '*agents*'. In operating within these

different fields of action, they become '*sites of struggle where social agents strive for different forms of capital that give them a position and a place in the social structure*' (Murphy and Costa, 2015; p.5). If the students are going to function within these different fields successfully, and therefore be able to fully *participate*, again referencing Tikly and Barrett's (2013) social justice framework, they need support in the skills necessary to do this and this requires a deeper understanding of how people learn.

Finally, when considering the *relevance* strand of Tikly and Barrett's framework, teaching and learning methodologies must enable students to achieve more than just attaining academic qualifications. If schools are to play their part in developing a culture where young people have a greater contribution to decisions that affect them directly, this must begin with increasing student participation in the classroom. This in turn will help prepare them as adults to have the necessary skills to engage confidently in debates on social justice. Teachers must therefore play their part in maximising *participation*, by seeking to adapt their teaching and learning approaches to enable this to happen.

3.3.1: Selected Student Participation Strategies for Staff Training

The role of the teacher in any '*collaborative learning process*' differs from the traditional role of the teacher as the leader of learning (Sinclair and Coulthard, 1975; Hardman et al, 2003). Instead, the role is more closely associated with that advocated for personalized learning, '*moving away from the manager of information to the facilitator of the learning of the individual*' (West-Burnham and Coates, 2005; p.47). This identifies the teacher as a coach and facilitator of learning, rather than an instructor of knowledge, which is why some peers have the potential to provide a similar role.

One such programme, which aims to redress the balance between teaching and learning in the classroom, is Philosophy for Children (P4C), a programme which is centred on dialogue through enquiry. Costello (2000) and Ridley (2005) both argue the importance of dialogue in the learning process, as it demonstrates a child's ability to '*engage in a philosophical debate and argument*' (Costello, 2000; p.44), as well as '*learn skills through communication with others*' (Ridley, 2005; p.7). This particular programme has been instrumental in my own school in focusing the teachers' attention into allowing their pupils time to think as well as voice their thoughts and opinions whatever they are as there is no right or wrong answer to a philosophical question. It can be used as a strategy within any subject area, and a simplified version of this approach, was one of the four student participation strategies I demonstrated to the teachers in the school.

Within my own school practice, three additional strategies used by the teachers which allow students time to think and discuss their learning, include Think Pair Share, Snowballing and Envoying. Think Pair Share (Lyman, 1981), is a cooperative learning approach, which begins with independent thinking, is followed by paired talk and concludes with shared feedback. Snowballing is an extension of this approach although it moves to groups of four or more from the paired talk, before feeding back learning to the class. Envoying (Brainboxx, 2018) is a strategy for sharing learning, which follows a group activity. An 'envoy' is chosen on behalf of a group to share their group's ideas or information with another group. Each member of the group has the responsibility to ensure their envoy is well prepared and this part of the process ensures all member of the group participate in the learning.

In all of the afore-mentioned strategies, the teacher has a facilitative rather than an instructional role and all four of these approaches formed part of the training programme delivered to the teachers in Hope Academy. The fifth modelled strategy, devised to encourage teachers to allow students adequate time to reflect upon and

process their learning before feeding back to the teacher, was an approach called Triangle-Circle-Square (Teacher Toolkit, 2018). This reflection can take place individually, in pairs or in groups. The symbol of the Triangle represents three new learning points to be recorded; the Square represents any new learning which 'squares' with their thinking and the Circle represents anything, including questions, which are 'circling' in their heads. For the teacher, this strategy allows them time to gauge understanding prior to moving on to the next stage in learning.

All of the above strategies were incorporated into the staff training programme delivered to the teachers in the school at the end of my second visit in August 2017.

3.4 Professional Development

The 2005 UNESCO Quality Imperative Report highlights a solid body of evidence, which provides guidance on what makes schools effective; in particular, this emphasised '*the dynamics of the teaching and learning process: how teachers and learners interact in the classroom and how well they use instructional materials*' (2004; p.3). This report also highlights that policies for better learning must focus on professional development to ensure *quality leadership and better-trained teachers*. Interestingly, the report also goes one step further in recommending that any focus on developing pedagogy must incorporate the development of strategies which place students in a more active role (2004; p.3).

School leadership has become a priority in education policy agendas both nationally and internationally as '*it plays a key role in improving school outcomes by influencing the motivations and capacities of teachers, as well as the school climate and environment*' (Pont et al, 2008; p.9). It is the leadership of the Headteacher in particular which has a direct effect on teachers' expectations and standards (NCTL, 2010; p.3).

The vital role of leadership in sustaining and reinforcing good practice is also recognised by Blandford, who highlights the necessary relationship between successful schools and their investment in ongoing professional development, emphasising how *'professional development as an integral component of effective schools will contribute to the creation of a learning environment that has reinforcement of good practice'* (2000; p.26).

Blandford also states that a fundamental principle of a learning organisation and the focus of the leadership of a good school is to *'create the conditions which enable teachers and pupils to achieve effective learning'* (2000; p.26). School leadership has a key role in this process and the skill of *'encouraging reflection'* is just one of the ways Blandford identifies as being important in assisting staff in their development (2000; p.27). Coaching is one such development programme, used within my own leadership practice, which can support leaders in facilitating this process of self-reflection to implement and sustain teaching and learning initiatives.

In England, teachers must adhere to the Teachers' Standards (DfE, 2013) with appropriate *'self-evaluation, reflection and professional development activity'* identified as *'critical to improving teachers' practice at all career stages'* (DfE, 2013; p.7). The ongoing professional development of teachers is crucial to securing improvements in educational excellence and whilst there is an onus on teachers having a responsibility for self-assessing their own professional development, leaders must also support an approach in which *'staff are encouraged to focus strategically and meaningfully on particular areas of learning and practice over time'* (TDT, 2014; p.12).

In seeking the views of teachers in evaluating for themselves the importance of ongoing professional development, Education International recently commissioned a project with the aim of examining how teachers' professional identities are constructed in 7 different education systems (2019; p.8). Evidence from this research points to the

centrality to teachers of *'students enjoyment of learning'* and of students *'being prepared to fulfil effective roles in society'*, seeing academic performance *'as only one of a number of important building blocks in supporting learner success'* (ibid; p.110). With teachers in 7 very different education systems all placing student enjoyment and participation at the heart of the learning process, it is not surprising to see that teachers *'expressed a desire for professional development which would help them build positive relationships with both their students and colleagues'* (ibid; p.110).

Increasing student participation in the learning process as well as maximising other student voice opportunities would go some way to supporting teachers in Nepal to building these positive relationships.

3.5 Coaching

As a serving Headteacher, I have had many years' experience of successfully leading school improvement and the use of coaching has been instrumental in the process. The terms *'school improvement'* and *'school effectiveness'* are often used interchangeably but here I am referring to a definition of school improvement, which is *'concerned with processes through which schools can raise standards; the changes they can make and the strategies they can use to improve pupil outcomes'* (NCTL, 2018).

Successful school leadership is important to *'the level of expectations, aspirations and well-being of staff, the improvement of teaching and learning conditions, and the well-being and achievement of pupils'* (NCTL, 2010; p.3) and in my own practice, implementing a successful coaching programme with both leaders and teachers has supported improvements in all of these areas.

Coaching has many benefits including *'enhanced personal and organisational performance, higher motivation, better self-reflection, optimised decision making and improved change management'* (Passmore, 2010; p.11). 'Better self-reflection', which is the ability to reflect upon practice, allows for a more immediate process of change, and it is accepted that one of the roles of an effective school leader is *'to assist teachers in becoming 'more professional' through critical reflection on classroom practice and ethics'* (Riley and Louis, 2000; p.95). If teachers are not able to reflect critically upon their practice, they will not be able to self-evaluate and implement changes should they be required.

When evidencing 'improved change management' within my own practice, regular coaching has facilitated a process of monitoring, evaluating and sustaining new teaching and learning initiatives as it dedicates the necessary time for ongoing self-reflection, target-setting, support and communication with staff, key ingredients of implementing any change. It also benefits the individual as it allows them to identify their own goals to improving practice, unlocking their own potential to achieve what they set out to achieve, *'increasing self-awareness and choices'* (Rogers, 2012; p.7). Coaching allows individuals to build on their own self-belief, which is *'the underlying intent of every coaching interaction'* (Whitmore, 2010; p.19) and this can promote successful staff well-being. When the coaching process is applied successfully, there is a greater likelihood that performance will be maintained, and in an educational context, school improvement initiatives are sustained.

Coaching is an integral element of the Achievement for All programme (Chapter 1, section 1.2), a programme my school has been part of for the last three years. Although coaching had been used to support staff professional development for several years, it was through the implementation of this programme that additional training was received by staff in the 'structured conversation' process, a similar coaching process focused primarily on engaging parents in their children's learning. It is the 'structured

conversation' which is '*intended to support the greater engagement of parents by enabling them to make their contribution heard and understood by teachers and the wider school*' (DCSF, 2009; p. 4). The structured conversation also supports '*initial conversations between the teacher and pupil about their own needs and targets, aspirations and fears, ambitions and challenges*' (Blandford and Hulme, 2015; p.53), which again increases student participation as they feel their voice is being valued and listened to.

Westernised coaching models specifically rely upon a process between coach and coachee, which is mainly facilitative in nature, allowing for the coachee to find their own answers to problems through an open dialogue with the coach. This process in itself is very different from a mentoring model and requires a great deal of skill by the coach in not suggesting or imposing their own solutions to the coachee's identified problems within what is centrally a '*solution-focused*' process. This 'non-directive approach' to coaching, enables the coachee to become a '*facilitator of learning*', with the emphasis on providing the right conditions '*to enable the client to become their own coach*' (Connor, 2007; p.16). The approach is based upon Whitmore's (2002) Grow Model (Goal, Reality, Options, Will), adapted by Downey (2003) who added an initial stage to the model called 'Topic', re-defining 'W' as the Way Forward. This gives the coachee autonomy to decide what it is they want to talk about (Connor, 2007; p.15), although it would be hoped that the topic would relate to the school's priorities for development.

Within the Achievement for All structured conversation, the conversation is structured around a similar model of *explore, focus, plan and review* (DCSF, 2009; p. 13). The key skills needed to implement these four stages effectively are similar to those skills required for any successful coaching interaction. These core skills incorporate above all an ability to actively listen, question appropriately, provide challenge, hold to account, encourage and support (Connor, 2007; p.42). Coaching sessions should also

be structured in terms of agreeing appropriate timeframes for achieving the targets towards the goal set (Connor, 2007; p, 89).

In researching '*international coaching*' practice, the International Coach Federation (2013) defines coaching as '*partnering with clients in a thought-provoking and creative process that inspires them to maximise their personal and professional potential*'. Through globalisation, the occurrence of such coaching worldwide is becoming more prevalent (Stout-Rostron, 2009; p.2) and because of this, issues of diversity, individual perspectives, culture, gender, ethnicity as well as experiences of isolation need to be more fully understood in developing leaders (Stout-Rostron, 2014; p.4). Intercultural sensitivity skills have an important role to play.

In working with different cultures, the benefits of incorporating an intercultural perspective into coaching is increasingly acknowledged (Gilbert and Rosinski, 2008). Rosinski (2010) states that global coaching '*transcends traditional coaching without excluding it*' identifying it as a '*holistic approach that calls upon multiple interconnected perspectives to facilitate the unleashing of human potential*' (2011; p.49). Abbott (2010) also argues that individuals are influenced by their cultural background, therefore any international coaching must cover the aspect of culture (cited in Filsinger, 2014; p.192); in essence, coaches '*need to become advocates for "self-knowledge, empowerment and multicultural education", as a means to understand and manage diverse populations*' (Sue, 1993 as cited in Stout-Rostron, 2014; p.146).

In Asian culture, whilst life coaching has been around for centuries, defined as having its roots in Buddhist and Hindu religions, which place an important emphasis on meditation, well-being and mindfulness, business coaching is still a relatively new concept. In referencing Passmore's research into coaching in India, he explains that here the coach is expected to be '*prescriptive, rather than facilitative, directive rather than non-directive*', with the exercise seeming meaningless if the coach does not

provide the right answers (Passmore, 2013; p. 128). This is quite a different model to the facilitative model used in the UK, and resembles more of a mentoring approach, an approach '*particularly relevant in a collectivist society whose members are more willing to turn to a respected elder than a new and untested consultant*' (Passmore, 2013; p.62). With Nepal being a collectivist society like India having many similar cultural practices, and with there being little alternative research available, I was prepared to assume a similar model of coaching practice existed in Nepal, if of course it existed at all.

In an international coaching partnership, the coachee must be made aware of '*crucial diversity issues, both within themselves, their teams and the culture of their organisation*' (Stout-Rostron, 2014; p.146). With diversity ultimately being about who has the power and who does not (2014; p.146), ensuring Nepalese partners are 'enabled' through the coaching process would be vital if the process was going to be at all successful. This enabling would also allow for the process of 'inclusion' as defined by Tikly and Barrett (2013) to be prioritised both through increasing the staff's participation in educational decision-making and in increasing students' participation in the classrooms. Intercultural sensitivity would require an understanding on my side as to what problems and difficulties were faced by my Nepalese colleagues in their day to day practice, thus pre-empting some of the negative influencing factors which could affect the process. I also needed to give some consideration to how actors within institutional cultures might respond to the implementation of new initiatives (Deal and Kennedy, 1982).

In MacBeath and Mortimore's research on improving school effectiveness, they emphasise that '*changing one's practice is notoriously difficult, requires considerable effort, and for teachers to invest the time and energy, they have to see a good reason for doing so*' (2001; p.197). Whilst their research was conducted in schools in Scotland, they stress that the issues had resonance internationally too. Not all stakeholders in

Nepal would necessarily embrace the use of a coaching programme unless they could be enabled to see its *relevance* (Tikly and Barrett, 2013) both in ensuring their voice was heard in developing their own teaching and learning practice, and in contributing to the wider school improvement agenda.

In devising any professional development programme it is useful to evidence the Teacher Development Trust's research into what makes a programme most effective, with lessons taken from numerous international reviews into effective professional development. They identified several key design features which must be considered which include '*programme duration, rhythm, designing for participants' needs, creating a shared sense of purpose and alignment across various activities*' (TDT, 2014; p.11). These design features would be useful in devising the teacher development programmes in Nepal, particularly in relation to the finding that the most effective professional development lasted at least 2 terms, with more usually a year or longer (ibid; p.12), and that leadership had to have the ability to create and maintain a shared sense of purpose (ibid; p.16).

In creating a shared sense of purpose, I anticipated that this might not necessarily be straightforward in a culture with a deeply embedded hierarchical system, with teachers used to simply accepting what they are told to do. It would therefore be an important part of my training to ensure the school's leadership were able and committed to facilitate and embed this shared purpose.

Having made the decision to use coaching as a process to help the school's leadership support and sustain the staff development programme, I provided training to all staff on coaching, not just the school's leadership, followed by a practical role play session for those chosen as the Champion Coaches.

3.6 Chapter Summary

This chapter detailed Tikly and Barrett's three-dimensional conceptual social justice framework, which would allow me to evaluate the social justice aspects of my research through consideration of the strands of inclusion, relevance and participation. It provided a summary of the relevant background research and literature in supporting the need to increase student voice and participation in the classroom, ultimately increasing the likelihood of participation in social justice debates as adults in society. It also provided the background literature for my reasoning in choosing coaching as a professional development tool to support leaders in their role of monitoring, evaluating and ultimately sustaining the student participation strategies demonstrated to the teachers in the school.

Finally, in supporting the school in its drive for educational excellence, the leaders would be using coaching to support the implementation of the student participation strategies by the teachers within their classroom practice. Improved outcomes would be evidenced through an increase of the observable strategies used and an increase in the student voice in the classroom.

Chapter 4: Methodology and Methods

4.1 Introduction

This chapter sets out the detail of the overall philosophical and methodological approaches undertaken in my research, and how these changed during my study; my research design and the methods used to collate the necessary qualitative data on which to base my analyses and hence formulate my evaluation.

With the principal aim of my thesis to support a school in Kathmandu on its school improvement journey, I would be addressing the following two main research questions.

1. In supporting a school in Kathmandu on its school improvement journey, and in considering the views of both staff and students, how could I develop the teaching and learning practice to increase student participation in the classroom?
2. How if at all, could the implementation of a coaching programme support the school's leadership, in monitoring, evaluating and ultimately sustaining this teaching and learning practice?

A third sub-question would be addressed through the research process.

3. When considering issues of social justice, would the stakeholders have the capacity to nurture, grow and sustain this teaching and learning initiative?

4.2 Ethnographic Beginnings

My first visit to the school on the outskirts of the city of Kathmandu in February 2016, gave me my first insight to what at this stage could be described as *ethnographic*

research, a qualitative research methodology which has '*engagement used to an advantage*' (May, 2010; p.171). In spending time within the school in Kathmandu, I was aiming to gain a fuller understanding of the immediate world surrounding my partner school, for the teachers, the leadership team and as far as possible the students. The methodological approach of ethnography is a way '*of seeing through the participant's eyes; a grounded approach that aims for a deep understanding of the cultural foundations of the group*' (Hine, 2000; p.21).

Walcott's reference to ethnography as a '*highly romanticised idea... of living one's way into a culture*' (2000; p.43) seems highly appropriate, as I spent each day immersed in an educational setting so different to any I had experienced before. Having no particular purpose for my observations at this time, I was able to engage myself in all aspects of the day-to-day activity within the school, moving freely between classrooms and talking informally to students and teachers. In this way, I was allowing my ethnographic study to achieve its fullest potential (Wolcott, 2008; p.67). Introduced modestly as '*our English guest*', there were no expectations placed upon me and I had no pre-conceived role to fulfil. I was able to simply observe and learn from this new cultural experience.

Although I was not at this stage undertaking any formal research, my first visit to Kathmandu could be defined as a sort of '*ethnographic reconnaissance*', a term described by Wolcott as not entirely new but not one which has received much attention (2008; p.151). This fieldwork technique, '*allows for a preliminary examination or survey, usually followed by a more detailed enquiry*' or put more simply, it encourages the researcher to take advantage of any and every opportunity to '*take a look around*' (Wolcott, 2008; p.152; Flick, 2008; p.90). Wolcott defines the process of '*looking*' both literally but also in a broader sense of '*encompassing all the ways one may direct attention while in the field*' (2008; p.48).

In spending time with both staff and students, we were beginning to *implicitly share our lives and experiences*, and hence engage in ethnography (Coffey, 1999; p.130). Through *sharing our lives*, I was also developing my skills in intercultural sensitivity, remaining both open and respectful of the different cultural practices I was observing and adjusting my own behaviours accordingly. One early '*field note*' at this time, concerned my wanting to 'thank' the teachers in Nepalese; although there is a Nepali word '*dhanyabad*', which I had been told was the closest translation to 'thank you', it seems this is reserved for '*acts of much kindness*'. The Headteacher explained that I did not need to use this word after I had used it on one occasion with him. Consequently, I never used it again reverting simply to the English 'thank you' when I felt the need to do so.

In referencing ethnography, Flick also highlights the importance of 'working in the present' as he points out that '*research questions in ethnography should (mainly) address issues and processes in the here and now of the observation*' (Flick, 2008; p.90). During my observations, I was beginning to formulate some conclusions on what I was seeing in the classrooms and school as a whole. I was particularly interested in the amount of time students were actively engaged in meaningful learning discussion, which was not as much as I would typically observe in an English classroom. Interestingly, Wolcott uses two guiding questions he prescribes could be asked in virtually any setting in the acquisition of culture, which are, '*what do people in this setting have to know and do to make this system work?*' and '*if culture, sometimes defined simply as shared knowledge is mostly caught rather than taught, how do those being inducted into the group find their 'way in' so that an adequate level of sharing is achieved?*' (2008; p.65). These questions help the ethnographer focus their observations on something purposeful rather than trying to observe everything that is going on (ibid; p.66). With the academic data suggesting the school was achieving well

nationally, it was clear I needed a 'way in' to establish what was actually happening within the classrooms, so that Walcott's '*adequate level of sharing*' could be achieved.

In considering the epistemological approach to my research, one concerned with the acquisition of new knowledge, reflexivity would be a key aspect of the process as only by '*subjecting the practice of the researcher to the same critical and skeptical eye as the practice of the researched is it possible to aspire to conduct properly objective and 'scientific' research*' (Jenkins, 1992; p.37). According to Etherington, the process of reflexivity in both conversations and writing, '*creates transparency and addresses the ethical issues and power relations between the researcher and researched*' (2004; p. 37).

