

The London Centre for Leadership in Learning

Working with you at the critical edge of research and practice



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Welcome to the London Centre for Leadership in Learning

The London Centre for Leadership in Learning, at the Institute of Education, works to support educational and public sector leadership that improves and supports the life chances of individuals and communities. Such leadership is ever more relevant in a changing political, social and technological climate and a world subject to complex global challenges.

We are highly privileged to work with dedicated education and public sector leaders and professionals in London, nationally and internationally.

This brochure highlights key examples of ways in which we work and in particular demonstrates our commitment to work flexibly and in partnership. Please get in touch for further details or if you have an idea you want to explore with us.

We look forward to working with you.

Vivienne Porritt

Executive Director, London Centre for Leadership in Learning

Alma Harris

Director and Pro Director (Leadership)



About the IOE

The Institute of Education (IOE) is the UK's leading centre for the study of education and related areas of social science and professional practice.

With over 6,000 students and 800 staff, we are active in every continent, and our scholars are leading world figures. With the highest proportion of world-leading research in the field of education (2008 RAE), we are placed in the top 10 of UK research universities.

The IOE's mission is to make a positive contribution to the development of individuals, organisations and societies facing the challenges of change.

To achieve its mission, the IOE will engage in:

- research and scholarship of national and international significance
- high-quality, research-informed postgraduate and post-experience learning and teaching
- the promotion of new ideas in policy and professional practice grounded in its research and teaching expertise
- consultancy and other services to support and develop the quality of educational systems and related fields of policy and practice.





About the LCLL

Welcome to The London Centre for Leadership in Learning (LCLL). We offer you world class research, masters and doctoral qualifications and wide-ranging professional development and consultancy opportunities, all focused on leadership and learning. We work in partnership with education and public sector practitioners and policymakers in London, nationally and internationally and always at the critical edge of research and practice.

Our reputation is built on the quality, depth and breadth of our leadership research and development work which promotes new knowledge for and about leadership, both at national and international levels.

Support for leadership in learning is enhanced through membership, events, publications and online engagement offering a vibrant and refreshing learning community in which to debate and develop, all in the heart of London.

Our leadership development offer is extensive, ranging from formal academic programmes to inspiring continuing professional development opportunities. Our consultancy service is wide-ranging, always completely focused on addressing your needs, context and circumstances. We are also committed to working flexibly and in partnership with you in your organisation or other venue and locality.

For email enquiries: **londoncentre@ioe.ac.uk**

LCLL colleagues bring expertise and experience gained from their work as academics, researchers, senior leaders, practitioners and policy makers. For full details of our people expertise see **www.ioe.ac.uk/lcll**

How we work with you

The LCLL is extremely well placed to help you navigate through the increasingly complex educational and public sector agenda.

Since 2005, we have supported the leadership of professional and academic development for the children's workforce. Working at the interface of research and practice, we engage with leaders and practitioners to create and share knowledge in the workplace. Participants engaged in our professional and academic programmes benefit from ground-breaking research conducted at the LCLL as well as access to the multi-disciplinary knowledge of the IOE, and draw on different perspectives to inform their learning, knowledge and development.

By working alongside educators and practitioners, The London Centre for Leadership in Learning is able to combine research findings and practitioner expertise to develop new knowledge and sharpen critical thinking, always underpinned by practical solutions in leadership and change.

We highlight and disseminate good practice in London and beyond. One of the ways we do this is through membership of the centre, which is a creative learning community, focused on merging expertise in practice with academic excellence.

Our consultancy clients use our services to help them address their personalised needs and context. Examples include helping leadership teams to clarify direction, motivating colleagues to learn, lead and develop more effectively together, introducing change in practice across a local authority or developing coaching within the culture and function of an organisation.

The scope of our international work is wide and ambitious with partnerships and associations on every continent. We have established links with university leadership centres in Australia, Hong Kong and the United States and we conduct varying types of consultancy in many countries.

'Many thanks for your sessions over the weekend. I'm so pleased I've found a course that I can relate to and believe it is going to change my career perception immensely. Look forward to meeting you again soon.'

