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Discerning the relationship between educational leadership and school improvement before and during the Covid-19 crisis in London primary schools

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## Appendices

### Appendix A. Participant Information Sheet

#### **1. Research Project Title**

Discerning the relationship between educational leadership and school improvement before and during Covid-19 crisis in London primary schools

#### **2. Invitation**

You are invited to take part in this research project. Before you decide to do so, it is important you understand why research is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Please ask if there is anything that is not clear or if you would like more information. Take time to decide whether you wish to take part. Thank you for reading this.

#### **3. What is the project's purpose?**

This research project aims to find out the effective leadership styles and strategies that best contribute to school improvement at two different time points, before Covid-19 crisis and during it.

#### **4. Why have I been chosen?**

You have been chosen because as a school leader, a member of the senior leadership team or a teacher, you will have effective knowledge, skills, experience, responsibilities and qualities for implementing style and strategies that guide school improvement and student achievement.

#### **5. Do I have to take part?**

It is up to you to decide whether to take part. If you do decide to take part you will be able to keep a copy of this information sheet and you should indicate your agreement to the consent form. You can still withdraw at any time, and you do not have to give a reason.

#### **6. What will happen to me if I take part?**

You will be interviewed face-to-face at school or online, which I estimate it will take 30 minutes.

**7. What do I have to do?**

Take part in interviews. There are no other commitments or lifestyle restrictions associated with participating.

**8. What are the possible disadvantages and risks of taking part?**

Participating in the research is not anticipated to cause you any disadvantages or discomfort.

**9. What are the possible benefits of taking part?**

Whilst there are no immediate benefits for those people participating in the project, it is hoped that this work will introduce a framework of effective leadership style and strategies to guide staff professional development and improve school performance. Results will be shared with participants in order to inform them of their professional work.

**10. What happens if the research study stops earlier than expected?**

Should the research stop earlier than planned and you are affected in any way we will tell you and explain why.

**11. What if something goes wrong?**

If you have any complaints about the project in the first instance you can contact either the researcher (Hengameh Karimi) or any one of the research supervisors. If you feel your complaint has not been handled to your satisfaction you can contact the Graduate School at the University of West London to take your complaint further (see below).

**12. Will my taking part in this project be kept confidential?**

All the information that will be collected about you during the course of the research will be kept strictly confidential. You will not be able to be identified or identifiable in any reports or publications. Your school/academy will also not be identified or identifiable. Any data collected from the interviews and the case studies will be stored in separate locked filing cabinets/files and files will contain no identifying information and will only be accessed by one or two people. Data collected may be shared in an anonymised form to allow reuse by the research team and other third parties. These anonymised data will not allow any individuals or their institutions to be identified or identifiable.

**13. Will I be recorded, and how will the recorded media be used?**

You will be audio recorded during the interviews and all data will be transcribed using codes or pseudonyms for identification of individuals and destroyed upon completion of the research project.

**14. What type of information will be sought from me and why is the collection of this information relevant for achieving the research project's objectives?**

The interview questions will ask your opinions regarding your role and responsibilities in initiating change or sustaining improvement process in school, your leadership experiences as teaching staff, the approach you take as a school leader to develop teacher practices and teaching quality and motivate your staff in order to foster school improvement. Your views and experience are just what the project is interested in exploring.

**Please note that 'Participants have the right to listen to the interview recordings and/or read the corresponding transcripts.'**

**15. What will happen to the results of the research project?**

Results of the research will be published. You will not be identified in any report or publication. Your school/academy will not be identified in any report or publication. If you wish to be given a copy of any reports resulting from the research, please ask me.

**16. Who is organising and funding the research?**

The project is funded by the researcher, Hengameh Karimi.

**17. Who has ethically reviewed the project?**

The University of West London (UWL) Research Project Ethics Committee.

**18. Contacts for further information**

Professor Maddie Ohl, Graduate School at the University of West London.

Email: [maddie.ohl@uwl.ac.uk](mailto:maddie.ohl@uwl.ac.uk); Tel: 02082312079.

Thank you for taking part in this research.

## Appendix B. Consent Form

University of West London

Participant informed consent form  
(interviews)

***Please tick the appropriate boxes***

**Yes No**

### **Taking Part**

I have read and understood the project information sheet dated 04/04/2109. ☐ Yes ☐ No

I have been given the opportunity to ask questions about the project. ☐ Yes ☐ No

I agree to take part in the project. Taking part in the project will include being interviewed and audio recorded. ☐ Yes ☐ No

I understand that my taking part is voluntary; I can withdraw from the study at any time, and I do not have to give any reasons why I no longer want to take part. ☐ Yes ☐ No

### **Use of the information I provide for this project only**

I understand my personal details such as phone number and address will not be revealed to people outside the project. ☐ Yes ☐ No

I understand that my words may be quoted in publications, reports, web pages, and other research outputs. ☐ Yes ☐ No

*Please choose **one** of the following two options:*

I would like my real name used in the above ☐

I would **not** like my real name to be used in the above. ☐

Use of the information I provide beyond this project.

I agree for the data I provide to be archived at the University of West London. ☐ Yes ☐ No

I understand that other genuine researchers will have access to this data only if they agree to preserve the confidentiality of the information as requested in this form. ☐ Yes ☐ No

I understand that other genuine researchers may use my words in publications, reports, web pages, and other research outputs, only if they agree to preserve the confidentiality of the information as requested in this form. ☐ Yes ☐ No

### **So, we can use the information you provide legally**

I agree to assign the confidentiality hold in any materials related to this project to Hengameh Karimi. ☐ Yes ☐ No

\_\_\_\_\_  
Name of participant [printed]

\_\_\_\_\_  
Signature Date

\_\_\_\_\_  
Researcher [printed]

Signature -----

Date ----

## Appendix C. Ethical and Access Strategies

### *Interviews*

Participants from	How many?	Participant position	Access Strategy	Strategy for Consent/Data Collection
1.Academy School	1	Headteacher	Using friends/contacts who were previously been the governors of the school	Permission sought via email and consent forms given
	2	Assist. Heads		
	1	Teacher/Middle leader (ML)		
	1	Teacher		
2.Community School	1	Headteacher	By directly contacting the school after having a chat with the local authority about the academic nature of the school for valuing research	Permission sought via email and if they are willing to be contacted for an interview, consent forms given
	2	Assist. Heads		
	1	Teacher/ML		
	1	Teacher		
3.Community School	1	Headteacher	The second Headteacher made a request to the school via email for me	Permission sought via email and consent forms given
	1	Deputy Head		
	1	Teacher/ML		
	1	Teacher/ML		
4.Community School	1	Headteacher	The second Headteacher made a request to the school via email for me	Permission sought via email and consent forms given
	1	Assist. Head		
	1	Teacher/ML		
	1	Teacher		
5.Academy School	1	Headteacher	The second Headteacher made a request to the school via email for me.	Permission sought via email and consent forms given
6.Community School	1	Headteacher	I was a governor of this school, so a verbal request was made to the Headteacher.	Permission sought via email and consent forms given
	2	Assist. Heads		

## Appendix D. Interview Protocol (before Covid-19)

### ***Introduction***

- a. Participant information sheet (purpose and scope of study)-Hand out.
- b. Debrief sheet (assure confidentiality)-Hand out.
- c. Consent form- To be signed by the participants.

### **General Information**

- a. How long have you been in this position and this school?
- b. Did you have any leadership or teaching experience when you joined this school?
- c. If yes, how long is it?
- d. How do you describe the leadership structure of the school? - (asked only from the Headteachers)
- e. Referring to your experience, how do you see the difference between academy schools and normal schools? - (this question was specifically asked from the staff working in the first school which was an academy primary school)

### **Theme 1: Leadership styles/models**

1. What are your roles and responsibilities in school?

Probe for:

- *Better understanding of the leadership practice of the school including the SLT and MLT members- I asked:*
  - *Do you have any other responsibilities?*
  - *What are the priorities in your job?*
2. Who is responsible for developing the school improvement and the curriculum?

Probe for:

- *Whether teachers have been involved in developing the school improvement plan and the curriculum of school or if it is the job of leadership team members*
3. How do you describe the leadership style of the school?

Probe for:

- *Whether other staff including teachers were involved in the act of decision making in school- if distributed leadership DL model is being used in school- I asked:*
- *Can you give an example of how the act of decision making is passed on in the school?*
- *How do you define an effective leader? - this question was asked from both teachers and school leadership team members to find out how teachers*



*experienced leadership in the school (who an ideal leader for them is); also knowing the leaders' beliefs about their own leadership skill and ability-reflecting on their own performance as a leader*

- *What is the role of teachers and school leasers in improving schools? - this question was asked by both the teachers and the leadership team members to understand the type of leadership style practiced in the school; whether it is more autocratic or rather sought towards collaboration and distribution of leadership?*
- 4. What strategies do you find most effective in improving teacher practices and moving the school forward?
- 5. How do you usually appraise your staff?

Probe for:

- *If the school is following performance management for assessing their teachers or they are a bit relaxed about it*

## **Theme 2: Collaboration and team building**

1. How do you define a learning community?

Probe for:

- *To see how leadership team members and teachers had positioned their school in relation to a learning community setting.*
- 2. *How do you contribute to empowering your staff and team building?*

Probe for:

- *If leaders are giving any leadership responsibilities to their teachers to enhance their self-esteem, self-efficacy and develop the social and leadership capacities of the school or if the leaders use other routes (such as providing CPD programmes and training courses) to enhance the human capacity of their school- I also asked:*
- *How are teachers motivated in school? - this question was asked by both teachers and leadership team members?*
- 3. How are you giving time to your staff to collaborate?
- 4. How do you describe your internal and external relationships?
- 5. How do you evaluate your teacher's performance?

Probe for:

- *Getting to know the culture of the school- as well as asking:*
- *What makes an outstanding school?*

### Theme 3: Professional development

1. Why is CPD important?
2. How do you maintain your own professional development as a leader?
3. How your performances get valued as a leader?
4. What actions do you take in terms of improving the professional development of your team?
5. Who is responsible for designing and delivering CPD programmes?

Probe for:

- *To understand the effectiveness of the CPD programmes- then I asked:*
- *Who is participating in the programme?*
- *How do you follow the outcomes of the programmes?*
- *How have you grown professionally as a teacher? – this question was specifically asked by teachers to analyse whether they are satisfied with the CPD culture of the school, as well as assessing their self-efficacy regarding their professionalism journey in the school?*
- *Also, because the academy school had few NQTs therefore I was curious to find out whether the school has any specific CPD programmes for them so, I asked:*
- *Do you have a different CPD programme for your newly qualified teachers?*

## Appendix E. Topic Bank

Interview Topics	Areas to Probe
<p><b><i>Educational leadership styles/models</i></b></p> <p>Based on Bush and Glover (2003) classification of leadership models in the field, definitions established by earlier authors such as Burns (1978); Bass (1985); Gronn (2002); Hallinger (2003); 2007); Spillane (2006); Fiedler (1964); and critics made on a single form of leadership by Menon (2013) and Cruickshank (2017)</p>	<p>Awareness of leadership theories in the field of educational leadership and management; exploring definition of each type of leadership models; research on the practice of instructional and transformational leadership; a contingency model of leadership effectiveness; Distributed Leadership: What works in school improvement; School Leadership: Concepts and Evidence; learning about the focus of each leadership model and considering their impact on the context of school and staff effectiveness; understanding the impact of single form of leadership as well as integrated models examined in the field; learning about their contributions on the success of schools and student achievement.</p>
<p><b><i>Educational leaders and school improvement</i></b></p> <p>Based on developing communities of practice by Lave and Wenger (1991); Leithwood <i>et al.</i> (2006); Robinson (2007); and Menon (2011) promoting the indirect impact of school leaders on the improvement of school and student achievement; Harris and Jones (2010); and educational effectiveness to develop professional learning communities and collective learning in schools by Reynolds <i>et al.</i> (2014) and Luis (2015)</p>	<p>Studies examined the impact of school leadership on school improvement and student learning; Governmental White Paper issued in 2010 to emphasis the importance of the quality of teaching for sustained school improvement; a learning-cantered government policy issued in 2018; studies on school effectiveness; investigating the relationship between educational leaders/school leaders and the process of school improvement; professional learning communities and system improvement; seven strong claims about successful school leadership; successful school leadership; developing communities of practice and learning communities; principles of professional learning communities; collective learning environments; linking leadership to learning and situated learning-Legitimate peripheral participation.</p>
<p><b><i>Teachers and school improvement</i></b></p> <p>Based on Crandall (1983); Lambert (2003); Muijs and Harris (2006); Pont <i>et al.</i> (2008); Beavers (2009); Policy paper (2010); Akert and Martin (2012);</p>	<p>Teachers as learners; teacher's role in the process of school improvement; The Role of Teacher Leaders in School Improvement through the Perceptions of Principals and Teachers; Leadership capacity for lasting school improvement; Teacher led school improvement: Teacher leadership in the UK;</p>

Longstone (2012); Harris and Jones (2019)	leading professional learning with impact and leading from the middle.
<b><i>Professional learning development and school improvement</i></b>  Based on Southworth (2003); Bush (2008); Rhodes and Brundrett (2009); Jones et al. (2013); understanding adult learning (andragogy) informed by Knowles <i>et al.</i> (2015); Demie and McLean (2016); and Walker <i>et al.</i> (2016)	Inquiries on investigating the relationship between the professional development of leaders and school improvement; Leadership and Management Development in Education; What works in school improvement: An example of good practice; The Importance of Professional Learning Communities for School Improvement; The Adult Learner; Leadership development and school improvement; Learning centered leadership: the only way to go; and standards for teachers' professional development (DfE)

## Appendix F. Leaders' Interview Questions (pilot questions-before Covid)

- 1: Have you had any headship or teaching experience before joining this academy?
- 2: Do you do anything else apart from being a head teacher?
- 3: How do you describe the leadership structure of the school?
- 4: What are your priorities as a Head?
- 5: How do you contribute to empowering your staff and team building?
- 6: How are you giving time to your staff to collaborate?
- 7: What are the main agendas in school meetings?
- 8: How do you describe your internal and external relationship with other schools/academies?
- 9: How do you define effective leadership?
- 10: What actions do you take in terms of improving the professional development of your team?
- 11: How do you maintain your own professional development?
- 12: How do you define a learning community?
- 13: In your opinion, what is the role of teaching staff in the process of school improvement?
- 14: How do you define an effective teacher?
- 15: How do you usually appraise your staff?
- 16: How do you motivate teachers to improve the quality of their teaching?
- 17: Who is responsible for designing and delivering CPD programmes?
- 18: Who is participating in the programme?
- 19: How do you follow the outcomes of the programmes?
- 20: How do your performances get valued as a head?
- 21: Can you please explain how successful you are in your role, any tips for the new Headteachers joining the profession, and your opinion regarding the new framework of Ofsted?

## Appendix G. Teachers' Interview Questions (pilot questions-before Covid)

- 1: Could you please briefly explain how many years of teaching experience you have; and how long you've been teaching here?
- 2: Do you think academies are better than normal/state schools, in which ways?
- 3: How satisfied are you with your job?
- 4: What is the most challenging of your job?
- 5: In your opinion what makes a good school culture?
- 6: What opportunities are there for you to communicate and collaborate with other staff?
- 7: How can teachers and school leaders influence student achievement?
- 8: How do you describe your relationship with other teachers and leadership team management?
- 9: How do you think the school has motivated you as a teacher?
- 10: What are the roles of teachers and school leaders in improving schools?
- 11: As a teacher, how do you ensure that you are delivering quality teaching & learning?
- 12: Why is CPD important for teachers?
- 13: Can you think of any area (s) you may need to develop?
- 14: How have you grown professionally as a teacher?
- 15: How do you define effective leadership?
- 16: In your opinion what makes an outstanding school?
- 17: To what extent do you think the school leaders being successful in meeting the mission, vision, and goals of the school? Can you recommend any changes in leadership to have a better school?

## Appendix H. Leaders' Interview Questions (modified version-before Covid)

1. How long have you been in this school?
2. What about the position, did you have any headship or teaching experience when you joined here?
3. What does the school leadership structure look like?
4. How do you define the concept of 'School Improvement' (SI)?
5. Do you have any SI plans?
6. As a highly effective head, what are the most effective strategies/leadership styles that have helped you to promote the development of school?
7. If you want to describe your role, do you think it is more managerial or rather instructional?
8. Do you have any other responsibilities such as recruiting the staff, coaching or developing a part of being a head teacher?
9. Suppose there is a change to be introduced in your school, how do you do that? And how do you make sure to sustain the change (what strategies do you use)?
10. How do you define effective leadership?
11. How do you promote collaborative culture?
12. How do you describe your internal and external relationship with other schools/academies? (Peer to peer networking)
13. What actions do you take in terms of improving the professional development of your team?
14. Who is responsible for designing and delivering CPD programmes? How often are they?
15. What is your philosophy regarding observation and monitoring?
16. What do you do to create an opportunity for middle leaders to develop into senior leadership?
17. How do you evaluate your leadership team and teacher performance?
18. How do you maintain your own professional development?
19. How is your performance as a head teacher gets evaluated?
20. Looking at other schools created professional learning community, how do you see the position of your school?
21. How do you motivate your teachers to improve the quality of their teaching?
22. How can teachers contribute to the process of SI?
23. If you want to put your finger on it, what would be the secret of your success?
24. If you want to develop a unique SI policy, what would be the best policy to turn fewer effective schools into more effective ones?
25. What's the best advice you can give to new heads joining the profession?

## Appendix I. Teachers' Interview Questions (modified version-before Covid)

1: Could you please briefly explain how many years of teaching experience you have; and how long you've been teaching here?

2: Do you think academies are better than normal/state schools- in what ways?  
(Only to be asked from the academy schools)

3: How do you describe the culture of your school?

4: What is the most challenging part of your job?

5: In your opinion what makes a good school culture? (Refers to the way teachers and other members of staff work together)

6: What opportunities are there for you to communicate and collaborate with other staff?

7: How is the success of your school measured?

8: What opportunities are there for teachers to improve their professional development?

9: How do you describe your relationship with other teachers and leadership team management?

10: How do you think the school has motivated you as a teacher?

11: in your opinion, what are the role of teachers and school leaders in improving school?

12: What conditions can leaders provide to improve teachers and teaching quality?

13: Who is an effective leader in your opinion?

14: In your opinion, how can leaders make the school more effective?

15: In your opinion, how teachers can make the school more effective?

16: How do you describe the leadership practice of your school?

17: What leadership styles/strategies do you find most useful in school?

18: Why is CPD important for teachers and the success of school?

19: Can you think of any area (s) you may need to develop?

20: How have you grown professionally as a teacher?

21: Do you have any leadership responsibilities?

22: If you want to make a school improvement policy to turn fewer effective schools into more effective ones, what would that be?

23: If you want to reflect on the school performance, what do you think has been the secret of the success of your school? Can you recommend any changes?



## Appendix J. Leaders' Interview Questions (during Covid)

1: How long have you been in this school? (only for new schools)

2: What about your role, did you have any headship or teaching experiences when you joined here? (only for new schools)

3: What does the school leadership structure look like? (only for new schools)

- 1) What was your biggest challenge during the school lockdown (just naming 2-3 issues)? How did you overcome it?
- 2) As you were leading school through a period of unpredictable change, how did you help your staff to cope with this difficult time? What about yourself, how did you maintain your own resilience?
- 3) If you want to compare your leadership practice before the pandemic with the one during the pandemic, what leadership styles did you find most effective in the time of crisis- did you rely on any pre-existed style? Do you think you are going to use the same styles/models for post-covid?
- 4) How did you negotiate relationships during the pandemic? (maintaining a sense of connectedness)
- 5) How did you negotiate networks (internal and external) during the pandemic?
- 6) How did you continue developing professional learning for yourself and staff?
- 7) How did you ensure delivering high-quality teaching during the crisis?
- 8) How do you see the 21<sup>st</sup> century teachers and their contribution to the success of school? Do you think their role has changed?
- 9) During the pandemic, what values and attitudes underpinned your leadership practices?
- 10) What does 21<sup>st</sup> century school leadership look like in a post-Covid-19 world? How is this reflective of the changes taking place in education systems and structures?
- 11) How can school leaders make sure schools and systems are built back in a fairer and more equitable way?
- 14) What changes should schools make in the post-Covid world? What are the new priorities?