In recognising that ethnography is a social activity, the '*principle of reflexivity has some radical methodological implications*' (Hammersley, 1984; p.3). Strategies which can be collectively labelled as "reflexive practices" focus on '*examining one's subjectivity and biases and reflecting upon how these shape the research process*' (Dale Bloomberg and Volpe, 2016; p.54). With the '*researcher as primary instrument*' (Merriam, 2009; Dale Bloomberg and Volpe, 2016), through this reflexive process, the sense I was making of what I was observing was being influenced by a number of factors, as defined by Hammersley, including my own ideas from my own experiences and from the academic community, by those I encounter in the field and by the role I had adopted in the setting of the study (1984; p.4).

It was evident that I was very much drawing upon my own experiences, ideas and assumptions on classroom practice in evaluating what was happening in this different cultural setting. Building a mutually respectful relationship with the staff would ensure they were aware at every stage what exactly my role in the school was; as a fellow teacher, a researcher and as a deliverer of a staff training programme. I would also have the opportunity to re-evaluate my own use of coaching in my own school so as to

draw parallels between the approaches when applied to the school in Kathmandu; a very different culture and context.

Many cognitive psychologists, including Vygotsky (1978), Bruner (1960) and Bandura (1977) support the theory that learning is a process of interaction between learners and that interaction either between peers or between the learner and the teacher, is an important part of scaffolding learning (Pritchard, 2008; p.106). The theories of teaching and learning are discussed in Chapter 3, section 3.3. In the lessons I saw, the teachers very much 'controlled' the teaching and learning through the use of a textbook as prescribed by the Nepalese curriculum, and directed the students into either reading extracts from the textbook, answering directed questions and/or recording notes or answers to the questions in the text. Any discussions which took place were primarily between a chosen student and the teacher and seemed rather short and succinct, as once the student had answered the question, or at least attempted to, the student would sit down and that would once again signal the teacher to continue talking. There was little evidence of further probing questioning. As a consequence, I was beginning to question whether the students were being given enough time or indeed opportunity, to really think deeply around their learning.

Although I was beginning to identify strategies, which could be useful in increasing student participation, I was also beginning to question whether simply delivering training would in itself bring about any sustainable change. My experience with any new initiatives in my own school is that they require someone to drive these changes forward, to monitor their implementation and provide on-going support and training; this ultimately being the role of the leadership team. Through an ongoing reflexive process, I was concluding that I would not only need to consider providing training in the pedagogical approaches for the teachers but I would also need to establish whether the leadership team had the capabilities to not only support the teachers in embedding

the teaching and learning practice but also to monitor their effectiveness and ultimately help sustain the practice following my departure from the school.

As an experienced coach and keen advocate of its use in sustaining teaching and learning initiatives in my own practice, I considered whether coaching could be one possible process through which the leadership team could do this. Discussions with several of the teachers in the school on my first visit highlighted that one-to-one learning conversations of some description were taking place. The concept of a more structured coaching model, however was not evident. I knew that if coaching was going to be utilised however, I would need to deliver some specific coaching training with both the teaching staff and leadership team. Increasing student participation would be the focus (theme) for the coaching training, although the agenda for each teacher being coached, would still remain personal to them.

It was once I had completed my initial *ethnographical reconnaissance* towards the end of my first visit to the school that I made the decision to adopt a case study methodology for the next phase of my research.

4.3 Case Study Methodology

Whilst initially involved in a broader ethnographic study of the school, its people and indeed the culture within Kathmandu, the unfolding of my research questions led me to adapt my research design and engage in another qualitative research methodology; case study. Punch describes a '*continuum for thinking about research questions and methods, with the dimension of interest being the amount of pre-specified structure in the research strategy that is used*' (2005; p.22). Having established a general question of how I could support this school on its school improvement journey, Punch argues '*until some empirical work has been carried out, it is not possible (or if possible, not*

sensible) to identify the specific research questions' (2005; p.23). Having undertaken some empirical work during my first visit (observations and field notes) and just prior to my second (Class 10 student questionnaire), I had been able to identify my central research questions. As a result, during my second visit, there was no need for me to be hidden within my research, a notion often linked to ethnography whereby the ability to fully immerse oneself within the cultural setting often allows for a greater understanding of what is actually happening in the field, with the researcher becoming a participant observer (Dale Bloomberg and Volpe, 2016).

Simons describes case study as '*an in-depth exploration from multiple perspectives of the complexity and uniqueness of a particular project, policy, institution, programme or system in a 'real-life' context*' (2009; p.27). Whilst there are similarities between the methodological approaches of case study and action research, the main difference is that action research is more about solving an immediate problem, with case study being a process conducted over a longer period of time. Action research starts from a specific practical or applied problem or question and then its whole purpose is to solve that problem or answer that question (Punch, 2005; p.160). When working in a school in a completely different culture and setting, I could have no notion where my research could take me or indeed initially what my research questions would be. I could not even establish a focus for my staff training until I had immersed myself in the school. I wanted to gain a deeper insight into my field of study, with the 'case' being the school, its teachers, its students and its teaching and learning practice. By using a case study methodology, I was able to adopt a more 'holistic focus' for my research, aiming '*to preserve and understand the wholeness and unity of the case*' (ibid; p.144).

This would be a *single instrumental case study* with the research focusing on one bounded case (Dale Bloomberg and Bolpe, 2016; p.46), that being of one school in Kathmandu, bounded both by time and activity over a 2 year period. A characteristic feature of case studies is that '*contextual information is collected about a case so that*

we have a context within which to understand causal processes' (DeVaus, 2013; p. 50). In my research, these *causal processes* would include the training programmes, and evaluating whether in this very different context, these programmes would result in similar outcomes to those achieved within my own school context.

A key consideration in case study methodology is to ensure that the researcher's selected methods are aligned with their particular ontological and epistemological beliefs (Dale Bloomberg and Volpe, 2016). Case study operates within a *naturalistic perspective* and is qualitatively different from experimental enquiry, which is underpinned by a set of scientific criteria that make certain assumptions about reality (Scott and Usher, 1999; p.93). In using a naturalistic paradigm, my research was positioned within relativist ontology, which takes the view that '*reality is entirely dependent on human interpretation and knowledge*' (Braun and Clarke, 2013; p.27) and oriented towards the interpretivist epistemological tradition, which required me '*to go further than descriptive analysis and gain a deeper, conceptual account of the data that has been gathered*' (ibid; p.174). Here I would be drawing upon my own knowledge and experiences of student participation strategies as well as the coaching I had been involved within in my own educational practice.

As in most case studies, the data collection would draw on multiple methods, including observation, interviews, focus groups and questionnaires and would be relatively 'naturalistic', in the sense that the data collected would mostly be neither pre-coded or categorised (Braun and Clarke, 2013; p.33). The process of triangulation would be used to help validate the data collected, although in a case study, this process is '*less concerned with confirmation or convergence... but with exploring different perspectives and how they do or do not intersect in the particular context*' (Simons, 2009; p.133). The different perspectives would be sought both in identifying and affirming the teaching and learning priority, and on how well the staff development training and coaching had embedded the student participation strategies; in addition, whether the

strategies in themselves had been successful in allowing the students to participate more in the learning process. These perspectives would be sought from the teachers, Champion Coaches and school leaders and would be triangulated with my own evaluation of using coaching to support and sustain teaching and learning initiatives. The views of the students would provide an additional perspective as the students would be able to witness first-hand if the strategies themselves were being used in the classrooms. Knight advises caution however, in that as triangulation produces more complex accounts due to using more data collection methods, there may be disagreements, and *'far from producing greater certainty, triangulation will frequently produce greater uncertainty'* (2003; p.127).

4.4 Ethical Issues

4.4.1 Structural Considerations

When working as researchers in partnership with an institution with an ethics committee, those committees along with the researchers *'are strong allies in support of ethical considerations and usually provide advice and guidance before and during the life of the project'* (Hill and Robertson, 2006; p.10); this guidance is contained within the University's Research Ethics and Research Governance at Lancaster: Procedures (2009).

Regardless of the research design, social research should conform to four broad ethical principles: *voluntary participation, informed consent, no harm to participants, anonymity and confidentiality* (DeVaus, 2013; p.83). Informed consent must come from everyone involved in the research. It is sometimes argued that only if the research meets the conditions of informed consent with the proviso that those involved in the research can withdraw at any stage, *'has the people's autonomy been respected'* and that this is essential for it to be ethical (Hammersley and Traianou; 2012; p.76). This

principle of autonomy *'also underpins more radical values to the effect that we should not carry out research on people but with people'* (ibid; p.76). This is of particular importance when working in schools in developing countries, where collectivist societies can at times give the impression of one of acceptance and gratitude for western 'interference' of any kind. In being interculturally sensitive, I did not presume coaching would have the same effects in this school as it had had in my own school. In addition, I did not presume that there would necessarily be agreement by the teachers and leaders in the school, as to whether the teaching and learning approaches in the classrooms did in fact need to change. Although the student voice had identified a need for more opportunities to participate in the lessons, I had no idea at this time whether the teachers and leadership in the school would actually agree with this.

My initial visit to the school in February 2016 had allowed for a conversation around potential research foci and this in itself had enabled me to gain verbal consent for interviewing students and staff as well as observing practice within lessons on my following visit in July 2017. It was not however, until I had formulated my research questions that I was able to ensure informed consent was received. I was now able to structure the student and teacher participation information sheets (Appendix B) and corresponding consent forms for both students' parents (as the students were all under 16) and teachers (Appendices C1 and C2). This necessary paperwork was distributed in advance, to all those involved in my research. The information sheets outlined the purpose of the research study, what actually would be involved, the intended use of the data collected, how it would be shared and stored, and how their anonymity would be respected. The Academic Director, who was fluent in English, supported the process by translating the consent forms into Nepalese for all involved in the research. I was therefore satisfied that informed consent had been gained from all the stakeholders involved within my research, as well as from the parents of the students

involved.

To support anonymity, I have given the school a fictional name of Hope Academy and names of staff and students have not been used within my research. For the teachers, initials were used and for the students involved in the focus groups, I used a coding system that identified each student by his/her class number followed by an allocated group number (e.g. S5:4 is the fourth student in Class 5). For the completed Class 10 questionnaires, students were identified as S10:1 to S10:17.

With both case study and ethnography being '*more extensive in invading and capturing participants' lives, than for example an interview limited to questions and one meeting with the researcher*' (Flick, 2008; p.94), the importance of anonymity and respecting privacy can be more difficult to manage and this needed to be considered carefully when analysing and concluding the research findings. This is also more apparent when working within one school with only one Headteacher and one Academic Director. It was for this reason that I chose not to name the school.

4.4.2 Cultural and Linguistic Challenges

In carrying out cross-cultural research, there are added challenges to be overcome (Cleary, 2013; p.68), and one such challenge is the 'power position' which may or may not exist between the researcher and those being researched. I had not felt a 'power position' had really existed at all on my first visit in February 2016, when I was immersed in *ethnographic reconnaissance*. During my second visit to the school however, with teachers in the school now realising that I had returned to implement a structured plan of lesson observation, interview and staff training, communicated through the new Academic Director, I sensed I was no longer just the 'English guest' who could slip in and out of the classrooms, often having little effect on what was happening; I was now the 'English guru of education', a term I gleaned from the

requests made from the teachers to 'show me' and 'help me' during both my observations and interview sessions.

Consequently, cultural disparities between myself as the researcher and those involved in my research were at times evident, not so much with the students but certainly with the adults. Within the classroom observations, I did not feel my presence had any particular influencing effect. However, within the interviews and during other informal conversations, their willingness to please and respond 'yes', meant that I was not able at times to gauge whether they had fully understood my questions and this led to me to frequently find different ways of asking the same question. I did feel that there was an over-positivity and at time submissive stance to wanting to give me the 'right' answers to what I was asking, particularly regarding their confidence in teaching and what they understood by student participation. This culture of obedience is discussed in more detail in Chapter 2, section 2.1.

According to Hammersley, *'one of the main requirements in field research is the construction and negotiation of a research identity, or of a number of such identities, which will facilitate viable and productive research relationships'* (1984; p.87). In this hierarchical culture, I was now being placed right at the top and I needed to ensure this positioning did not in any way adversely influence my research data. It was important for me to at least acknowledge that my identity could influence my role in classroom observation as well as interview, if I was not able to establish a sufficient level of trust on which to build an effective research relationship, which supported my research aims.

A second challenge was the language barrier. Although all the teachers and most of the older students had a fairly proficient level of conversational English, I had wanted to support their fuller understanding of English, through the use of a translator. However, it had proved difficult to source a local independent translator as even my local guide's English language was limited. I did not want to use any adult in the school

when interviewing the students as I knew this could potentially influence what was or was not said. To support the understanding of the two younger-age focus groups (Classes 5 and 7), I therefore used an older student, from the Class 9 focus group, whose competent fluency in English I had already observed.

The pre-interview questionnaires (Appendix D), given to the students prior to the focus group sessions, were helpful and necessary as these gave the students time to understand the key questions I would be asking. In the time given, the students chose to record their answers on the question sheets, in the same way as for a questionnaire. With focus groups *'involving group discussions exploring a set of issues... such as debating a set of questions'* (Barbour and Kitzinger, 2001; p.4), these questions provided the focus for the debate. By giving the students additional support in fully understanding the key questions, this not only allowed me to hear first-hand what the students felt about their learning but also helped overcome the problems often associated with using leading or incomprehensible questions (Silverman, 2005; p.63). I was able to now ask deeper questions to gain more information dependent upon the answers they gave. As focus groups *'encourage participants to talk to one another, asking questions, exchanging anecdotes and commenting on each other's experiences and points of view'* (Barbour and Kitzinger, 2001; p.4), this process also allowed the students to support each other's understanding of the questions I posed.

4.5 Trustworthiness and Credibility

In any quantitative data collection, measures need to be both valid and reliable, with validity of the research design addressing the question of whether the research design has delivered the conclusions that it aimed to deliver (DeVaus, 2013; p. 29). If research is valid, it reflects the world being described and if research is reliable, then two researchers studying the same phenomenon will come up with compatible

observations (Dale Bloomberg and Volpe, 2016; p.162). In other words, the reliability of a process *'indicates how consistently it measures'* (Nisbet and Entwistle, 1970; p.90). It is perhaps appropriate here to remember that *'reliability in terms of consistency cannot always be a goal. Reliability in terms of getting the best information available should be and this comes from using a variety of data collection techniques'* (Edwards and Talbot, 1994; p.70), hence the use of the process of triangulation.

Kember (2000), Opie (2004) and Somekh and Lewin (2005) all argue that credibility in research necessitates the use of triangulation, as *'examining an issue from different angles results in a better understanding than just one perspective'* (Kember, 2000; p.54). The technique of 'triangulation', as already discussed on page 59, for comparing and contrasting points of view, is an important tool in qualitative research as it uses information from at least three perspectives. Triangulation was achieved by involving all stakeholders through interview; the leadership, the teachers, the students; and then using observations and questionnaires to increase the depth of information collected.

In qualitative research, the focus is more on *'how well the researcher has provided evidence that his or her descriptions and analysis represent the reality of the situations and persons studied'* (Dale Bloomberg and Volpe, 2016; p.163). If this is done well, *credibility* is ensured, which refers to how confident we are in the data collected reflecting accurately the views of the research participants. Credibility parallels the criterion of validity in quantitative research.

There are several ways I went about maximising credibility for my research. One way relies on extended participation, which involves investing in adequate time to build trust and understand the culture you are working within. This extended participation also allows for the researcher to become more *interculturally sophisticated*, which continues to develop the longer they are involved with the different culture (Bhawuk and Brislin, 1992; p.432). By visiting the school prior to my research design, establishing trust and

rapport with both teachers and students, I was able to prepare myself more fully for when I began my formal data collection.

Reading and learning about a culture before one enters into it is important, but the concept of 'bracketing' is essential so that your reading about a culture does not shape what you have the possibility of learning (Gearing 2004 as cited in Cleary, 2013; p.120). This bracketing simply means putting aside any pre-conceived ideas about the culture before actually spending time in it.

4.6 Data Generation

With my research study being defined as a *prospective longitudinal study*, which involves having the same research subjects re-interviewed over a period of time, (Ruspini, 2002; p.3), I have structured this section under the three visit dates; February 2016, July 2017 and February 2018.

4.6.1 School Visit 1 – February 2016

During my initial visit to the school in Nepal in February 2016, I was very much engaged in anthropological fieldwork, which '*aims at getting as close as possible to the natural context of the subjects involved – everyday life, conversation – in a situation of prolonged interrelations between the researcher in person and the local population*' (Alou and DeSardan, 2016; p.22). This approach is an integral part of ethnography, with my immersion in the field as a participant observer, being the primary method of data collection (Merriam, 2009; p. 28).

At this stage, I had no research question in mind, rather I was observing and conversing with students and teachers, seeking to gain some contextualised and transversal

knowledge accounting for the “actors’ point of view” (Alou and DeSardan, 2016; p.22). Within this school context, the *actors* were both the teachers and students. Ethnography raises obvious questions about the relationship between the fieldworker and the informant, ‘*why one was willing to talk to the other, how much confidence can be placed in what was revealed and how each has benefitted from the exchange*’ (Wolcott, 2008; p.53). My priority at this stage was all about establishing relationships, both with staff and students, so as to develop both the intercultural communication and intercultural sensitivity necessary before I moved on to using some of the more formal research methods.

In referencing Bhawuk and Brislin’s definition of intercultural sensitivity (defined in Chapter1, Section 1.2), I was seeking to ‘*show interest*’ in their culture at all times, participating in their cultural events and celebrations. A ‘*field note*’ at this time described an occasion when I shared a visit to Pashupatinath Temple to celebrate the feast of Maha Shivaratri, a Hindu festival in honour of the god, Shiva. I recorded how I sensed this sharing enabled a strengthening of relationship between myself, the teachers and some of the students. It was also important for me to be sensitive enough to notice cultural differences so that I could modify my behaviour if required. Over the two years I was involved in the school, there were many examples of this behaviour modification. One example was in my dress code, as I chose to wear long, floor length skirts with scarves to cover my shoulders, and another example was in my eating and drinking habits, whereby I did not decline anything offered.

At this time, I had my first meeting and interview with the Headteacher who was eager for me to support his vision as he described it, of making the school ‘*the best school in Kathmandu*’. I had been introduced to him by the coordinator of the visits for the English students. With there already existing a relationship of trust, this provided a perfect platform on which to build my own relationship with the school. He explained that he would appreciate my support in ‘*developing his teachers*’, particularly with their

'pedagogy of teaching and learning' as opposed to developing subject knowledge, which he felt was overall quite strong. Although he wanted me to provide some staff development, he could not explain exactly what he thought that involved. Instead he asked me to spend time in the classrooms and make my own judgments as to what I felt would be useful. I therefore took it upon myself to begin this participant observation, whilst I moved freely within the school and between the classrooms.

In moving around the school, it was impossible not to engage in conversation with both the teachers and students, and by doing this I was consciously turning them into *'informers'* or *'co-researchers'* (Atkinson et al, 2007; p.5). During this visit, I only undertook one formal interview and two more formal lessons observations, with all other data collection being a combination of research journal notes and photographs. Qualitative research is characteristically *'exploratory, fluid and flexible, data-driven and context-sensitive'* (Mason, 2006; p.24) and my research journal allowed field notes and personal reflections to be recorded. This was particularly poignant when ideas and observations were shared with the teachers and children. Kember also argues that communal reflection often leads to deeper insights than would otherwise have been gained individually (2000; p.43). Having teaching colleagues with me on this initial visit, allowed for this communal reflection as they too immersed themselves in this new culture.

Through the observations at this time, I was able to quite quickly identify some generic teaching and learning priorities. There was a common approach used in the teaching and learning throughout the school, excluding the pre-school, which centred upon the use of a textbook, discussed in Chapter 3, Section 3.3. One of the drawbacks, which became immediately evident from using a text book, was the large amount of time the teacher spoke in the lesson, significantly more than the students. The learning activities which followed all involved answering the questions, which were written in the relevant chapter of the textbook.

I decided there would be much to gain from my returning to the school the following year, to deliver some staff training, which incorporated strategies and ideas for increasing '*student participation*' as defined in Chapter 3, section 3.2. In particular, structuring approaches, which allowed students to scaffold their learning through discussion, either with the teacher or with each other. I had already implemented similar training with staff within my own school and I felt that this training, which would encourage teachers to maximise opportunities for student discussion, could then bring about an increased engagement from the students with their learning; reducing the teacher's voice in the lesson whilst increasing the students' voice.