**MBA in Educational Leadership
(International)**

OUR AREAS OF WORK

World class research

The London Centre for Leadership in Learning (LCLL) makes a distinctive contribution in research and evaluation by bridging academic research, policy and practice. We work in both the UK and internationally.

www.ioe.ac.uk/lcll

We have four broad areas of research inquiry which inform our overall focus on the relationship between research, policy and practice.

Research into **Leadership Capacity and Leadership Development** recognises the importance of the link between leadership and impact within different contexts. It raises such questions as: What is distinctive about leadership in challenging urban contexts? How does school leadership relate to student learning? How is leadership improved within a range of sectors? As school boundaries extend, how can leadership of place enhance community?

Our focus on **Social Justice** is rooted in recognition of the importance of contemporary social factors and forces leading us to ask: What does leadership for social justice look like? How do we ensure equality and diversity?

Research on **Systemic Change** recognises the speed and complexity of social change, exploring such questions as: What makes partnerships and collaboration work? How effective are international school partnerships?

Finally, our emphasis on **Learning Communities** explores change processes, leading us to ask: What promotes active student engagement and participation in learning? How can communities of practice be developed and sustained? What supports effective professional learning and development? What difference do learning communities make?

Our research contributes to better understanding about contemporary challenges for policy and practice. For example, a leading research project funded by the Economic and Social Research Council (ESRC) explores the impact of multi-agency working and the challenges of the children's workforce. Through this and other projects, the Centre develops innovative research approaches to find out what young people and other stakeholders think and experience.

The London Education Research Unit (LERU), based at the LCLL, reinforces our global reach, and provides data, research and knowledge networks on global and urban education issues to inform decision-making and practice. For more information see www.leru.org.uk



Ten strong claims about successful school leadership, funded by National College (NCSL) and Department of Children, Schools and Families (DCSF), led by Professor Alma Harris (with Nottingham University and OISE, Canada)

This three year large-scale national study of effective primary and secondary practice, focused on the relationship between the leadership of the headteacher and student learning outcomes. The findings were published in 2010 by the National College. The research found that leaders of successful schools define success not merely in terms of examination results. Also, successful heads improve pupil outcomes through who they are, as well as what they do in terms of the strategies selected and in adapting leadership practices to suit individual contexts.

‘Have found this really helpful, particularly enjoyed the opportunity to think through and discuss some issues.’

London Lives

This innovative research and development project aims to enable young people to understand, interpret and shape their experience. Through a partnership between LERU, LCLL and three London schools, students identify research topics related to the lives and experiences of young Londoners, such as crime, refugees, and community-youth relations. They are supported throughout the research process and learn about project design, data collection and dissemination.

Academic learning and teaching

Our postgraduate certificate, MA and MBA courses are research-informed and grounded in practice, enabling your learning to be applied and for you to advance in your career as a flexible and creative leader, adept at managing change.

Flexible programmes for existing and aspiring leaders in a globalised world

Our high profile courses, informed by research at the LCLL and the IOE more broadly, are suitable for a wide range of educational, public and private sectors both in the UK and internationally. You will gain insights into education systems as well as the opportunity to tailor learning to your own specific contexts. Our rigorous, cutting-edge courses explore, for example, models of leadership such as distributed, learning-centred and system leadership. We recognise that organisations are seeking ways to be agile, high performing and cost effective and this is reflected in both content and programme structure. You in turn, can expect to be challenged, your critical thinking skills sharpened and your horizons broadened.

Our courses attract a wide range of participants including members of senior leadership teams, middle leaders and members of the children's workforce including consultants, local authority advisers and policymakers. Led by world-class academics

and practitioners, our courses will give you the edge as you apply your learning in your workplace and look to advance your career.

We offer different ways of working with distance learning and face-to-face opportunities, both day-time and evenings, with sessions offered in your locality. We also run an intensive summer school over two weeks in July.

We design bespoke masters degrees tailored to our clients' context, such as the forthcoming MA in Inspection and Regulation, an online masters for HM Inspectors, developed in collaboration with Ofsted.