## Appendix K. Teachers' Interview Questions (during Covid)

1. Could you please briefly explain how many years of teaching experience you have; and how long you have been teaching here?
2. What was your biggest challenge (s) during the crisis? How did you overcome it?
3. How did school leaders support you during the crisis?
4. How did you keep up with your professional learning during the pandemic?
5. How was your performance measured before and during the crisis?
6. How did you collaborate with your colleagues during the crisis?
7. What leadership strategies did you find more effective during the crisis?
8. What values and attitudes underpinned your teaching practice?
9. What does 21<sup>st</sup> century school leadership look like in a post-Covid-19 world?
10. How has Covid impacted on your role and contribution to the success of school?
11. What does 21<sup>st</sup> century teacher look like in a post-covid world?
12. How can we build more equitable systems for the future?
13. What changes should schools make in the post-Covid world?
14. Finally, looking at the current situation, what does a school do to enhance teacher commitment and retain high quality teachers?

## Appendix L. The Code book

**Figure 1: A screenshot of a highlighted transcript from Stage 1 in the analysis process**

The screenshot shows the NVivo interface during Stage 1 analysis. On the left, a table lists codes and their references:

Name	Codes	References
Case Study 1- During Covid	146	883
Case Study 1- Pre Covid	8	975
Case Study 2- During Covid	8	486
Case Study 2- Pre Covid	8	857
Case Study 3- During Covid	8	578
Case Study 4- During Covid	8	967
Case Study 5 - During Covid	8	255
Case Study 6- During Covid	8	702

The main window displays a transcript with several segments highlighted in yellow. The segments are:

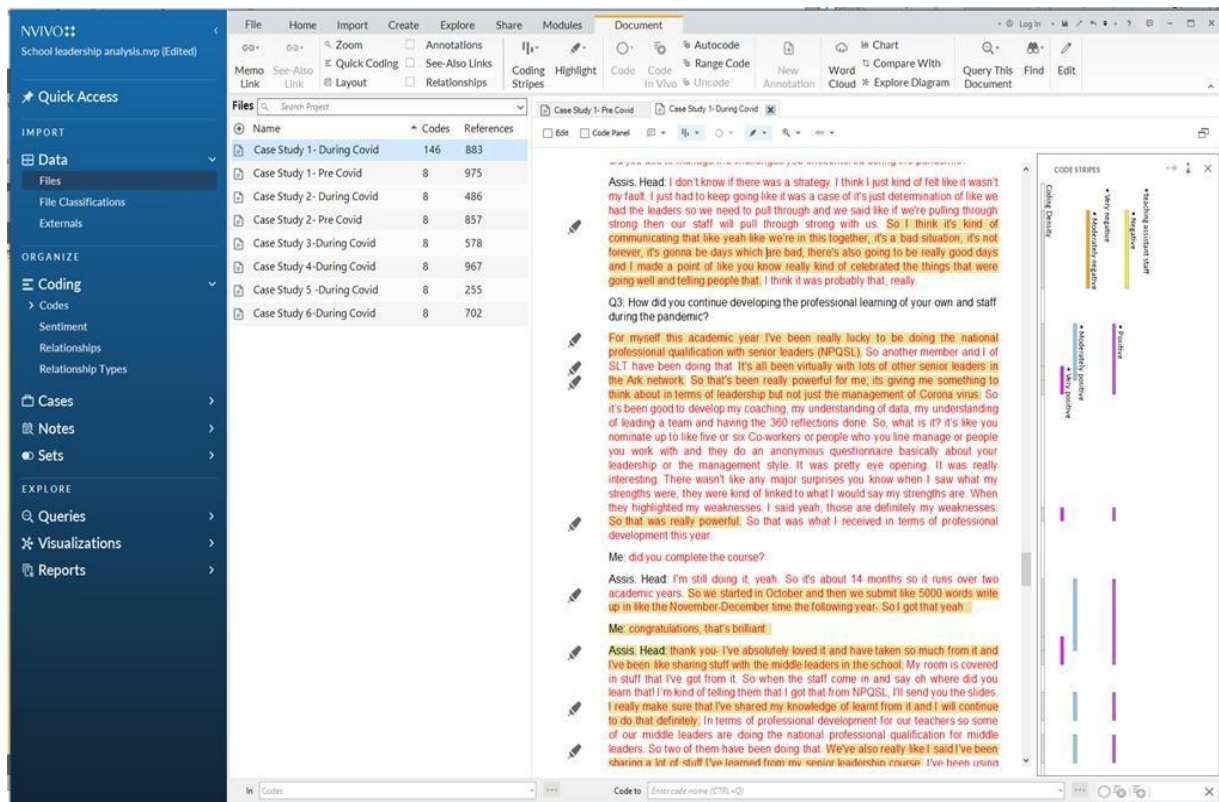
- area such as maths need developing, making sure I'm doing a learning walk with the maths lead so we can lead that change together
- Q6: How do you see the 21st century teachers and their contribution to the success of schools? do you think their role has changed?
- I don't think so. I think there's always been a lot of pressure and a lot of expectation on teachers. I think maybe this kind of that more digital world we're going to be moving into, I think that has added to it. But I think in general teachers have always have to be like an educator, someone to use caring, nurturing you know pretty much acting as their parents during the day. Yeah, I don't think it's changed too much. It's more about digital side which has been added to getting the children kind of geared up for like the future that everything will be online I guess
- Q7: What values and attitudes underpinned your leadership practice during the pandemic?
- I think maybe responsibility is a main one and especially when members of staff were unwell with Covid or other things and signed off. I had to really step up. In times I had to act as a head for the head. So I'd say the main value was just responsibility and then that probably did drive my kind of harder and decisive approach of we have a responsibility for these children
- Q8: How does 21st century school leadership look like in your opinion in the post-covid world? how is this reflective of the changes taking place in our education system?
- Oh gosh, I am not too sure! I think it's really having that balance of being very knowledgeable but being modest and knowing that you're not gonna get everything right all the time and just owning that reality. And when staff come to you with a problem like instead of trying to find a solution for them just saying to them, I don't actually know the answer. have you got 5 minutes, pop in sit down and I'll do some coaching with you. And kind of empowering staff to find the solutions which may not be the best solution but it's a solution for them to try and it's something which they own
- Me: kind of giving staff more agency
- Assis: Head: yeah, definitely. The 21st century school leadership needs give staff more agency and kind of more freedom within a boundary, if you know what I mean! I know this may sound silly but like boundary-freedom I guess, and trusting them to again they might not come up with a solution that you would have but trust them to make a decision and to follow it through
- Q8: In your opinion, who is going to be a leader of the school system of tomorrow?
- I think it's anyone who's got the determination, anyone you know. I don't there's a

**Figure 2: A screenshot of some initial codes from the transcripts in Stage 2 in NVivo**

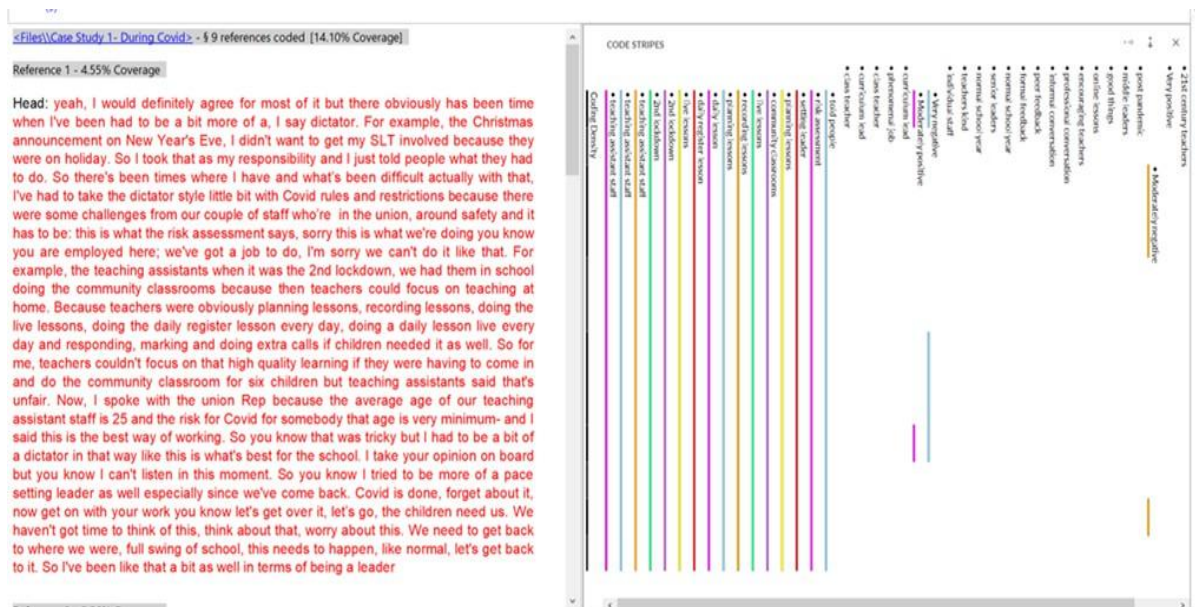
The screenshot shows the NVivo interface during Stage 2 analysis. The left sidebar shows the 'Initial codes' section under 'Coding'. The main window displays a table of initial codes and their references:

Name	Files	References
21st century school leadership	1	2
general leadership	1	1
leadership models	1	1
leadership practices	1	1
leadership strategies	1	2
senior leadership	1	1
21st century	1	4
21st century school leadership	1	2
21st century teachers	1	2
people	1	2
quality	1	3
leadership strategies	1	2
walk	1	2

**Figure 3: A screenshot of the analysed transcript with highlighted parts and associated codes in NVivo**



**Figure 4: A transcript and associated codes in colour stripes in NVivo**





**Figure 5: A screenshot of the codebook showing codes grouped in sub-themes**

E	F	I
Categories	Code 1	Illustrative Quote
21st Century Teaching and Leadership	Skills Diversity	"If you're a teacher today knowing what we know now you need to be proficient at
21st Century Teaching and Leadership	Adaptability and Flexibility	"A 21st-century leader it's not someone who knows everything; it's someone who
Academy Structure Enhancing Collaborati	Benefits of Academy Structure	"Academies have better connections between themselves... the training the acad
Access to External Training Opportunities	Continuous Learning	"So I can request courses to go on and the schools are really open and always happy
Access to External Training Opportunities	External Resources	"As the schools are quite good at suggesting reading and encouraging each other to
Active Involvement in PD	Engagement in Professional Develo	"So we have professional development meetings. So you identify an area that you
Active Involvement in PD	Continuous Learning	"It was just the adjustment period of being able to do it online such as doing a mod
Active Participation in School Developme	Contributing to School Plan	"Their ideas their voice their hope and their desires for the school as a community f
Active Participation in School Developme	Curriculum Development	"The curriculum in the school was a collaborative design; it was not just off the shel
Adaptability and Flexibility	Responding to change	"You just kind of plan for every eventuality... we wanted to be ready for it."
		"The first lockdown the first few weeks because we didn't know anything it was mo
Adaptability and Innovation	Responding to Challenges	education and then obviously it became very clear especially in the last lockdown tl
		were at home."
Adaptability and Innovation	Innovative Teaching	"So what we found that a lot of our training is people talk together and work togeth
Adaptability and Resilience	Flexibility in teaching methods	you're socially distanced. So on zoom you can't there's a function to do but it's quite
Adaptability and Resilience	Emotional resilience	"I would say for teaching assistants it became more self-directed because they had
Adaptability and Resilience	Adaptation to change	"I would say for teaching assistants it became more self-directed because they had
Adaptability in Teaching	Flexibility	"I would say for teaching assistants it became more self-directed because they had
		"It was about making sure staff are aware of what wellbeing packages were availabl
		"The first lockdown the first few weeks because we didn't know anything it was mo
Adaptation and Innovation in Education	Adapting to New Challenges	education and then obviously it became very clear especially in the last lockdown tl
		were at home." "We've done a lot of work recently. For example we've got a projec
Adaptation and Innovation in Education	Encouraging Innovative Methods	"It's very easy to not be attendant on a zoom meeting. You can also lose the camera
Adaptation and Responsiveness	Initial crisis response	come back again and nobody knows you're here or there. So what we found that a l
Adaptation and Responsiveness	Transition to online teaching	work together in teams but obviously you can't do that if you're socially distanced. !
Adaptation in Leadership Styles	From directive to more affiliative a	but it's quite difficult to do."
Adaptation in Leadership Styles	Balance of different leadership sty	"It was literally 4 days and then Boris said that schools are closed. So it's very respo
Adaptation to Remote Learning	Technology integration	"We had no bubble burst during the autumn term... in January 2020 when we called
		"Moved to more a sort of an affiliative style... understanding that people have need
		"You access different leadership styles all the time depending on what the situatio
		"It was about making sure that staff felt trained and confident in delivering learning
		platforms."

**The Code book: A summary of the codes, sub-themes and themes from the analysis**

Themes	Sub-themes	Codes	Quotes
Adaptation to the change	Role of school leaders during the pandemic	Affiliative	"I go from pace setting to affiliative... I believe in leading by example" (Assistant Headteacher)
Adaptation to the change	Role of school leaders during the pandemic	Commanding	"We could edit each other's documents... that was our main form of communication" (Teacher 1)
Adaptation to the change	Training online systems	Continuous learning	"Making sure we got a sharp focus on wellbeing... making sure that features a lot in my agenda items when I'm in meetings with the senior leadership team."
Adaptation to the change	Teaching in the 2nd lockdown	Creating a supportive environment	"Keeping communication really clear. So people knew what was happening" (Headteacher)
Adaptation to the change	Role of school leaders	Emotional intelligence	"The pandemic for me enabled me to just throw myself headfirst into the work" (Teacher 1)

	during the pandemic		
Adaptation to the change	Role of school leaders during the pandemic	Adaptability	"But in my short time as a head so this will be my 4th year – 2nd year in this school and 2 years previously. I had lots of things happened almost by no one's fault – it's just the way life happens and is given me good experience." (Headteacher)
Adaptation to the change	Role of school leaders during the pandemic	Adaptability	"everything we do is striped in research... it's definitely a collaborative approach."
Adaptation to the change	Training online systems	Adapting curriculum	"Professional learning during the pandemic mostly became about the Covid. How to stay safe government legislations you know for leaders that stuff that we do frequently but for teachers is quite uncommon for them to sit down and look at a whole school risk assessment for example. But you know our headteacher was having to write his risk assessments with the leaders then share them with the wider staff and that took up a lot of our professional learning time whereas normally ordinarily we would be focusing on teaching and learning and how to develop the children and how to develop the staff's practise."
Adaptation to the change	Training online systems	Adapting to Remote Teaching	"We sent out wellbeing resources... to support staff" (Headteacher)
Adaptation to the change	Training online systems	Adapting to Virtual Platforms	"It's much easier to build and maintain the relationship. During the pandemic while the schools were closed obviously, you're in a half an hour live lesson can't see all their faces half of their cameras are awful."
Adaptation to the change	Teaching in the 2nd lockdown	Adoption and integration of tech	"Our SLT and our middle leaders... also monitor and also children submitted work remotely we also monitored the quality of the work."
Adaptation to the change	Role of school leaders during the pandemic	Balance of different leadership styles	"Making sure the school had a clear vision and that all leaders at all levels have a clear vision for the school."
Adaptation to the change	Role of school leaders during the pandemic	Collaborating with other schools	"the secret... is creating the conditions under which teachers and staff can be their very best."

Adaptation to the change	Role of school leaders during the pandemic	Consideration of Staff Wellbeing	"So mine is a quite like to share openly with everybody. I tell you what if I could change one thing I would not get on my high horse with my leadership team I would criticise government policy." "My leadership style is very open I don't know if you maybe pick that up in the governors meetings even in the previous governors meetings. But I'd like to share everything pretty much."
Adaptation to the change	Role of school leaders during the pandemic	Continued learning	"I knew at the beginning yes I needed a crisis management approach" (Headteacher)
Adaptation to the change	Training online systems	Creative Problem-Solving	"Data is a part of the conversation... creating a culture whereby people are not scared to discuss progress."
Adaptation to the change	Role of school leaders during the pandemic	Crisis Leadership	"Sometimes our Teaching Assistants... they do stay because they do want to have that professional development." (Interview 1)
Adaptation to the change	Role of school leaders during the pandemic	Crisis Management	"I'm very much welcome distributive leadership... it's also about not to micromanage people and to trust in my staff."
Adaptation to the change	Role of school leaders during the pandemic	Crisis response	"We have our designated CPD time... So we look at what is missing from our staff and we plan for that"
Adaptation to the change	Training online systems	Crisis response skills	"Everybody- in my school everyone is a leader of something even the children...every adult in school everyone even the teaching assistants they have an area."
Adaptation to the change	Teaching in the 2nd lockdown	Curriculum delivery	"It was about making sure staff are aware of what wellbeing packages were available... we had moved to virtual platforms."
Adaptation to the change	Role of school leaders during the pandemic	Curriculum development	"I'm very much welcome distributive leadership... it's also about being a reflective practitioner."
Adaptation to the change	Role of school leaders during the pandemic	Delegation and Empowerment	"In my short time as a head, I had lots of things happened almost by no one's fault – it's just the way life happens and is given me good experience" (Interview 1).

Adaptation to the change	Role of school leaders during the pandemic	Dialogic Leadership	"And then on top of that if you do have any concerns you can go and speak to someone in workplace options and I also suggested that we got place to be counsellors and I asked the place to be counsellors to give us extra time which I was happy to pay for staff to go in to speak to the place to be counsellors if they had any concerns or any fears around that."
Adaptation to the change	Online community building	Digital literacy	"So it's just trying to keep in touch as best as we could to make sure that they were trying a little bit harder with their online learning."
Adaptation to the change	Training online systems	Digital proficiency	"I absolutely love it. I think is one of the best things we have done as a school."
Adaptation to the change	Teaching in the 2nd lockdown	During covid	We tried a number of ways in the first lockdown and found that it was more useful to create a learning pack. Physical packs of papers for two weeks of learning and then parents came to collect it on a rota.
Adaptation to the change	Teaching in the 2nd lockdown	During covid	I think the second lockdown was more manageable because we had time to plan; we gathered information about what we could improve on the last time and we conducted parent survey to see the points we improved from the first lockdown. But I would say that it wasn't like that for the first lockdown, because we had no choice.
Adaptation to the change	Teaching in the 2nd lockdown	During covid	So, parents knew how to use it as well....there was a positive shift between people's attitudes and also around the communication from us as the SLT. So, I think because we shifted based on peoples' opinions (parental survey and staff feedback) around the 1st lockdown, we were able to provide a better service.
Adaptation to the change	Support to financially weak families	During covid	We were very lucky because we work for a school network, and the network itself- the head office- did a lot of work around sending laptops out. So, all the children that needed a laptop from Year 3 to Year 6 in September 2020 were given a laptop. So, everyday children had to come online. Say hello to their teachers. So, we knew; a) the children are safe and b) they are joining in the learning.
Adaptation to the change	Role of school leaders	During covid	(I think) it's more prominent in everybody's mind now that schools are there to serve the pupils and their communities and to provide equality in



	during the pandemic		some way and accessible platforms. It's not good enough that you are not doing that anymore.
Adaptation to the change	Role of school leaders during the pandemic	During covid	Understanding our community and the only way that we can truly get that is when the restrictions are over- by having more community events and more opportunities to listen to parents and listen to children and also (to) our staff.
Adaptation to the change	Online community building	during covid	On Friday staff used to do something virtual like a quiz or singing. So, they did that themselves though which I think is really nice.
Adaptation to the change	Online community building	during covid	Being modest and knowing that you're not going to get everything right all the time and just owning that really. And when staff come to you with a problem like instead of trying to find a solution for them ... I'll do some coaching with them; a kind of empowering staff to find the solutions which may not be the best solution but it's a solution for them to try and it's something which they own.
Adaptation to the change	Online community building	during covid	... being grateful and receiving praise is one way of feeling good and for your own well-being, but the best well-being is self-gratification.
Adaptation to the change	Online community building	during covid	We're in this together; it's a bad situation but it's not forever; we have bad days but there will be good days, too. This was to make a point of celebrating the things that were going well.
Adaptation to the change	Online community building	during covid	When it was locked down, it was all around good digital lessons, what good learning looks like virtually, for example, using the techniques that we'd already learned in class, how can you do that in a virtual classroom?
Adaptation to the change	Online community building	during covid	We did other things, for example, around mental health as well; we did some workshops for staff around that.
Adaptation to the change	Online community building	during covid	On Teams we had a channel and when they [teachers] were planning or doing whatever, they were always talking to each other. Sending a message, has anybody tried this, does anybody know how to do that, have a look what I've done today maybe you could try it.
Adaptation to the change	Online community building	during covid	I do think there's a deeper understanding of their [teachers] children. So, I would say that they [teachers] definitely know their children inside out during the lockdowns; their children's lives, where their children

			come from, who's in the family home, how many siblings do they have you know that kind of thing which also impacts on teaching and learning when you know your students that well.
Adaptation to the change	Online community building	during covid	I'd accepted, you can only do what you can do. I'm not a superwoman and delegation has been really key ... I think that's helped my resilience because I know I've got a supportive team behind me, and the MAT also offered counselling for headteachers to have a supervision. The right word is professional supervision.
Adaptation to the change	Online community building	during covid	I think some people went really far with the online learning and some people were a bit anxious and nervous. So, we tried to make people have ideas.
Adaptation to the change	Online community building	during covid	I spoke with the union Rep because the average age of our teaching assistant staff is 25 and the risk for Covid for somebody that age is very minimal- and I said this is the best way of working. So, you know that was tricky, but I had to be a bit of a dictator in that way like this is what's best for the school.
Adaptation to the change	Teaching in the 2nd lockdown	During covid	People needed to feel like they were heard, they needed to feel like their opinion mattered and that they could speak up and say what they were worried about or what they were happy about or what they wanted more or less, how we could do things differently in unprecedented times and those ideas should be listened to and considered and acted upon where appropriate.
Adaptation to the change	Training online systems	During covid	So, that's what we did and by that first half term, we were completely ready and then when we came back, maybe three weeks later the first class went home. But there was no panic, everybody was ready, and all the technology was distributed, and everybody was trained and comfortable ...
Adaptation to the change	Support to financially weak families	During covid	We were just trying to keep in touch as best as we could to make sure that families were trying a little bit harder with online learning of children.
Adaptation to the change	Support to financially weak families	During covid	We got hundreds of Chromebooks in the school for those children who don't have a computer or Internet packages for access at home whenever they needed.