Another observation at this time was the lack of structured paired or group work. By this I was looking for groups of two or more students, given a focus for discussion and then asked to present back in some way to the teacher or class, the learning which had been discussed. I saw students talking informally with each other, but there was no evidence to suggest that these discussions were even learning-centred. This was of course in some ways difficult to judge due to their speaking in Nepalese, however, as the teachers who were speaking in English never asked for feedback from these discussions, nor had they given the students anything to specifically focus their discussion on, I could only conclude that these were not necessarily focused on learning.

In my initial observations, I could see that the large majority of questions posed by the teachers were often closed factual questions directed at particular students, who were always expected to stand up when answering the question. Although at this stage I had no evidence to say that group work did not exist at all, I had seen enough evidence to suggest that it was not normal classroom practice. To lead collaborative learning successfully, however, students need support in learning how to discuss and collaborate (Pritchard, 2008; p.106). Here the role of the teacher changes to that of an observer and facilitator. The teacher needs to reduce how much they talk and lead the

learning, instead allowing the students the greater voice to lead their own learning. I would therefore look at incorporating strategies into my training which utilised these skills.

During this initial visit, my formal research had not begun, but now having an idea as to the area of teaching and learning I would like to focus on, I knew I needed to speak directly to the students to establish their views. Therefore, on returning to England, and having received ethical approval for my research, I arranged for the oldest students in Class 10, to complete a simple questionnaire (Appendix A) ahead of my second visit in July 2017. These questions were focused on whether the students thought education was important, what they enjoyed in school, what they thought made good teaching and learning, and what they would like to change if they could. The aim of this questionnaire was either to affirm or refute the conclusions I was beginning to make following my observations of lessons during my initial visit in February 2016; that teachers were not allowing students sufficient time to embed their learning through discussion either with peers or the teacher directly. In other words, that the teaching and learning approaches were not allowing for sufficient '*student participation*'.

It was important at this stage that I had enough evidence to identify what would be the focus for my staff training on my return in 2017.

Data Collection Summary, Visit One – Figure 4.1

INTERVIEWS	OBSERVATIONS	QUESTIONNAIRES	EMAIL CORRESPONDENCE	TRAINING GIVEN
HT interview – regarding school vision/how I could help	2 informal observations; Class 2,4 Other class drop-ins (journal notes)	Class 10 (Final Year) complete questionnaire (participation in lessons)	Initial email - idea for training based upon observations in classes/discussions with teachers Jan 17 – email regarding consent forms sent 6 Feb – email saying HT has left school	Worked alongside teacher in Class 2 – demonstrating partner work/ 1:1 coaching session

			8 Feb – email sent to new HT 11 Feb – response – ‘we are ready’ Several emails discussing project prior to July visit Visit outline sent in advance to ensure commitment	
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4.6.2 School Visit 2 – July 2017

My initial visit to the school had been successful in two ways. It had allowed me to establish effective relationships with the staff in the school, developing my intercultural competence, and had allowed me to focus in on my research questions. It was during my second visit in July 2017, that I was able to begin the process of more formal data collection. I was now involved in a case study methodology, focused primarily on using qualitative data collection methods, which would allow me to ascertain ‘*the perspectives of participants, in everyday practices and everyday knowledge referring to the issue under study*’ (Flick, 2008; p.2).

During this second visit, I not only had to more formally establish an accurate view of things as they currently were, in terms of both teaching and learning practice in the classrooms and establishing leadership priorities, but I also had to deliver the training to all staff, both in terms of the student participation strategies and the coaching programme. I knew at this stage that I would need to return for a third visit to see what effects, if any, the training had on classroom practice. This of course would require further data collection involving as far as possible the same research participants and as I would be looking for change, this would constitute what is defined as a prospective longitudinal study.

Interviews are a primary research tool in case study research, with the term '*qualitative interviewing*' usually intended to refer to '*in-depth, semi-structured or loosely structured forms of interviewing*' (Mason, 2006; p.62). When interviewing the teachers, I used a structured format within the interview, '*with pre-set and imposed schedules of questions*', but I also made use of semi-structured interviews, '*in which the respondents are encouraged to set the agenda of the interview*' (Scott and Usher, 1999; p.109). This latter approach had been particularly important when interviewing the Headteacher on my very first visit to the school before I even knew how I could be of help to the school, as well as when interviewing the Academic Director during my second visit, when trying to establish his view on things with him not having been involved from the outset of my research.

Having conducted few interviews outside of the UK, I was aware that in opening interviews, it is important to put any interviewee at their ease. Delamont advises asking people about their origins as such questions '*signal an interest in the person and the stories they have to tell*' (2006; p.371). In addition, they '*help position individuals and the events of their lives in a broader socio-cultural context*' (Zaharlick, 1992; p.117 as cited in Delamont, 2006). This was of particular importance when conducting intercultural interviews, as it was important for me not to make any assumptions based upon my own experiences, about their personal reflections on teaching and learning.

During this visit, a starting point for my research would be to establish as a baseline, how much of the lesson the students currently participated in the learning process, how they participated and whether this participation needed to change and if so for what reasons. In defining '*student participation*', I would be focusing in particular on one dimension of this construct, referred to as '*behavioural engagement*' (Fredericks, Blumenfield and Paris, 2004; Blumenfield et al, 2005). This is concerned with '*the involvement in learning tasks and includes behaviours such as effort, persistence, concentration, attentions, asking questions, etc.*' (Christenson et al, 2005; p.47). It is

these elements of behavioural engagement that have the most significant influence on learning and achievement. It is important to remember here that I was not proposing to enforce change on the teachers in this school, rather present a menu of simple student participation strategies to encourage the teachers to facilitate more opportunities for students to discuss and engage with their learning.

The initial questionnaire, which was given to the final year students in Year 10, just prior to my visit in July 2017, had identified from the students' perspectives, some issues with the teaching approaches used, as well as how the students personally felt about their teachers. As these students had now left the school, during this second visit, I wanted to discuss directly with students in other year groups how they felt about the current teaching and learning experience. Did they also want a greater participation in the lessons or were there other issues which they felt were of greater importance?

Based upon my initial research findings, I had decided to focus the staff training on student participation strategies, but I still considered it useful during this second visit to engage more students as research participants so as to establish a wider range of views on teaching and learning. I therefore decided to use focus groups interviews for students in three other year groups: Class 9 (aged 14/15), Class 7 (aged 12/13) and Class 5 (aged 10/11).

In order for me to choose a sample of participants from each class, I gave a pre-interview questionnaire to each student in the chosen classes (Appendix D). The questionnaire gave the students the opportunity to become familiar with the questions prior to the focus group interviews. I then chose a sample of 8 students from each of these classes to form three focus groups, on which I could explore in more detail their questionnaire responses. An older student with fluent English skills assisted in the Class 5 and 7 focus groups. As well as choosing a fairly equal mix of gender, I also ensured that several of the students chosen had evidenced strong English skills within

their recorded questionnaire responses as I knew this would help when exploring the detail further. I then arranged for three focus groups discussions to take place.

During this second visit, I conducted an interview with the new Academic Director (VT) who had taken over the role of the previous Headteacher. I had corresponded with him prior to the visit and he had assured me of his support for what I was doing. It was during this interview that the VT first presented me with his Academic Doctrine (ADD). This comprehensive vision document would be a useful data source for my research. Whilst there still existed a 'Headteacher' role, this role seemed less concerned with the academic function of the school but more to do with the business, finance and marketing aspects. This role had been taken on by the Chair of the SMC, who I had met on my previous visit to the school.

I was also able to carry out some formal lesson observations to establish for myself the preferred teaching and learning approaches used and how students were involved in classroom discourse. I was also able to interview several teachers as well as the two senior leaders in the school; the head of the senior phase and the head of the primary phase who would become Champion Coaches alongside a third member of staff identified by VT.

Ultimately, it was during this visit that I had wanted to find out whether I could enable the teachers to adapt their teaching and learning practice in some way to facilitate a greater participation for their students in the lessons. In addition, could this then lead to an increase in the students' engagement, self-esteem and enjoyment of learning or would this theory be challenged due to cultural differences and potentially teachers' capabilities. This '*pursuit of knowledge as the exclusive goal*' is the responsibility of all *qualitative researchers*' (Hammersley and Traianou, 2012; p.134). I would be particularly interested in whether there were any social justice issues, which could affect the implementation of the strategies or the coaching itself, whether the teachers

had the capabilities to overcome these issues and actually implement the strategies and if not, what lessons could be learnt for future international school support projects.

Towards the end of my visit, I delivered two back-to-back training sessions: one on Student Participation Strategies and the other on coaching in support teaching professional development. Within the first training session I included training on the five strategies as outlined in Chapter 3, Section 3.1.1. Within the training programme, as well as explaining the student participation strategies to the teachers, I showed video lessons of my own teachers using each of the strategies, allowing time following these observations for reflection and discussion. Within the second training session, I explained the purpose and use of coaching as a tool for developing an individual's teaching and learning practice, outlining the GROW model. For those who had been identified as the Champion Coaches, as well as the Academic Director, I provided an additional training session incorporating a short practical role-play with myself as a coach and a volunteer teacher as a coachee. I modelled the use of the GROW model of coaching within this session.

On completion of the training, staff completed a short post-training questionnaire (Appendix E), as I needed to have some measure of whether they had engaged with and understood the training given. Initial feedback following the training was positive.

To ensure the teachers were resourced appropriately, each teacher was given a large coloured sand-timer to support the Think Pair Share/Snowballing strategies and laminated summary cards outlining prompts for each of the student participation approaches, to display in their classrooms. I had hoped that these could then serve as visual reminders of the strategies for both for the teachers and the students. In addition, I left a USB memory stick of the recorded video lessons for staff to refer to again if necessary.

Data Collection Summary, Visit Two (July 2017) – Figure 4.2

INTERVIEWS/ ADULT	INTER- VIEWS/ STUDTS	LESSON OBS	QUESTION- NAIRES	EMAILS	TRAINING
Academic Director interview – new to project 8 teacher interviews including 2 leaders/Ch. Coaches	8/9 children from each Year 5, 7 and 9 class Focus Groups (total 33 children) as a follow up to questionnaire – exploring in more detail what they would like to happen in class-rooms	6 lesson obser- vations to evaluate strategies used to encourage participation of students	All children in Classes 5, 7 and 9 (total 45) completed questionnaire. End of training questionnaire completed by all staff trained – 12 (understandin g of strategies)	10 approximate emails with HT discussing arrangements for February 18 visit 6 Emails from Academic Director discussing progress with strategies/ coaching 1 st January – email sent to LA with overview of what should be happening Messenger communi- cations with LA –discussing coaching, participation strategies, difficulties etc. Visit outline sent in advance to ensure commitment	Training delivered in student participation strategies to all staff Training delivered in coaching to all staff – active role-play session conducted with selected leadership/ Ch. Coaches Also allows for a ‘design meeting’ (Passmore, 2013; p.36) Evaluation notes

4.6.3 Communication between school visits 2 and 3

Following my visit in July 2017, I had left the school alone for just over six months. Communication is key to providing ongoing support and monitoring, and it is often poor communication that can hinder progress and adversely affect outcomes. With

intercultural communication defined as *'the communication phenomena in which participants, different in cultural backgrounds, come into direct or indirect contact with one another'* (Gudykunst and Kim, 1984; p.16), what distinguishes intercultural communication from other forms of communication, is the *'high degree of difference in the experiential backgrounds of the communicators due to cultural differences'* and it is these cultural differences along with others, *'that contribute to the inherent problematic nature of the human communication process'* (Gudykunst and Kim, 1984; p.16). Within a longitudinal study, a fuller understanding of these cultural differences is enabled as time progresses and in establishing greater intercultural sensitivity, this in itself can facilitate improvements in the communication process. This was particularly evident in the move from a more formal emailing approach to a less formal use of 'messenger' with one of the Champion Coaches, with whom I had built a strong relationship during my visits.

Through these messages, I simply reminded him to try and ensure time was dedicated to the coaching sessions and asked whether staff were managing to use the strategies. The responses by LA were rather vague, with replies of *'it is going well'* and *'we are practising'*. When asked directly if he was being given the time to do the coaching, he replied with *'it is difficult to manage the time, however I am trying my best'*. I did begin to worry that if time was not being given for the Champion Coaches to coach the staff, then it may be likely that the strategies were not being implemented by all of the staff. I emailed the Academic Director (11/11/2017) at this stage and asked whether he was supporting the coaching and student participation strategies. The response at this time from him was *'so far all is well and I have to be honest with you regarding the Champion Coaches, they have tried only once as suddenly three of our teachers have to leave the school and we are all pretty well tied up'*.

I was now rather worried as these responses were suggesting that the enthusiasm I had witnessed before leaving in July 2017 seemed to be dwindling without my

presence in the school. Again in both December 2017 and January 2018, I emailed both the Academic Director and the Headteacher, asking them both as far as possible to ensure that time was given for the Champion Coaches to coach and for the teachers to be encouraged to use the strategies. I could now only wait to see what I would find on my return and final visit in February 2018.

4.6.4 School Visit 3 – February 2018

In January 2018, I emailed the Academic Director, Headteacher and one of the Champion Coaches, a detailed itinerary of what I was hoping to achieve during my return visit in February 2018. I explained that my main priorities would be to see whether the teachers themselves had managed to engage with any of the student participation strategies and whether the Champion Coaches had managed to find the time necessary to coach the teachers and support them in implementing the strategies. These emails were to ensure there was no confusion on what I proposed to do during my return visit.

Again, I conducted semi-structured interviews by way of focus groups with the same students in Classes 5, 7 and 9, carried out several further lesson observations and re-interviewed the Academic Director, Headteacher and Champion Coaches. I was also able to talk again with two of the teachers who I had interviewed previously but unfortunately, three members of staff had left since my last visit, including one of the three Champion Coaches.

With any longitudinal study, there is always a risk of 'attrition' (Ruspini, 2002; p.71).

Data Collection Summary, Visit Three (February 2018) – Figure 4.3

INTERVIEWS/ ADULTS	INTERVIEWS/ STUDENTS	LESSON OBS	EMAIL CORRESPONDENCE	REFLECTIVE JOURNAL
HT and Director interviews 2 Champion Coaches interviewed (1 had left) 2 staff interviewed Management committee discussion - how I could help with leadership development	Same 8/9 children from each Year 5, 7 and 9 class interviewed (total 24 children) as a follow up to last year- exploring in more detail whether things have changed in the classrooms	8 lesson observations to gauge whether there is evidence of strategies being used (LA x2, JS, LC, ST, RB, BN, AK)	Further emails with HT request support with leadership development and how to evaluate teaching and learning	Ongoing

4.7 Method of Qualitative Analysis**4.7.1 Introduction**

The analysis of qualitative data essentially begins with a process of immersion in the data, becoming familiar with its content and beginning to notice things that may or may not be relevant to the original research questions (Braun and Clarke, 2013; p.204). In undertaking this process, coding or categorising is just one approach to qualitative data analysis, which allows for the generation of themes. Saldana defines a code as a *'researcher-generated construct that symbolises and thus attributes interpreted meaning to each individual datum for later purposes of pattern detection, categorisation, theory building and other analytic processes'* (2012; p.4).

In developing new theory from grounded or data-led research, *'the categories for coding the material are developed from the material, rather than from existing theories'* (Flick, 2008; p.101). In other words, as an initial conceptual framework is typically not

apparent, the aim of coding for this methodological approach is to discover meaningful codes in the data for the purpose of integrating research hypotheses into a theory (Punch, 2005; p.213). Having some research questions already established, however, also allows for a structural, question-based coding method, typically used with data generated from structured interviews or questionnaires. Mason points out that there is probably no better mechanism for ensuring that the creation of categories is interactive between the research questions and data than the process of indexing (coding) itself (2006; p.160).

The data set for this research study was diverse, and contained interviews, observations, questionnaires and additional field notes/emails. The ADD provided an additional data source. Due to the fairly limited conversation in English, the content of most of the interviews and focus group discussions was kept quite succinct, as both the students and teachers found it difficult to elaborate rather than answer the question posed in the simplest English possible, despite further probing questioning. Although this reduced the content quantity of the transcripts, it did not affect the quality and relevance of the responses.

I had already decided to manually code the data, rather than use computer software. I would therefore be coding on hard-copy data, clearly writing down the code name, and highlighting the text, as I went along. There are additional benefits to manually coding the data, most obvious being the gaining of an understanding of what the data is beginning to reveal, prior to the analysis stage. This was particularly useful given the need to begin to analyse the empirical data obtained prior to the second visit to the school, in order to establish a focus for the staff development programme, which was delivered at the end of the second visit.

Although I had a set of initial research questions, by conducting a data-led approach, I was still interested in *'exploring events, interactions and situations through immersion*

in the data generation, using my own agency in developing theory from the data using sensitizing concepts' (Mason, 2018; p.8). Therefore in initially coding the data, I carried out a '*complete coding*' process, whereby I aimed to identify anything and everything of interest or relevance to answering my research questions, within the entire dataset (Braun and Clarke, 2013; p.206).

4.7.2 Coding the Data

Cross-sectional coding or indexing involves '*devising a consistent system for indexing which can be applied across your data set according to a set of common principles or measures that you create*' (Mason, 2018; p.194). I would now be looking back through all of my research data collated during my three visits and between, to code the data into chunks, *words* or *brief phrases*, that capture the essence of why I would think that bit of data may be useful and relevant to my research (Braun and Clarke, 2013; p.207). I would also need to analyse the data pre- and post-training, so that I could be clear as to whether the training had impacted in any way on the views expressed by the students and teachers when interviewed before and after the training. In addition, I would be analysing lesson observation data again to see if there had been any observable changes in the teaching and learning approaches in the classrooms.

The research questions for my study and the initial questionnaire given to the Class 10 students identified 5 *a priori* codes for categorising my data: *value of education; teaching and learning approaches; student motivation; teachers' skills and knowledge and student-teacher relationship*. As well as the 5 *a priori* codes, 19 new codes were developed from the data analysis. Examples of these include: *feedback on learning, teacher motivation, and creativity*. These new codes were established dependent upon the frequency with which that issue was mentioned. Braun and Clarke advise it is better to code data even if not sure of its relevance as '*it is easier to discard codes than go*

back to the data and recode it all later' (2013; p.211). In addition, it is important to have enough codes *'to capture both the patterning and the diversity within the data'* (ibid; p. 211).

When analysing the data collected post-training, the same codes were applicable although there was now an additional code with the mention of the *student participation strategies*. This gave a total of 25 codes and these are contained in Appendix F.

4.7.3 Theming the Data

In the process of data-led theory, it is useful to *'begin sense-making early, trying to develop stories that draw themes together, offer explanations and give you a feeling of understanding'* (Knight, 2003; p.188). Developing themes from the coded data is an active process in so far as the researcher in examining the coded data, starts to create potential patterns, rather than discover them. Braun and Clarke use the analogy of a sculptor and clay, to demonstrate how the dataset provides a material basis for the analysis, and how different researchers with different tools can produce different analyses from the same data (Braun and Clarke, 2013; p.225).

As I would now be involved in a process of thematic analysis, I decided to make use of an analytical tool for qualitative research as described by Attride-Stirling (2001), namely the thematic network technique. These thematic networks, *'are web-like illustrations that summarise the main themes constituting a piece of text'* (Attride-Stirling, 2001; p.385) and are arrived at having extracted from the data, three levels of themes; Basic, Organising and Global.

Basic themes are defined as *'simple premises characteristic of the data, which on their own, say very little about the text or group of texts as a whole'* (ibid; p.385). Once Basic Themes have been organised into clusters of similar issues, these identify Organising

themes, which *'simultaneously group the main ideas proposed by several Basic Themes, and dissect the main assumptions underlying a broader theme that is especially significant in the text as a whole'* (ibid; p.389). At the final stage, Global Themes are established from *'sets of Organising Themes that together present an argument, or a position or an assertion about a given issue or reality'* and are the core of the thematic networks (ibid; p.389).

Attride-Stirling's description of a thematic network analysis, involves a three-stage process, which in turn is divided into six steps. The first step in the process is to **devise a coding framework**, as described in Chapter 4, Section 4.7.2, which involves *'reducing the data and dissecting the text into manageable and meaningful text segments'* (ibid; p.390). Through the coding process I had already identified 25 different codes, acting upon Attride-Stirling's advice that the codes should have *'explicit boundaries, so they are not interchangeable or redundant'* (ibid; p.391).