At doctoral level, research students can undertake a PhD or an EdD or join our highly regarded six day programme in learning and leading in educational organisations which draws on inputs from colleagues across the IOE.

For full details of all our academic programmes and courses see www.ioe.ac.uk



MA Leadership programme

'I was recommended by several colleagues to study at LCLL at the Institute because of its reputation as a world renowned faculty for education and social research. I believe that a qualification from the Institute holds a high currency within the education world. I would highly recommend studying at the Institute to anyone who is passionate about becoming an expert in their chosen field, networking with other like-minded colleagues and actively engaging in research and professional development.'

Mark Smithers, Area Head for Hospitality, Sport and Public Services, Havering College of Further and Higher Education.

MBA Educational Leadership (International) programme

'Undertaking the MBA in Educational Leadership (International) at the IOE has been an invaluable factor in my professional development and career progression. Having worked for a number of years within a national education body, the course has complemented my role whilst stretching my knowledge, understanding, critical thinking and analysis of the field significantly. I'm delighted that all the hard work has paid off and I have just been successful in my application for a promotion!'

Rowena Bridge, Programme co-ordinator, Specialist Schools and Academy Trust, MBA Educational Leadership

'The high level of discussion about 'cutting edge research' has given me lots of ideas... I hope this leads to more opportunities to move my development forward.'

Professional learning and development

We offer a wide range of professional and leadership development opportunities, underpinned by research findings and practical solutions. These support improvement, sharpen critical thinking, and keep you ahead in the constantly evolving landscape of leadership development.

www.ioe.ac.uk/lcll

Our offer explores the relationship between leadership and learning so that leaders, stakeholders and organisations can improve. Most of our learning programmes are also accredited, offering choice for participants.

Designing programmes for every level and sector

LCLL has designed a number of very successful leadership programmes:

- Investing in Diversity – for black and ethnic minority leaders;
- Early Leadership – for those aspiring to leadership roles;
- Developing Leadership – for those in a middle leadership role;
- Widening Leadership – for those aspiring to senior leadership.

We work within the Training and Development Agency's (TDA) national programme for the strategic leadership of professional development and its role in educational improvement. In addition to tailored support that meets local and national contexts, we offer an accredited Innovative Leadership of CPD programme for those who wish to develop the strategic nature of professional learning. We also design bespoke leadership

programmes for colleagues aspiring to a range of leadership roles, meeting the client's needs and underpinned by the principles of adult learning.

International schools, for example, work with us to create leadership development for their own agenda and we have designed bespoke development for the board of governors of an international school. We also offer a range of programmes from the National College for Leadership of Schools and Children's Services; National Professional Qualification for Headship (NPQH) – the mandatory programme for trainee heads; Accelerate to Headship – for those already in leadership roles in or out of education who would like to fast track to headship; Leadership Pathways – for senior leaders and middle leaders aspiring to become a senior leader; and Leading from the Middle – for middle leaders who lead a team.

For current details of our programmes, please see www.ioe.ac.uk/lcll.

To find out more and discuss how our professional learning and development programmes can support your requirements, contact londoncentre@ioe.ac.uk



Middle leaders from Sutton primary schools complete a year-long leadership programme

Sutton headteachers wanted to offer a programme for their middle leaders who were excellent teachers and had not benefitted from support given to lead staff. During the programme, teachers undertook a leadership development project after identifying their strengths and areas for development.

‘My middle leaders have had the opportunity to reflect and develop throughout this year. Impact of the programme is evident in co-ordinator files, SLT discussions, and the way initiatives are led and in results.’

Headteacher, Sutton LA

Strategic leadership – accredited development at masters level for Harrow local authority

The masters module Innovative Leadership of CPD offers a practical and interactive opportunity to participants to be more effective in supporting the professional development of all colleagues in an organisation. It helps to develop a vision for professional development and its centrality in improvement, performance management and student learning. The module is within the TDA’s national development programme for the leadership of professional development and includes the National College online unit, Strategic Leadership of CPD, also written by LCLL.

‘The leadership team is more focused on what professional development should be and how it can improve things for everyone in the school, including support staff.’