Adaptation to the change	Role of school leaders during the pandemic	During covid	We had to upskill everyone, so they knew the system really well and they did that amazingly well over autumn.
Adaptation to the change	Role of school leaders during the pandemic	During covid	Because we were all going through something new, we all really needed to share good practises with each other. I thought that I will try a live lesson for our classes and see how it goes; then it was really good and that was all fine. So, then I had to teach all the other teachers how you do a live lesson [synchronous online lesson].
Adaptation to the change	Role of school leaders during the pandemic	During covid	We've shifted our focus to a much more 'less is more' approach when it comes to teaching and learning which has been amazing and really good.
Adaptation to the change	Role of school leaders during the pandemic	During covid	The senior leaders recorded a lot of videos to show us, so we could watch at a later time as well which made it quite helpful.
Adaptation to the change	Role of school leaders during the pandemic	During covid	We had a system in school where we had teaching assistants overseeing the key worker children and the lessons on the screen were being live streamed by the class teachers.
Adaptation to the change	Role of school leaders during the pandemic	During covid	Every teacher has to be a subject leader now; they have to have a specialism and they have to know about their subject from early years all the way up and be able to really answer some quite difficult questions about it.
Adaptation to the change	Teaching in the 2nd lockdown	During covid	As we were going through the pandemic the creativity then became more and more because I feel when the children are online, you had more time to kind of plan and research.
Adaptation to the change	Training online systems	During covid	I was showing other teachers how to do video and audio recording and that was really good for my professional development as well because it's sort of gave me the tools and sort of sense of authority about that topic I preferred, and I knew quite well.
Adaptation to the change	Training online systems	Embracing Technology	"They weren't just an educator they were social worker... what impact they have on children in their wider life."
Adaptation to the change	Role of school leaders	Emergency Preparedness	"Lots of headteachers are in quadrium with other headteachers... so that we can support and learn from each other."

	during the pandemic		
Adaptation to the change	Teaching in the 2nd lockdown	Emotional Intelligence	"But we had a system in school where we had teaching assistants overseeing vulnerable children (the key worker children) and the lessons on the screen were being live streamed by the class teachers."
Adaptation to the change	Training online systems	Encouraging creativity	"We had to change our teacher training so it was more relevant to suddenly were teaching online" (Headteacher)
Adaptation to the change	Role of school leaders during the pandemic	Flexibility	"Your main priorities are yeah: safeguarding the curriculum teacher development and by looking at the assessment data being able to read that data and knowing that what that data is telling you need to do to push the school further to keep improving those outcomes for the children"
Adaptation to the change	Role of school leaders during the pandemic	Focus on curriculum	"I hosted a series called 'close and personal.'...to ignite that passion in you because for so long school leaders and teachers all we've been hearing about coronavirus."
Adaptation to the change	Role of school leaders during the pandemic	From Collaborative to Directive	"Throughout this pandemic, I've been the chair of the Southall quadrant schools...also supporting and managing the emotions of those headteachers."
Adaptation to the change	Role of school leaders during the pandemic	High expectations	"I like to read journals around education... I'm currently just finishing off my NPQH"
Adaptation to the change	Support to financially weak families	Holistic Student Development	"We have a really nice school culture within the school and we are all here to support or help each other and we all know that each of us has our areas of both weaknesses and strengths and we can learn from each other."
Adaptation to the change	Role of school leaders during the pandemic	Holistic student focus	"I took a lot of time of ringing people especially when everybody was working from home in the first lockdown." (Headteacher)
Adaptation to the change	Teaching in the 2nd lockdown	Innovative teaching methods	"So our English lead... is responsible for planning and for the progression of English. She is responsible for looking at planning and she will do observations of peoples' English lessons and feeding them with coaching feedback." (Assistant Head 1)

Adaptation to the change	Online community building	Leveraging Community Resources	"We had whole staff briefings every week online...and then we have a whole school WhatsApp which is for updates."
Adaptation to the change	Teaching in the 2nd lockdown	Long-term planning	"We had more children in school and then we were teaching online... had to put structures and systems in place" (Headteacher)
Adaptation to the change	Role of school leaders during the pandemic	Monitoring Engagement	"If they signal that they want to take it further what we've done in the past is actually support them in doing teacher training as well."
Adaptation to the change	Support to financially weak families	Overall student development	"Supporting and managing the emotions, the fears, the anxieties of the staff, the children, the parents, community members at large."
Adaptation to the change	Role of school leaders during the pandemic	Pacesetting	"I accessed [an external coaching company]... it gave me some resources to manage" (Headteacher)
Adaptation to the change	Online community building	Peer learning	"Making sure we got a sharp focus on wellbeing... making sure that features a lot in my agenda items."
Adaptation to the change	Teaching in the 2nd lockdown	Peer support and sharing	"I think gosh yeah the staff were incredible. We are so lucky here that the staff are so dedicated and any kind of idea that we had as a leadership team whether it was about safeguarding or about the home learning teachers were fully on board with and trying so hard to make sure that the children were safe and learning." "It's about team like knowing my team in terms of the leaders that I work with. We're all in it together we're all in the same boat if I'm having a difficult day or moment, I can say another assistant head to help me out here and we really support each other like that."
Adaptation to the change	Teaching in the 2nd lockdown	Personal wellbeing	"I mean there will be some bits like we need to fix this curriculum maths curriculum or science curriculum but it would be this pedagogy- this approach to teaching and learning and making sure that everybody understands exactly what constitutes strong pedagogy and sharing that over and over like a muscle that needs to be developed."
Adaptation to the change	Role of school leaders during the pandemic	Prioritising Mental Health	"I asked them what their areas of interests were and one of them very clearly wanted to go towards specialising speech and language therapy." (Assistant Head 2)

Adaptation to the change	Role of school leaders during the pandemic	Reflective Practice	"First of all building relationships is the key things. So being approachable having a genuine interest and then ensuring that we are making each person aware of their strengths"
Adaptation to the change	Teaching in the 2nd lockdown	Remote Learning	"We also around that time had started online Zoom checking like registration so then we could actually see the children and then again if they weren't attending those sessions, we will email call and possibly do a home visit to find out why." "But if you were to get PE specialists in and do even an hour of PE at the end of the day and everyone is in a Sports Club. They need that physical activity they're very unhealthy very weak but don't have the stamina and they don't have the skills turn taking all of those abilities."
Adaptation to the change	Role of school leaders during the pandemic	Resilience and Mental Health	"providing feedback- immediate feedback after you observed; making the feedback specific and ensuring you give a clear time frame as to when you are going back to review the feedback that you've been given." (Assistant Head 2)
Adaptation to the change	Role of school leaders during the pandemic	Responding to evolving needs	"Making sure the school had a clear vision and that all leaders at all levels have a clear vision for the school."
Challenges during pandemic	Effective communication for pupils and families	Building trust	"Affiliative style... understanding that people have needs and try to build that reassurance" (Headteacher)
Challenges during pandemic	Effective communication for pupils and families	Clear directives	"We introduced a weekly email briefing on Friday that just summarised things" (Headteacher)
Challenges during pandemic	Online meetings and training	Online teaching skills	"You have to take decisions with limited information... be very light on your feet and flexible" (Headteacher)
Challenges during pandemic	The time of uncertainty	Pacesetting	"A 21st-century leader it's not someone who knows everything; it's someone who knows how to eventually know if they need to and how to apply that knowledge in a unique and unprecedented context or situation."
Challenges during pandemic	Online meetings and training	Shared resources	"We started to create videos for online learning... it was hard filming yourself teaching" (Teacher 1)

Challenges during pandemic	The time of uncertainty	Teamwork	"The staff I think first and foremost needed regular communication. They needed to know what was going on they needed to know: one I'm going to go back to that fear thing. So everybody was scared with this completely scenario." "We also had staff meetings at remotely electronically on zoom so we could again all contact each other and we did find that some of the people that were clinically extremely vulnerable if you remember way back they had been locked at home for months or close to a year and one of them bless her it was the highlight of her entire week was the zoom staff meetings which you could at least see other people because again she was too frightened to leave her house- she did not leave her house."
Challenges during pandemic	Effective communication for pupils and families	Transparent communication	"Shift to virtual platforms... we introduced lots of drops in sessions where children can go misconceptions for children."
Challenges during pandemic	The time of uncertainty	Adaptability	"It's life streaming or it might be Microsoft. And you do it and you can't really show them it's not so easy."
Challenges during pandemic	Online meetings and training	Adaptation to online PD	"The first lockdown the first few weeks because we didn't know anything it was moreover like keeping them busy at home education and then obviously it became very clear especially in the last lockdown that they needed proper education while they were at home." "We've done a lot of work recently. For example we've got a project called the kindness ninjas."
Challenges during pandemic	Online meetings and training	Adaptation to remote learning	"But sort of as lockdown was opening up we met as a leadership team and decided that the priority would be to plug the gaps to make sure that any missed education was now taught and talked properly and that children were prepared for the next stage of their education." "So I think school improvement and getting with technology is quite a big task because whatever we do in school won't necessarily link up with what's happening at home with technology- that's the problem."
Challenges during pandemic	Effective communication for pupils and families	Adapting Communication	"So with the professional development we still carried on supporting staff but we did it slightly different."

Challenges during pandemic	The time of uncertainty	Adapting to Pandemic Conditions	"So there's a free counselling service for teachers that they can call. So we made sure we signposted that quite regularly as well."
Challenges during pandemic	The time of uncertainty	Adapting to Pandemic Conditions	"Some children were more vulnerable... it was about treating everyone individually" (Teacher 1)
Challenges during pandemic	Online meetings and training	Adapting Training to Needs	"All classes all teachers and all students know our values and our rules"
Challenges during pandemic	Online meetings and training	Adapting Training to Needs	"We all obey by [the rules] and we all hold ourselves accountable"
Challenges during pandemic	The time of uncertainty	Addressing diverse needs	"So the live lessons were pretty good way of continuing it not the same we had to obviously change what a lesson look like."
Challenges during pandemic	The time of uncertainty	Addressing staff concerns	"So this year because we launched the 'Great Teacher Rubric'... So there are different areas which you need to kind of be working on in order to provide effective teaching and learning"
Challenges during pandemic	Effective communication for pupils and families	Adjusting Teaching Methods	"I don't think that I've changed that much. It's just a method of communication during Covid was different; it was just a method that the practicalities of communication." "My leadership style is very open I don't know if you maybe pick that up in the governors meetings even in the previous governors meetings. But I'd like to share everything pretty much."
Challenges during pandemic	The time of uncertainty	Anticipation	"they can be the educated if they want to be here."
Challenges during pandemic	The time of uncertainty	Autonomy in PD choices	"We had whole staff briefings every week online and every member of staff were invited; and then we have a whole school WhatsApp which is for updates."
Challenges during pandemic	Effective communication for pupils and families	Briefing and Collaboration	"You've always got to have those values and attitudes as well... you need to look at children holistically and meet their needs holistically."
Challenges during pandemic	The time of uncertainty	Building networks	"We would do quite a regular call round to staff checking in making sure they are okay their families are OK."
Challenges during pandemic	Issues with remote learning	Challenges with Engagement	"We still made it really as our high priority because we understood that if people were in school, they could learn a lot."
Challenges during pandemic	The time of uncertainty	Change readiness	"So our SLT and our middle leaders... will go into lessons virtually and monitor them."



Challenges during pandemic	The time of uncertainty	Choice in PD Focus	"For middle leaders... I wrote a programme based on what they would have had to do there"
Challenges during pandemic	Effective communication for pupils and families	Clear and Regular Updates	"I think probably the children will be the leaders because as educators we are thinking more and more about what the children need and we're listening to the children more and we're taking their ideas and their suggestions."
Challenges during pandemic	Effective communication for pupils and families	Communication	In the second lockdown the communication was a lot better because we got better with the technology
Challenges during pandemic	Effective communication for pupils and families	Communication	We were having briefings every morning, making sure everybody had the most up to date information
Challenges during pandemic	Effective communication for pupils and families	Communication	The communication, I think, the nuanced and very well-considered communication I think was the most important question... There are many ways to communicate. I could have sent out emails to people but the tone, the nuance, the time, the care that was taken, the language that was used all of that had to be very carefully considered because you can communicate and create a sense of panic and fear in people. You can communicate and people feel like they don't trust the decisions that are being taken.
Challenges during pandemic	Effective communication for pupils and families	Communication	I think if we didn't have trusting relationships, our school would have been in a very different situation.
Challenges during pandemic	Effective communication for pupils and families	Communication	A method of communication during Covid is different with routine communication.
Challenges during pandemic	Effective communication for pupils and families	Communication	We had whole staff briefings every week online and every member of staff was invited; and then we have a whole school WhatsApp which is for updates.
Challenges during pandemic	Effective communication for pupils and families	Communication	tried to do once a week- send a text message to every member of staff to make sure they are okay and not just copy and paste- trying to keep like a little conversation going.
Challenges during pandemic	Effective communication for pupils and families	Communication	We don't like to save it for the end of the lesson. It has to be done straightaway.

Challenges during pandemic	Effective communication for pupils and families	Communication	We do a lot of staff surveys. So, we're doing one at the moment on wellbeing. We did one before about marking. We do quite a lot of them because they don't have to put their names down-it's anonymous, people like to answer maybe more truthfully.
Challenges during pandemic	Effective communication for pupils and families	Communication	It's how do we bring people in, what little tricks can we use? you know maybe you can ring people before hand and just ask them about their views and to say something about that in the meeting instead of putting people on the spot.
Challenges during pandemic	Effective communication for pupils and families	Communication	We haven't necessarily collaborated with parents any more than we did before, we did already quite a lot.
Challenges during pandemic	Effective communication for pupils and families	Communication	It was just speaking to parents, calling, making sure we were doing the welfare calls just to provide them with a bit of feedback and trying to get them back on track
Challenges during pandemic	Effective communication for pupils and families	Communication	"we tried to keep communication really clear."
Challenges during pandemic	Effective communication for pupils and families	Communication	I tried to address issues, as we are talking to people all the time, you find out that this worries them; they're not happy about this in school
Challenges during pandemic	Effective communication for pupils and families	Communication	We were phoning every family every week; how are you getting on; we can see whether you're online or not, if you have any problems.
Challenges during pandemic	Effective communication for pupils and families	Communication	So, I would say the way I have negotiated it is making sure that communication is more regular so it's more frequent.
Challenges during pandemic	Effective communication for pupils and families	Communication	I used to have briefings with staff physically on Friday mornings. Then when the pandemic happened, it moved to just being a tight, weekly, briefing to make sure that we maintain that level of professionalism.
Challenges during pandemic	Effective communication for pupils and families	Communication	There's also an awareness that adaptation might happen because of the pandemic and makes it more difficult to have relationships because the face to face is gone. And it's about being creative; how you still maintain relationships without being physically near each other.

Challenges during pandemic	Online meetings and training	Community in covid	I need a community here; it just doesn't stop at children. It's my staff, it's my parents and it's all the people that work with us and we are a very big community ...
Challenges during pandemic	The time of uncertainty	Consistency in teaching	"But when Covid came along it's very different to leadership. You're looking at health and safety."
Challenges during pandemic	Online meetings and training	Continued professional development	"I arranged for an online inset for staff about coping and dealing with anxiety and stress" (Headteacher)
Challenges during pandemic	Online meetings and training	Continuous Learning	"The reality is that in pre-pandemic I found that our professional development was stronger much stronger because we have everybody on site and I can see them." "So for example they do a different reading scheme in key stage two than we do in key stage one. So we will do different training but the training will still be about reading because it's the school priority."
Challenges during pandemic	Online meetings and training	Continuous Learning	"Again this is down to first of all my observations but a lot of it is down to data. So for example some of the SEN children didn't do so well and it was evident in the data that was presented." (Assistant Head 2)
Challenges during pandemic	Online meetings and training	Continuous learning	"For example they do a different reading scheme in key stage two than we do in key stage one. So we will do different training but the training will still be about reading because it's the school priority."
Challenges during pandemic	Online meetings and training	Continuous Learning	"We launched the 'Great Teacher Rubric'... a coaching tool... for effective teaching and learning." (Assistant Head 1)
Challenges during pandemic	Online meetings and training	Contribution to School Goals	"We had to change our teacher training... relevant to suddenly were teaching online" (Headteacher)
Challenges during pandemic	Online meetings and training	CPD	"Data is a part of the conversation and creating a culture whereby people are scared to say if children are making progress"
Challenges during pandemic	The time of uncertainty	Creative lesson planning	"I specialised in inclusion and safeguarding and lot of heads don't have that experience." (Headteacher)
Challenges during pandemic	The time of uncertainty	Curriculum design	"I think our school is a learning community... our learning community is strongest as with people in it" (Interview 3).
Challenges during pandemic	The time of uncertainty	Directive during crisis	"Delegation has been really key. The SLT team I think have come together better because... this person had to help." (Headteacher)

Challenges during pandemic	Effective communication for pupils and families	Distributive Leadership	"As part of that training, I've been looking quite closely at communication models; and I think with the pandemic because we've had members of staff at home at certain points or we've all been working from home or we're all back in together I've been reflecting on how I communicate with my team."
Challenges during pandemic	The time of uncertainty	Distributive leadership	"It's very easy to not be attendant on a zoom meeting. You can also lose the camera and go off and do whatever you like and then come back again and nobody knows you're here or there. So what we found that a lot of our training is people talk together and work together in teams but obviously you can't do that if you're socially distanced. So on zoom you can't there's a function to do but it's quite difficult to do."
Challenges during pandemic	Online meetings and training	During covid	I had a weekly virtual meeting just for half an hour- just as a checking. It wasn't really to discuss the children or the lessons. It was more to do with how you are? and how are things? And I think staff really appreciated it at that time.
Challenges during pandemic	Online meetings and training	During covid	The staff hosted online game nights and we joined a programme called 'Let's Localise'. So, while the children and families were at home, we did bingo nights, and we did quiz nights - all of these sorts of things to bring the families together
Challenges during pandemic	Online meetings and training	During covid	I've been the chair of the [X-name of the district] quadrant schools. So, 25 schools in [X]. Also, supporting and managing the emotions of those headteachers and making sure they have very quick and seamless access to resources, to plans, to templates, anything they needed to help make their job, their life easier and then relaying the communications from the local authority and health services to those headteachers in a way that everybody understood what was happening and felt that they could go to their school and make a difference there
Challenges during pandemic	The time of uncertainty	During covid	We were worried about whether our systems were good and what do we do if there is a positive case; and also, how do we support staff with their wellbeing because a lot of people had problems with it