The second step in the process was to begin to **identify the themes** from the coded text segments, refining these themes such that they are: (i) specific enough to be discrete (non-repetitive) and (ii) broad enough to encapsulate a set of ideas contained in numerous text segments (ibid; p.392). This requires a thorough re-reading of the data and assigning data segments (words, phrases, sentences) to the applicable codes. For example, in using the code 'student participation', some identified text segments affiliated to this code included: *'an opportunity has been missed in not allowing the students to discuss the teaching point further'*, *'no probing questioning used'* and *'students state they want to discuss their learning more in the lessons'*. Data segments could of course be affiliated to more than one code. Theming involves asking the question, what is this data actually telling me. In this particular example, it was evidencing that *'student participation in lessons is limited'*, which therefore was established as a Basic Theme.

Step 3 in the process is to **construct the networks**, using the Basic Themes that have been derived from the text and which have now been assembled into groups. In continuing with the example of the Basic Theme identified above, '*student participation in lessons is limited*' and clustering this Basic Theme with the following Basic Themes: *pedagogical CPD is identified as a priority both by teachers and leaders; increasing student participation will support school improvement priorities, leaders have identified student-centre learning as a priority and teachers are highly motivated to develop practice*, I was able to generate an Organising Theme which was central to the Basic Theme cluster. In this case, I identified the Organising Theme, '*Leaders (and teachers) have prioritised developing teacher pedagogy and this should focus on developing Student Participation strategies*'.

Finally, in relation to the theming process, from the Organising Themes, it was possible to establish a Global Theme for the network, '*the core, principal metaphor that encapsulates the main point in the text*' (ibid; p.393). In the case of the Organising theme just mentioned, for example, this contributed to the Global Theme, '*there was agreement by all stakeholders that increasing student participation should be a school improvement priority*'.

Once these Global Themes had been established, it was now possible to illustrate these networks as non-hierarchical, web-like representations, as each Global Theme produced its own thematic network. Through the process, three discrete Global Themes were identified as being directly relevant to my research questions, clustered around 17 Organising Themes.

Whilst steps 1 to 3 in the process are concerned with organising the data in readiness for analysis, steps 4 and 5 are concerned **with describing, exploring and summarising the** findings from the text. The thematic network generated now becomes a tool not only for the researcher, but also for the reader who is able to '*anchor*

the researcher's interpretation on the summary provided by the network' (ibid; p.393). In step 4, I was able to review the original text through the Global, Organizing and Basic Themes, reading sequentially clockwise, in turn facilitating the presentation and understanding of the data gathered. In addition, I was able to *present text segments from the original transcripts/data to support the analysis* (ibid; p.393).

Step 5 in the process, involves **summarising the thematic network**, in particular *'making explicit the patterns emerging in the exploration'* (ibid; p.394). The final step 6, allows for *'a return to the original research questions and the theoretical interests underpinning them, and address these with arguments grounded on the patterns that emerged in the exploration of the texts'* (ibid; p.394).

The analysis involved in steps 4 to 6 is contained within Chapter 5, Analysis and Findings.

4.8 Chapter Summary

This chapter began by situating the research study within an interpretivist epistemological tradition that aimed to explore the diverse understandings and meanings attached to the research study's subject matter by the students, teachers and school leadership team. Useful data was also forthcoming from National and School Policy documents.

The rationale for choosing a case study methodology was explained, given the study's origins during my first visit to Nepal in ethnographical reconnaissance.

This chapter also contained a discussion on the necessary research ethics, as well as an overview of the associated structural, cultural and linguistic considerations.

A discussion of the research's trustworthiness and credibility was followed by an overview of the methods used in coding, theming and organising the data using a

qualitative analytical tool attributed to Attride-Stirling (2001), namely the thematic network technique.

The next chapter provides an analysis of the data collected and key findings in relation to the research questions.

Chapter 5 Analysis and Findings

5.1 Introduction

The main aim of this study was to research the process in identifying, implementing and sustaining a relevant staff development programme, in a school in Nepal, a programme which ultimately set out to develop the quality of the teaching and learning practice in the classroom. Secondary aims were to make use of Tikly and Barrett's social justice framework for evaluating the broader social justice elements of my research and establishing whether the stakeholders would have the capacity to embed this practice. The research took the form of a case study, longitudinal by design, as my research spanned two years (February 2016 until February 2018) and included three residential school visits. The findings of this Chapter are based upon the mainly qualitative data, collated at various times throughout the visits, and conducted before and after the staff training on student participation strategies and coaching. This was carried out at the end of the second visit to the school in August 2017.

Each research question is listed below and is followed by an evaluation of the research data, which addresses that particular question. Following the analysis of each research question, I provide key findings in a summary statement.

5.2 Preface to the Analysis

As outlined in Chapter 4, Section 4.7, my thematic analysis involved the use of an analytical tool for qualitative research as described by Attride-Stirling (2001), namely the thematic network technique. In working through this three-stage process of distilling the data and ultimately identifying Global Themes, I am now in a position to address each research question by referencing the global and organising themes

which support them. To support my analysis, I have also referenced specific data collected directly.

As my research involved the delivery of training in Student Participation Strategies and coaching during my second visit to the school in July 2017, I have separated the organising themes for Global Theme #1 into pre- and post-training networks. This reflects different emerging organising themes which arose from the two different data gathering points in my study.

Initials are assigned to all adult participant quotes. For students, the first number identifies the class and the second number, their position within the focus group. For example, the 3rd student who was interviewed within Class 9 has the abbreviation S9:3. All participant quotes are taken verbatim from the interview transcripts and the only editing which took place, and which was clarified at the time of the interviews, was to ensure correct accuracy of meaning for those participants whose English language skills had not been proficient enough to clarify meaning.

5.3 Research Question 1

In supporting a school in Kathmandu on its school improvement journey, and in considering the views of both staff and students, how could I develop the teaching and learning practice (to increase student participation) in the classroom?

The first aim of my research was to establish, through consultation with both staff and students, as well as triangulating with my own classroom observation, a focus for the staff pedagogical training. Global Theme #1 provides the first finding from my research,

which is that increasing student participation was identified through consultation with all stakeholders, should be the agreed focus for this training.

5.3.1 Global Theme #1: There was agreement by all stakeholders that increasing Student Participation should be a school improvement priority

Following an analysis of the data collated during my first two visits to the school, this Global Theme emerged from a number of Organising Themes, contained with Figure 5.1.



Figure 5.1 Global Theme #1: There was agreement by all stakeholders that increasing Student Participation should be a school improvement priority

Using Attride-Stirling's (2001) model, I will now discuss these Organising Themes in turn, working clockwise around the network diagram, starting at the top.

5.3.2 Leadership and teachers have prioritised the need to develop teacher pedagogy (and this should focus on increasing student participation)

During my first visit to the school in February 2016, consulting with the previous Headteacher as to how I could be of help, he said,

I want my school to be the best school in Kathmandu; I want you to help me with developing staff pedagogy. What you do in your school. (BR)

Probing further, he explained that he wanted me to identify what was needed. Despite this being my first meeting with him, my position as a visiting Headteacher from a school in England, seemed to have already portrayed me as an '*educational expert*', his words. Although he seemed to avoid specifically saying what he felt was needed, he did say that both teacher subject knowledge and English language development, were strengths of the teaching staff.

Through my discussion with the Headteacher, I was humbled by his aspiration and ambition for his school to provide the best quality education, integrating Nepal's National Plan of Action, which '*focuses on the three pillars of enhancing access, promoting inclusion, and improving quality*' (SSRP, 2009; p.ii). He had an understanding of 'excellence' not only in terms of raising standards in academic outcomes but also in terms of improving teaching and learning practice and developing the students as '*good citizens*'. Interested in whether he knew what was happening in the classrooms, I did ask if he observed teaching and learning practice to which he said '*yes, when I can*', but I gathered formal observation as part of a monitoring process was not part of normal practice.

Just prior to my second visit to the school, in July 2017, the leadership structure changed. A new Academic Director (VT) had been appointed with a role focused primarily on leading teaching, learning and assessment. The original Headteacher had

now left the school and the previous Chair of the SMC (BA) was now acting as a part-time Headteacher. He explained his role was more of an '*observing role*', with responsibility for the business aspects of the school. At this same time, I interviewed the Academic Director (VT) on my arrival with whom I had communicated by email over the preceding few months. As I had originally agreed actions with the previous Headteacher, I needed to establish whether VT would support the agreed training I was to implement.

When I asked him about his vision for the school, he referred to the Academy Doctrine and Code of Conduct Document (ADD), developed further in Section 5.3.3. He called this document his 'bible' and stated that all the teachers were familiar with it. He proudly claimed that this document was already ensuring high standards in teaching and learning in the classrooms, explaining that it outlined the importance of skilful teacher pedagogy, specifically identifying the need for teachers to ensure learning was student-centred. In particular, he said:

My last school was in the centre of Kathmandu. It had vision but lacked resources; this school has resources but lacks vision.

We now have a clear-cut vision and direction in certain areas. I am now part of the decision-making process and have ownership of the academic side of the school.

This ADD identifies our priorities for staff development.

(VT)

Interviews at this time with both LA (Primary Phase Leader) and RM (Secondary Phase Leader) identified teacher pedagogy and developing the teachers' English skills as priorities.

RM, who was fluent in English, teaching English to the secondary students, said, '*I have been brought into the school to develop the English skills of the teachers*'. This was surprising as this had not been a priority for the previous Headteacher. He was particularly concerned with the English skills of the teachers in the primary phase, as he commented '*errors in language are being taught at this early stage, which then makes it difficult to correct as they move higher up the school*'. He wanted more use of English language on a daily basis in conversations between the teachers, so that they could develop the language and correct each other as they used it. Although using the mother tongue language as the language of instruction in the pre-school and primary phases is recommended practice (Grisay and Mahlck 1991; p.8), leadership had identified that integrating more accurate use of English language in and out of the classrooms would support higher standards in the students' English achievement.

When I interviewed RM and LA about their overall teaching philosophy, there was consensus for involving students in the learning process and increasing student participation:

My philosophy is student-centred learning; all students need to be involved in an activity and participate equally. Another way of getting the best from the students is by encouraging them to prepare and present presentations; this helps the confidence of the students (RM)

It is important to make sure all students participate, to take their ideas and expose them to knowledge and information; to build on their learning. Learning by doing is the best method but at times it can be more theoretical than practical (LA).

RM also supported increasing student participation through discussions in the classrooms, as he stated this would also help develop the students' English language skills. He was also an advocate of allowing students more choice in the content of these

discussions, encouraging students to give presentations on self-selected areas of study. This choice can lead to increased pupil motivation, a key factor in achieving a successful school (NCTL, 2010; p.2).

LA continued that developing practical ways to teaching was a current teaching and learning priority, referencing the ADD.

When I had asked the teachers about their teaching practice, all those interviewed were eager to develop their pedagogy. Responses included:

I appreciate help with pedagogy, to help the students learn better (JS)

I want to get children to learn more – using different pedagogy – so they enjoy their learning (BN)

We have had Montessori¹ training – which is play-based – to be active – I appreciate more help with pedagogy - to help the children learn better (JN)

I need to keep updating myself – I try to learn the interests of the students – at times the lessons can be more theoretical than practical - learning by doing is the best method – I would like help with this (LA)

I would like to make more use of practical approaches but I am confined by a textbook and there is pressure on me to complete the course with the students (CL)

The textbook curriculum is discussed in more detail in Section 5.5.5.

The investment in Montessori training for all teachers in lower and pre-primary phases, evidenced that the school's leadership valued professional development and were responsive to the need to make students 'active learners' as outlined in the Nepal

¹ A multi-sensory child-centred approach to learning introduced into the pre-school and early primary phases; developed by Dr Maria Montessori in 1912 and used internationally for over 100 years.

Primary Education Curriculum and ADD. This training had prioritised the need for the teachers to implement play-based learning methods and there was a general consensus that these methods were helping to increase the enjoyment of the children as well as focus their attention on involving the children as active learners in more practical learning experiences. My observations showed that there was a more visible practical approach to teaching and learning being used with the 4 to 7 year old children, although there were still missed opportunities in allowing the children to converse with each other rather than directly with the class teacher. Through discussions with the teachers, there seemed to be no monitoring of the programme's implementation, and this suggested that leadership were not fulfilling their role in monitoring and tracking this new teaching and learning initiative. It was hoped that the coaching training I would deliver would support leaders in prioritising this process.

During my email conversations with VT prior to the second visit, I had explained that I wanted to focus the professional development programme on strategies to increase student participation in the teaching and learning process as well as coaching to support leaders in sustaining the programme. He showed full support for my revisiting the school to deliver training. During my second visit, when I explained to VT in my initial face-to-face interview the purpose and content of the training, he appeared to agree with the priorities that had been identified with the previous Headteacher. He explained he was very familiar with coaching and would be happy for his leadership team to take on the role of coaches.

5.3.3 The Academy's Vision Document (ADD) prioritised the need for Group Work and increasing Student Voice

Whilst having initial concerns with the new Academic Director not being directly involved in identifying '*increasing student participation*' as the objective for my staff

training, it was reassuring to know that his Academy Doctrine and Code of Conduct Document (ADD), formalised in December 2016 following his arrival, included repeated emphasis on allowing students to *actively engage with their learning*. In particular, in a section entitled '**creativity**', it states:

The teacher acts as the guide, the facilitator, enabling the student to actively enter into a learning experience, reflect on this and its meaning.... and go deeper both at the cognitive and affective levels. (ADD; p.1)

This is closely followed by a dedicated section entitled '**participation**', which states:

Participation has always been the objective of Hope Academy education, which is supported by traditional participatory methods. Cooperative learning is introduced both as a means for better learning and to build up attitudes of cooperation and service among the students (ADD; p.2)

In another section entitled '**intellectual objectives**', three of these include to:

Develop creative activities

Foster cooperative learning

Encourage the expression of ideas and opinions, and listening to others' views

(ADD; p4)

The ADD is a comprehensive 17 page document, which not only sets out the school's vision for teaching and learning, but also includes a detailed overview of the aims and objectives associated with Student-Centred Learning. It encourages the use of group work, as this arrangement '*makes it easier to encourage participative and student-centred learning*' (ADD; p.8). In addition, it emphasises the benefits of using smaller groups, as this '*encourages greater opportunity for interaction and promotes deeper learning*' (ibid; p.8). It gives guidance on how to structure an interactive lesson and

includes a range of possible activities, which could be used to promote discussion within the lesson.

This document certainly appeared to set the scene well in identifying the school's teaching and learning priorities, making more than adequate reference to the importance of *maximising opportunities to allow students a voice in the classroom*, to support their learning. In addition, the document also embraced Tikly and Barrett's (2013) social justice framework in all strands of inclusion, participation and relevance. With the ADD clearly identifying the priorities for staff development, with a focus on student-centred learning, I began to question whether its aims had been communicated.

My interviews with the senior leaders in school, confirmed that the ADD had been put together solely by VT, but they clearly understood and supported its aims:

VT was appointed to put together this Doctrine (BA)

Yes, it is helpful. Its principles are important. It is key to have a clear vision. It makes the expectations of the teachers very clear. Before VT arrived, there was not such a document (RM)

Yes it is very useful. It is important to have a clear vision (LA)

During this same visit, I interviewed 5 other members of the teaching staff: two from the lower school; two from the upper school and one who taught across all the year groups. There seemed to be greater familiarity with the ADD by the teachers in the upper school who commented:

Yes it is useful, I have read it (CL)

Yes it is really helpful, it is helping all teachers know what we should be doing (BP)

The other teachers, however, knew about the document, but admitted they had not read it and could not summarise what it included.

The lack of knowledge of this important document by the teachers interviewed, however, seemed to imply a potential problem with communication as well as the provision of ongoing monitoring, once initial best practice had been shared. This supported my theory that having a mechanism for sustaining staff development, such as coaching, would be necessary to the success of implementing this new teaching and learning initiative, just as it would be within my own practice.

5.3.4 Students identify 'practical' learning as a priority for enjoyment and achievement

Before arriving at the school in July 2017, I had received 17 completed questionnaires from the oldest Class 10 students. These questionnaires evidenced views on the students' values on education, the teaching and learning process, their relationship with their teachers as well as other factors, which influenced the students' evaluation of the school experience. In addition, during my 2017 visit, I was able to talk to three focus groups in Classes 5, 7 and 9, ahead of the training I delivered to the teaching staff.

Despite leadership and the ADD prioritising the need for *student-centred learning*, with students *actively engaged in their learning and experiencing cooperative and practical learning*, it became evident from the students themselves that they felt these approaches were not happening in the classroom sufficiently, despite wanting them.

When the Class 10 students were asked what could make lessons better, 11 of the 17 students highlighted the importance of learning more practically, with 7 students specifically saying the lessons were too theoretical and 3 saying there was too much use of the textbook. Specific comments included:

I like some lessons but not many because many subjects are taught theoretically
(S10:1)

I think our lessons could be better if practical education or visual education, is provided instead of theoretical education (S10:3)

Our lessons make us into Bookworms – too much use of textbooks (S10:4, 6 and 9)

To make learning better I would involve students in discussion, research experiments and educational tours so they can put things into their minds for longer and then they will learn (S10:7)

When asked to identify three things they would like to change, all of the Class 10 students included the need for teachers to teach more practically and give feedback to the students, with more discussion opportunities.

When discussing the theme of teaching and learning within the focus groups, comments from the younger students included:

I like teachers who teach nicely, they tell stories and use different ways of teaching (S5:3)

I like team work, when we are divided into teams for quizzes. We talk to each other and work out answers. We don't get much time to do this. Not all teachers do this. (S5:7)

I like practical learning but this only happens in science (S7:1)

The Mathematics teachers just tell us to look at our books and teach ourselves
(S7:2)

Textbooks are less interesting than practical learning (S7:5)

The best teachers talk about things outside the classroom and put things in context (S7:7)

Nobody teaches in varied ways (S9:5)

I like teachers who allow us to discuss more with other students; who allow you talk to about your learning (S9:3)

In every lesson I had observed prior to the training session, teachers had used a textbook as the central resource and this supported the comment '*nobody teaches in varied ways*'. Other basic themes relating to this organisational theme included '*too much teacher voice*', '*lack of practical teaching and learning experiences*' and '*textbooks restrict approaches used*'. An over-reliance on the textbooks was clearly restricting the teaching and learning approaches experienced by the students, and as identified by Schweisfurth, was therefore not allowing the teaching and learning to be '*learner-centred*' (2013; p.1), conflicting with both the guidance in the ADD and the Nepal Primary Education Curriculum.

RM and LA were identified as teachers who '*give us more chances to talk*' (S7:2), implying there was good practice which could be shared.

5.3.5 Observable Classroom Practice is not maximising opportunities to allow students to actively participate in the lessons

In February 2016, I conducted two formal lesson observations and in July 2017, I was able to carry out a further 6 lesson observations, all in classes 1 to 8.

Despite the guidance of the ADD explicitly identifying student-centred learning as the key teaching and learning approach, within all of the lessons I observed, there existed a culture of instructional teaching, with an accepted role by the students as passive recipients of knowledge. This supported the theory that textbook curriculums can often

lead teachers into 'direct instruction', which is in the lowest level of taxonomy of instructional techniques (Ebert et al, 2018; p.1).

Teachers would reference particular pages in the textbook with the students each having their own copy to follow. In most cases, the students followed the pages in the text, which was read out loud either by the teacher or a chosen student. Every so often the teacher would stop and explain a section in a mix of Nepali and English. At times, key points were written on the board and the students copied these into their exercise books. The textbooks contained questions which the students would then respond to in their books. Students mostly completed these in silence although conversation between students was not forbidden. Freire argues that learners must be considered as active learners in the teaching and learning experience, and in simply setting the goal of education as a mere transmission of knowledge between the teacher and the student, '*this fails to see one fundamental dimension of education which is the learners' ability to participate in their own learning and in the transformation of society*' (Freire, 1970).