Headteacher of participant, Harrow LA



Consultancy

We offer high quality, effective consultancy to support and develop professionals and organisations across the education, children's workforce and public sectors. With significant expertise in leadership, organisational change and development and with access to the major knowledge and research base of the IOE, we can work with you to do what you need to do, when and how you want to do it.

We offer a bespoke consultancy service, designed around your needs, using evidence-based resources and tools and facilitated by highly experienced coaches and consultants who are experts in their fields. We support organisations to build capacity for continuous and sustainable improvement at both policy and operational level. We work closely with a wide range of clients; schools, local authorities, children's services' departments, headteachers, leadership teams, institution-wide groups, intra-organisational clusters /networks and national and international governmental organisations.

Our consultancy services range from designing and leading focused learning and development opportunities to more detailed organisational needs analysis and change initiatives. We support cultural, strategic and structural change and work with leadership teams to clarify direction, support motivation and enhance collaborative working, for example, through the Aspiring Leaders programme.

Another key area is in introducing change in professional practice, such as increasing the application and quality of Assessment for Learning (AFL), and Assessing Pupil Performance (APP), or incorporating Coaching and Mentoring within the culture and function of the organisation. Often, we undertake consultancy to help teams and individuals to access and enhance their own resources through coaching, learning and development.

To discuss how our consultancy service can support your own requirements, contact lclconsultancy@ioe.ac.uk



Mentoring and coaching for executive and senior staff

'Many would see my school as successful. Despite this, I was under pressure to raise standards further. This pressure negatively impacted on my motivation and I also lost perspective as a leader. Supported by consultants from LCLL, I engaged with mentoring, almost as an exit strategy. However, to my surprise through the mentoring, my thinking and confidence has improved. I am now tackling issues, and in turn, this has had an impact on both the performance of the senior leadership team and on the whole school morale. A remarkable experience.'

Headteacher, Performing Arts College

Impact evaluation

In Greenwich, LCLL worked with local authority advisers and a range of practitioner groups over a year on a range of professional development issues, with a specific focus on impact evaluation. The project began with a development session on impact evaluation for the whole local authority (LA) Learning and

Achievement Division, and then involved headteachers, Professional Development Leaders and Advanced Skills Teachers. This project led to a major reappraisal of the way the LA plans for the impact evaluation of its service work and the offer from the LA Professional Development Centre.

'It is a simple but rigorous approach that is now being adopted across our schools and children's services' teams. Individuals in the Learning and Achievement Division are also using this approach to their work with schools, and finding it invaluable as a way of evaluating impact on outcomes for children. The support from LCLL has been important in stimulating critical thinking and has led to significant change.'

Maggie Croxford, Head of Workforce and Curriculum Development, Greenwich, LA



OUR AREAS OF WORK

International activities

As a global centre of expertise, the LCLL is engaged in international teaching, consultancy and research, and in receiving international delegations for intensive study visits. We also contribute actively to the IOE's global partnerships, and regularly give presentations at the main international educational conferences.

www.ioe.ac.uk/lcll

Teaching

LCLL enrolls individual international students onto its academic programmes, especially to the increasing number of distance and blended learning programmes. More significantly, we arrange tailored versions of our academic programmes for corporate clients such as governments, groups of schools and university partners, usually involving intensive study sessions led by our team in the participants' country. For example, modules of our popular MA (Leadership) programme are taught in Greece and in the Cayman Islands.

Research

LCLL engages in significant international research projects, which often combine our academic expertise in leadership with our practical understanding of how research best supports educational change and development.

To discuss our international work and how it can support your requirements, contact lcllconsultancy@ioe.ac.uk

Consultancy

We work extensively with international schools, especially in the Middle East, SE Asia, Europe and Africa. We offer a wide range of professional development opportunities, including short tailored programmes in middle and senior leadership and related skills such as coaching and professional development leadership. We also undertake management consultancies for groups of international schools, and we have an Assessment for Principalship scheme to prepare candidates for leadership positions in international schools. LCLL supports the governments of other countries in the development of education systems, for example, recent work with the Ministry of Education in Yemen. We undertake scoping and gateway consultancies, and provide critical friendship support to universities in other countries seeking to develop their own leadership centres. Our work also includes executive development programmes for school leaders in other national systems, such as our Principals Institute programme in China.