Challenges during pandemic	Online meetings and training	During covid	I think parents, their skills have probably increased as well and can understand now what their children are doing online, and I think you know that needs to be kind of yeah more improved
Challenges during pandemic	The time of uncertainty	During covid	So, everyone needed to know if we were following the guidelines. So, one of the things I did with them was that I had almost opened a dialogue with them to constantly say this is the government guidelines and this is what we are doing.
Challenges during pandemic	The time of uncertainty	During covid	Constant disruptions to children's education. Constant disruptions to staff working practices and trying to manage the parents who were in a low socio-economic area
Challenges during pandemic	The time of uncertainty	During covid	When schools opened again and everyone was back in, we were then faced with bubbles popping. Pupils coming into contact with Covid or Covid cases in the school and then having to send groups of children and staff home.
Challenges during pandemic	The time of uncertainty	During covid	So, pupil premium children are the pupils that we didn't have much engagement from parents anyway; possibly their attendance is already quite low. Their parents may be don't put the highest priority on coming to school. So, they certainly were not going to do the home learning at home. So, that was quite challenging.
Challenges during pandemic	Online meetings and training	During covid	We just spoke through every single aspect that we could. We put posters up in the staffroom about further information and so we kept staff informed.
Challenges during pandemic	The time of uncertainty	Educational Continuity	"So we have professional development meetings. So you identify an area that you would like to improve in and then you tell SLT exactly how you would like help."
Challenges during pandemic	The time of uncertainty	Effect on Student Outcomes	"So it's one week on one week off- it's like that. So there will be times for senior leaders to maybe not actually but virtually have meetings and say that: you try this and press that button."
Challenges during pandemic	Effective communication for pupils and families	Efficient communication	"So our headteacher puts a big focus and I think rightly so on teaching and learning." "As part of that training, I've been looking quite closely at communication models; and I think with the pandemic because we've had members of staff at home at certain points or we've all been working from home or we're all back in together I've

			been reflecting on how I communicate with my team."
Challenges during pandemic	The time of uncertainty	Emotional Support	"So providing feedback- immediate feedback after you observed; making the feedback specific and ensuring you give a clear time frame as to when you going back to review the feedback that you've been given." (Assistant Head 2)
Challenges during pandemic	The time of uncertainty	Emotional Support and Counselling	"I probably say it was two folds; one was the DfE with the very continuously changing guidelines and also lack of clarity in those guidelines especially early on in the lockdown and the pandemic."
Challenges during pandemic	The time of uncertainty	Emphasis on staff wellbeing	"You need to look at children holistically and meet their needs holistically."
Challenges during pandemic	The time of uncertainty	Empowering others	"What we also understand is that if you're moving everyone to doing online learning they got to learn a strategy of how do you that."
Challenges during pandemic	The time of uncertainty	Empowerment and delegation	"So our headteacher puts a big focus and I think rightly so on teaching and learning. And he has just recently probably in the last year maybe in the last academic year also started to look more at educational research and using kind of educational psychologists and the way the brain works and how children learn best as part of what underpins our practice here at school."
Challenges during pandemic	The time of uncertainty	Flexibility	"We have this little Priory postcards and anybody can write this to say well done or thank you for a member of staff. So the praise just doesn't come from the senior leadership team or me." (Headteacher)
Challenges during pandemic	The time of uncertainty	Flexibility	"It was literally 4 days and then Boris said that schools are closed. So it's very responsive." (Headteacher)
Challenges during pandemic	The time of uncertainty	Flexibility	"First of all building relationships is the key things... we play to everybody strength"
Challenges during pandemic	Issues with remote learning	Flexibility and Responsiveness	"So what we found that a lot of our training is people talk together and work together in teams but obviously you can't do that if you're socially distanced. So on zoom you can't there's a function to do but it's quite difficult to do."

Challenges during pandemic	Effective communication for pupils and families	Flexibility in teaching methods	"We did a training session on best practise for teaching reading and writing" (Headteacher)
Challenges during pandemic	The time of uncertainty	Focused Teaching Approaches	"I've been very lucky I had some good professional friends over my time. I think having the confidence to make decisions is something that I definitely have for the best of the children" (Interview 1).
Challenges during pandemic	The time of uncertainty	Future-oriented curriculum design	"The reality is that in pre-pandemic I found that our professional development was stronger much stronger because we have everybody on site and I can see them." "You know in some countries like it's expected to have a master's degree to become a teacher like Finland. So that hasn't happening but also then obviously it's down to the leader."
Challenges during pandemic	Issues with remote learning	Impact on Learning	"So the staff I think first and foremost needed regular communication. They needed to know what was going on they needed to know: one I'm gonna go back to that fear thing. So everybody was scared with this completely scenario." "I think gosh yeah the staff were incredible. We are so lucky here that the staff are so dedicated and any kind of idea that we had as a leadership team whether it was about safeguarding or about the home learning teachers were fully on board with and trying so hard to make sure that the children were safe and learning."
Challenges during pandemic	The time of uncertainty	Leadership development	"Crisis management... knowing that you will not have enough information but you have to take decisions" (Headteacher)
Challenges during pandemic	The time of uncertainty	Leadership training	"That's what I would change if you would have again asked me that question. You know I was moaning a lot not a lot but I was moaning periodically and then I went into business and I said this is what we need to do this is what we're going to sort out this is how we're going to structure can you do this can you do this can you do this we need to be careful people are frightened we need to think about education we need to start think about remote learning and then we went into it... but I started off with a moan."
Challenges during pandemic	Effective communication for pupils and families	Learning Outcomes Focus	"Making sure I'm competent on virtual platforms making sure that communication is more regular..."

Challenges during pandemic	The time of uncertainty	Linking PD to School Goals	"Ensuring pupils are safeguarded and they're engaged with their learning... using outdoor space for learning."
Challenges during pandemic	Issues with remote learning	Long-term Educational Strategy	"We only did one live session a day because we didn't want our children in front of the screen for so long."
Challenges during pandemic	Issues with remote learning	Long-term Impact and Planning	"The challenge was to provide the same type of learning that I would in a classroom" (Teacher 1)
Challenges during pandemic	The time of uncertainty	Maintaining High Standards	"We are all on the same mission we are working together- we know it's a hard work but we are there to drive each other" (Interview 4).
Challenges during pandemic	The time of uncertainty	Maintaining relationships	"The only hardship I had from the pandemic was that I wasn't able to go on holiday... I threw myself into work" (Teacher 1)
Challenges during pandemic	Online meetings and training	Managing Challenges	"We have our designated CPD time... So they can do collaborative planning together"
Challenges during pandemic	The time of uncertainty	Managing Workload	"So to be honest it was the number of lockdowns. Some of the biggest challenges like we face today so sending home groups cohorts of children perfectly healthy children up to 60 of them with several members of staff for two weeks at a time which is incredibly challenging." "So I mean I won't go into all the details but things like staggered staff and we've got three separate entrances parents were not allowed inside and no people came to the front office and say as they had an appointment because there was one at a time. We put up screens we did all of the changes to the building that we needed to."
Challenges during pandemic	The time of uncertainty	Multifaceted roles	"What we set up as a leadership team was what we were calling welfare calls. So as assistant head of year five and six it was my job to ring certain families within my year groups to check in with the adults how are things going are things quite stressful at home is there anything we can do to support but also to speak to the child to let them know that we're still here for them and that we still care and we're still looking after them even though we can't see them." "So that was incredibly stressful during lockdown."
Challenges during pandemic	The time of uncertainty	Networking	"it was always a question of how you would want us to go forward with this and what would this look like with you."



Challenges during pandemic	The time of uncertainty	Networking	"We always want to coach our staff to get to the place where they want to. Obviously different scenarios require a different style."
Challenges during pandemic	Issues with remote learning	Online teaching	Teachers will need to be able to teach online as well as face to face. The other thing is that we are more and more trying to help children understand why they are learning things in school and linking it to future careers, future developments.
Challenges during pandemic	Issues with remote learning	Online teaching	I think one negative in terms of Covid and leadership style is monitoring and assessment. We've been probably less rigorous in a way because of mental health and staff wellbeing. Knowing that staff felt overwhelmed for such a long period of time, going in and using the same style of assessment and monitoring that we had done before was going to have a negative impact on everyone. So, that has changed, that instructional leadership has changed, and I think we have tried very hard to have a much more supportive attitude.
Challenges during pandemic	Issues with remote learning	Online teaching	My second terrifying challenge is really thinking through this next generation of children. ... we need a knowledge based curriculum to be introduced to them which I need to get them to think critically and independently and this is one of my biggest challenges. So, moving forward, there will be disruptions to education and disruptions to work patterns which will put pressures on parents and then the fact that this will happen again and again and again. I can see if I'm being cynical and my younger generation need to recognise it for what it is and do something about that.
Challenges during pandemic	Issues with remote learning	Online teaching issues	We tried to have some sort of online timetable, so the lessons were taught in sequences that children were used to ...
Challenges during pandemic	The time of uncertainty	Online teaching skills	"If teaching staff aren't at the highest standard your actual attainment and progress of pupils doesn't exist" (Interview 3).
Challenges during pandemic	The time of uncertainty	Overcoming challenges	"So you know asking them to come back to school after lockdown. We had to do it in a very diplomatic way and pathetic way which I think we did."
Challenges during pandemic	The time of uncertainty	Parental Involvement and Support	"Depending on what is been covered... if it was to do with differentiation and

			special educational needs then it would be our inclusion lead"
Challenges during pandemic	Effective communication for pupils and families	Pastoral care	"We also fund teachers to pursue master's degrees."
Challenges during pandemic	Online meetings and training	Pedagogical adaptation	"Data is a part of the conversation... it's a very poor master."
Challenges during pandemic	The time of uncertainty	Peer learning	"I have an Executive Principal but she has a major role and she is also our regional director"
Challenges during pandemic	The time of uncertainty	Personal growth	"But also pupil's voice became very more important... We monitored how children were feeling."
Challenges during pandemic	Online meetings and training	Reflecting and Adjusting	"It was about making sure staff are aware of what wellbeing packages were available... we had moved to virtual platforms."
Challenges during pandemic	The time of uncertainty	Regular updates	"We had no bubble burst during the autumn term... in January 2020 when we called a 2nd lockdown our strategy shifted to a much more manageable workload for the teachers because they started to do a lot more live lessons via the platform." (Headteacher)
Challenges during pandemic	Online meetings and training	Remote schooling	"So they will tell me- we meet and they will say: these are the strengths and these are the weaknesses of the school at this point"
Challenges during pandemic	The time of uncertainty	Responding to challenges	"it was then how to bridge that gap and I don't think it was perfect what I did but I think it could have been a lot worse if I haven't thought- let's be a little bit more thoughtful of how we do things."
Challenges during pandemic	The time of uncertainty	Responding to change	"Making sure I'm competent on virtual platforms... a sharp focus on wellbeing."
Challenges during pandemic	The time of uncertainty	Responding to Change	"Developing a shared language around leadership and values" (Headteacher)
Challenges during pandemic	Effective communication for pupils and families	Response to Challenges	"Making sure we got a sharp focus on wellbeing... making sure that features a lot in my agenda items when I'm in meetings."
Challenges during pandemic	The time of uncertainty	Responsiveness to change	"Making sure we got a sharp focus on wellbeing."
Challenges during pandemic	The time of uncertainty	Responsiveness to change	"The staff were incredible. We are so lucky here that the staff are so dedicated and any kind of idea that we had as a leadership team whether it was about safeguarding or about the home learning teachers were fully on board with and

			trying so hard to make sure that the children were safe and learning."
Challenges during pandemic	Issues with remote learning	Working from home	When you're at school you can forget home but at home, you're in a room like this. And it was hard telling my own children mummy is still working; mummy is still trying to teach 20 children ...
Distributed Leadership	Collaborative decision-making	Application of Innovative Strategies	"I think in terms of school leadership it's more important than ever before that we have equality in our access for children because I think the pandemic highlighted even more the gaps between different social classes between different ethnicities."
Distributed Leadership	Effective Communication	Balanced Use of Data	"my teachers and I are freed up for much bigger bolder and better things than bullet point lists."
Distributed Leadership	Effective Communication	Balanced Use of Data	"I think effective leadership is knowing which type of leadership to use when is appropriate." (Headteacher)
Distributed Leadership	Community and relationships	Building Community	"I think they have the most significant role because if teaching staff aren't at the highest standard your actual attainment and progress of pupils doesn't exist"
Distributed Leadership	Community and relationships	Building Community	"We are all here to support or help each other and we all know that each of us has our areas of both weaknesses and strengths and we can learn from each other"
Distributed Leadership	Community and relationships	Building Relationships	"In order for a teacher to be inclusive it's all about their teaching and it's ensuring that their teaching is been adapted to meet the needs of every child."
Distributed Leadership	Community and relationships	Building Understanding	"We probably got about 5 people who are coaching on the regular bases which is been a big impact this year..." (Assistant Head 1)
Distributed Leadership	Collaborative decision-making	Collaborative	really successful organisations, successful schools are heavily led from the middle of the school, from the practitioners themselves ...
Distributed Leadership	Collaborative decision-making	Collaborative	... the practice we have - the opportunity to research what we want. It just worked out that everybody is going to contribute. Everybody is contributing in a very unique way.
Distributed Leadership	Collaborative decision-making	Collaborative Approach	"So this year because we launched the 'Great Teacher Rubric'... we looked at planning we looked at books we watched lessons"

Distributed Leadership	Collaborative decision-making	Collaborative CPD	"My fear for the next generation is the amount of information that's just gonna be thrown at them and how one particular set of information may dominate all others. So part of that would be I think the mental and emotional health and then utilising our zooms and our Microsoft Teams to make the world a smaller place to connect us better so we can again share best practise." "So I think education is improving and Ofsted are definitely driving it. I think it's just shut up but once this next round of Ofsted comes in because we were delayed because of lockdowns and the school closures."
Distributed Leadership	Collaborative decision-making	Collaborative Planning	"We're trying to do more opportunities obviously because of Covid some of our kids haven't done anything for almost two years." (Headteacher)
Distributed Leadership	Collaborative decision-making	Collaborative Planning	"We had a lot of heads sharing ideas... so a lot of collaboration" (Headteacher)
Distributed Leadership	Effective Communication	Communication	Making themselves present, going to the playground, doing assemblies with them, and making themselves known to the pupils within the school.
Distributed Leadership	Effective Communication	Communication	I think for me, in terms of my leadership, having close contacts and close relationships, that for me is the absolute key...
Distributed Leadership	Effective Communication	Communication	the success of school is definitely related to the leadership style of the headteacher."
Distributed Leadership	Effective Communication	Communication	So, I just would say in terms of the communication side and making sure teachers' voices are heard as well. If there are teachers concerns but they are not dealt with- they've been told why that can't happen? So, I do think communication is a very big thing at the moment
Distributed Leadership	Collaborative decision-making	Constructive Teamwork	"The reality is that in pre-pandemic I found that our professional development was stronger much stronger because we have everybody on site and I can see them. For example on zoom you can mute you can look at the screen or just look down from the screen and play with your phone." "And obviously the children that weren't engaging were often children that were falling behind possibly due to access to devices."

Distributed Leadership	Collaborative decision-making	Constructive Teamwork	"I had a staff member died when I was in Ecuador- a teacher so I had to lead the school through that because is very difficult thing but it's the experience that not lot of people get." (Headteacher)
Distributed Leadership	Collaborative decision-making	Crisis Management	"We have weekly insets and we've still maintained it and we just do it virtually."
Distributed Leadership	Collaborative decision-making	Data-Driven PD	"we have something called wellbeing days"
Distributed Leadership	Community and relationships	Developing community relationship	So, we have our designated CPD time which is on Mondays ... We also make sure that our PPA (planning time) is protected for the staff- so they have their planning time, where they can do collaborative planning together. We also have our team meetings.
Distributed Leadership	Community and relationships	Developing community relationship	Five years ago we started using lesson study at school which was a way to bring teachers together intentionally ... So we enacted lesson study to start building that culture of meaningful collaboration ... After some of the lesson study had been enacted asking them in an interview: what you think now? They would say what we were doing before was working in the same space at the same time. It was surface; it was taking something that was kind of implicit and making it explicit ... The way things work here started to shift because they saw the value and the impact in working in a network and connected way and they saw that the conclusions they were reaching were not possible without that and what then began to happen is that it wasn't now a lesson study as a collaborative event. So today the culture of collaboration is both formal and explicit through mechanism like lesson study, peer-to-peer observation or teacher research groups but it's also now a deeper more implicit culture whereby the teachers discourse in school has deeply improved so that every conversation is more meaningful and has an impact without the necessity of asking event and that every day is an event now.

Distributed Leadership	Collaborative decision-making	Distributed Leadership	"I think school improvement and getting with technology is quite a big task because whatever we do in school won't necessarily link up with what's happening at home with technology- that's the problem. So I think they need to be more social- this more younger children because that's where I am. Social skills of the younger children because they've been inside too long and physical activity."
Distributed Leadership	Collaborative decision-making	Inclusive Teaching	"teachers can do micro research and explore areas of their professionalism that they are interested in."
Distributed Leadership	Collaborative decision-making	Leadership	The leadership of the learning and the development of the school is coming from the middle of the school; is coming from the very people that are responsible for its operation not some hero paradigm where 'super headteacher' comes in and you know, creates everything from new.
Distributed Leadership	Collaborative decision-making	Leadership	"the first and probably the most influential factor would be an inspirational leader".
Distributed Leadership	Collaborative decision-making	Leadership	I think this year we worked on that kind of DL [Distributed leadership] in terms of developing our middle leaders as subject specialists so that people have more people, they can go to...
Distributed Leadership	Collaborative decision-making	Leadership	I think within a school you have different leadership styles for different points of the year. Like sometimes you have to be like more commanding if you know there is a big change that needs to happen, and you need consistency and you are going to have a more rigorous and more like setting targets because you want that routine to be embedded...
Distributed Leadership	Collaborative decision-making	Leadership Collaboration	"So before Covid I'd like to think that I had a style that is more about coaching collaboration and collegial approach...But when Covid came along it's very different to leadership."
Distributed Leadership	Community and relationships	Prioritizing Safeguarding and Student Outcomes	"We knew that we were all in the same boat and just wanted to help each other out" (Headteacher)
Distributed Leadership	Collaborative decision-making	Reflective teaching	... it's all done in a very encouraging and autonomous way. It's never like, 'these are your targets- this is what you have to be.' It's up to you and you are given that responsibility to decide ...You can reflect on your own teaching and make a

			decision for yourself- like leading your own coaching if that makes sense?
Distributed Leadership	Collaborative decision-making	Research-Based Changes	"Our priorities are we're still looking at curriculum but under layered under that is mental health of all children and staff and wellbeing of staff."
Distributed Leadership	Collaborative decision-making	Research-Based Changes	"For differentiation for example it's for every teacher. Some teachers might be stronger but then we set them up. The stronger teacher with the weaker teacher so they can support each other." (Assistant Head 2)
Distributed Leadership	Collaborative decision-making	Role of teachers	I think they [teachers] have the most significant role because if teaching staff aren't at the highest standard, your actual attainment and progress of pupils doesn't exist.
Distributed Leadership	Collaborative decision-making	School culture	My English lead leads on training; my Maths' Lead, does the Maths. So, it's nice that we have staff who are confident and experienced enough now to be able to lead training and work ... so, it's a collaborative approach
Distributed Leadership	Collaborative decision-making	School culture	Five years ago we started using lesson study at school which was a way to bring teachers together intentionally ... So we enacted lesson study to start building that culture of meaningful collaboration ... After some of the lesson study had been enacted asking them in an interview: what you think now? They would say what we were doing before was working in the same space at the same time. It was surface; it was taking something that was kind of implicit and making it explicit ... The way things work here started to shift because they saw the value and the impact in working in a network and connected way and they saw that the conclusions they were reaching were not possible without that and what then began to happen is that it wasn't now a lesson study as a collaborative event. So today the culture of collaboration is both formal and explicit through mechanism like lesson study, peer-to-peer observation or teacher research groups but it's also now a deeper more implicit culture whereby the teachers discourse in school has deeply improved so that every conversation is more meaningful

			and has an impact without the necessity of asking event and that every day is an event now.
Distributed Leadership	Collaborative decision-making	School culture	Our school wasn't a bad school but it did have some work to do and then with the headteacher we have now, obviously his vision was extremely broad and he could see the potential and all he needed from us was us to kind of back him up and to believe him what he was trying to do and then that has helped to transform the school
Distributed Leadership	Collaborative decision-making	School culture	I think often in schools especially in England teachers are told what to do and that really disguises a professional person and my believe is that if you want to lead an incredible school, you have to be putting teachers in meaningful situations where they themselves can lead their own learning. 'Teacher-lead learning is professional excellence.
Distributed Leadership	Collaborative decision-making	School culture	Creating a positive and supportive work environment where teachers feel valued and respected; providing opportunities for professional growth and development; fostering a sense of collaboration and teamwork among staff members; encouraging innovation and experimentation in teaching practices; and prioritising teachers and student well-being.
Distributed Leadership	Collaborative decision-making	School culture	Encouraging the approach that everybody is at the same level and have a nurturing approach towards people. Letting them know they can make their own decisions and take responsibility because they want to- not because they have to.
Distributed Leadership	Stakeholder engagement and	School culture	When I came to this school everything changed very quickly because it became the place where I work and have a lot of satisfaction from working there.



	communication		
Distributed Leadership	Collaborative decision-making	School culture	From the moment when I started my teaching career always there have been opportunities for me to get involved ... we staff have a big voice.
Distributed Leadership	Collaborative decision-making	School culture	I think it's really collaborative leadership....I think the head's leadership style is very democratic. So, his style is always taking into account the ideas of middle leaders, teachers, TAs, and everybody has a voice in our school
Distributed Leadership	Community and relationships	School Culture Engagement	"The first lockdown the first few weeks because we didn't know anything it was moreover like keeping them busy at home education and then obviously it became very clear especially in the last lockdown that they needed proper education while they were at home."
Distributed Leadership	Stakeholder engagement and communication	School Environment	"We all obey by [the rules] and we all hold ourselves accountable"
Distributed Leadership	Collaborative decision-making	Shared Decision-Making	"our headteacher encourages us to sort of research areas of interest for us."
Distributed Leadership	Collaborative decision-making	Shared Decision-Making	"I think the people are missing the in person or being there in person and you don't get the same level as of learning or development when you do it online."
Distributed Leadership	Collaborative decision-making	Shared Decision-Making	"We put lots of different things in place...not only to keep in touch with the senior leadership team; we kept in touch with all the staff."
Distributed Leadership	Collaborative decision-making	Shared Leadership	"We don't do the termly observation we don't expect them to do written marking every lesson because it's pointless. So everything we do is research-based and you know we want to carry on doing things that have an impact."
Distributed Leadership	Collaborative decision-making	Shared Leadership	"So for my 2 TAs specifically first I asked them what their areas of interests were and one of them very clearly wanted to go towards specialising speech and language therapy" .
Distributed Leadership	Collaborative decision-making	Teaching strategy	...every half term we have a primary reflection, so we reflect on the half term and all teachers, and all staff get to say what is going on in school, how they improve it and then the SLT team listen to the feedback and try to put things in place...