Despite questions being asked within the lessons, they were more often than not directed at individual students who had to stand when answering the question posed. This method of questioning appears quite common in hierarchical, collectivist societies, and was evident in both the primary and secondary phase lesson observations. Many of the students had indicated quite strongly their dislike for this approach, with comments including:

I don't like it when the teachers direct questions at us; I am scared I will get the answer wrong (S5:4)

It makes me very nervous when I have to stand up in class; I feel everyone is looking at me (S7:3)

As well as the obvious emotional effects of being asked directly to answer a question and to stand up to answer this in front of your peers, the process itself has the additional disadvantages of narrowing the learning process, allowing the teacher to overly control the students' learning (Freire, 2005; p.77). This 'narrowing' is done by only involving one student in the learning conversation as well as limiting the thinking time given to the student to formulate an answer. Allowing students thinking time or allowing them time to discuss the question with peers, either in pairs or groups, prior to feeding back to the teacher, are all approaches which can deepen the learning through increasing student participation in the learning process.

In referencing again the Class 10 questionnaire, establishing *a need for more practical learning approaches to be used in the classrooms, with more opportunities to discuss learning*, were themes identified by all the students asked, and it was apparent both from the viewpoints of the students and my own observations that the use of the textbooks, was stifling any opportunities to engage the students in quality discussion. Whilst in the school, I never once saw the use of group work, even after I had delivered the training in student participation strategies. Prior to my training, use of any paired work discussions were not used, and in fact the only student discussions I was witness to, was when students themselves decided to talk to each other whilst the teacher was either talking or had their backs turned to the students. It was of course difficult to decide how much of this informal conversation was relevant to the learning process and I therefore I asked about this within the focus group interviews. In each of the focus groups, students gave similar responses when asked about teacher questioning and opportunities for discussions within lessons. The students themselves remarked upon the lack of discussion, group work and talk for learning opportunities there were in the lessons, agreeing that only certain teachers allowed for this and only on occasion; RM and LA were both included. This also included the lack of opportunity for verbal feedback. Supporting responses from the focus groups included:

Teachers don't stop talking when student interrupt so those students don't learn
(S5:3, S5:7)

We want more time to talk (S5:3, S5:4)

We want more work and time to discuss it (S5:5)

Teachers don't really mark our work or give us feedback (S5:5)

I like RM as he gives us chance to talk (S7:5)

There is not enough Group Work in class (S9:1)

I would like teachers to discuss more with the students and allow us to talk about our learning (S9:3)

The students the teachers don't like, they just talk in class (S7:5)

Given the prioritisation of student-centred learning within the school's ADD, it was evident that its content had not been communicated and no professional development had been provided by the school's leadership in the pedagogical approaches it promoted. The data analysis supported the need for a more focused approach to understanding what student-centred learning actually meant to the teachers and leaders in the school and how this could be supported in the classroom with practical strategies to maximise student participation. Hence the need for a training programme with *increasing student participation* as the focus.

5.3.6 Student – Teacher Relationships need to change

Within the original student questionnaire, I had specifically asked the older students about their relationships with their teachers. As you would expect with any student survey, some teachers were rated positively and others were not. The number of students indicating a similar response are included in brackets.

Positive comments included:

Our teachers support us (7/17)

We learn good things, our teachers give us knowledge (9/17)

Our teachers motivate us, (but some don't care about the weaker students and give priority to the best students) (S10:1)

Our teachers give us new ideas and techniques (S10:2)

Within the focus group interviews, it was again evident that many students spoke of positive relationships with selected teachers.

I like the teachers who teach nicely (I explored what this meant), they use different ways of teaching; they tell stories (S5:3)

They tell stories to help us remember things (S5:6)

They take time to help you understand, to help you understand everything (S5:7)

I like the teachers who teach nicely, they explain things well, they help you (S7:3, S7:5)

The best teachers talk about things that happen outside of school (S7:7)

They are friendly and understand you, they show interest in you and smile at you (S9:5)

The teachers who teach well sometimes favour girls over boys (S9:1); this comment created quite a lot of discussion within the group as there was interest as to who this teacher was. They did appear to agree with the member of staff identified.

There were also some quite negative statements about the student-teacher relationship from the questionnaire:

Some teachers are boring, they are slow and not entertaining (4/17)

Teachers don't motivate us; they don't understand how much work we have (3/17)

Some teachers scold us and force us to learn (3/17)

Some teachers don't take care of us (S10:3)

Individual negative comments, which were made with reference to 'how lessons could be improved' and 'how teaching could be improved' included:

Teachers are angry all the time (S10:4)

We are forced to learn (S10:6)

They are too strict and controlling. This stresses the students (S10:7)

They should not think they are always right (S10:8)

Interestingly, when I asked the teachers about their relationships with the students, there was unanimous responses regarding the need for students to '*enjoy their learning*' and '*be happy in school*'. This emphasis on student enjoyment being a priority within the teaching and learning process as identified by the teachers, supported similar findings from the recent research into 7 other education systems conducted by Education International (2019; p.110).

All but one of the teachers asked made no reference to being overly strict with their students, nor did I see any evidence of this within my observations. Of course within an observation, it would not always be obvious if there was any fear operating within the dynamics of the classroom. One teacher did say '*the students needed to learn*

respect' and I established as a relatively new teacher, she was having some difficulties with managing the behaviour of some of the older students.

Despite the views of the teachers adding no credence to those of some of the students, the belief amongst the students that certain teachers were too strict and overly-controlled the lessons could not be ignored. These views added evidence to the need for a school improvement priority which structured opportunities within the lessons to giving the students more of a voice rather than suppressing it. Without these opportunities, Tikly and Barrett's social justice strands of inclusion, relevance and participation would simply not be attainable. I was confident that if students were allowed to voice their opinions more freely within the lessons, they would potentially feel less constrained and therefore less likely to label their teachers as controlling and authoritarian.

5.3.7 Devising a training programme to address the need for increasing Student Participation

In supporting the school on its journey to excellence, providing professional development to the teachers so they could adapt the pedagogical approaches used within the classrooms was paramount. Given the obvious confines of a textbook curriculum, and what I had established was happening within the classrooms, developing strategies to increase student participation in the learning process, had to be prioritised. I had already written the training programme ahead of this second visit, based upon my preliminary findings in 2016 and the analysis of the Class 10 questionnaire. This had to be done due to the limited duration of my visits.

An integral part of the training programme was the inclusion of video lessons of the teachers in my school using the strategies within their lessons. I felt that this would help support their understanding of how to actually implement the strategies and of course

it meant that I could leave these recorded lessons to be watched again at the teachers' convenience. In addition, I left visual summary cards of the strategies, which could be displayed in every classroom, as well as additional useful classroom resources including large, coloured sand-timers, post-it notes and lolly-pop sticks for naming and selecting students, the use of which had all been demonstrated in the video lessons.

On completion of the training, 12 staff completed training evaluation forms (Appendix F); 9 teachers and the three leaders of each phase; pre-school (RDM), Primary (LA) and Secondary (RM). All staff indicated a full understanding of the Think Pair Share strategy, although with the other strategies, the feedback was mixed as to whether individual teachers felt confident enough to implement. It would need further support by the leadership team, who did express a fuller understanding of the strategies, more than likely due to their stronger English language skills, to support their implementation in the classroom. Re-visiting of the training materials would also support the process. Individual comments from the evaluation forms included:

Thank you so much for giving your ideas and techniques. I am very glad to know these and excited to implement in my class (JA)

In my view if we follow these methods, children will understand more easily and can learn more things (ST)

I will be glad to implement the strategies in different situations (RM)

In my view, TPS and Envoying are the best techniques for theoretical subjects and open-ended question techniques (LA)

There was overwhelming positivity to the training and I felt confident that the teachers would have the capacity to trial some if not all of the strategies demonstrated, particularly if the leaders could support the staff through the coaching process.

5.3.8 Post-Training Global Theme #1 – February 2018

Following delivery of the staff training session at the end of the second visit, I left the school for a period of 6 months, a time for the teachers to try out the range of student participation strategies shown. During this time, I was also hoping that the Champion Coaches would help sustain the implementation of these strategies through a planned monitoring cycle with regular coaching sessions facilitated with the teachers in their teams. I would return in February 2018 to once again observe and interview all stakeholders in the school to see if there had been any identifiable changes in the teaching and learning approaches. Ultimately, I wanted to see whether the school had managed to increase student participation in the classrooms.

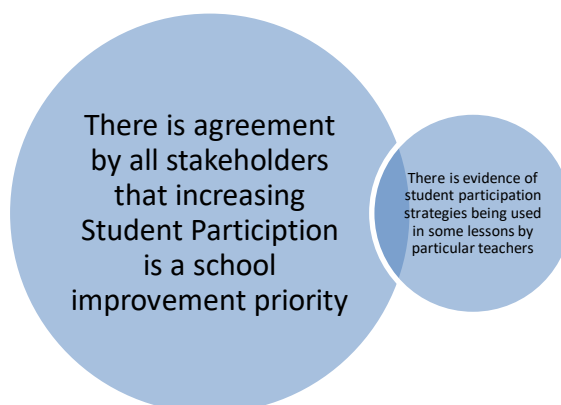


Figure 5.2 Additional Organising Theme, Post-Training

Following an analysis of this third and final set of collated data, an additional organising theme emerged from the data, as shown in Figure 5.2.

5.3.9 There was evidence of student participation strategies being used in some lessons by particular teachers

During my third visit to the school in February 2018, I re-interviewed the Academic Director, Champion Coaches, a selection of teachers and the original students in the Class 5, 7 and 9 focus groups. I also observed several lessons.

It was evident that the strategies that I had demonstrated had been trialled by several of the teachers, with most support given to the use of Think Pair Share, Snowballing and partner work, particularly supported by three of the teachers I interviewed.

When I asked the Academic Director, VT how he felt the strategies had been implemented, he responded by saying that '*it had started ripples in the water*', with staff now regularly discussing the strategies but there remained '*a lack of clear understanding of how to apply them in the classroom*'. What was clear from this interview was that certain strategies had been understood more than others, and these had been implemented more confidently because of this. He also pointed out that they had been used more with the older students in Classes 9 and 10, which was confirmed by my interviews with the Class 9 focus group, with 7 out of the 9 students saying that there had been '*an increase in the time given to discuss their learning in class*'. The Class 5 and 7 focus groups also identified the actual teachers who had introduced the actual strategies into the classrooms. These included the two Champion Coaches LA and RM, and the cross-phase teacher BN.

LA had selected to use Think Pair Share, Snowballing and Four Corners approaches. Whilst he said '*it has been difficult to take the necessary time to implement the strategies*', again citing the amount of curriculum content to cover as the main obstacle, he had managed to use these approaches and the Class 5 and 7 students confirmed this too. They had commented how '*some teachers now let us talk more about our learning*', in particular referencing RM, BP, BN and LA.

I also asked VT how the Champion Coaches had been used in supporting staff with the strategies. He said that *lack of time* and *pressures of losing staff* had meant that coaching sessions had not been regularly carried out. I pointed out that I had specifically left the video lessons demonstrating the strategies with him to share with staff, allowing them to refer back to and asked whether they had been used. He said he did not know but I was concluding they had not been looked at again. It was evident that VT had not taken on a role of leading the coaching implementation despite agreeing to do this.

In my interview with RM, he also mentioned the 'time' element, stating, *'it was difficult to find the time. I was surprised at the strategies, they are quite new to us but one or two teachers are applying them'*. Again he reiterated that Think Pair Share and Snowballing were the preference amongst the staff he had spoken to. He continued, *'your ideas have helped but not perfectly. You have made us feel we can do something better'*. The students had already indicated that RM was one of the teachers who encouraged participation the most and he already used a version of Think Pair Share to encourage partner talk. RM also mentioned that as far as he knew, no one had looked at the video lessons since my training.

Other comments from the focus groups included:

Our teachers now give us extra time and help you understand. BN has a friendly approach and allows us to talk more (S5:2)

LA uses Think Pair Share; this allows us more talk time (S5:3)

BP explains things not just from a book; he has a good teaching style and uses practical (S5:6)

Dance, Music and English are better since last time. We now have more discussion time (S7:4)

English and Dance are good. RM, I respect him. English is good, we have more discussion time (S7:5)

Our Dance and Music teachers teach us in a way we understand. They give us more discussion time; more talk time (S7:8)

Whilst all the students interviewed appreciated the effort being made by certain teachers to involve them more in talking through their learning in the lessons, they were all in agreement that a lot more still needed to be done to involve them more, and there were still some teachers whose practice had not changed.

My lesson observations in the Primary Phase which I had conducted during my third visit and after the training in student participation strategies, had shown that the teachers observed in Classes 1 and 2 (JS and BN) were confidently using Think Pair Share and partner talk, and my interviews with these teachers suggested this was happening on a regular basis. They spoke with ease about the approaches, referring to Think Pair Share as simply 'A/B talk', an expression I had used in modelling the approach directly in their classrooms. JS said, '*I have been using the strategies. They are useful. I like what you showed me, AB and pairs. The children they like it too.*' They also talked about the organisational benefits in both structuring the lesson and arranging the seating of the children accordingly.

Evidence of their practice was also confirmed by LA in his interview, as the teachers who had been most keen in using the strategies. During my two previous visits, I had been able to spend some informal time in these teachers' classrooms, and had been able to model directly some partner talk within their lessons. When I did this with JS, this personal inter-cultural coaching experience had achieved the same results as similar practice I had carried out in my own school. Her trust in my knowledge of teaching and learning had been the first step in her allowing me to model the approach with her students for her to observe. I had then placed enough trust in her ability as a

trained teacher, to gain enough confidence through experiencing a short coaching session, to use the same approach but for a different activity within the same lesson. This was irrespective of our cultural differences.

I am confident that both their willingness to trial the strategies and their belief in their value in supporting learning, was strengthened by the relationship that had developed during my research.

5.3.10 Research Question 1 - Main Findings

Based upon the data collected over my longitudinal research study and subsequent analysis, there was overwhelming evidence to support the finding that increasing student participation in the classroom should be a school improvement priority. All stakeholders agreed that it is through increasing student voice and participation in the learning process, that both enjoyment and motivation are increased. And it is only by increasing student participation in the learning process, that students will have any future chance of inputting into the development of an inclusive curriculum, which is socially and culturally relevant. A curriculum which is neither of these and '*that presents more barriers than opportunities, will not engage children in learning*' (Blandford, 2017; p.98) and '*increasing access to learning for all children should be the benchmark of a successful school*' (ibid; p.99).

With research studies linking motivation and participation to students' achievement (Eccles and Wigfield, 2002), this in turn will support the school on its journey to excellence. In addition, in referencing Tikly and Barrett's social justice framework, it is only by increasing student participation in the classrooms and in turn increasing opportunities for student voice, that students will have the confidence to increase their necessary participation in society as adults. Sen places the onus on school leaders to

ensure schools are managed in such a way to allow this to happen (2007; p.101).

Following delivery of the training programme to the teachers, there was evidence to suggest that there had been some positive impact on the teaching and learning practice of a group of teachers in the school, such that students were given more learning discussion time and paired talk in particular, was actively being encouraged. However, there is still some more work needed in developing the practice of other teachers who had not implemented any of the strategies or adapted their practice in any way. From the post-training evaluation sheets, all of the teachers had evaluated the training positively giving the impression that not only had they understood the strategies demonstrated but that they were eager to implement them. It was therefore quite disheartening to see that several teachers had not even tried to implement any of the strategies.

When I asked the Headteacher, BA, whether he thought the strategies had been used, he answered, *'when learning the techniques you showed us, they learnt some, but language is a problem. They always say 'yes, yes', but they haven't understood'*. He indicated that this *'eager to please'* attitude *'is a problem with our culture'*, confirming the findings in Chapter 3, Section 3.5, with members of a collectivist society showing obedience to those deemed 'higher' in the hierarchy; in this situation, myself as a visiting educational expert from the UK. Undoubtedly, this had led me to believe that they had understood a lot more than they actually had and I had once again been misled by their submissive 'yes' response to my question, 'do you understand?' when I had completed the delivery of training in each strategy.

The teachers who had evidenced the most usage of these strategies on my return to the school in February 2018, were those teachers who I had been able to support directly through a one-to-one coaching experience within the classrooms. During my

visits, I had developed a closer relationship with these teachers, and because of this, I had not only spent more time in their classrooms, but in the case of three of these teachers, I had corresponded with them using social media between visits. By modelling the strategies directly with two of these teachers and co-planning a lesson using one of the strategies with a third, these teachers had developed a deeper understanding of the strategies shown and therefore gained more confidence in implementing them.

It was clearly evident how important having a more personal relationship was both in developing my own intercultural competence but also in then transferring this competence back into the coaching relationship with those teachers who had implemented the practice the most successfully. The fourth teacher who was successful in developing his practice was LA, who as one of the Champion Coaches, had shown passion and commitment to the training, as well as respect for my role in the school, from my very first visit. He had demonstrated an understanding of the importance of the student voice even before I delivered the training and as a teacher of Social Studies, one of the most enjoyed subjects as identified by the students, this no doubt played a part in his successful engagement with the training.

Recognising prior to the training, the need to support the leadership in their role in the implementation of the student participation strategies led me to my second research question.

5.4 Research Question 2

How, if at all, would the implementation of a coaching programme support the leadership's role in sustaining this teaching and learning initiative?

Knowing that I was to deliver a training programme with quite a comprehensive 'new' agenda, through the process of reflexivity, I reflected upon my own practice to take the decision that leadership would need some support in understanding their role in implementing and sustaining this initiative, once I had returned to the UK. Coaching is a useful tool in this quest as it allows leadership, through ongoing dialogue with teachers, to implement the necessary improvements in the teaching and learning conditions to change practice, a key requirement of successful leadership (NCTL, 2010; p.3).

Following the training I delivered in 'Student Participation Strategies', I therefore delivered a second training session in 'coaching', with an emphasis on how planning in regular coaching sessions could support colleagues in implementing the strategies. Having already anticipated that language translation might cause a problem with understanding the training, I had already identified and communicated with VT the need for the more proficient English speakers in the school, to be the Champion Coaches. By videoing the strategies being used within lessons in my own classrooms, I knew that I could leave these to be shared again within coaching or training sessions, once I had left.

I now draw upon Global Theme #2, to summarise my research findings in evidencing the need for leadership to be supported in their role within the process pre-training and evaluating the impact of the coaching post-training.

5.4.1 Global Theme #2: Role of leadership is unclear in both the monitoring of Teaching and Learning, and prioritising school development priorities

These Organising themes were established from the data collection pre-training.

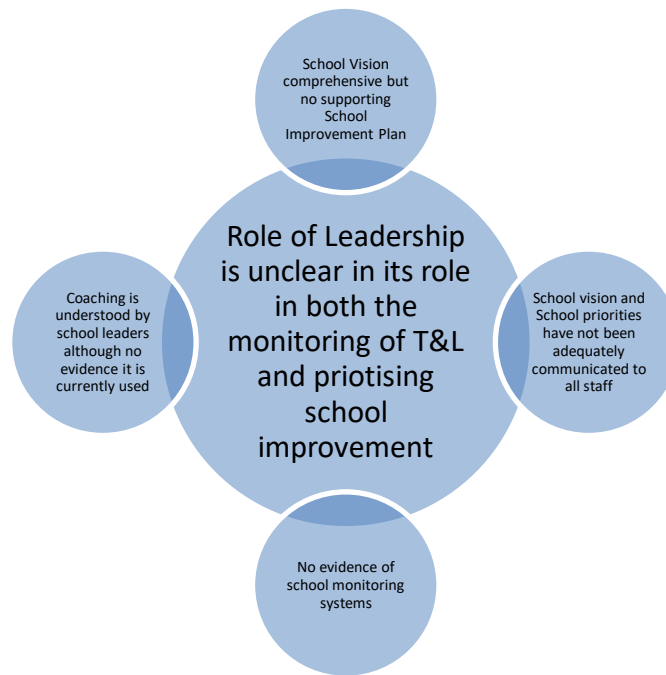


Figure 5.3 Global Theme #2: The Role of Leadership is unclear in both the monitoring of T & L and in prioritising school developments

5.4.2 Comprehensive School Vision document but no evidence of supporting School Improvement Plan

When talking to the school leaders on school vision, it was apparent that the Academic Director had put together a school vision document (ADD) focused on teaching and learning and some efforts had been taken to share this document with the staff. Evidence of this was discussed in Section 5.3.

Any vision document, particularly a document so comprehensive, needs to be translated into a strategic plan for improvement, often referred to as a school improvement plan (SIP). This plan should outline, in a clear and concise way, the school priorities, the main measures it will take to raise standards, the resources dedicated to these, and the key outcomes and targets it intends to achieve. Self-evaluation, leading to sustained self-improvement is at the core of the school improvement process. It is '*effective self-evaluation and the actions that flow from it,*

which should aim to deliver improved educational outcomes and experiences for all pupils' (DoE, 2018; p.1).