North–South school partnership impact assessment

This large-scale research project, involving 1600+ schools across all four countries of the UK, five countries in Africa (Ghana, Kenya, Uganda, South Africa and Tanzania) and three countries in Asia (India, Pakistan and Sri Lanka), was funded by the Department for International Development (DFID). It explored the impact of partnerships on schools and the intended and unintended outcomes for learners, teachers, schools and communities. The research included a focus on exploring partnerships that have made student-focused learning a

central feature. The research identified factors contributing to high momentum partnerships, and offered recommendations for teachers and leaders, supporting organisations and policymakers to enhance partnership influence.

The Mawhiba project

We contribute one of the strands of activity in the Mawhiba project, which is a high-profile development implementing a particular model of giftedness and creativity in certain designated schools in Saudi Arabia. Our role is to design and lead professional development programmes for the lead professionals and for the principals of each school involved.

‘Very, very interesting development. Rich information on how to deal with many issues about diversity and leadership.’

Partnerships

We work in partnership with a wide variety of organisations to influence and achieve effective development and change across the children's workforce and public sector organisations.

We are committed to developing and working collaboratively and in partnerships. We support leaders, practitioners and organisations to achieve quality outcomes, drawing in expertise where necessary and we work with policymakers, nationally and internationally, to bring about effective and lasting organisational change and improvement.

Our approach to all projects is built on a commitment to effective partnership. We have strong relationships with a wide range of partners within international, national, regional and local organisations as well as with all levels of colleagues working in local authorities, schools and educational settings. We can draw upon these partnerships for exemplars of leadership practices. Such partnerships, and the knowledge contained within them, influence and inform our research and our professional and accredited development opportunities.

We have well-established links with national agencies such as the Department for Education, and the TDA, as well as private, public sector, not-for-profit and voluntary bodies.

The collaborative approach between the LCLL and colleagues in other departments of the IOE offers excellent quality and value. This multi-disciplinary approach offers awareness and expertise of various sectors, professional practice and of existing and emerging leadership needs.

The nature of research and development partnerships

We are currently working in ongoing research and development partnerships with programmes within the Department for Education, British Council and PLAN International. These projects allow us to jointly design research strategies to monitor programme development and outcomes. We are also actively involved in feeding back data to programme leaders and assisting them in creating ongoing programme improvements.



Sustaining Assessment for Learning (AFL) through Teacher Learning Communities (TLC). A collaboration between the Institute of Education, the John Lyon's Charity and the London Borough of Camden

This development project run by LCLL and designed by Professor Dylan Wiliam, is supported by Camden Local Authority and funded by John Lyon's Charity. Within this project, LCLL consultants work with schools in setting up and leading TLC's to support Assessment for Learning practice in cross-curricular subjects in a number of Camden's secondary schools. The TLC's consist of a group of teachers who meet together regularly to improve teaching and learning, providing an opportunity to structure and review their own practice and learning and to maintain momentum in what they are striving to achieve in the classroom. Currently in the second year of the project, outcomes gained

through the professional development are becoming more firmly embedded in practice.

LCLL is also undertaking an impact evaluation of the project to explore practical aspects of TLC project management and organization, the teachers' learning through TLC sessions and the pupils' learning through AFL.

Effective Practices in Continuing Professional Development

In this national consultancy programme, funded by TDA, LCLL supported 600+ schools, local authorities and educational organisations to investigate the kind of practices that lead to the most effective professional development for colleagues in and across schools. The subsequent findings of the three-year project influenced TDA's national professional development strategy with case studies included in a book published by the IOE. For further details see page 20.

Membership and events

Based on our research, we believe that joining a learning community supports and deepens the development of our participants, and we encourage all our past and present participants and clients to become members of the LCLL's learning community.

www.ioe.ac.uk/lcll

Building a learning community – our approach to the relationship between leading and learning

Through your membership of the LCLL, we want to ensure you learn with others in ways that transform your practice, whether it is through a short course, seminar, or longer running programme. We offer you opportunities to lead and design work-based research and innovation through extended projects undertaken with us. You can share your understanding, expertise and experience in several ways, such as through our regular calendar of events, including our annual lecture, and in networking through our professional learning community, to keep ahead in your field of expertise.