Distributed Leadership	Collaborative decision-making	Teaching strategy	We are supporting and contributing to improve the education of the children in the year groups we have but we are always supporting those around us as well. So, we might be helping children we taught before; we might have a conversation with their teachers; we might say: have you tried this strategy, this works really well for them.
Distributed Leadership	Collaborative decision-making	Teaching strategy	School leaders move the school forward through monitoring of subjects; checking on teachers; checking how the learning is going; and checking the planning.
Instructional Leadership	Teaching and learning strategy	Beyond Data-Driven Approaches	"Yes this is what you can choose and choose... it's again a collaborative approach." (Interview 1)
Instructional Leadership	Teaching and learning strategy	Beyond Data-Driven Approaches	"I'm currently just finishing off my NPQH which is a National Professional Qualification for Headship and that's been very intense"
Instructional Leadership	Teaching and learning strategy	Beyond Data-Driven Approaches	"the beauty of professional development in this school is that you get to know everything you want to know."
Instructional Leadership	Teaching and learning strategy	Beyond Data-Driven Approaches	"I always say to my new teachers: you got to have the teacher version of you. Because they say: what that mean? And then I say: I'm Daniela, you know me as Daniela. You know I have the head teacher version as well but you are getting to know me as me. I'm not this person when I'm in that classroom with those children I'm almost a character of Daniela." (Headteacher)
Instructional Leadership	Teaching and learning strategy	CPD Program Design	"Every adult in school everyone even the teaching assistants they have an area. we ask them to choose which interventions they like to lead on and it's theirs."
Instructional Leadership	Teaching and learning strategy	CPD Program Design	"it's really collaborative leadership. So I think everything is discussion and we staff have a big voice."
Instructional Leadership	Curriculum development	Curriculum Development	"The curriculum in the school was a collaborative design; it was not just off the shelf and into the classroom."
Instructional Leadership	Teaching and learning strategy	Curriculum Implementation	"So at the moment just because of the staffing structure and I have 2 new Assistant heads this year"
Instructional Leadership	Teaching and learning strategy	Evaluation and Monitoring	"It was actually meeting the senior leaders we need to do this- more command and control."

Instructional Leadership	Teaching and learning strategy	Evidence-Based Decision Making	"If the need is for English my English lead will do that depending on the need."
Instructional Leadership	School Ethos	Inclusive Teaching	"alleviating their pressures...it was very much unknown about a lot of different things by then."
Instructional Leadership	School Ethos	Inclusivity and Diversity	"everybody in my school everyone is a leader of something even the children."
Instructional Leadership	Teaching and learning strategy	Inquiry-Based Development	"Lots of headteachers are in quadrium with other headteachers... we can support and learn from each other."
Instructional Leadership	Teaching and learning strategy	Inquiry-Based Learning	"In times of crisis, I would default more to distributive... particularly during the global pandemic."
Instructional Leadership	Teaching and learning strategy	Learning from Experience	"Shift to be trained on remote learning platforms happens after October half term."
Instructional Leadership	Teaching and learning strategy	Lesson Study	"I would like to become more of the coaching style... once the pandemic is done and once the Ofsted thing is done."
Instructional Leadership	Teaching and learning strategy	Lesson Study and Peer Feedback	"I hope it makes people see how very important for young people is to have a very best education; and they are going to shape our future."
Instructional Leadership	Teaching and learning strategy	Lesson Study Approach	"everything we do is striped in research... if there isn't research... we wouldn't be involved"
Instructional Leadership	Teaching and learning strategy	Quality Improvement	"I am quite a resilient person... it's just about having a positive attitude and make sure that you support systems."
Instructional Leadership	Curriculum development	Research and Experimentation	"But sort of as lockdown was opening up we met as a leadership team and decided that the priority would be to plug the gaps to make sure that any missed education was now taught and talked properly and that children were prepared for the next stage of their education." "So I think there is a shift there" (in reference to focusing more on educational research and the way the brain works).
Instructional Leadership	Teaching and learning strategy	Research and Inquiry	"So we paid extra money cleaners will come and don't just ignore them but they're gonna wipe down all the surfaces every morning every night and the middle of the day." "We put up screens we did all of the changes to the building that we needed to."
Instructional Leadership	Teaching and learning strategy	Research and Inquiry-Based Changes	"For middle leaders... I wrote a programme based on what they would have had to do there..." (Interview 1)

Instructional Leadership	Teaching and learning strategy	Responsiveness to Change	"I used to have briefings with staff physically... now do it virtually and typed."
Instructional Leadership	School Ethos	School Culture	So, this year because we launched the 'Great Teacher Rubric' - I got a copy here actually, pretty much my bible. So, it's a document which lays out what the MAT expects as a great teaching and learning and is broken down into lots of different areas. So, it's a coaching tool ... All primary and secondary schools under the MAT are using this document
Instructional Leadership	School Ethos	School Culture	Making sure my lesson planning is to the standard it needs to be making sure my teaching is up to the standard; I am following those practices and models that we been told.
Instructional Leadership	School Ethos	School Culture	It's about being honest and understanding that sometimes we need to have awkward conversations or say things like this isn't good enough; you need to do this better. But we all need to understand that we are here to improve children's attainments
Instructional Leadership	School Ethos	School Culture	I believe in systems, and I think that one of the jobs of the headteacher as an instructional leader is to create alongside the staff, to collaborate with the staff team and create the kind of systems that allow freedom. So, teachers can focus on learners and learning.
Instructional Leadership	School Ethos	School Culture	...you are free, and you can do whatever you want as long as you are in a box ... this is not true freedom. I believe in a system. England is not an education system. It is the Wild West. It is everybody doing all sorts of different things for a variety of different outcomes all under a framework that has been designed by people who are not in classrooms.
Instructional Leadership	School Ethos	School Culture	The school (S2) is like a hybrid, so mixture of English education, Canadian education, may be a bit from Singapore, may be a bit from Finland or Australia; little bits from all over the world. But it is an unconventional English primary school.
Instructional Leadership	School Ethos	School Culture	A key drive of success in our school has been as I said earlier, putting the teachers in situations like lesson study where they are actively working

			together, collaborating to plan, to prepare, research, review, revise and instructional practice that has impact on learners and learning and gives them the opportunity to have an element of social capital.
Instructional Leadership	School Ethos	School Culture	Every teacher, everyone, every adult in the school is a leader, is a learner and is a teacher. And every pupil, every child in the school is a leader, is a teacher, is a learner. And I think that is the foundation of the ethos here.
Instructional Leadership	Curriculum development	School curriculum development	"The head of the school, she maps out the curriculum and the intend behind our curriculum; and then each of our subject leaders say them opinions."
Instructional Leadership	Curriculum development	School curriculum development	"So, each of us [teachers] needs to make sure we are following what they have been told us and focusing on improving student attainments."
Instructional Leadership	Curriculum development	School curriculum development	I think the teachers are in the middle; they are with the children a lot of the time, but the teachers will also get lots of support and guidance from the school leaders and that helps to impact on student achievement as well.
Instructional Leadership	Curriculum development	School curriculum development	"We started as (an entire) staff, and we decided how we want it to look and how we are going to divide it up"
Instructional Leadership	Curriculum development	School curriculum development	I have been through a couple of lesson studies, When I done the first one, 3 years ago, I was in my NQT induction year and things are still stuck with me and we learnt key things. I think it's really a practical research tool.
Instructional Leadership	Curriculum development	School curriculum development	At the moment, we are working on wellbeing, trying to make sure that everybody gets a chance to talk to one another because it's so important for professional collaboration that everyone feels comfortable with one another professionally and everyone kind of getting along. Also, I think that modelling for children is really important.

Instructional Leadership	Curriculum development	School curriculum development	We work nationally and internationally. We have worked with schools in Australia, New Zealand, Canada, Singapore, Malta and Sweden which is fantastic for us because it is all learning and growth for us. And we work with, you know, we currently working with schools in Germany, Belgium and Cyprus. They are doing incredible things that we can share but we're also learning. And then we have a network of schools around England and Wales that We also work with.
Instructional Leadership	School Ethos	School Ethos	"You just kind of plan for every eventuality... we wanted to be ready for it."
Instructional Leadership	School Ethos	Setting Clear Vision	"So, it just depends on what it is. So, all of our training has been in-house recently. We have done training where we separated key stage one and key stage two because obviously their need can be different."
Instructional Leadership	School Ethos	Shaping School Ethos	"Ensuring us to equip children with the skills to live in the 21st century... to cope in a fast-changing post pandemic 21st century."
Instructional Leadership	Teaching and learning strategy	Teaching strategy	They [teachers] need to be kind of riding my mission statement [as a leader] and agree with it and fulfilling it within the classroom.
Instructional Leadership	Teaching and learning strategy	Teaching strategy	I have an Executive Principal, but she has a major role, and she is also our regional director. She is involved in about 10 schools, but she is an Executive Principal of about 3 which means for me I have a direct mentor. I see her quite a lot. She comes in to school maybe 2 to 3 times a week but that provides me with the support that I need and she does a lot of the ups sides so she manages and supports with the operation sides, so I don't have to deal with that. I can just concentrate on the teaching and learning for now.
Instructional Leadership	Teaching and learning strategy	Teaching strategy	I think being a headteacher you need to have a number of hats. You need to programme a number of roles. A big part of my job is instructional leadership that the headteacher must be an instructional leader ... I think often in schools, especially in England teachers are told what to do and that really disguises a professional person and my believe is that if you want to lead an incredible

			school, you have to be putting teachers in meaningful situations where they themselves can lead their own learning and the instructional programme of school ...
Leadership during pandemic	Reliance on School Vision and values	Emotional resilience	"Always being adaptable and flexible... you need to look at children holistically and meet their needs holistically."
Leadership during pandemic	Leadership in the 2nd lockdown	Problem-solving	"It was quite similar. It was just moved online. So, we still did all the CPDs and all the extra training. It just had moved to an online platform instead of being in person."
Leadership during pandemic	Leadership in the 2nd lockdown	Adaptability and Flexibility	"I have 2 new Assistant heads this year. My assistant head is in charge of inclusion"
Leadership during pandemic	Reliance on school vision and values	Adapting School Practices	"If we go into a pandemic again, we will still stick to our one live session."
Leadership during pandemic	Leadership in the 2nd lockdown	Agility	"During the PPA I collaborate with my year group partners... we meet and they will say: these are the strengths and these are the weaknesses of the school"
Leadership during pandemic	Reliance on school vision and values	Alignment with School Objectives	"For differentiation for example it's for every teacher. Some teachers might be stronger but then we set them up. The stronger teacher with the weaker teacher so they can support each other."
Leadership during pandemic	Leadership in the 2nd lockdown	Anticipatory actions	"Teacher: yes, so we have professional development meetings. So you identify an area that you would like to improve in and then you tell SLT exactly how you would like help."
Leadership during pandemic	Leadership in the 2nd lockdown	Approaches and Styles	"Their behaviour for learning is very important to us at this school."
Leadership during pandemic	Leadership in the 2nd lockdown	Assessment techniques	"So currently I coach people; the head of school also coaches people. Then we have a lot of our middle leaders"
Leadership during pandemic	Leadership in the 2nd lockdown	Blended leadership post-crisis	"So giving people a voice to being able to respond to things" (Headteacher)
Leadership during pandemic	Reliance on school vision and values	Clear vision	"We also fund 6 or 7 teachers to pursue master's degrees."
Leadership during pandemic	Leadership in the 2nd lockdown	Crisis Management	"Yeah sometimes our Teaching Assistants don't because they tend to finish earlier. Their contracted hour is for 15 but some of them do stay because they do want to have that professional development."

Leadership during pandemic	Leadership in the 2nd lockdown	Crisis Management	"I'm very much welcome distributive leadership... it's also about not to micromanage people and to trust in my staff."
Leadership during pandemic	Reliance on school vision and values	Curriculum adaptation	"I would like the teachers to have more responsibility and more leadership within the school. I think if we get our professional development off the ground teachers becoming more supportive becoming more confident in their ability developing themselves as leaders." "So we start off with this is what we're trying to do this is why we're trying to do it this is how we're going to do it here is all the strategies we can use to bring that all together this is how we're going to do it and have a look at all these people the best way they're going to do it so sharing."
Leadership during pandemic	Reliance on school vision and values	Directive Leadership	"It's about who we are, who is in the room here... what are our values" (Headteacher)
Leadership during pandemic	Reliance on school vision and values	During covid	They [parents] were saying they didn't realise the level of work their children were doing in school until the lockdown.
Leadership during pandemic	Reliance on school vision and values	During covid	I think in the pandemic a school and school leader have to rely on the things that are second nature. The things that have been well established, well embedded within the school and you know as a leader and I think as a school your true culture, your true climate, your true ethos comes through and because I've been at this school for quite a long time, we had a long time to establish those things.
Leadership during pandemic	Reliance on school vision and values	During covid	A calm and well-mannered approach; not rushing into things. That was probably our kind of mantra because we didn't want to be reactive.
Leadership during pandemic	Reliance on school vision and values	During covid	To help the children to value education as a life-long process. Inspire a love of learning within all children and help them to achieve their full potential and to acquire the concepts, knowledge, skills and attitudes that will equip them for life in a fast-changing world.
Leadership during pandemic	Reliance on school vision and values	During covid	We have a number of vulnerable families, a number of children who we really have to keep track of, we want to see them every day, we want to make sure that they are well, and they're being looked after and when they're at home in lockdown we don't have access to



			seeing them in the same way that we do when they're coming to school.
Leadership during pandemic	Reliance on school vision and values	Embracing change	"We don't expect them to do written marking every lesson because it's pointless. So everything we do is research-based and you know we want to carry on doing things that have an impact."
Leadership during pandemic	Reliance on school vision and values	Flexibility	"From my experience that's based on respect honesty and following the school rules because we do have a very strong ethos within the school."
Leadership during pandemic	Leadership in the 2nd lockdown	Flexibility and Responsiveness	"So it's one week on one week off- it's like that. So there will be times for senior leaders to maybe not actually but virtually have meetings and say that: you try this and press that button and actually people will be surprised how quickly they picked it up when you have to do something."
Leadership during pandemic	Leadership in the 2nd lockdown	Leadership	In the lockdowns, the MAT network told me I had to stay at home even though I didn't want to. So, I was a virtual Headteacher. So, I had to rely on others to probably do more of what I would have done if I was in school- that was a strange feeling!
Leadership during pandemic	Leadership in the 2nd lockdown	Leadership	In the lockdowns, the MAT network told me I had to stay at home even though I didn't want to. So, I was a virtual Headteacher. So, I had to rely on others to probably do more of what I would have done if I was in school- that was a strange feeling!
Leadership during pandemic	Leadership in the 2nd lockdown	Leadership	The fact that they had to do stuff and make decisions without checking on me because I wasn't here to do that, but I think, you know me, I'm pretty much as I am. I don't think I have changed- I don't think Covid-19 changed me, no!
Leadership during pandemic	Leadership in the 2nd lockdown	Leadership	I've had to take the dictator style a little bit with Covid-19 rules and restrictions around safety and it has to be, this is what the risk assessment says, sorry this is what we're doing you know you are employed here; we've got a job to do, I'm sorry we can't do it like that ...
Leadership during pandemic	Leadership in the 2nd lockdown	Leadership	An assistant head, acting as a headteacher in the absence of the headteacher, conceived the role as a huge responsibility. On the other hand, she believed her new responsibility had

			made her grow in strength and learn leadership skills. She understood her style at the start of the pandemic as: “decisive because there wasn't that much time to kind of consult with staff”.
Leadership during pandemic	Leadership in the 2nd lockdown	Leadership	I can't just be like a bulldog, you know, tearing through. I need to make sure I still have that humility and like the human side.
Leadership during pandemic	Leadership in the 2nd lockdown	Leadership	Now, I'm having more and more time to do the big picture thinking because I'm not having to help that teacher do that, this teacher do that, because people are just doing it. They are taking initiatives and leading themselves.
Leadership during pandemic	Leadership in the 2nd lockdown	Leadership	I think it has made people more resilient especially when it comes to technology, and I think it has given our schools time to think about where we can grow.
Leadership during pandemic	Leadership in the 2nd lockdown	Leadership	Before Covid I'd like to think that I had a style that is more about coaching, collaboration and collegial approach. Where I tried to get people on board and obviously, we go with what we decided to go with- that seemed to work really well for me.
Leadership during pandemic	Leadership in the 2nd lockdown	Leadership	Our headteacher is very big on coaching as well as she has individually coached quite a few of us and then training us to then up-coach other people as well. So, that coaching culture, and it's a strategy too.
Leadership during pandemic	Leadership in the 2nd lockdown	Leadership	You're looking at health and safety. So, the problem there is that you're talking about peoples' lives- your staff, your families. And you have a slightly different reaction to things.
Leadership during pandemic	Leadership in the 2nd lockdown	Leadership	It wasn't about going around and trying to have a style which is about collaboration. It was actually, meeting the senior leaders, we need to do this- more command and control ... I was under a huge pressure, and I found myself telling (them)- just do this
Leadership during pandemic	Leadership in the 2nd lockdown	Leadership	I think the way the leaders should be after this time is: a) how they introduce the change is going to change; and b) they will need to be a little bit more mindful of looking out for the emotions, the mental wellbeing of the teachers and really have that at the forefront.