Whilst it was evident that the previous Headteacher had identified improvements in teacher pedagogy as a school improvement priority, there was no evidence this had ever been formally recorded in a SIP. On my return to the school in July 2017, and having sight of the ADD, again I saw no evidence of a supporting SIP. When I asked LA about a SIP, I was told that *'the school follows the academic calendar, which provides a framework for the whole year'*. When I asked about school improvement targets, I was told *'measurable targets are not set, although a lot of planning had taken place'*. This was backed up by interviews with other members of the leadership team, who made reference to the ADD but not to any strategic planning process.

Without any evidence of strategic planning and the necessary monitoring and evaluation which accompanies the process, I was concerned that the school improvement initiative which I was recommending, that of increasing the use of student participation within the teaching and learning process, would not be sustained once I had returned to the UK. In addition, I did not get a sense of *'agreed priorities'* and therefore *'shared purpose'* within the leadership team.

When implementing any new school improvement initiative, *'leaders are responsible for establishing clear goals and keeping those goals in the forefront of the school's attention'* (Marzano et al, 2005; p.50). In the case of Hope Academy, similar considerations would be needed in order to successfully implement the strategies I had provided the training on. The school's leadership would need to keep the focus on this school improvement initiative and provide the shared sense of purpose required to embed the practice (TDT, 2014; p.11).

It was for these reasons that I provided a training programme in the use of coaching to ensure leadership had this shared sense of purpose in supporting the teachers in

implementing the strategies. By providing the coaching training, I was reminding the leadership team of their role in keeping the teachers focused on using the strategies through regular 'check-ins', which the coaching sessions would provide. These sessions would not only provide the means to monitor what was happening in the classrooms, but would also provide support for the teachers in the process of implementing something quite new into their teaching and learning practice.

5.4.3 School Vision and School Priorities have not been adequately communicated to all staff

The School Management Committee has a responsibility for school evaluation and the need to produce a SIP, a mandatory requirement for all schools in Nepal. When interviewing the teachers, I had asked them about the ADD as well as their knowledge of the school's priorities for school improvement. LA described the ADD as '*guideline matters for the teachers*', saying it existed alongside a '*school plan*'. He referenced the school's academic calendar, which was published on the school's website, as '*more of a framework of what the school is addressing over the year*', but again this suggested planned activities rather than planned, measurable targets. I eventually established that '*measurable targets are not set despite a lot of planning*' (LA) and also '*I am not sure if it is being implemented or not in the coming days*' (LA).

Whilst all of the teachers had responded within their interviews to knowing that the ADD and a SIP existed, most were not able to describe what were in either document. With VT compiling the ADD and LA compiling the annual school plan, '*which I was unable to implement myself*' (LA), it appeared that this important planning process had not involved other stakeholders within the school and as a consequence, neither document had been communicated effectively to the whole school staff. The three teachers I interviewed in the lower primary phase had recalled very little about the ADD, although

they could articulate that the school priority for both the pre-school and lower primary phases, was the implementation of Montessori teaching and learning approaches, having all accessed the necessary training. The teachers in the upper primary and secondary phases all made reference to the school priority of developing staff pedagogy and post-training, '*increasing creative opportunities for the students*'. This was a particular passion of the new Headteacher who said in his interview, '*we need to develop teachers to be facilitators as now students can be all things. Arts are as important as the core subjects of Maths, Science, Nepali and English*'. Whilst aware this was now a school priority, again I saw no evidence of action planning to support its implementation.

As communication within the school was seeming to be a concern, I had asked all staff how school information was shared and they all referenced staff meetings, although there was no consensus as to how often these actually took place. When I asked RM directly how staff meetings were used, he said *they are used for discussions on assessment* and they happen every couple of weeks. When I indicated to LA that the lack of communication of the ADD and SIP was appearing to be a problem, he agreed saying, '*it is a crucial problem*'.

5.4.4 No evidence of school monitoring systems

Without a formalised SIP articulating measurable targets, actions and timescales, associated monitoring systems would be difficult to implement. The only systems of monitoring which seemed to be used were the use of informal learning walks and pupil progress meetings, although again I could not establish how often these took place. With the emphasis for leadership on assessment, I had gathered directly from VT that lesson observation was not normal practice. Without observing teaching and learning practice within the classroom, I was concerned how leaders would know if teachers

were managing to promote the student-centred learning approaches highlighted in the ADD.

Giving the school's leadership a supporting and monitoring role for the duration of the strategy implementation, would aid their capacity in ensuring that teachers made use of the strategies once I had returned to the UK. Coaching would be the process through which leadership could fulfil this role. I was also aware that the training I was to deliver incorporated 5 new strategies, and with my training being delivered in English, alongside recorded lesson observations in English, the teachers would need additional support in understanding the strategies, as well as deciding how best to use these within their lessons. By identifying two of the leaders as Champion Coaches, one for each school phase, I was hoping that the leaders would utilise the coaching process to meet regularly with the teachers in their teams to discuss their use of the strategies, conveying the necessary shared sense of purpose required for implementing successful professional development programmes as identified by the Teacher Development Trust (TDT, 2014; p.11). In addition, the emphasis on coaching would seek to remind the school's leadership of their responsibilities in monitoring and evaluating the staff development initiative being implemented.

5.4.5 Coaching is understood by school leaders but there is no evidence it is currently used

During my initial interview with VT, on my second visit to the school in July 2017, I explained to him why establishing Champion Coaches would be a useful approach in helping to sustain the student participation strategies. He agreed and said he was already familiar with the GROW model (Whitmore, 2002), which would be the chosen model of coaching used within my training. He agreed with the idea of selecting coaches with strong English skills, ensuring a fuller understanding of my training.

Having experienced coaching whilst living in New York, I also believed this would support the capacity of the leadership team, allowing him to play a significant role in sustaining the coaching once I had left.

When discussing the idea of using coaching to sustain the student participation strategies to the other school leaders, RM also displayed confidence in the use of coaching, having worked alongside American colleagues in a previous school setting in Kathmandu. LA however admitted that although he understood what coaching was, he had limited experience of using it.

Despite the school leadership's mutual understanding of coaching as a '*supportive process which aims to develop performance*', its use in schools to support teacher development was not greatly understood. Although VT had some understanding of its use within academic establishments in New York, it was evident from my interviews that none of the leadership team had experienced the use of coaching within a school setting.

Following on from the Student Participation Strategies training, I delivered training in coaching to all staff present, with a follow-on smaller role-play session for VT and those selected as the Champion Coaches. Feedback from the post-training evaluation sheets indicated that the selected coaches not only had an appropriate confidence level in their ability to implement a coaching programme with the teachers in the school, but that they also had a belief in the benefits of doing so.

Comments from the Champion Coaches included:

I have been involved in coaching although I am not fully fledged. I will be glad to implement the student participation strategies in different situations (RM)

In my view, TPS and Envoying are the best techniques for theoretical subjects and open-ended question techniques; coaching is the best way to 'guide the colleague' and will be very effective for long term teaching and learning (LA)

Within the additional coaching session, I carried out an actual coaching role-play session with a teacher who I had observed delivering a lesson on 'Methods of transport in Nepal'. I was able within the role-play to successfully coach her into to reflecting back upon the text-book led approach she had used and consider how she could have used Envoying, one of the strategies demonstrated, to deliver a more interactive approach with the students. This particular teacher was enthused by this and following the session, asked if I could help her plan a follow-up lesson using the approach.

This personal coaching session created one of the most successful changes in practice, with the teacher confidently using the student participation strategies within her practice.

5.4.6 Post-training Global Theme #2 – February 2018

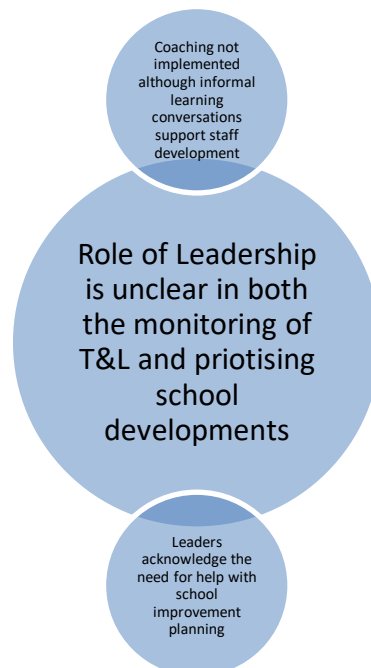


Figure 5.4 Additional Organising Themes – Post-Training

5.4.7 Coaching has not been implemented although informal Learning Conversations support staff development

On my return to the school in February 2018, I was eager to see whether the training I had delivered had had any effects on student participation in the classrooms. Consequently, I carried out a further set of classroom observations and re-interviewed the same staff and students from my last visit.

I began by re-interviewing the Academic Director VT, as I had spoken to him several times during my absence. I had used email conversations to ask how the coaching was being implemented and whether staff were using the strategies shown. I also used these communications to remind VT that he could share again the video lessons of the strategies to support the teachers' understanding.

It was during these email conversations that I was made aware that three teachers had left the school since my last visit, including one of the three Champion Coaches. VT explained that this loss of staff had put undue pressure on the school, meaning staff had been called upon to cover their absence. He explained this had meant very little time for coaching, in his words;

Well so far all is well and I have to be very honest with you regarding the Coaches, they have tried only once as suddenly three of our teachers have left and we all were pretty tied up. I know it's very fruitful and we are going to make a schedule for it (VT - November 2017)

I asked one of the Champion Coaches (LA), via email, whether this loss of staff was impacting on the coaching and whether the teachers were managing to implement the strategies. He replied:

It is difficult to manage time, but I am trying my best. The teachers are using a little bit, in some topics teachers are using the strategies (LA - December 2017)

As it neared the time of my return visit, I asked LA if it would be possible for me to observe teachers using the strategies when I returned in February, to which he said,

I am not sure teachers would use or not, but I like very much (LA)

This response concerned me as I felt this was possibly suggesting LA was not aware of which teachers in his team were using the strategies. This in turn made me question whether he had actually undertaken any coaching sessions.

During my second interview with LA, I asked him whether he had managed to implement coaching within his team. He answered, '*we talk with each other all the time. Teachers talk about which ones they use and how they can apply the strategies in their lessons. Some are more suitable for classes 1 to 6, I know BN and JS use them.*' When I spoke to BN and JS they agreed that they '*talk about the strategies and how they can use them.*' This seemed to imply that rather than have implemented a system of formal coaching sessions using the GROW model, an informal system of '*learning conversations*' focused on the strategies had been utilised. This at least allowed teachers to discuss approaches for implementing the strategies, hence increasing student voice in the learning process. This approach had followed the core principles of coaching as outlined by Passmore, who states that whilst it can be argued that '*coaching as a one-to-one learning conversation has existed since the dawn of civilisation ... developments of models of coaching in the workplace are more recent*' (2010b; p.10).

The other Champion Coach, RM said, '*we have had informal discussions about the process you showed us. LA has shown interest in them but GM has not been involved*', GM being the leader of the pre-school. It appeared that RM's leadership role in school had increased significantly since my last visit, now operating as a Deputy Headteacher in the school. When I asked RM whether had he managed to find the time to coach, he answered:

Teachers teach 6 periods a day out of 8; I have academic responsibilities and teach 5 periods; I organise student counselling if they have been absent and organise catch up homework. I wanted to talk to the SS, English and Science teachers but I could not find time – I am busy at break-times and lunchtimes and staff need these. Their free time is their own time. With the larger school building, we now have an ‘open border’ which means we have to increase supervision and this is my responsibility. (RM)

It was evident that he had not found the time to coach the teachers within his team and neither had the students when interviewed named any of these teachers as using the student participation strategies. It appeared that external challenges, in this case school security and student supervision, were placing pressures on RM which were pulling him away from his capacity to lead teaching and learning. Whilst RM already had a student-centred teaching and learning approach, the teachers who he managed did not. And an important part of his role was to ensure these teachers delivered practice in line with their school vision. For professional development programmes to succeed, a whole school commitment is required which ensures all members of staff are aware of its importance (Blandford, 2000; p.30). With leadership as a whole not having an adequate ‘buy-in’ to the school improvement priorities, articulated through an agreed and communicated plan of action, having the capacity to sustain any new teaching and learning priority would continue to remain an issue.

During my interview with VT on my return in February 2018, the subject of staffing arose again when I asked him whether there had been a structured approach to implementing coaching. He replied:

No, things were difficult as three teachers left, so we could not put things into place initially. Staff were over-worked, there was a lot of pressure and just as we replaced the maths teacher who left, the new teacher left.

The significance of staff retention as an organising theme is discussed in more detail within Global Theme #3 (Chapter 5, Section 5.5.4).

5.4.8 Leadership Leaders acknowledge the need for help with school improvement planning

At all times during my research, the school leadership had shown enthusiasm for my presence in the school and my offer of support. From my very first meeting in February 2016 with the previous Headteacher, who asked if I would identify the support which would be beneficial to the school, to the follow-up meetings on my second and third visits with the new Academic Director and Headteacher, who agreed developing student participation strategies and implementing coaching support would be beneficial to the school's journey to excellence.

It was during my third visit to the school, that I had further conversations with BA and members of the SMC, about where I saw the school in terms of its school improvement journey. I knew BA was the school representative on the SMC and had a personal passion for the future of the school, having also invested financially in it. He had many ideas of his own as to how he would like the school to develop, particularly in terms of '*developing creativity*'. As a published children's author, he was passionate about developing reading and writing, with an ambition of widening opportunities for the arts as a whole. He said, '*teachers need to give knowledge as well as guide students how to be creative; I would like to come to England and see your teaching methods.*' When I asked him whether he thought the teachers felt they needed help, he said, '*they like to discuss new ideas but they are set in their ways. In the classrooms, many teachers still think of themselves as the big person and the students as the little person. This is a Nepalese thing, same as the parents.*'

Listening to BA, I agreed with this astute observation and reflected on how different things may have been if I had worked with him from the start of the project. I had already shared with him that not all teachers had implemented the strategies and yet those that had, had been commented on positively by the students. I also mentioned that LA in particular had supported the strategies in his own practice, and there appeared to be more evidence of changes in teaching practice within his team because of this. Interestingly following my departure from the school, RM left the school and LA took over his position. It was evident that BA valued him.

I then asked BA what the next steps were following my return to the UK. He said,

We need to evaluate the strengths of our teachers and agree what defines a good teacher – honesty? An ability to teach? I want dedicated teachers who treat all teachers as their own children. These are my values, for all students to be successful’.

I agreed that teachers now needed to be given the opportunity to self-evaluate their practice after having had my involvement for the last two years. This question of *what makes a good teacher* would begin this self-evaluative process and raise awareness of how their students’ views should be sought in the same way as I had done. On more than one occasion, I had told the leadership team, *‘you must speak to your students, they have very good ideas’*. A discussion took place regarding the implementation of a school council and this was agreed as an action.

During this same discussion, BA said, *‘we need you to help us with our school improvement plan, will you be able to do this on your return in July?’* Having spoken several times requesting the school plan, I had concluded by this stage that a formal written SIP was not available, and now they were acknowledging the need for such a document. He reiterated how he would like me to continue my support to the school and then asked if I would be willing to meet with three members of the SMC later that

morning. These members acknowledged that they would like my help with formulating the school improvement priorities and also asked whether I would be able to return to the school and stay for an even longer period of time.

Since returning to England, I received an email from BA asking if I could send anything which would help him in his new full-time role of both Headteacher and Academic Director, with VT now having left. I sent a portfolio of documentation across to the school to support both the development of a SIP and the process of monitoring teaching and learning. Whilst the school's leadership had previously acknowledged the need to invest in professional development for their staff, only now how they finally acknowledged it should be '*central to the process of strategic development planning... and integral to the management of innovation, change and reform*' (Blandford, 2000; p.19).

5.4.9 Research Question 2: Main Findings

Successful implementation of any professional development programme requires skilful leadership. This leadership is responsible for ensuring effective communication, supporting a full understanding of what is required and provision of adequate resourcing, including time for implementation. In addition, an expectation of delegated accountability should be given to everyone involved so that individual ownership is secured, supported by rigorous monitoring.

Based upon my own experience, ongoing support through a coaching process can support the successful implementation of any professional development programme. I therefore knew that coaching would support the implementation of the student participation strategies by giving a defined role to school leaders in supporting the teachers once I had left the school. I was concerned that if teachers did not fully

understand the strategies, with no one monitoring their practice, they might not be used.

My findings conclude that the school's leadership were not all aware or confident in their role in supporting the implementation of this initiative, despite being accountable for it. I was right to have had concerns of sustainability and implementing the coaching programme alongside the school improvement initiative at least did ensure one member of the leadership team was involved in monitoring his team's implementation.

Although formal coaching sessions were not evident, the coaching training did encourage the ongoing use of *learning conversations* on how the strategies could be used and how students could be involved more in the lessons. It was evident that the principles of coaching, to '*self-evaluate your current position and take ownership of what is required to move your practice forwards with a self-belief you can*' (Whitmore 2010; p.19), were being developed through an informal process between certain members of the staff team but not all. With my second research question being to establish whether the implementation of a coaching programme would support the leadership's role in sustaining this teaching and learning initiative, I am therefore able to conclude some success with this with one Coaching Champion and his team.

5.5 Research Question 3

My third research sub-question, was in considering issues relating to social justice, would the stakeholders (teachers and leaders) have the capacity to implement the advice and strategies, which I would be recommending and delivering training on. This question has partly been addressed within the findings related to the two main research questions. Global Theme #3, however, specifically draws out some of the additional challenges which needed to be overcome in order to implement, sustain and embed the identified teaching and learning initiative.

5.5.1 Global Theme #3: There are challenges, which make it difficult to address Teaching and Learning Priorities



Figure 5.5 Global Theme #3: There are challenges, which make it difficult to address Teaching and Learning Priorities

5.5.2 Leadership Structure

Having a change of Headteacher between my first and second visits to the school, did cause some difficulties within my research, as the passion for my initial involvement in supporting school improvement from the previous Headteacher and the focus we had agreed, was not fully replicated in my discussions with the new Academic Director (VT). As a result, on my second visit, I felt more of a need to ‘justify’ what I was going to deliver the training on and although I was given permission to do this, I never felt VT had the same sense of ownership of the school improvement priority. A ‘*field note*’ at this time recorded my worries regarding his initial reluctance to allow me to observe the teachers without him present as well as interview the students without a teacher present.

Another concern I had was that although VT had told me that he was experienced in the use of coaching, he did not drive through the implementation of the coaching

programme, once I had returned to the UK. If a school is to become a learning organisation, *'a culture of learning that encompasses and celebrates the professional and personal development of its staff is required'* (Blandford, 2000; p.21). For the school to achieve this, *'the school as a whole has a responsibility to develop policies and provide resources for staff development'* (ibid; p.19). Leaders must therefore be committed to playing their part in this process and I believe that if VT had taken the lead in implementing and *sharing the purpose* of the coaching process, a greater impact would have been seen from the implementation of the student participation strategies. With the collectivist society often having an autocratic leader at the top of its hierarchy, it is vital that this 'leader' is on board with any external strategy proposed.

Three months after my third visit, VT left the school, after less than 18 months in the role (see staff retention, Section 5.5.4). It was becoming evident that frequent changes in school leadership were not supporting the process of school improvement. Without sustainable leadership, schools are always going to struggle to implement sustainable practices. Sustainable leadership *'supports the importance of developing a school culture of collaboration through shared beliefs, values and vision within the school community'* (Cook, 2014; p.3). Collaboration comes from both within and outside a school, and neither are yet in place in Hope Academy. It was however apparent by the end of my final visit, that the new leadership team had a greater capacity to lead school improvement than that which had existed previously.

5.5.3 Leadership have not yet embedded rigorous School Improvement Planning

This is an overlapping theme already discussed within Global Theme #2, Sections 5.4.2, 5.4.3 and 5.4.8. To summarise, school improvement planning was and remains

an issue, and strong leadership needs to now drive through agreed school improvement priorities.

My ongoing discussions with BA during my last two visits to the school, concerning the lack of clarity regarding school improvement planning had at least made him, and hence the SMC, aware of the need for this. A request for my support in the process came at the end of my final visit.