Leadership during pandemic	Leadership in the 2nd lockdown	Leadership	I knew at the beginning, I needed a crisis management approach, and, in that mode, you understand that you have to take decisions with limited information. So, that's a mind shift of knowing that you will not have enough information, but you have to take decisions based on what you know. But then also be very light on your feet and flexible and be clear about the fact that you may have to change a decision as new information comes to light.
Leadership during pandemic	Leadership in the 2nd lockdown	Leadership	He [the assistant head] would look through videos and have a look at the videos that we're doing for approval ... when he came to the school, he did an inset as well on kind of this is what lessons should look like. So, he was kind of taking the lead on the online videos.
Leadership during pandemic	Leadership in the 2nd lockdown	Leadership	In regard to actual planning and everything it was very clear what was expected from you, which was really good, and you know it wasn't just pointless messing around ... It was more just like; on this date this needs to be here; this is how you can do it; here's a set of documents that you can use to help scaffold that in your own teams ...
Leadership during pandemic	Leadership in the 2nd lockdown	Leadership	We made sure that the days were broken up. The teachers had a lot of time in their day to ensure that they had time for breaks; they had time for comfort breaks into rests and things like that.
Leadership during pandemic	Leadership in the 2nd lockdown	Leadership	Well, I will show you how to do that; I'll show you how to upload videos to a computer so the children can access from home.
Leadership during pandemic	Leadership in the 2nd lockdown	Leadership	What I mean by that is making sure I entail other leaders in school to take on responsibility and to drive things and not to micromanage people and to trust in my staff and that they'll be able to do this
Leadership during pandemic	Leadership in the 2nd lockdown	Leadership	So, I think distributive leadership works very well when the schools are in trouble which my school technically is but also in times of crisis like the global pandemic. But sometimes you might use elements of authoritative when you need to. Say there is a major safeguarding issue so you might default to that style but that's not really my style.

Leadership during pandemic	Leadership in the 2nd lockdown	Leadership	I guess this is another value and attitude of leadership. It's always being adaptable and flexible because you just don't know what's going to happen. So, you always got to have that, always got to have that. You've always got to have those values and attitudes.
Leadership during pandemic	Leadership in the 2nd lockdown	Leadership	In a time of crisis, you adapt quickly, and you reflect with your team. So, if things need to change very quickly or you need different eyes to look at risk assessment that we do that.
Leadership during pandemic	Leadership in the 2nd lockdown	Leadership	All leaders are not like this. There are leaders that keep all the information to themselves for whatever reason, it's not good or bad, it's just this that we are different. People keep the information to themselves; they don't want to burden people with information ... So, mine is I quite like to share openly with everybody.
Leadership during pandemic	Leadership in the 2nd lockdown	Leadership	I was moaning a lot. I was frustrated with what was going on. I should have kept that to myself, that was my own personal view, that was my own personal feeling, my own personal thoughts... I should have kept quiet and just respected that everybody has got their rights to think and believe what they want. Staff were in agreement with everything because I'm in a difficult position, I'm the power, I'm the boss. So, they have to listen, they have to listen, I'm aware of that. So, they won't necessarily challenge me because you don't want to challenge the boss, right? - and I put myself in; I'm the boss ...
Leadership during pandemic	Leadership in the 2nd lockdown	Leadership	My leadership style is very open ... I'd like to share everything, pretty much. If everybody knows that as a leader, they can then grow internal leaders because they can see the model that I think is very successful. So, we will have groups of teams where one person leads the entire team and I pick the best person to lead that team. They share with everybody the way they're doing things and they are interchangeable. So, I can promote from within, and we keep sharing best practice. So, my style of leadership is that sharing of information with a purpose.

Leadership during pandemic	Reliance on school vision and values	Long-term Vision	"Resilience so I would say that is the number one... having a positive mindset and using that language amongst my staff and children."
Leadership during pandemic	Reliance on school vision and values	Online Learning Preparation	"From my experience that's based on respect honesty and following the school rules because we do have a very strong ethos within the school"
Leadership during pandemic	Reliance on school vision and values	Pastoral care	"If the need is for English my English lead will do that depending on the need." (Interview 1)
Leadership during pandemic	Reliance on school vision and values	Promoting Leadership at All Levels	"If teaching staff aren't at the highest standard your actual attainment and progress of pupils doesn't exist"
Leadership during pandemic	Reliance on school vision and values	Reflective Leadership	"The better our teachers are- the more we invest in our teachers the greater the outcomes for our pupils." (Assistant Head 1)
Staff Professional Development	Teacher Development	Autonomy in Professional Growth	"Effective teaching for me is teachers knowing every pupil- teachers making sure that they are aware of where the children are at in terms of their academics." (Headteacher)
Staff Professional Development	Teacher Development	Coaching Team Development	"There needed as well to be a balance of briefing and collaboration."
Staff Professional Development	Teacher Development	Continuous Learning	"So I can request courses to go on and the schools are really open and always happy to send things are relevant"
Staff Professional Development	Teacher Development	Continuous Learning	"For example we have a teacher who is really good with data. She has a passion for data so we sort of ensure and allow her to take on that responsibility"
Staff Professional Development	Teacher Development	Continuous Learning	"giving more responsibility to the middle leaders"
Staff Professional Development	Teacher Development	CPD Participation	"we were hearing everyone was learning new things made them more comfortable to communicate now maybe in an area they needed help with."
Staff Professional Development	Teacher Development	CPD Planning	"I specialised in inclusion and safeguarding and lots of things happened in my career that have actually given me the skills to be a good leader"
Staff Professional Development	Leadership Development	Decision-Making Agency	"So basically if you said for example, I really want to improve in delivering reading comprehension lessons then you find a training that you like or they suggest a training and then they book you onto it."

Staff Professional Development	Leadership Development	Delegation	"I know that from the 1st cycle we have done I know which areas we need to focus on. So our key things are: formative assessment cognitive load managing academic needs of children and evidence informed practice..." (Assistant Head 1)
Staff Professional Development	Leadership Development	Empowering Leadership	"We kept [CPD] online; we kept that virtual. We changed obviously the programme depending on the need." (Headteacher)
Staff Professional Development	Leadership Development	Empowering Middle Leaders	"Maintain consistency high standards and expectations... mental health of all children and staff and wellbeing of staff."
Staff Professional Development	Teacher Development	Encouragement and Funding	"It's heavily teacher led learning... teachers are involved in micro research."
Staff Professional Development	Teacher Development	Encouraging Professional Development	"In order for a teacher to be inclusive it's all about their teaching and it's ensuring that their teaching is been adapted to meet the needs of every child." (Assistant Head 2)
Staff Professional Development	Teacher Development	Feedback	So, they are coming and saying, okay next week somebody will come around we will be looking at maths lesson, for example, and then you get feedback from that. I think that [the feedback] really helps a teacher because you feel motivated and think okay, now I can do these things; this is the thing I am going to focus on now
Staff Professional Development	Teacher Development	Feedback in PD	"Middle leaders...they are in charge of the curriculum...they get time out of class to do that so they have an additional planning time to do that." (Headteacher)
Staff Professional Development	Leadership Development	Leader's PD	"The other one wanted to specialise more in social skills and social and emotional mental side of things so I ensured that I sort of collected all of the trainings and things were available to us"
Staff Professional Development	Leadership Development	Leaders' Professional Development	"Training my children to be resilient... but also balance against their mental health."
Staff Professional Development	Leadership Development	Leadership	I think the teachers are in the middle; they are with the children a lot of the time, but the teachers will also get lots of support and guidance from the school leaders and that helps to impact on student achievement as well.

Staff Professional Development	Leadership Development	Leadership	Teachers are followers. You, as a leader, want them to be followers but also feel like having a cooperation with it as well even if it's kind of you guided their opinion because of the way you are presenting it.
Staff Professional Development	Leadership Development	Leadership and Coaching	"teachers requesting observations from each other, not led by a quality assurance procedure."
Staff Professional Development	Leadership Development	Leadership and Staff Development	"I had to fit into a new school... the pandemic enabled me to throw myself headfirst into the work" (Teacher 1)
Staff Professional Development	Leadership Development	Leadership Development	"If you're moving everyone to doing online learning they got to learn a strategy of, how do you that."
Staff Professional Development	Leadership Development	Leadership Experience	"It's about being creative about how you still maintain relationships without being physically near each other."
Staff Professional Development	Leadership Development	Leadership Experience	"So before Covid...it was about coaching collaboration and collegial approach. But when Covid came along... it was actually meeting the senior leaders we need to do this- more command and control."
Staff Professional Development	Leadership Development	Leadership Experience	"Moved to more a sort of an affiliative style... understanding that people have needs" (Headteacher)
Staff Professional Development	Leadership Development	Leadership Flexibility	"We rack rated the Childs in red amber or green every day... to see who needed extra phone calls" (Headteacher)
Staff Professional Development	Teacher Development	Leading Professional Growth	"I work incredibly hard... I believe you're showing other people that's how hard you're gonna work" (Assistant Headteacher)
Staff Professional Development	Teacher Development	Mentor	I have a direct mentor. I see her quite a lot. She comes into school maybe 2 to 3 times a week but that provides me with the support that I need ... I kind of like to double check things with her, for example, spending money ... The plan is next year I will move, in the MAT system, I will become Principal which means I will have the power to do everything.
Staff Professional Development	Teacher Development	Mentor	Teacher observation is the most effective strategy to motivate and improve teacher practices.
Staff Professional Development	Teacher Development	Networking and Self-Education	"So I think there is a lovely word from Aristatar it is called 'finesses' and it's about being a wise expert."

Staff Professional Development	Teacher Development	PD Course Autonomy	"Usually we deliver it to everyone. For differentiation for example it's for every teacher. Some teachers might be stronger but then we set them up. The stronger teacher with the weaker teacher so they can support each other."
Staff Professional Development	Teacher Development	Peer Observation and Feedback	"We maintain a high level of virtual CPD for our staff... shift to be trained on remote learning platforms."
Staff Professional Development	Teacher Development	Peer Support	"The better our teachers are- the more we invest in our teachers the greater the outcomes for our pupils"
Staff Professional Development	Teacher Development	Peer Support in PD	"Abbi (one of the Assist. Heads) will be able to talk more about that when you speak to her."
Staff Professional Development	Teacher Development	Personalised Inquiry	"I try to read a lot... In terms of subject knowledge I try to just read lots of articles so like on TSS website for example just trying keep topping myself up." (Assistant Head 1)
Staff Professional Development	Teacher Development	Planning	Making sure my lesson planning is to the standard it needs to be; making sure my teaching is up to the standard; and I am following those practices and models that we've been told.
Staff Professional Development	Teacher Development	Professional Development	"I got in touch back then with a company to committed provide training for the staff immediately in September...to get them trained find how to use the online platforms."
Staff Professional Development	Teacher Development	Professional Development Autonomy	"I do lots of lots of reading in my own personal time. As the schools are quite good at suggesting reading and encouraging each other to sort of look further showing things we know."
Staff Professional Development	Teacher Development	Professional Development for Staff	"I think we need to start treating Covid like we do the flu... but we still wanna have high expectations and you still wanna make sure your children will be taught those values and skills."
Staff Professional Development	Leadership Development	School culture	I think to be an effective leader you have to have a clear vision, it's not necessarily of every next step, it's got to depend on the end goal, and you got to know okay this is the path we are going on.
Staff Professional Development	Leadership Development	School culture	The SLT [members] are incredibly important because they are the people supporting the teachers and if you have got strong leadership and leaders are very supportive and very knowledgeable, they are able then to impart that on to their teachers.



Staff Professional Development	Leadership Development	School culture	Working with MAT it's a lot easier- I like to read journals around education, I keep myself up to date with the latest information
Staff Professional Development	Leadership Development	School culture	In order to strengthen my knowledge, I work very closely with other MAT people in terms of inclusion specifically; sharing ideas, sharing things that work, sharing things that don't work. So, we have regular communication with the schools within the network
Staff Professional Development	Leadership Development	School culture	One of the benefits of being a part of the MAT network is the CPD they offer for their leaders as well ... that's really supportive and really helpful
Staff Professional Development	Leadership Development	School culture	We have CPD sessions which are very information driven and practice driven, for example, tomorrow we're going to the MAT academy which is all the teachers from the MAT are meeting, and we all will be discussing learning and how to improve reading.
Staff Professional Development	Leadership Development	School culture	I think I got it quite early in my career and I know that's definitely having an impact on me. There were a lot of things that I was learning on the go whereas if I had more experience, I would be able to do things maybe a lot easier... I am still learning because obviously I haven't got years of teaching experience to back me up.
Staff Professional Development	Leadership Development	School culture	We have lines of inquiries so I guess it's like a coaching role [the headteacher] will be taking on.
Staff Professional Development	Leadership Development	School culture	I think the whole ethos of the school is how we can help someone to be even better or stronger as a person. I think it's important that we develop alongside pupils in order to teach them better ...
Staff Professional Development	Leadership Development	School culture	I think it's good for children to see that teachers and leaders are continuing to learn. So, I often share my experience in university with children; [the headteacher] does it as well to get that culture of learning.
Staff Professional Development	Leadership Development	School culture	In school we have an active coaching programme that exists. So, we have two external coaches, [X] and [Y] who are coming and coach the senior team and that is the headteacher, deputy headteacher, assistant headteachers and the middle level leaders. (Headteacher 2, School 2)

Staff Professional Development	Leadership Development	School culture	So, this is about bringing us together to share our expertise. In the same way we do in our school. So, this year 26, 27 including my school are thinking differently and maybe next year there will be another 26 or 27, 50, 60 schools when over a time there are network of schools moving, there is a social movement. They can change things-that's the mission!
Staff Professional Development	Teacher Development	Self-Assessment in PD	"I've been had to be a bit more of a I say dictator... but I tried to be more of a pace-setting leader as well." (Headteacher)
Staff Professional Development	Leadership Development	Staff Collaboration	"Our SLT and our middle leaders... will go into lessons virtually and monitor them."
Staff Professional Development	Teacher Development	Staff Development	"an inspirational leader... someone who works hard to engage others for sharing the vision."
Staff Professional Development	Teacher Development	Teacher Development	"So that was challenging because we had a number of children I don't know the exact figure but maybe 80% of the children learning from home and the challenges is: a) to maintain their education to make sure they're still learning and progressing but their safeguarding and their wellbeing for me the stressful thing more than that was because we have a number of vulnerable families a number of children who we really have to keep track of we want to see them every day we want to make sure that they are well and they're being looked after and when they're at home in lockdown we don't have access to seeing them in the same way that we do when they're coming to school."
Staff Professional Development	Teacher Development	Teacher Development	"In times of crisis, I would default more to distributive and I would say because when schools are in category."
Staff Professional Development	Teacher Development	Teaching development	For example, lots of people use pupils' premium money to spend on this initiative, that initiative, where actually it should be spent on developing teaching.
Staff Professional Development	Teacher Development	Teaching development	...the idea of a learning community is really in correlation with leading from the middle, putting professional people in situations where we're really strategically and statistically talking about learners and learning and our impact on them with data serving that conversation and not leading it. So, I think actually this

			school is a professional learning community.
Staff Professional Development	Teacher Development	Teaching development	It's so great. I think lesson studies are really beneficial things to have in school. I think being there as a teacher to get the opportunity to be in a classroom with your colleagues and with the children you know it's like checking on how they learn and also to critically look at the way we're teaching- it's affecting its learners.
Staff Professional Development	Teacher Development	Teaching development	The heart of any incredible school is developing one's internal sense of accountability among everybody in the school which also is about responsibility. It's supporting the organisation to develop desired practices.
Staff Professional Development	Teacher Development	Teaching development	We need to be able to speak and work with one another because if you can't collaborate, honestly, you are not going to be collaborating and you are not going to be improving
Staff Professional Development	Teacher Development	Teaching development	You are providing a good model of productive adult relationships to children because we are friends with one another and we want them to see that we get along and work hard together
Staff Professional Development	Teacher Development	Teaching development	I guess the teachers are the living breathing in correlation of the school development programme. So, they are involved in its creation because they are involved in its action. It's not school development plan is created and then it's given to them. Their ideas, their voice, their hope, and their desires for the school as a community form the school development plan.
The need for equity	Changes and communication during pandemic	Adaptation to change	"I would say for teaching assistants it became more self-directed because they had a range to choose from" (Headteacher)
The need for equity	Changes and communication during pandemic	Agility	"We needed to move from crisis management to more settled... moving back down to the gates" (Headteacher)
The need for equity	Equity-driven approach	Accountability	"Children coming into the school in their PE kits on their PE days we are gonna retain that as a school."

The need for equity	Changes and communication during pandemic	Adaptability	"So I think effective leadership is about understanding a school and knowing at which point is that so which style of leadership you should use." (Headteacher)
The need for equity	Equity-driven approach	Addressing disparities	"We sent out wellbeing resources quite regularly... to staff" (Headteacher)
The need for equity	Equity-driven approach	Building community	"And he has just recently probably in the last year maybe in the last academic year also started to look more at educational research and using kind of educational psychologists and the way the brain works and how children learn best as part of what underpins our practice here at school." "We tried to offer an emotionally supportive atmosphere as well as one that saying these are the operational structures that we're putting in place to make sure that the building is as safe as it possibly can be for you and for the children."
The need for equity	Changes and communication during pandemic	Communication in covid	We were phoning every family every week; how are you getting on; we can see whether you're online or not, if you have any problems.
The need for equity	Changes and communication during pandemic	Community in covid	We made sure not only to keep in touch with the senior leadership team; we kept in touch with all the staff.
The need for equity	Changes and communication during pandemic	Community in covid	It was just speaking to parents, calling, making sure we were doing the welfare calls just to provide them with a bit of feedback.
The need for equity	Changes and communication during pandemic	Continuity in standards	"So you will see full this year I'm just wanna show you autumn's updated we had our autumn term planned."
The need for equity	Changes and communication during pandemic	Curriculum Delivery	"We need to go back to a model that is far more dialogic. So that there is a conversation that we were making sense of things."
The need for equity	Equity-driven approach	Emphasis on staff mental health	"I try to read a lot... with Ark one of the benefits is the CPD they offer for their leaders"

The need for equity	Equity-driven approach	Encouraging Initiative	"We observed the planning. So we had to monitor the planning to make sure that the planning was up to speed. We monitored the coverage of the curriculum and we monitored some of sometimes they did videos as well they did the loom videos but it was mainly through planning and coverage." "I think probably the children will be the leaders because as educators we are thinking more and more about what the children need and we're listening to the children more and we're taking their ideas and their suggestions."
The need for equity	Equity-driven approach	Equity	I spoke with a charity, and we got a grant for £12,000. We bought every single person a Chromebook so there was not one child in our school that could not access remote learning, not one.
The need for equity	Equity-driven approach	Equity	We have had so many families who were not able to feed their families. They lost their jobs etc. And they might happen to be homeless, or they might be in bed and breakfasts. It's very hard for them. It's all down to the school really and it's this idea that you can't really say things like: they're not reading their books at home. We have to do all of that. We haven't got extra money for that, but we have to find a way to help some children to learn everything at school because at home it is not possible.
The need for equity	Equity-driven approach	Equity	The children are the ones who have got the saying, in what should really happen, what really matters in their school.
The need for equity	Equity-driven approach	Equity	I think the way the leaders should be after this time is: a) how they introduce the change is going to change; and b) they will need to be a little bit more mindful of looking out for the emotions, the mental wellbeing of the teachers and really have that at the forefront.
The need for equity	Equity-driven approach	Equity	I divided the staff into two. Teams of teachers and teaching assistants and they did a week in school and a week at home. So, it was fairer and it's just looking after people. So, people feel they are not exploited; they are not less important because their job is different.

The need for equity	Equity-driven approach	Equity	The reason why I love working in this school so much is because everyone matters, and it doesn't matter if you're Mrs (X) the cleaner who gets here at 6:00 o'clock in the morning and works for an hour and half you know mops out outside. Or Mr (Y) the caretaker who's from Poland who comes in at the weekend- everyone plays a role ...
The need for equity	Equity-driven approach	Equity	Leaders should not judge people by their performance during that time. Because everyone performed differently; everyone reacted differently to Covid; everyone's home situation (I'm talking about staff) was different. So, you know when people are having performance management or any type of kind of professional development, their circumstances should be taken into consideration because they are humans.
The need for equity	Equity-driven approach	Equity	There was something that I was very proud of: that we gave out over 100 laptops to the children of this school to make sure they can continue their studies.
The need for equity	Changes and communication during pandemic	Methodology improvement	"We ask them to choose which interventions they like to lead on and it's theirs. If they train other people, they are the experts."
The need for equity	Equity-driven approach	Nuanced Communication	"It is just promoting that love of learning but also the high expectations and making sure that every child and every adult is accountable for that."
The need for equity	Equity-driven approach	Overcoming adversity	"So the people could understand one: we're all in the same boat; two: this is what we're doing. Because people felt a little bit relieved when seeing someone is "doing the right thing". "So it just depends on what it is. So all of our training is most of it has been in house recently. We have done training where we separated key stage one and key stage two because obviously their need can be different."
The need for equity	Changes and communication during pandemic	Personalized check-ins	"We have a really nice school culture within the school and we are all here to support or help each other"
The need for equity	Changes and communication	Personalized Communication	"Every single child in the school got three lessons per day...They were just as engaged just as prepared."

	on during pandemic		
The need for equity	Changes and communication during pandemic	Personalized Learning Plans	"So making the lesson for YouTube is the same as teaching them. So on paper we weren't asking them to do anything more." "We observed the planning. So we had to monitor the planning to make sure that the planning was up to speed."
The need for equity	Changes and communication during pandemic	Remote engagement	"The first lockdown the first few weeks because we didn't know anything it was moreover like keeping them busy at home education and then obviously it became very clear especially in the last lockdown that they needed proper education while they were at home." "We were putting a lot of work and effort into making sure the education was continuing."
The need for equity	Changes and communication during pandemic	Teaching during covid	My priorities were shifted and mapped on to the urgency to get the remote learning to all of the children.
Transformational Leadership	Staff empowerment	Autonomy in Development	"So all the children that needed a laptop from Year 3 to Year 6 in September 2020 were given a laptop." (Headteacher)
Transformational Leadership	Vision and strategic planning	Benefits of Academy Structure	"Academies have better connections between themselves... the training the academy gives is a wider range"
Transformational Leadership	Staff empowerment	Coaching and Mentoring	"we have something called wellbeing days."
Transformational Leadership	Staff empowerment	Contributing to School Plan	"Their ideas their voice their hope and their desires for the school as a community form the school development plan."
Transformational Leadership	Staff empowerment	Developing Coaching Capabilities	"So first of all in our inset days we ensure that our teachers understand why that's important." (Assistant Head 2)
Transformational Leadership	Staff empowerment	Developing Teacher Identity	"It's about really understanding our community and the only way that we can truly get that is when the restrictions are over is by having more community events." (Assistant Headteacher)
Transformational Leadership	School culture	Emphasis on Wellbeing	"You need to look at children holistically and meet their needs holistically."
Transformational Leadership	Staff empowerment	Empowering Staff	"It was just the adjustment period of being able to do it online such as doing a moderation for writing."

Transformational Leadership	Staff empowerment	Empowering through CPD	"everybody has an equally responsibility to provide this awesome learning environment for children"
Transformational Leadership	Staff empowerment	Empowerment of Staff	"All leaders are not all like this. There are leaders that keep all the information to themselves for whatever reason it's not good or bad it's just this that we are different." "So I should have kept quiet and just respected that everybody has got their rights to think and believe what they want."
Transformational Leadership	Staff empowerment	Encouraging Experimentation	"Our leadership approach I think we constantly strive for excellence and that high expectation for everyone." (Assistant Head 1)
Transformational Leadership	Staff empowerment	Encouraging Experimentation	"The way I do that is first of all imparting the knowledge and getting teachers to understand why; how children learn and why we need to be able to differentiate and adapt the learning to be appropriate for the children."
Transformational Leadership	Staff empowerment	Equal Responsibility	"when Covid came along...it was actually meeting the senior leaders we need to do this- more command and control."
Transformational Leadership	Vision and strategic planning	Experimentation and Adaptation	"Pupils coming into contact with COVID or COVID cases in the school and then having to send groups of children home while some groups are still in the school. That quality of education making sure that every child was receiving the same opportunities was really difficult because I had a year five group in school and year five group at home." "And I think something that maybe we were only kind of just realizing now and it seems obvious in the hindsight but at the time I don't think we really thought too much about how the pandemic might have impact the staff in terms of their own emotional wellbeing! because we had a duty to make sure the children were safe and that the children were learning."
Transformational Leadership	Vision and strategic planning	External Resources	"As the schools are quite good at suggesting reading and encouraging each other to sort of look further showing things we know"
Transformational Leadership	Staff empowerment	Feedback and Improvement	"And then part of the senior leadership team there is the head of the ARP (our speech and language) and the head of early years. So the leadership team is made up of seven people and then from there we have sort of middle leaders who are in charge of subjects teachers support staff and then



			administrative staff." "So, there's no problem if you're frightened or you're irrational you can't think straight or you know you shouldn't be scared and yet you still turning on the television every night and watching the news and the horror stories that's fine that's how we all act."
Transformational Leadership	School culture	Focus on Wellbeing	"Teachers' discourse in school has deeply improved so that every conversation is more meaningful."
Transformational Leadership	Staff empowerment	Holistic Development	"For me as a new headteacher so in that year of 2019 I was a new headteacher, so another source of support was that I had a mentor."
Transformational Leadership	School culture	Impact on Teaching Culture	"Everyone is able to choose 2 to 3 questions and a personal professional development plan to work on."
Transformational Leadership	School culture	Inclusive Approach	"On the leadership side the headteacher and the SLTs will kind of map out what are the strengths and weaknesses are in our school so if they fall under my subject, I would then get that CPDs for the half term to do after the school."
Transformational Leadership	School culture	Inclusive CPD	"I specialised in inclusion and safeguarding and lot of heads don't have that experience"
Transformational Leadership	Staff empowerment	Involvement in School Development	"In times of crisis, I would default more to distributive... particularly during the global pandemic."
Transformational Leadership	Vision and strategic planning	Leadership Visibility	"We need to make changes in our computing curriculum because children really need to learn that from primary now." (Headteacher)
Transformational Leadership	Vision and strategic planning	Leadership Visibility	"So there are different areas which you need to kind of be working on in order to provide effective teaching and learning. So it's a coaching tool." (Assistant Head 1)
Transformational Leadership	Vision and strategic planning	Lesson Study	"Monitoring but doing it impartially and having those professional discussions... what then are the solutions and what we're gonna trial on."
Transformational Leadership	School culture	Mentoring and Coaching	"We want a lot and we want a kind of bigger parental engagement system in; we want to continue our kind of a professional growth system of teachers."
Transformational Leadership	School culture	Nurturing Talent	"You want your community safe you want your children safe you want your staff safe but you still wanna have high expectations."

Transformational Leadership	School culture	Recognition and Praise	"And I think something that maybe we were only kind of just realizing now and it seems obvious in hindsight but at the time I don't think we really thought too much about how the pandemic might have impacted the staff in terms of their own emotional wellbeing! Because we had a duty to make sure the children were safe and that the children were learning." "We made sure quite soon that we were calling students that we hadn't heard from. So, we were sending out emails to begin with and if they didn't reply we called to find out why they hadn't replied. We dropped off laptops in person."
Transformational Leadership	Staff empowerment	Recognizing Staff Strengths	"In the infant school there were some safeguarding issues and around teaching and learning."
Transformational Leadership	School culture	Relationship Building	"We tracked the children who were handing in work... those who weren't online we got TAs to phone up their houses" (Teacher 1)
Transformational Leadership	School culture	Research-Driven Initiatives	"My priorities are to make sure I know all the children in school and their families"
Transformational Leadership	School culture	Resilience and Adaptability	"I am quite a resilient person... it's just about having a positive attitude and make sure that you support systems."
Transformational Leadership	Staff empowerment	Role-Enhancing Training	"Our professional growth model has been really successful because it's less invasive it's non-threatening teachers have become coached."
Transformational Leadership	School culture	School Culture	Over the past 3 years I've been working at this school. I have never afraid to ask any question. I am really lucky for being here compared with my other friends in other schools.
Transformational Leadership	School culture	Self-Improvement	"As part of that training, I've been looking quite closely at communication models; and I think with the pandemic because we've had members of staff at home at certain points or we've all been working from home or we're all back in together I've been reflecting on how I communicate with my team." "So it just depends on what it is. So all of our training is most of it has been in house recently. We have done training where we separated key stage one and key stage two because obviously their need can be different."

Transformational Leadership	Staff empowerment	Staff Empowerment and Collaboration	"It's just making sure those meetings take place...I am not leading this because I know the answer...how can we move forward and collaborate."
Transformational Leadership	School culture	Student-Teacher Relationship	"Again for me school improvement is mainly about teaching and learning. I mean there will be some bits like we need to fix this curriculum maths curriculum or science curriculum but it would be this pedagogy- this approach to teaching and learning and making sure that everybody understands exactly what constitutes strong pedagogy and sharing that over and over like a muscle that needs to be developed." "So we start off with this is what we're trying to do this is why we're trying to do it this is how we're going to do it here is all the strategies we can use to bring that all together this is how we're going to do it and have a look at all these people the best way they're going to do it so sharing."
Transformational Leadership	Staff empowerment	Teacher Empowerment	"by 2020 what do we want? What do we want to have in place? What do we want to improve?"
Transformational Leadership	Staff empowerment	Teacher Empowerment	"Our vision still remains the same for our children and the best we've got to do is prepare our children to cope in a post pandemic world."
Transformational Leadership	School culture	Wellbeing Days	"We were checking to see the planning... to make sure that videos and the planning were up to standard" (Teacher 1)
Transformational Leadership	School culture	Wellbeing Focus	"the school gives me the space to build on those research questions to explore to help me develop my thinking."
Wellbeing in pandemic	Capacity building	Adapted PD content	"We put together online courses and reading... teachers were pretty much working full time" (Headteacher)
Wellbeing in pandemic	Capacity building	Coaching	"I think even mini crises I suppose I'd learnt about the need to keep communications clear and that will stay with me" (Headteacher)
Wellbeing in pandemic	Capacity building	Continuous learning	"We tried to keep up with our own professional learning... by creating videos of us teaching" (Teacher 1)
Wellbeing in pandemic	Supporting each other	Creative problem-solving	"I believe in leading by example very much so" (Assistant Headteacher)
Wellbeing in pandemic	Supporting each other	Managing information overload	"Be very light on your feet and flexible and be clear about the fact that you may have to change a decision" (Headteacher)

Wellbeing in pandemic	Capacity building	Addressing individual needs	"It's just another element of a bigger picture of teacher assessment."
Wellbeing in pandemic	Supporting each other	Addressing Mental Health	"That willingness to make a jump and take a decision... then decide to be modified" (Headteacher)
Wellbeing in pandemic	Capacity building	Addressing Student Needs	"Data is just another element of a bigger picture of teacher assessment."
Wellbeing in pandemic	Capacity building	Affiliative leadership	"During the PPA I obviously collaborate with my year group partners and anyone within Year 2 team"
Wellbeing in pandemic	Capacity building	Anticipatory actions	"You access different leadership styles all the time depending on what the situations are" (Headteacher)
Wellbeing in pandemic	Capacity building	Assessment	"I seem to have become more assertive as a result of it...now there is a nice blend of a little bit of direct questioning sometimes."
Wellbeing in pandemic	Capacity building	Behavioural Expectations	"A lot of collaboration with heads on sharing resources and ideas" (Headteacher)
Wellbeing in pandemic	Supporting each other	Broader Educational Impacts	"It was more to do with how you are? and how are things? And I think staff really appreciated it that time." (Headteacher)
Wellbeing in pandemic	Capacity building	Building trust	"Our SLT was looking at our videos that we were teaching for approval" (Teacher 1)
Wellbeing in pandemic	Capacity building	Collective decision-making	"encourages us to sort of research areas of interest for us."
Wellbeing in pandemic	Capacity building	Continuous assessment	"We just don't do them because they are new theories we pick the ones that we think in terms of pedagogy we want to try in our schools."
Wellbeing in pandemic	Capacity building	Curriculum and Teaching Focus	"if somebody tells me: I want to be a headteacher one day or I want to be a SENDCO one day- I would say: let's try and see what we can do to help you with your dream."
Wellbeing in pandemic	Capacity building	Curriculum and Teaching Focus	"I would like the teachers to have more responsibility and more leadership within the school. I think if we get our professional development off the ground teachers becoming more supportive becoming more confident in their ability developing themselves as leaders." "I think this idea of 21st century there's a lot that I haven't really mentioned to do with computing and technology but I think the problem with our school and other schools is they don't have the technology." "So it just depends on what

			it is. So all of our training is most of it has been in house recently. We have done training where we separated key stage one and key stage two because obviously their need can be different."
Wellbeing in pandemic	Supporting each other	Delegation	"It was again a big thing doing that into slightly in person but also making sure that people who work at home not on rota and still being having a check in knowing that they're not alone."
Wellbeing in pandemic	Supporting each other	Delegation	"We made a weekly pastoral call to every member of staff... not about work but about how are you?" (Headteacher)
Wellbeing in pandemic	Supporting each other	Delegation and Empowerment	"School leaders need to be very visible part of all of the school... leading the assemblies; going into the classrooms"
Wellbeing in pandemic	Capacity building	Developing community relationship	Because we were in an area of high economic deprivation and some of the teachers, they were doing home visits, it bought to them a little bit more what impact they have on children in their wider life not just in the time they come to school.
Wellbeing in pandemic	Capacity building	Developing Leadership Skills	"School leaders need to be very visible part of all of the school... leading the assemblies; going into the classrooms"
Wellbeing in pandemic	Capacity building	Developing Teacher Leadership	"They come in and they ask a question about their learning and then very quickly they would just start talking about you know I can see out the window and what's happening in their day and what they actually needed was just talk to somebody."
Wellbeing in pandemic	Supporting each other	During covid	I had to be more understanding and nurture people a little bit more because I was very aware that people were a lot more sensitive and still are actually to the pandemic than I am.
Wellbeing in pandemic	Supporting each other	During covid	I did spend a lot of the week ringing individual staff; the SLT team rang the line managed teaching assistants; So, it was keeping that connection going.
Wellbeing in pandemic	Supporting each other	During covid	I made a short video to every single teacher, sent it to them individually that just thanked them for all the work they were doing. We sent home gift boxes to all of the staff at three different times throughout the last lockdown just little treats, teas and coffee, lotions for their

			hands because they used so much hand sanitiser.
Wellbeing in pandemic	Supporting each other	During covid	It will be helpful, and it only takes a few minutes, but it makes a big difference.
Wellbeing in pandemic	Supporting each other	During covid	Every fortnight every family had a phone call; how are you doing, what's happening, how can we be helpful... Teachers made a phone call home to every child in their class every two weeks because they would see them online, three times a day ...
Wellbeing in pandemic	Supporting each other	During covid	We signposted staff to different kinds of areas of support. So, there's a free counselling service for teachers that they can call
Wellbeing in pandemic	Supporting each other	During covid	We obviously wanted them to be very comfortable and well looked after ... So, we did quite a regular call round to staff, checking in, making sure they are okay, their families are okay.
Wellbeing in pandemic	Supporting each other	During covid	I think every staff member really enjoyed that; so, that helped us in our wellbeing and then prepared us for the scenario that we knew was going to come.
Wellbeing in pandemic	Supporting each other	During covid	So, me worrying that are the children understanding, are the children going to get it, is somebody else doing the work for them! You know, because you can't see them, you can't judge what they are feeling, their emotion, do they wake up and have a good morning, you know, what are they going to do in the evening.
Wellbeing in pandemic	Supporting each other	During covid	It wasn't about whether you are doing your work but about how you are. How is your family? How you're doing?
Wellbeing in pandemic	Supporting each other	During covid	My deputy head and myself cut the staff in half and we made a weekly pastoral call to every member of staff. So, I did half the staff one week and my deputy did the other half- and then next week we swapped.
Wellbeing in pandemic	Supporting each other	During covid	Making sure staff are aware of what wellbeing packages were available to them from the school point of view and from other packages that we buy in.
Wellbeing in pandemic	Supporting each other	During covid	I am quite a resilient person, having a positive attitude, and making sure what support systems are available both for my staff and myself that might be local authority support, guidance from the DfE but also locally.

Wellbeing in pandemic	Supporting each other	During covid	We were really thinking about ways to boost morale and boost wellbeing, so we've done a lot of work recently. For example, we've got a project called the Kindness Ninjas. So, it's a group of members of staff, they're secret, nobody knows who they are but they're going around and they're doing kind things like setting up a book club or buying treats for the staff. What's been nice is that other people have kind of started to do kindness things off their own back and it's just spreading this at work.
Wellbeing in pandemic	Supporting each other	During covid	The reality is that in pre-pandemic I found that our professional development was stronger, much stronger because we have everybody on site, and I can see them. For example, on Zoom you can mute, you can look at the screen or just look down from the screen and play with your phone. In my view creativity was stifled.
Wellbeing in pandemic	Capacity building	during Covid	We do have a system; we do have a monitoring cycle, but it just had to shift the focus and the platform had to shift during Covid. And it was very much more engagement rather than standards whereas before you were kind of looking at standards. But also, pupil's voice became very much more important; it's always important but I would say it became more important
Wellbeing in pandemic	Supporting each other	Emotional intelligence	"So with the professional development we still carried on supporting staff but we did it slightly different. We sent them articles or we sent a broadcast to listen to..."
Wellbeing in pandemic	Supporting each other	Emotional Support	"Because we were all going through something new, we all really needed to share good practice with each other."
Wellbeing in pandemic	Supporting each other	Emotional support	"So providing feedback- immediate feedback after you observed; making the feedback specific and ensuring you give a clear time frame as to when you are going back to review the feedback that you've been given."
Wellbeing in pandemic	Supporting each other	Emotional support	"I am quite a resilient person... it's just about having a positive attitude and make sure that you support systems that are available."
Wellbeing in pandemic	Supporting each other	Focus on mental health	"A lot of collaboration with heads on sharing resources and ideas... a lot of sharing" (Headteacher)

Wellbeing in pandemic	Capacity building	Focus on Teaching and Learning	"they are involved in its action... Their voices live in that"
Wellbeing in pandemic	Supporting each other	Focus on training and learning	"everything we do is striped in research... it's defiantly a collaborative approach."
Wellbeing in pandemic	Supporting each other	Frequent Updates	"I am a qualified workplace coaching mentor... that's something that I will maintain and carry on" (Headteacher)
Wellbeing in pandemic	Capacity building	From directive to more affiliative and supportive	"We do a lot of succession planning at school... empowering teachers to lead in some way in the school."
Wellbeing in pandemic	Supporting each other	Group learning and support	"So I think education is improving and Ofsted are definitely driving it. I think it's just shut up but once this next round of Ofsted comes in because we were delayed because of lockdowns and the school closures. Give it three or four years hopefully things don't stay the same all schools will improve their game in my view." "Again for me school improvement is mainly about teaching and learning. I mean there will be some bits like we need to fix this curriculum maths curriculum or science curriculum but it would be this pedagogy- this approach to teaching and learning and making sure that everybody understands exactly what constitutes strong pedagogy and sharing that over and over like a muscle that needs to be developed."
Wellbeing in pandemic	Capacity building	Handling emergencies	"Again for me school improvement is mainly about teaching and learning. I mean there will be some bits like we need to fix this curriculum maths curriculum or science curriculum but it would be this pedagogy- this approach to teaching and learning and making sure that everybody understands exactly what constitutes strong pedagogy and sharing that over and over like a muscle that needs to be developed." "And I think that's how we could sort of move forward in the post-covid world and I think we really need to understand the psychology of fear also."



Wellbeing in pandemic	Capacity building	Handling emergencies	"Give it three or four years hopefully things don't stay the same all schools will improve their game in my view." "So there are now opportunities to do that and I think now they're making sure to working from home and working from the office. Well we can't work from home but we can access other schools if we can via technology. So I think that's how we could sort of move forward in the post-covid world and I think we really need to understand the psychology of fear also."
Wellbeing in pandemic	Capacity building	Handling Unpredictable Situations	"Again for me school improvement is mainly about teaching and learning. I mean there will be some bits like we need to fix this curriculum maths curriculum or science curriculum but it would be this pedagogy- this approach to teaching and learning and making sure that everybody understands exactly what constitutes strong pedagogy and sharing that over and over like a muscle that needs to be developed." "So for example we're looking at our new curriculum now and again during post/lockdown we shared with everybody exactly why we're doing it what it's all about but more importantly why we're doing it first so everybody understands yes there is a need for this; how we're gonna do it well let me show you how and then we're all going to share how we're going to do it and keep coming back and keep just refining and improving."
Wellbeing in pandemic	Supporting each other	Impartial monitoring	"I'll be brutally honest with you I had more outraged than fear; I had more just general anger at the way the press was behaving at the way the government were behaving because I think it was blown out of proportion but again that's my own personal view." "So, me personally, which is one of the things I want to do with the children I'll start practicing gratitude with the children. Grateful to be alive grateful I'm walking grateful if there is a health service that can look after me grateful I've got a family grateful I've got a roof over my head grateful I've got a job to go to grateful I've got a salary."