5.5.4 Staff Attendance and Retention Issues

When I asked the two remaining Champion Coaches and the Academic Director, why so little coaching had been carried out, in each case the answers were the same; '*lack of time*' and '*staffing issues*'.

Probing further, with the loss of three teachers during visits 2 and 3, one of whom was a Champion Coach, and with only one replacement teacher appointed, everyone's workload had increased, including VT who had also taken to teaching part-time. This was not the first time during my relationship with the school that I had witnessed such drastic teacher mobility. In the 6 months since leaving the school following my final visit, the remaining two Champion Coaches have left the school, including as mentioned earlier the Academic Director.

In Dove's research on the social justice issue of teacher mobility in schools in developing countries including Nepal, she evidenced how '*high rates of wastage from teaching are a drain on the school system*' and '*rapid teacher turnover has detrimental effects on schools. Teamwork amongst teachers becomes difficult and coordination and curriculum planning are weakened*' (1986; p.160). She identified economic factors, including the higher cost of living in rural areas, as one of the key factors for teacher requests for transfers. With Hope Academy being situated in the rural hills surrounding Kathmandu, it was clearly affected by these issues.

In a more recent research study on teacher satisfaction carried out in a selection of private schools in Nepal, young highly qualified male teachers, with minimal ties to the local community were the least satisfied in their roles, expressing dissatisfaction with salaries and lack of in-service training (Nepal, 2013; p.39). Despite there being more female teachers in the school, 5 out of the 6 teachers who had left in the last 12 months were male. This also equates to the entire leadership team leaving since I began my research, including two changes of Headteacher. When I asked for possible reasons why staff had left, '*better opportunities*' was the most common response. These skilled academics are in demand in a national school system that is still developing and relying on the expertise of a short supply of skilled teachers and experienced school leaders. This was also evidenced by the Headteacher, BA, who said '*several teachers have left for better money and jobs; this has made things very difficult*'.

Another issue related to staffing, which I observed to be impacting upon the quality of teaching and learning, was staff absence. I had witnessed first-hand the use of cover teachers in the lessons I had observed. When I asked about this I was told, '*staff absence is a problem, this does not help consistency or the students' general behaviour for learning*' (RM). This was also evidenced by several students in the focus groups who agreed '*some teachers are absent and this does not help our learning*' (S5:1)

Interestingly, LA said, '*staff absent ratio is as normal*', although he was not able to give me any statistics either for the school or nationally. I interpreted this comment as meaning that although it was an issue, it was not deemed to be as much a problem as it is in the public schools.

When questioning further, the reasons for having time off were given as '*due to personal work, attendance at festivals, family events as well as other official work related to their roles*'. Given the fact that teachers work long hours, 6 days a week and

receive only one paid day leave per month, permission had to be granted to allow for attendance at these events. Teachers are not paid for their absence, instead the teachers who cover their lessons, receive the additional pay.

With staff absence and staff retention identified as social justice issues, having adequate internal arrangements for lesson cover are more to do with an effective management system. I had witnessed classes unattended on many occasions. With 40 minute lessons, teachers arriving up to 10 minutes late was quite common, with cover teachers at times being arranged at quite late notice. The additional demand on the leaders' time, being called upon to deal with issues during their teaching time, meant that they were often late for their own lessons. This even happened in two of my agreed lesson observations. Leaders were also called upon to cover the absent teachers. A specific comment made in relation to this included:

Staff absence is an issue; there always seems to be at least one teacher absent and this means that we are always being called to cover classes. (RM)

I also evidenced how this late-notice cover affected the quality of the lesson delivered. Without cover work set, the cover teacher would simply ask, '*where are you up to in the textbook?*' This would sometimes cause confusion as there would normally be disagreement between the students as to where in the textbook the class were actually up to. On one occasion the children completed an entire exercise, for a student at the end to say to the teacher, '*mam, we have done this exercise before*'.

5.5.5 The Curriculum

The Nepalese textbook curriculum, as discussed in Chapter 3, section 3.3, is in place in all schools, private and public, in Nepal. According to LA, when asked about the curriculum, he said '*most of the schools use their own curriculums, and our school is also trying to avoid using textbooks, although we are not getting success with this*'. My

lesson observations supported this as I had seen no evidence of teachers using any resources other than the textbooks themselves.

From the students' perspective, the use of textbooks was identified as one of the reasons why they thought not enough time was given within the lessons to discuss their learning. Student comments included:

Teachers don't stop talking; they always use the textbook (S5:3, S5:7)

Maths teachers tell us to just look at our books and teach ourselves (S7:7)

Textbooks are less interesting than practical learning (S7:5)

There is no practical in English, only textbooks; practical is to move around, to research, to work in groups (S9:4, S9:5)

A Basic Theme which linked to this organising theme, was '*the pressures of assessment*' as indicated by several teachers and many of the students, to teach to the textbook using a direct instructional teaching approach rather than a more interactive student-led approach. McArthur warns that '*the drive towards ensuring quality and the attainment of appropriate standards, may lead to attempts to purge uncertainty from the learning process*' (2014; p.77), prevalent not only within my own experience of achieving assessment National Floor Standards, but clearly evident within this school too. This uncertainty could arise if one chose to veer away from the textbook or indeed allow too much time for students to lead their own learning.

When I asked VT why he felt the teachers in the older classes had not used the strategies I had shown them, he replied, '*maybe if the strategies had been used at a younger age with these students, they would be used to them*'. He felt the issue rested both with the students' inability to respond to the strategies as well as the teachers' inabilities to implement them. An overlapping theme emerges here with organising theme 5.3.4, whereby teachers were not maximising opportunities for students to

actively participate in the lessons. When I asked the teachers about the assessment process, one of the responses was:

I enjoy teaching but I am confined by a textbook and there is a pressure on me to complete the course with the students to achieve in their assessments (CL)

When I asked LA whether he thought the assessment system had put pressure on the teachers to cover the curriculum content, he said:

Not anymore, but at the starting phase it was difficult, as every teacher had to get updated on the new system (LA)

This is not unusual in any education system, more recently within my own school with the introduction of a new national assessment system.

Towards the end of my time in the school, despite the lack of evidence of recorded school improvement priorities, there was more evidence of a leadership drive towards developing creativity within the curriculum, *'through the implementation of a wide range of extra-curricular sport, art, music, literature and dance activities'* (BA). This evidence came mainly from my final interview with the Headteacher, BA. He described his reasons for the need to develop a more diverse curriculum. In particular, he said:

I think our young people are more creative than we give them credit for. My son is more creative than me. Teachers also think this way. Our teachers need to help our students to be more creative. They do well in their exams, although we can still do better. I have introduced lots of different creative art and practical classes including Language, Drama, Music, Robotics, Art, Handwriting and Story Writing. I would like to visit England and share my love of story writing. These creative subjects are important. (BA)

With the compilation of a new timetable incorporating a range of creative subjects and with specialist teachers employed for dance, robotics and music, this was evidence of

what could be achieved in the school when the 'autocratic leader' is fully committed to the school's priorities.

5.5.5 Classroom Environments

The current school building has been occupied since autumn 2016. This large concrete building has the capacity for the school to increase in size for the foreseeable future. With several classrooms on each of its 4 floors, these classrooms are designed to hold up to 30 students in 4 rows on each side of a central aisle. With the benches being attached to the one solid desk any opportunities for moving around the classroom are in some ways restricted. Group work however is still possible with this seating arrangement, as is the use of paired/partner work.

When I asked LA why certain of the strategies had not been used, he answered, '*we use two methods easily, Think Pair Share and Snowballing, but others are more difficult*'. I asked whether this was due to the teachers' understanding of the other strategies but he said, '*actually we are unable to use all the strategies due to the inappropriate infrastructure*'. I asked what he meant by inappropriate infrastructure and he said, '*the classroom environments are not set up for moving students around*'.

In the recorded lesson observations of my teachers, Envoying and P4C had both been filmed in larger classrooms, with different classroom set-ups and groupings of students, than would be seen in a Nepalese classroom. In P4C, the students had sat in a circle with tables/chairs put to the side. However, within the training session I had made it clear that Envoying could still be done with students seated between pairs of benches and P4C could be done in the larger open teaching areas around the school. The other three strategies shown could all be done within the classrooms as they existed now.

Regardless of whether the environments were considered conducive to the strategies or not, what was apparent was that the leadership had not facilitated any discussions

post-training to look at how to implement the strategies given the current classroom arrangements. With 'inclusion' relating to *'the principles and processes that are involved in increasing a school's capacity to respond to pupil diversity and promote greater participation for all pupils'* (Armstrong and Moore, 2004; p.37), the school had some way yet to go in adapting its principles and processes to support its inclusivity, given its reluctance to even adapt seating arrangements.

5.5.6 Research Question 3: Main Findings

In understanding whether the teachers and leaders had the capacity to implement the teaching and learning initiative as well as the coaching process to help sustain it, Global Theme #3 identified several challenges which needed to be addressed if leaders and teachers were going to demonstrate the necessary capacity.

Successive changes in the leadership structure, lack of communicated school priorities and no evidence of a SIP with associated actions, timescales and success measures, did not help the successful implementation of either the student participation strategies or the coaching process. However, the capacity of the school's leadership increased by the end of my third visit to the school. With the Academic Director (VT) leaving, the Headteacher (BA) regained the academic leadership of the school. His principles were clearly more in line with those necessary to support increased student participation. He had disagreed with VT's strict, authoritarian approach to discipline and behaviour, stating *'I don't like the soldier approach in the classrooms'* and clearly supported students have a more participative role in the classrooms. He had articulated his vision for students to enjoy school, developing their creativity and enabling them to access wider curriculum opportunities, all important features of a truly inclusive school (DfEE, 1997; p.10). He had showed particular interest in establishing a student council, when I had talked about this with him. An additional key principle demonstrated by BA, was

a recognition that school improvement planning needed to improve, culminating in a direct request for me to return to the school to support the leadership with the process.

Following delivery of the training, there was evidence of a significant change in practice of three of the teachers and one of the Champion Coaches, practice which would allow students more of a voice in the classroom. This practice and associated capacity for increasing student participation in the learning process now needs to be shared with other members of staff, again facilitated by the school's leadership.

With regard to high staff absence and difficulties in teacher retention, these are social justice issues affecting all schools in Nepal, and these will remain issues, which will have to be dealt with in the best way possible. The more immediate issue is for the leadership team to develop suitable processes for providing cover arrangements. This is one area, where having a textbook curriculum is beneficial as it provides the immediate resource for the cover work. Ensuring cover staff know where the students are up to, added to their appropriate subject knowledge are also issues which can be addressed internally.

Other priorities remain in developing classroom practice around the use of the textbook as the textbook in itself is not the main issue. Instead, it is the dependence on the textbook as the only teaching resource, which is clearly restricting the teachers' abilities to utilise it without reverting to a favoured instructional approach to teaching and learning. By developing the teachers' teaching and learning practice to be more inclusive and therefore responsive to the needs of all learners, the teachers themselves will become more confident in recognising the benefits of utilising the different environments around the school. For example, the larger open areas for allowing students to actively work in collaborative groups.

Finally, in referencing Tikly and Barrett's social justice framework, educational quality should be understood *'in relation to the extent it fosters key capabilities that individuals*

have reason to value' (2007; p.iii). I believe that my two year partnership with the school in its quest for excellence and addressing educational quality, has succeeded in beginning this process with the support from key individuals within the school.

Chapter 6 Conclusion

6.1 Introduction

According to the United Nations Children's fund (UNICEF), the vision for the future education agenda should be:

'Rights-based and reflect a perspective based on equity and inclusion...It should expand the vision of access for all to reflect relevant learning outcomes through the provision of quality education at all levels.'

(2015; p.1)

In response to this vision, Nepal has a lot to be proud of. It has ensured that its own School Sector Reform Plan (SSRP) is socially just, being focused on the *'three pillars of access, inclusion and quality'* (2016; p.8) and has increased access to education for all children from pre-school and primary through to lower secondary. In addition, Nepal's Ministry of Education has an accurate view of the current landscape, self-critiquing its own provision of quality as an issue still remaining for many schools throughout the country (MoE, 2009).

My thesis sought to explore an aspect of this *provision of quality* by using a case study methodological approach within a private school in Kathmandu, Nepal. My research aimed to support this school on its journey to excellence, which involved the identification and implementation of an appropriate teaching and learning initiative, one which utilised strategies which had proven successful within my own practice. This initiative sought not only to improve the quality of the teaching and learning as experienced by the students, but to motivate students into having a less passive and more vocal role in the classroom. In turn it would be hoped that this would prepare them to be a vocal force on the global stage, as described by Sen, when he wrote:

'Young people are the inheritors of a changing world - its economic distribution, social positions, cultural identities and historical narratives. They need not be passive recipients of these things; with appropriate support and political will, young people can be an active positive force for development, locally, nationally and internationally.'

(2007; p.101)

To help sustain this teaching and learning initiative, I sought to implement a coaching programme, again as used successfully within my own practice. This programme, led by members of the school's leadership team identified as Champion Coaches, sought to facilitate an ongoing process of monitoring, support and feedback. Intercultural sensitivity defined as *'the ability to discriminate and experience relevant cultural differences'* (Hammer et al, 2003; p.422) and defined in more detail in Chapter 3, Section 3.5, was an important aspect of my time spent in Nepal, being constantly aware that these teachers and students were from a very different culture to my own.

Throughout my research, I evaluated whether the stakeholders had the capacity to implement and sustain the practice demonstrated. With excellence defined both in terms of educational outcomes and promoting good citizenship (Taylor and Ryan, 2005; p.28), I evaluated the social justice aspects of the educational quality provided, by referencing Tikly and Barrett's social justice framework. They argue that with an emphasis on the role of education in developing countries needing to promote a range of basic freedoms, a social justice approach *'can provide a fuller rationale for a policy focus on education quality than that provided by a human capital approach ...or by the existing human rights approach'* (2009; p.1).

My research used a mainly qualitative, interpretive methodology, through which I conducted a range of data collection techniques, including questionnaires, interviews, focus groups and observations. The purpose of this broad data collection approach

was to consider and understand more fully the viewpoints of all those involved with the educational practice in the school, as well provide validity and reliability to my research. The most important aspects of my findings are summarised in the next section.

6.2 Key Findings

In response to my first research question, there was overwhelming evidence to suggest that increasing student participation in the classroom should be a focus in the school, allowing students to voice their opinions, think more deeply about their learning and discuss their learning with their peers. By increasing students' participation in all aspects of schooling, a more inclusive model of schooling can be achieved delivering excellence for everyone. In addition, research evidence shows that students learn and retain more, the more they are allowed to talk through their learning. To allow this to happen, however, some of the key practices of both the teachers and leadership in the school need to change.

In considering the current teaching and learning practice, there is an over-reliance on the textbook to structure the lesson and little evidence to suggest teachers are supplementing the content with any other alternative, relevant material or allowing students to debate, discuss or question its content. The students freely articulated their frustrations on not being allowed a sufficient voice and students will not learn how to do this as future adults in society, unless teachers enable them to develop these skills within the classroom.

Teachers need to learn to adapt how they are implementing the textbook curriculum, particularly as my research evidences it is confining the teaching and learning approaches used, stifling creative opportunities for learning. '*Pressures of assessment*' and '*too much curriculum content*' should not be reasons for sticking rigidly to a

textbook. All of the strategies demonstrated could be used to support the delivery of a textbook-led curriculum and in hindsight modelling the strategies directly using some of the textbook material would have been beneficial. Further pedagogical professional development is therefore required to address the obvious issue of how to maximise student participation, whilst still delivering the mass of curriculum content within the textbooks.

In establishing a need to increase student participation, delivering training in a range of participation strategies, was not in itself enough to bring about a change in practice and lessons for future teacher development work of this kind can be learnt. Teachers must seek to increase opportunities for 'trusted dialogue' with students to help raise aspiration and achievement (Blandford and Hulme, 2015; p.53), and this has to begin with the classroom. The teachers who were successful in adapting their teaching and learning practice, resulting in an increased student voice in the classroom, were those who had experienced a one-to-one coaching relationship with myself. Virtual communication also had an important part to play in developing capacity. Although the use of virtual coaching methods had proved unsuccessful in my previous Rwandan research project, when used once a face-to-face relationship has been established, virtual methods can be successful in sustaining these relationships, and my work in Nepal has evidenced this.

Nepal is recognised as a relatively hierarchical society, which places value on its leadership coming from top authority figures. In these societies, it can be assumed that *'subordinates are expecting to be told what to'* and the *'ideal boss is a benevolent autocrat'* (Hofstede, 2018). The problem with this model is subordinates in turn can say they are doing something, but not necessarily be doing it, as was evidenced within my research. This culture of obedience, often associated with a collectivist society, consists of *'closely linked individuals who see themselves as parts of one or more collectives... willing to give priorities to the goals of these collectives over their personal*

goals' (Triandis, 2018; p.2). With obedient responses within my research at times being misleading, recommendations for future training projects, include ensuring ongoing external support is provided, regardless of how confidently those involved commit to the training. This is particularly important when the leadership has not fully 'bought-in' to the focus for the training.

My second research question sought to establish whether coaching could support leadership in sustaining the professional development programme. Sustaining improvements in any organisation can be particularly challenging and this has been evidenced within my own practice. MacBeath and Mortimore evidence in their research how often the initial 'excitement' which is associated with the decision to change, *'wears off as teachers are faced with other demands, as well as inevitable difficulties presented by both the innovation and the school's internal capacity'* (2001; p.206). In referencing Hofstede's scale again, in *'uncertainty avoidance'*, Nepal scored lowly, suggesting its people are fairly relaxed, not averse to taking risks and are willing to try something new or different. This positive approach to change was evident within my research and I was initially confident that this would lead to success in implementing the strategies. In evaluating my research data however, it was evident that the training alone had not been sufficient to bring about a change in practice and it was the more personal coaching relationship with myself as a coach that had proved most instrumental in facilitating this change. I would therefore recommend that this approach be included in any future teacher development provision by external agencies. With training provided at the beginning of a visit, rather than the end, time could then be used for the duration of any visit to provide one-to-one teacher modelling and coaching.

In Rosinki's definition of a *'global coaching culture'*, he believes that as *'human potential is vast and multi-faceted. A key value is to leverage the difference, to achieve unity in diversity'* (2011; p.51). In other words, global coaches should use cultural difference as an opportunity to be maximised rather than an adversity to be overcome.

One such cultural difference was in their positioning of me almost immediately as an 'educational guru', with whatever I said 'obediently' accepted as practice to be implemented. This positioning me so highly is supported by Hofstede's *power distance* dimension, in which Nepal scores highly in being recognised as a hierarchical society. As a visiting 'White British Headteacher', I was immediately placed at (or near) the top of the hierarchical order, creating an additional challenge for me to 'come down' from this elevated position to work alongside the teachers as equals, an important starting point for coaching.

Successful schools value an inclusive model of school leadership (NCTL, 2010; p.2) which invests and fully commits to professional development. It is this investment in ongoing professional development which Blandford highlights as contributing to the creation of a learning environment (2000; p.26). The school's leadership had already shown a commitment to professional development in implementing Montessori teaching and learning approaches in the pre- and lower primary phases, as well as in requesting my delivery of pedagogical training to all staff. My idea for using a coaching programme to support the pedagogical training was to enable the leaders in school to fulfil the role I had provided during the visits, of working more closely with the teachers to discuss implementation of the strategies and ensure understanding, as well as to monitor and evaluate their effectiveness. Whilst the coaching programme had not been implemented in its entirety, a more informal approach of using '*learning conversations*' had proved partly successful in empowering the teaching staff to self-evaluate and implement changes in their teaching practice; in particular, in increasing opportunities for students to participate and engage with their learning. Although not all staff were engaged in these learning conversations, this practice of *self-reflection*, which was beginning to support improvements in teaching and learning practice, was a start in establishing the school as a *learning organisation*.

Through the professional development process, those teachers who chose to implement the strategies were participating in their own educational action research in an attempt to improve practice '*by means of personal actions and reflections upon the effects of those actions*' (Burgess, 1985: p.131). This practice could potentially be shared with those staff in the school not yet confident in implementing the student participation strategies and possibly extended to teachers from other schools. Frustrations had been voiced by teachers in the secondary phase at not having access to subject knowledge collaboration with other schools, an important part of professional development within my own practice. I am confident that some staff within the school are now more equipped to share their teaching and learning practice with other schools.