Wellbeing in pandemic	Supporting each other	Implementation Strategies	"We worked really hard as a leadership team to address what needs to be done what work the staff have to do like planning marking preparing their lessons and what things can we take away what things do they not have to be doing right now like organising trips for example." "What's been nice is that other people have kind of started to do kind things of their own bag and it's just spreading this at work- it's really nice but I think there's still some work to be done there."
Wellbeing in pandemic	Capacity building	Innovative Teaching	"Our headteacher sent us links to training... we had staff inset into creating online learning videos" (Teacher 1)
Wellbeing in pandemic	Supporting each other	Innovative teaching methods	"One person who found something that they were really good at when we were teaching on our online platforms, they were sharing it amongst the rest of the staff."
Wellbeing in pandemic	Supporting each other	Inspiring and Motivating	"Everything we do is striped in research... it's defiantly a collaborative approach"
Wellbeing in pandemic	Capacity building	Inspiring change	"it's definitely a collaborative approach to change - it is not like the top-down."
Wellbeing in pandemic	Capacity building	Learning	"I like to read journals around education I keep myself up to date with the latest information"
Wellbeing in pandemic	Capacity building	Long-term Planning and Vision	"I am quite a resilient person... support systems that are available both for my staff and myself."
Wellbeing in pandemic	Supporting each other	Managing Personal Stress	"So, we didn't just think about the logistics of what it worked. We thought of people as people" (Headteacher)
Wellbeing in pandemic	Capacity building	Mentoring and Coaching	Lots of headteachers are in a consortium with other headteachers ensuring to engage and learn from each other... As a new headteacher, another source of support for me was that I had a mentor, he was [headteacher 2]. And also, because I am in an Academy it means that I have an executive headteacher. So, I will also say that they also provide another element of support as well as the government bodies.
Wellbeing in pandemic	Capacity building	Mentorship	"It wasn't in a high standard and they weren't getting that depth from it. So it was just speaking to parents calling making sure we were doing the welfare calls just to provide them with a bit of feedback."

Wellbeing in pandemic	Supporting each other	Monitoring and Feedback	"So, it's a good tool for kind of helping people to think that you know there is no end goal in teacher development; you don't get to an exemplary and that's done"
Wellbeing in pandemic	Supporting each other	Networking	"It's also about being a reflective practitioner. So that you adapt quickly and you reflect with your team."
Wellbeing in pandemic	Supporting each other	Online training	"We then look at the planning we then look at book logs we then watch teachers, and I think abbey will be able to tell you all about this section here in a lot more detail which will be very useful." (Headteacher)
Wellbeing in pandemic	Capacity building	Online training	"If you're a teacher today knowing what we know now you need to be proficient at delivering a high-quality experience in person, outside in the school, online."
Wellbeing in pandemic	Supporting each other	Overcoming Pandemic-Related Obstacles	"I think in many ways it strengthened our relationship and also that sense of willingness together" (Headteacher)
Wellbeing in pandemic	Supporting each other	Pastoral care	"We have our designated CPD time which is on Mondays... So it's very purposeful not just random training." (Headteacher)
Wellbeing in pandemic	Capacity building	Pedagogical innovation	"Ensuring that we are all working together to strength those areas and also push forward our strengths." (Assistant Head 2)
Wellbeing in pandemic	Supporting each other	Peer Collaboration and Support	"We maintain a high level of virtual CPD for our staff... shift to be trained on remote learning platforms."
Wellbeing in pandemic	Supporting each other	Peer learning	"So, we have our designated CPD time which is on Mondays. So, we look at what is missing from our staff and we plan for that." (Interview 1)
Wellbeing in pandemic	Supporting each other	Peer Learning and Support	"So, for example we are having an inset day by reading and there are going to be about 7 or 8 offers at the lecture throughout the day by different people looking at reading in a different way"
Wellbeing in pandemic	Capacity building	Personalized Check-ins	"Here every single teacher is a middle leader as in subject leader. And it's nice because every teacher then becomes an expert in their field; every teacher has a responsibility."
Wellbeing in pandemic	Capacity building	Post-Pandemic Strategies	"I asked them what their areas of interest were... one of them wanted to specialise in speech and language therapy".
Wellbeing in pandemic	Capacity building	Problem-solving	"Teachers for training... but that is about it. We also fund... teachers to pursue master's degrees"

Wellbeing in pandemic	Supporting each other	Professional growth focus	"so it's heavily teacher led learning"
Wellbeing in pandemic	Capacity building	Providing education	Yes, it is about learning - and we provide those values and skills [discussed in theme 1] in children. So, they can cope in a fast-changing world and the world that throws pandemics at them.
Wellbeing in pandemic	Capacity building	Regular updates	"We had to improve everyone, so they knew the system really well and they did that amazingly well over autumn."
Wellbeing in pandemic	Capacity building	Remote lesson planning	"The Great Teacher Rubric... it's a coaching tool... we have a 1:1 conference with each teacher to kind of pick them strengths and the areas of development." (Assistant Head 1)
Wellbeing in pandemic	Supporting each other	Resilience	"It was a lot of training even if it was online there was a lot of training to support children and to support teachers how to use the platforms we were using."
Wellbeing in pandemic	Capacity building	Resilience	"Teachers are trusted; teachers know that they have some quality in their work"
Wellbeing in pandemic	Capacity building	Responding to Challenges	"I am very ambitious, and you know there is not many opportunities passed that points in Ecuador so then I ended up this position here at my school now came and I applied and went for interview and I got the job" (Interview 1).
Wellbeing in pandemic	Capacity building	Teaching during Covid	When we delivered high quality teaching, we only did one live session a day because we didn't want our children in front of the screen for so long.
Wellbeing in pandemic	Capacity building	Virtual coaching and training	We have weekly insets, and we've still maintained it and we just do it virtually. So, it just means you must be a bit more creative about what you do and how you do it, but it was very important to us and that's why we're still making progress, we're meeting our targets, but we maintain a high level of virtual CPD for our staff including myself.

## Appendix M. Sample Executive Summary Reports Provided to Schools

### **Executive Summary for School 2 (Community School): Findings Before and During COVID-19**

**PhD Title:** *Discerning the Relationship Between Educational Leadership and School Improvement Before and During the Covid-19 Crisis in London Primary Schools*

**Research Objectives:** This research explored how educational leadership styles and strategies impact school improvement, with a focus on leadership practices in a selection of London primary schools before and during the Covid-19 pandemic. The study aimed to understand the contributions of headteachers, school leaders, and teachers to school improvement, with particular emphasis on professional development.

**Methodology:** A qualitative case study approach was employed, using semi-structured interviews conducted in two phases: before and during the Covid-19 crisis. The findings presented here are from the second case study of a community primary school. Five participants were interviewed before the pandemic, including the headteacher and key members of staff. A follow-up interview with the headteacher was conducted during the pandemic.

#### **Context and Leadership Styles Before COVID-19:**

Before the pandemic, School 2, a community school, achieved an Outstanding rating by Ofsted in 2019. The school's leadership was characterized by a **distributed instructional leadership** model. The headteacher and senior leaders empowered teachers by giving them significant autonomy in leading learning and driving school improvement. This approach emphasized both instructional leadership and teacher agency, where teachers took responsibility for their own professional growth and contributed to the strategic direction of the school.

The school's leadership also fostered a **strong communication strategy**, where **collaboration** and open communication were at the heart of the school's culture. Both adults and children were engaged in learning together, reflecting a shared community of learners. **Research and collaboration** were deeply embedded in the school's ethos, with partnerships extending **locally, nationally, and internationally**. The leadership encouraged continuous reflection and shared professional learning, ensuring that the school was a collaborative professional learning community well before the onset of the pandemic.

Additionally, **well-being and change** were familiar elements in the pre-Covid period. The school prioritized the well-being of both staff and students, creating a supportive environment where emotional and professional growth were encouraged.

In addition to distributed instructional leadership, other styles such as **Leading from the Middle (LfM)** and **transformational leadership** were evident. The headteacher created a culture of trust and collaboration, where leadership was shared across all levels of staff. Professional Learning Communities (PLCs) and peer collaboration played a vital role in ensuring that teachers were actively involved in decision-making and the development of teaching strategies.

## Leadership During COVID-19:

During the pandemic, the school continued to build on its strong values-based leadership model, adapting to the challenges brought by the crisis. The headteacher adopted a **more directive instructional role** during the initial stages of the pandemic to provide clear guidance and ensure stability. However, as the pandemic progressed, leadership shifted toward a more **dialogic** and reflective approach, allowing for greater staff participation in decision-making.

The headteacher emphasized the need for **effective communication** with staff, students, and families. Regular online meetings, personal check-ins, and innovative engagement activities such as virtual quizzes and parent evenings helped maintain a sense of community and support during the pandemic. The school also ensured that every student had access to digital learning by securing resources such as Chromebooks, thereby addressing the issue of digital equity.

The leadership remained focused on **staff well-being**, with efforts to support emotional and professional resilience through personal messages, virtual social gatherings, and a focus on mental health.

## Key Lessons Learned:

1. **Distributed Instructional Leadership and Teacher Agency:** Both before and during the pandemic, the school upheld a strong commitment to **distributed instructional leadership**, which empowered teachers to take the lead in their own professional learning and contribute to school improvement. This model fostered trust, autonomy, and professional responsibility.
2. **Communication and Community Engagement:** Even before Covid, the school utilized a **strong communication strategy**, ensuring everyone, from staff to students, was included in the learning process. During the pandemic, communication remained a critical tool for maintaining community ties, with virtual platforms facilitating continued engagement with families and staff.
3. **Collaboration and Research:** Collaboration was a core element in the school's pre-pandemic leadership, extending **locally, nationally, and internationally**. Research and shared learning among teachers were essential, as staff engaged in professional development and collaborative inquiry both before and during the pandemic. This practice allowed the school to adapt more effectively during the crisis.
4. **Well-Being and Resilience:** By prioritizing staff well-being and maintaining strong emotional support structures, the school was able to foster resilience during the crisis. The headteacher's gestures of appreciation and consistent check-ins reinforced the school's culture of care and connection, continuing its long-standing emphasis on well-being.
5. **Equity and Digital Access:** The school's proactive approach to addressing digital equity by providing devices and training to students and parents ensured that no child was left behind during remote learning. This reinforced the school's commitment to educational equity.

## Conclusion:

School 2 demonstrated strong leadership both before and during the Covid-19 pandemic, with its **distributed instructional leadership** approach driving school improvement and fostering a culture of collaboration, research, and trust. Before Covid, the school's communication strategy, emphasis on collaboration, and prioritization of well-being ensured a solid foundation for resilience. These same values enabled the school to adapt effectively during the crisis, using clear communication, well-being support, and digital equity initiatives to continue delivering high-quality education.

The school's focus on **teacher agency, collaborative leadership, and community engagement** provided a robust framework for sustaining educational success during the pandemic. Looking ahead, School 2's leadership model offers important insights into how distributed and instructional leadership, along with strong communication and support systems, can maintain school effectiveness even in challenging times.

## Feedback Request:

We welcome your feedback on these findings, particularly regarding:

- **How did your engagement with this research impact your own professional development or views on leadership?**
- **Are there areas where the research findings can further inform school improvement efforts?**

Your insights will be invaluable for refining this research and understanding the broader impact of leadership strategies on school effectiveness.

## Appendix N. Member Checking: Participant Schools' Feedback on Findings

Response received from School 1 (Academy Primary School):

Steps

Read / Unread

Has attachments

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To me

Mentions me

>

To: Hengameh Karimi

Fri 08/11/2024 13:30

Cc: Maddie Ohl; Viktoria Magne

Dear Hengameh,

Thank you for your email, and for the summary on your research findings- it was a very interesting read, and good to reflect on this time in our school.

Here is my feedback:

*Engaging with this research has influenced my professional development and views on leadership. The study's insights into the transition from an instructional leadership style to a more collaborative and nurturing approach during the COVID-19 crisis have highlighted the importance of adaptability and emotional intelligence in effective leadership. This has reinforced my belief in the value of fostering strong relationships and supporting staff well-being as essential components of school improvement. Additionally, the research findings point to areas for further exploration, such as enhancing teacher autonomy and addressing structural challenges within hierarchical models. These insights can inform ongoing efforts to improve school practices, which are crucial for sustaining high-quality education in a post-pandemic world.*

Please let me know if you require anything further. thank you



Response received from School 2 (Community Primary School):

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e

Has attachments

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To me

@ Mentions me

>

To: Hengameh Karimi

Tue 03/12/2024 15:18

Hi Sarah

I have reviewed the summary. It reads very well.

Your two questions after the summary:

1 - Our engagement with this research reinforced the counter-culture approach we took to school and community leadership during the years following the pandemic. It reminded us that we were perhaps unique in our approach, but in the end it had a positive impact on the school and community.

2 - I believe this sheds a light on the positive, long-term impact that a high challenge, low threat leadership environment can produce over time, including in emergency and global pandemic situation and scenarios. The challenge with this leadership model is that measurements for impact and progress happen less frequently and take longer to develop. We live in a quick-fix culture in school today...where false negatives of approaches like the ones described in our summary are often overlooked or dismissed.

I hope this is helpful.

My deputy has been off work (jury duty) for 3 months and I am slightly overwhelmed with the day to day of the school.

Response received from School 3 (Community Primary School):

The screenshot shows an email client interface. At the top, there's a navigation bar with icons for 'Quick steps', 'Read / Unread', 'Tags', 'Flags', 'Pins', 'Clock', 'Calendar', 'Print', 'Reply', and a menu icon. Below this is a filter bar with buttons for 'Has attachments', 'Unread', 'To me', and 'Mentions me'. The email header shows 'To: Hengameh Karimi' and 'Cc: Maddie Ohl; Viktoria Magne' on the left, and the date 'Mon 04/11/2024 16:44' on the right. The body of the email starts with a warning: 'You don't often get email from reesc@ealing.gov.uk. Learn why this is important'. The main text of the email reads: 'Dear Hengameh, I was really interested to read your summary, as it took me back to the pandemic and reminded me of the huge amount of work to get different systems and structures in place, requiring a compassionate but nonetheless authoritative approach. Your summary is an accurate reflection what we did and everything resonated with me. When your final thesis is published, if you have time, it would be great to have a link to it. Many thanks Kind regards'.

Response received from School 6 (Community Primary School):

ck steps

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Has attachments

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To me

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MS

To: Hengameh Karimi

Cc: Maddie Ohl; Viktoria Magne

Mon 04/11/2024 09:48

Dear Sarah,

Thank you for sharing this with me.

You have captured many of the elements of that time – from my perspective it is worth noting that school closures were as a result of decisions made by the government...i.e. enforced school closures. There is a danger that the justifications of these enforced lockdowns were due to a mild illness rather than government overreach, regardless if many other countries followed suit.

The other factors were the Tsunami of information being sent to schools on a daily basis (workload) which we simply could not process...there were 70 or 80 page guidance documents that were constantly updated and sent to schools that we had to digest and implement – under significant threat and duress.

Well done on all the work you have undertaken – it looks insightful.

Regards

## Appendix O. List of Publications and Contributions to the Field

### **Published Works**

Karimi, H. (2021) "Researching school leadership in the time of Covid-19", *New Vistas* 7(1), 14-17. <https://doi.org/10.36828/newvistas.98>

Karimi, H. and Khawaja, S. (2023) A Systematic Review of Methodological Approaches in Educational Leadership Research from 2016 to 2019. *Creative Education*, 14, 1847-1862. <https://doi.org/10.4236/ce.2023.149118>

Karimi, H. and Khawaja, S. (2023) The Impact of Artificial Intelligence on Higher Education in England. *Creative Education*, 14, 2405-2415. <https://doi.org/10.4236/ce.2023.1412154>

Karimi, H. (2024) Exploring the Relationship between Educational Leadership and School Improvement (**Poster**), *Science Open*, <http://dx.doi.org/10.14293/P2199-8442.1.SOP-.PGGQUM.v1>

Karimi, H., and Khawaja, S. (2024) Navigating the Changing Landscape: Innovations and Transformations in Tertiary Education, in "*Innovation and Evolution in Tertiary Education*," London: Intech Open (**Book Chapter**), Available at: <http://dx.doi.org/10.5772/intechopen.1005389>

Karimi, H., and Khawaja, S. (2024) Educational Leadership Research: Methodological Trends (2016-2019) (**Book Chapter**), In "*Progress in Language, Literature and Education Research*," Vol. 9, by BP International, Available at: <http://dx.doi.org/10.9734/bpi/pller/v9/136>

Khawaja, S., and Karimi, H. (2024) AI in English Higher Education: Balancing Innovation with Equity Challenges and Opportunities, (**Book Chapter**), In "*An Overview of Literature, Language and Education Research*," Vol. 3, by BP International, Available at: <https://doi.org/10.9734/bpi/aoller/v3/1147>

Khawaja, S., and Karimi, H. (2024) Exploring Factors Influencing Work Productivity: A Qualitative Case Study of Employee Motivation and Leadership Practices, *International Journal of Innovative Research and Scientific Studies*, <https://www.researchgate.net/journal/Edelweiss-Applied-Science-and-Technology-25768484?tp=eyJjb250ZXh0Ijp7ImZpcnN0UGFnZSI6InB1YmxpY2F0aW9uliwicGFnZSI6InB1YmxpY2F0aW9uliwicHJldmldvXNQYWdlloicHJvZmlsZSI6InBvc2l0aW9uljoicGFnZUhlYWRLciJ9fQ>.

Karimi, H., and Khawaja, S. (2024) Inclusive Leadership, *Edelweiss Applied Science and Technology*, 8 (6), 8, pp. 2403-2414, <https://learning-gate.com/index.php/2576-8484/article/view/2486>

Karimi, H., and Khawaja, S. (2025) Exploring the Drivers of Workforce Productivity: A Case Study Approach, *Journal of Ecohumanism*, 4 (1), PP. 2156-2164. <https://doi.org/10.62754/joe.v4i1.6037>

### **Published Blog Posts by BERA**

1. Karimi, H. (2025) "What is the meaning of work?" [What is the meaning of work? | BERA](#)
2. Karimi, H. (2024) "AI in Education: Friend or foe? A researcher's perspective"

- <https://www.bera.ac.uk/blog/ai-in-education-friend-or-foe-a-researchers-perspective>
3. Karimi, H. (2024) "Embracing Child-centred Education: A Path to Learning Freedom" (<https://www.bera.ac.uk/blog/embracing-child-centred-education-a-path-to-learning-freedom>)

### **Works Under Peer Review**

Karimi, H., and Khawaja, S. (2024) "Post-COVID Educational Leadership: Emerging Models and Styles for a New Era", *Discover Education (Springer Nature- Q2)*.

Karimi, H., and Khawaja, S. (2024) "Mirror of Leadership: School Websites Reflect Educational Practices in Outstanding Primary Schools", *Cogent Education (Taylor & Francis Group- Q2)*.

Karimi, H., and Khawaja, S. (2024) "Faculty Development Interventions in Medical Education during the COVID-19 Pandemic: A Systematic Review", *Education Sciences (MDPI- Q1)*.

### **Project (s) in Process**

Technology Addiction: Effects of Social Media on Students' Academic Procrastination, (Cross-cultural Survey Research on Nottingham and Brentford Campuses of Oxford Business College-OBC), (Taylor & Francis- Q2).

A Study of Technology Integration in UK Classrooms, *International Journal of Learning, Teaching and Educational Research (Q3)*.

### **Conferences and Presentations**

- IAFOR Conference at Paris- June 2025 (Abstract Accepted)
- BERA Annual Conference at University of Sussex- September 2025 (Registered)
- BERA Symposium- 'Overcoming Educational Research Challenges' (2021)
- MPhil to PhD transfer Presentation- University of West London (2021)
- BERA (British Educational Research Association) Annual Conference (2020)
- Poster Presentation- University of West London (2019)