Within Hope Academy, the leadership team have much to learn in leading school improvement and when I delivered the coaching training during my second visit to the school, I had not realised the extent of this need. Whilst there had been a commitment to the value of professional development in achieving excellence by the school's leadership including members of the School Management Committee (SMC), there were no visible strategic development planning processes in place to drive forward school improvement. Coaching as a model for supporting staff development had proved useful in my own practice as it allows for a goal-focused process of ongoing support, training and guidance. If the leadership team had chosen to implement this practice, I feel strongly that this would have supported all staff in either implementing the strategies or identifying their own ways to increasing student voice in the classroom. Although leaders had identified '*lack of time*', '*staff leaving*' and '*problems with infrastructure*' as reasons for not implementing the coaching process, my findings suggest, that a fundamental issue was the fragmentation of the leadership team. Whilst consisting of individual leaders with many skills and a passion for education, they were not operating as a cohesive team. Consequently, they were not able to agree a '*shared*

purpose' nor a mutual commitment to sustaining the professional development programme. This shared purpose must also come from the school's Management Committee (SMC), who have the responsibility for '*preparing plans for their schools, bringing local education stakeholders together for planning and monitoring purposes*' (MoE, 2016; p.9).

With the SMC having an important role in school improvement planning, being able to formalise a plan which identifies key priorities, associated actions, timescales, key responsibilities, outcomes and measure of impact is key. Accompanying the school improvement plan, there should also be evidence of monitoring systems to ensure practice is embedded. Without any visible evidence of these systems, the SMC also has much to learn in understanding its leadership roles and responsibilities. Knowing whether other local School Management Committees have developed the skills in school improvement planning would be useful either in seeking support for the school to implement its own, or to work together collaboratively to support improvements in practice.

Just like in the UK, inviting in outside training providers and hoping this will bring about improvements on its own, will not always prove successful. Leadership must fulfil their role in ensuring initiatives are embedded and staff development is continued once the training providers have left. Despite leaving sufficient resources, recorded lessons of the strategies being used, as well as strategy prompt cards to display in every classroom, no one took on the overall responsibility for leading the initiative. For this reason, nominating a professional development lead can often prove useful.

Implementing initiatives in schools with autocratic leadership, however, can only be successful with the full support of the 'autocratic leader', in this case the Academic Director. In Hope Academy, the original Headteacher with a passion for excellence, left the school prior to the implementation of my work and I never felt the new Academic

Director had the same passion and ownership of the proposed professional development foci. Strong principals '*must promote quality instruction, supervise and evaluate teaching and learning, and allocate and protect instructional time*' (Evans and Teddlie, 1995; p.2). Whilst not involved from the outset, it was his role to ensure that staff were supported in implementing the strategies to increase student participation. This is of particular importance in a hierarchical culture which relies heavily on its autocratic leader to lead by example. I can only conclude, that his reluctance to drive forward this initiative came from his lack of belief in it. Given his authoritarian approach to managing staff and his military approach to discipline, these may be the reasons why he was not particularly supportive of an initiative which encouraged a more democratic voice in the classroom. Absence of a student council was further evidence to suggest that increasing student voice in the school was not considered by him to be a school priority.

When considering the capacity of the school's stakeholders to implement and sustain the professional development programmes, despite having a built-for-purpose school with small class sizes and mostly qualified teachers, the school is still affected by limited resources; internet and the installation of a computer suite is quite recent. Classrooms are small and ill-equipped, and their layout dictates an instructional approach to teaching. This was evidenced by one of the leaders (LA) who said, '*our classrooms are not set up for the strategies*'. Whilst this in itself is a misconception, as classroom layouts do not detract from giving students time to discuss their learning, without further support and training, teachers may continue to believe this and be reluctant to move away from this favoured instructional approach.

Whilst the school's teaching and learning practice is allowing students to attain their end of school academic qualifications, educational quality and excellence is more than the achievement of academic outcomes. The initial approaches were not giving the students enough time to think deeper, think critically and challenge ideas presented to

them. If students are not allowed to do this in the safe haven of the classroom, how will they ever develop the skills to become adults of the future who can challenge the adversities associated with a caste system, gender inequality and poverty levels in their country? Inclusion in the education system must *'not only support every pupil's basic human right to education, but also ensure that each pupil feels that education is accessible and relevant to them'* (Armstrong and Moore, 2004; p.77). This can only be achieved if students are recognised and valued as individuals, which becomes meaningful once given a voice. Some teachers in the school are now actively allowing this to happen.

Presently, continuous professional development for teachers in Nepal is limited, unlike in the UK where it is explicitly referenced as an ongoing priority in the Teachers' Standards (DfE, 2013). With little evidence of in-service training in a private school, with access to slightly higher levels of funding, I would question how the state schools are expected to implement continuous professional development with more limited funding. Based upon my research however, I would conclude that the lack of pedagogical training in Hope Academy was not necessarily due to a shortage of funding, given the delivery of the external Montessori training. I would suggest the lack of clarity in identifying school improvement priorities exercised by the school's leadership is a more fundamental reason for why professional development needs were not being identified. I am confident that moving forward, school improvement development will greatly assist the school's leadership in identifying the relevant professional development needs.

Ultimately, when considering the three principles of Tikly and Barrett's social justice framework, this school is now working successfully towards several aspects of ***Inclusion***. In its simplest interpretation, re-stating the EfA goal of a complete basic education accessible to all, the school is managing to effectively distribute resources so as to enhance the capabilities of its students (2013; p.19). The leadership team has

now taken on the advice to communicate their priorities through a shared school improvement plan and seek to be a more 'inclusive leadership' by consulting with all stakeholders in the process. Further learning is now required in to how to adapt classroom environments to facilitate the individual needs of the learners.

When considering the **relevance** strand of this framework, which is concerned with learning outcomes, the school is performing well academically but school excellence encompasses more than this, requiring its students to become 'good citizens' (Taylor and Ryan, 2005; p.28). From a capabilities perspective, Tikly and Barrett endorse the need for a socio-economically education, which '*enhances the capabilities of learners to lead sustainable livelihoods in their diverse local environments and to benefit a globalising world*' (2013; p.19). Schools must ensure its students, as young adults and 'good citizens', are motivated to achieve more than simply returning to their local communities and engaging in roles similar to their parents and grandparents before them. Schools must play their part in encouraging students to continue in education, which in turn will contribute to Nepal's ability to achieve the sustainable development goals and perform equally on a global scale.

In defining **relevance**, Tikly and Barrett also reference Nussbaum, who proposes that '*a good quality education should aim to enable critical thinking, world citizenship and imaginative understanding*' (2006a; p.20). It is for these reasons that teaching and learning approaches in the classrooms must allow students to practise and develop these skills, and this will only be achieved if students are given opportunities to actively participate in their learning. With several teachers in the school now adapting their practice to increase student participation in learning, it is now essential that this practice is shared and the successful use of learning conversations used to support the process.

Finally, the **participation** strand of their framework relates to Nancy Fraser's (2008) social justice dimension of representation, '*encompasses rights-based concerns for learner voice and the participation of learners and other stakeholders in educational decision-making*' (UNICEF 2009, cited in Tikly and Barrett, 2013; p.20). This strand once again emphasises the importance of the student voice and whether students themselves are given an adequate say in educational decision-making. Developing teaching and learning practice to increase student participation and setting up a student council, would ensure the school is fulfilling its role in addressing social justice in education through active participation.

Ultimately, a vital indicator of a school's capacity for improvement is its increased learning ability, whereby people teach and learn together. In moving towards a learning organisation, '*the culture of the school becomes the knowledge carrier, spanning generations of staff*', in turn ensuring its sustainability (MacBeath and Mortimore, 2001; p.18). Having several staff in school now supportive of the student participation strategies, a new leadership team which advocates the need for change and continuous professional development for teachers and the implementation of a student council, I am confident that the school is now in a better position than it was to instigate the improvements necessary. In particular, to seek to develop its students participation in all aspects of the school curriculum and hence empower them as young adults of the future to advocate for greater justice and equality on both the national and international stage.

6.3 Implications for Future Research

In Hamel's terms, it is the singularity of the case study that offers a '*concentration of the global in the local*' (Hamel et al, 1993; p.38) and whilst my research was based within only one school in Nepal, my research findings have implications for schools

across Nepal and in other developing countries, operating similar textbook curriculums and instructional approaches to teaching and learning.

Based upon the study's findings, two key implications for future educational practice are proposed. Firstly, finding further ways to support teachers in increasing student participation in the classrooms must remain a priority if Nepal is ever to have its voice heard in national and global debates on social justice. Having a textbook curriculum is not in itself a reason for teachers to adhere to an instructional teaching and learning approach; one which does not allow students sufficient time to think deeply, question, discuss and challenge their learning. Future staff development would therefore benefit from starting with the textbook and adapting teaching and learning approaches around its use.

Secondly, future partnership work must begin with a skilling up of the leadership team to ensure they can play their role successfully in implementing and sustaining any identified teaching and learning initiative. It is important not to overrate the capacity of the leadership teams in schools in developing countries, who may still be focusing their school improvements on more fundamental priorities, including increasing school attendance and employing suitable staff. Developing Headteachers' skills in leading school improvement planning must be prioritised so they can then be fully involved in the process of identifying, implementing and sustaining relevant teaching and learning priorities.

6.4 Directions for Future Research

My research was primarily focused on supporting a school in its drive for excellence through the delivery of a professional development programme incorporating both strategies to increase student participation and the implementation of coaching to

support leadership in sustaining this practice. Whilst my research identified gaps in the skills of the leadership team, I would suggest that future research delves deeper into the capacity of senior leadership in schools in developing countries in improving the quality of its educational practice. There is an assumption that a school's leadership should be aware of how to lead school improvement, but I would suggest that their skills in doing this are in most cases probably less than would be expected. Any future research which supports leadership in this role would be invaluable.

In addition, encouraging schools to set up a school council is a necessary starting point for maximising student voice within any school, promoting both positive attitudes and the fundamentals of good citizenship. How these school councils can then be used to enable students to be active participants in educational decision-making including for example, curriculum design, would be another area for future research.

6.5 A Concluding Reflection

Towards the end of my last visit, several members of the School Management Committee (SMC), asked me directly if I could return to the school again, to work more closely in supporting the school's leadership team in prioritising school improvement. Passmore highlights how '*creating and building a platform of continual learning and dialogue across key stakeholders will promote numerous benefits for both the school and the coaches – it will also ensure that the strategic approach delivers against its objectives*' (2010a; p.58). I feel that this process of continual learning and dialogue has begun, and leaders are now recognising their important role in the school improvement process.

With a new school leadership team, I am more confident that the SMC will now lead the school in the right direction, given the fact that they have already agreed my

recommendation for setting up a student council. Schools embark on improvement from very different starting points because of differences in the internal capacity of schools to engage in and sustain the continuous learning necessary for improvement (MacBeath and Mortimore, 2001; p.204). It has taken two years and three changes of leadership, but I am confident that this school now has the internal capacity to build upon the work I have started and continue in its drive for excellence.

Whilst I believe that the ongoing dialogue with the Headteacher, BA, which had included an initial sharing of my findings, had resulted in the SMC's request for further support, I also believe their request was testimony to the mutual trust, respect and gratitude, which has developed over the last two years. Using Brislin et al's three-part criterion of success in working cross-culturally, I feel I was successful in finally achieving a level of intercultural sophistication, having managed to make a *good personal adjustment*, enjoying every aspect of the school, the people and the culture; having developed *good interpersonal relations with the hosts* and having achieved *task effectiveness*, through the sharing of knowledge with the hosts (Brislin et al, 1986; p.15).

My research in Nepal over the last three years has allowed me to immerse myself in a cross-cultural experience. According to Brislin et al, '*most people look back upon their cross-cultural experiences as an enriching, challenging part of their lives*' (1986; p.13). I can only concur with this finding, and now look forward to returning to Nepal next year to continue my partnership with this school that has become such an important part of my life.

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Appendix A Class 10 Questionnaire



What do you enjoy most about school and your learning?

What do you think makes a 'good' lesson?

What is your favourite subject and why?

Do you have a favourite teacher and why?

Do your teachers use different teaching and learning approaches? Explain.

In lessons, do you have the opportunity to discuss learning? In pairs? In groups? As a class?

Discuss

Are there enough opportunities for this? Would you like there to be more opportunities for this?

What do you think would or could make learning better? Or lessons more engaging?

Any other comments about your experience in school

Thank you for completing this questionnaire.

Appendix B: Participant information sheet – Staff/Parent**Introduction**

My name is Elaine Allen and I am a PhD student at Lancaster University. I would like to invite you to take part in a research study about whether implementing a teacher development programme centred upon the use of 'coaching' can affect student participation. The use of coaching will enable you to self-evaluate your teaching and learning practice and identify changes which could potentially increase pupil participation.

As a teacher in the school, I am interested in your views of the coaching programme, and whether you think it could be beneficial in supporting school improvement.

I would be very grateful if you would agree to take part in this study.

What will be involved?

If you decided to take part, I will be delivering some coaching training. Some of you will be chosen to be coaches for other staff. I will be speaking to you about your teaching and learning both before and after the coaching process, which will take place over a period of 8 months. I will also need to observe some of your teaching and learning and interview your students to establish how much they actually participate in the lessons and whether this has changed over the time period.

I am hoping that in taking part in this research, you will benefit both from the use of coaching in evaluating your own teaching and learning practice and in establishing the benefits of greater student participation. I will not be requiring a lot of your time – probably an hour of observation and interview at each visit in July 2017 and February 2018.

Please remember your participation is voluntary and if you decide not to take part, it will not affect your role in school at all. All data will be anonymised. In other words, your name will not be included within my research. If you change your mind at all during the research process, please let me know and will extract any data you contributed and destroy it. However, it is difficult and often impossible to take out data from one specific participant when this has already been anonymised or pooled together with other people's data. Therefore, you can only withdraw during the times I will be visiting the school as this will allow me to adjust my data collection whilst in Nepal.

After the interview and observation only I, the researcher conducting this study will have access to the data you share with me as well as my research supervisor, Dr Jo Warin at the university. The only other person who will have access to the data is a

professional transcriber who will listen to the recordings and produce a written record of what you and others have said. The transcriber will sign a confidentiality agreement.

I will keep all personal information about you confidential; that is I will not share it with others. I will anonymise any audio recordings and hard copies of any data. This means that I will remove any personal information.

When I use focus groups, which will involve speaking to you in a group, participants in the focus group will be asked not to disclose information outside of the focus group and with anyone not involved in the focus group without the relevant person's express permission.

How will my data be stored?

Your data will be stored in encrypted files (that is no-one other than me, the researcher will be able to access them) and on password-protected computers.

I will store hard copies of any data securely in locked cabinets in my office.

I will keep data that can identify you separately from non-personal information (e.g. your views on a specific topic).

In accordance with University guidelines, I will keep the data securely for a minimum of ten years.

How will we use the information you have shared with us and what will happen to the results of the research study?

I will use the data you have shared with only in the following ways:

I will use it for academic purposes only. This will include publication in my PhD thesis.

I may also present the results of my study at an academic conference.

When writing up the findings from this study, I would like to reproduce some of the views and ideas you shared with me. When doing so, I will only use anonymised quotes (e.g. from our interview with you), so that although I will use your exact words, you cannot be identified in my publication.

Who has reviewed the project?

This study has been reviewed and approved by the Faculty of Arts and Social Sciences and Lancaster Management School's Research Ethics Committee.

What if I have a question or concern?

If you have any queries or if you are unhappy with anything that happens concerning your participation in the study, please contact myself at e.allen@lancaster.ac.uk or my supervisor, Dr Jo Warin, at j.warin@lancaster.ac.uk (telephone: Lancaster University 015242 62069).

Appendix C1 Consent Form**Teacher**

Project Title: How far can the implementation of a coaching programme increase pupil participation in a school in Kathmandu, Nepal?

Email: e.allen@lancaster.ac.uk

Please tick each box

1. I confirm that I have read and understand the information sheet for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily

2. I understand that my participation is voluntary and that I am free to withdraw at any time during my participation in this study and within 2 weeks after I took part in the study, without giving any reason. If I withdraw within 2 weeks of taking part in the study my data will be removed. If I am involved in focus groups and then withdraw, my data will remain part of the study.

3. If I am participating in the focus group I understand that any information disclosed within the focus group remains confidential to the group, and I will not discuss the focus group with or in front of anyone who was not involved unless I have the relevant person's express permission.

4. I understand that any information given by me may be used in future reports, academic articles, publications or presentations by the researcher/s, but my personal information will not be included and I will not be identifiable.

5. I understand that my name/my organisation's name will not appear in any reports, articles or presentation without my consent.

6. I understand that any interviews or focus groups will be audio-recorded and transcribed and that data will be protected on encrypted devices and kept secure.

7. I understand that data will be kept according to University guidelines for a minimum of 10 years after the end of the study.

8. I agree to take part in the above study.

Name of Participant

Date

Signature

I confirm that the participant was given an opportunity to ask questions about the study, and all the questions asked by the participant have been answered correctly and to the best of my ability. I confirm that the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily.

Signature of Researcher /person taking the consent: _____ Date _____

One copy of this form will be given to the participant and the original kept in the files of the researcher at Lancaster

Appendix C2 Consent Form – Student (Parent)

Project Title: How far can the implementation of a coaching programme increase pupil participation in a school in Kathmandu, Nepal?

Email: e.allen@lancaster.ac.uk

Please tick each box

1. I confirm that I have read and understand the information sheet for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily

2. I understand that my child's participation is voluntary and that they are free to withdraw at any time during their participation in this study and within 2 weeks after taking part in the study, without giving any reason. If they withdraw within 2 weeks of taking part in the study their data will be removed. If they are involved in focus groups and then withdraw, their data will remain part of the study.

3. If my child participates in the focus group I understand that any information disclosed within the focus group remains confidential to the group and your child will not discuss the focus group with or in front of anyone who was not involved unless they have the relevant person's express permission.

4. I understand that any information given by my child may be used in future reports, academic articles, publications or presentations by the researcher/s, but their personal information will not be included and they will not be identifiable.

5. I understand that my child's name will not appear in any reports, articles or presentation without your consent.

6. I understand that any interviews or focus groups will be audio-recorded and transcribed and that data will be protected on encrypted devices and kept secure.

7. I understand that data will be kept according to University guidelines for a minimum of 10 years after the end of the study.

8. I agree for my child to take part in the above study.

 Name of Child

 Date

 Signature of Parent

I confirm that the participant was given an opportunity to ask questions about the study, and all the questions asked by the participant have been answered correctly and to the best of my ability. I confirm that the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily.

Signature of Researcher /person taking the consent: _____ Date _____

One copy of this form will be given to the participant and the original kept in the files of the researcher at Lancaster

Appendix D Pre-Interview Questions for Focus Groups



What do you enjoy most about school and your learning?

What do you think makes a 'good' lesson?

What is your favourite subject and why?

Do you have a favourite teacher? Why?

Do your teachers use different teaching and learning approaches? Explain

In lessons, do you have the opportunity to discuss learning? In pairs? In groups? As a class?

Are there enough opportunities for this? Would you like there to be more opportunities? Why?

What do you think could or would make learning better? Or lessons more engaging?

Any other comments about your experience in school

Appendix E Post-Training Questionnaire (Teachers)



Session 1 – Student Participation Strategies

How much did you understand of the following Student Participation Strategies?

Strategy	All	Most	Some	None
Think, Pair, Share				
Snowballing				
Four Corners				
Triangle, Square, Circle				
Envoying				
P4C				

Any comments:

Session 2 – Introduction to Coaching

How much did you understand about ‘coaching’?

How much do you understand about the G.R.O.W method (Goal, Reality, Options, Way Forward)?

Thank you for completing this questionnaire.

Appendix F - Final List of Codes for Thematic Analysis

A Priori Codes from Class 10 Questionnaire (5)

- Teaching and Learning Approaches
- Educational Values
- Student Motivation
- Teacher Skills and Knowledge
- Student-Teacher Relationship

Additional Codes arising from other data sources (19)

- Student Participation
- Coaching
- Creativity
- Teacher Absence
- Feedback on Learning
- Environment
- Vision
- Teacher Motivation
- Leader-Teacher Relationship
- Teacher Retention
- Use of Textbooks
- Student Interaction with Peers
- Student Behaviour
- Additional Resources
- External Challenges
- Teacher –Teacher Relationship
- Teacher-Researcher Relationship
- Student-Centred Learning
- Teacher CPD

Post-Training Additional Codes (1)

- Student Participation Strategies