Our learning communities include those supporting Advanced Skills Teachers, black educators, professional development leaders, mentors and coaches. Being a member allows you to deepen your academic and practitioner knowledge, and extend your links with the LCLL. We offer local authority, institution and individual membership and among the benefits is associate membership of the IOE library as well as discounted membership of The College of Teachers.

For full details and to join, see www.ioe.ac.uk/lcll/membership or contact londoncentre@ioe.ac.uk



Meeting with you online

Our online community extends our notion of a learning community. Our site offers news, event information, overviews of our programmes, and resources from past events and research digests. A community exclusively for LCLL members offers extended research findings, more digitised resources from past events and a discussion area for LCLL members and academics. See www.lcll.org.uk.

'Thanks to all who made this evening's conversation so vibrant and resonating. I'm sat here on the train home buzzing with thoughts and ideas. Really inspirational. Kind regards and thanks for making it happen.'

Eileen Field, Headteacher

'I found the evening stimulating, challenging, and thought provoking and it has encouraged me to explore the issues raised.'

**Steve Pill, Primary Behaviour Team,
Ealing LA**

AST community – opportunities for AST professional development days

ASTs have a unique and challenging role to play in supporting the development of their colleagues as well as ensuring that they take responsibility for their own professional learning and development. Extended or one day opportunities include developing coaching and mentoring skills, supporting colleagues in developmental feedback to lesson observation, exploring impact evaluation and identifying how research can inform and develop classroom practice.

'My eyes have been opened to the challenges and exciting opportunities of AST work – as a result of working with LCLL and my fellow ASTs, I am thinking at a different level.'

OUR AREAS OF WORK

Our clients and associates

Our clients, associates and funders include individual schools in London, the UK and internationally, local authorities in London and nationally, and international partnerships and associations.

www.ioe.ac.uk/lcll

Examples include:

- British Council
- Department for Education, United Kingdom
- Department for International Development (DFID)
- Economic and Social Research Council (ESRC)
- Hellenic American Education Foundation
- National College for Leadership of Schools and Children's Services
- Nord Anglia
- PLAN International
- Specialist Schools and Academies Trust (SSAT)
- Training and Development Agency (TDA)
- Dulwich College Management
- BSME (UAE) Professional Development Group, Dubai
- Ministry of Education, Yemen

Local authorities, schools, networks and clusters

We work extensively with local authorities, schools, other educational settings and their networks and clusters. Such work ranges from conference presentations to designing tailored leadership development, supporting policy development or influencing strategic and cultural change.

Please see www.lcll.org.uk for examples of our work.



MA Leadership (Athens)

The MA Leadership is a bespoke programme for teacher leaders in Athens College, Greece. It is a good example of how a programme has been developed to meet the needs of the College and its staff. The modules, both core and optional, are taught in Athens and in London (during the course of a two-week Summer School) and via distance learning. The programme gives participants the confidence to lead learning in a more knowledgeable way from their own position within their school, either as a teacher, head of department, mentor or member of the administrative team. The outcomes have been impressive with participants commenting how the course has empowered them and developed their thinking.

'I am very satisfied and fulfilled from the course. I believe it helped me to clarify many issues. The tutoring from the professors was excellent and stimulated me to go further.'

MA Leadership participant, Athens College





Publications and resources

We publish across all aspects of leadership and professional development, reaching UK and international audiences.

We publish books, edited collections, academic and professional journal articles, think pieces and professional materials such as toolkits and other resources. Some of our titles appear through IOE Publications and others with commercial publishers. Examples include: *Distributed Leadership* by Alma Harris, *Effective Practices in Continuing Professional Development: Lessons from schools* by Peter Earley and Vivienne Porritt, *System Leadership in Practice* by Rob Higham, David Hopkins and Peter Matthews, *Surviving and Thriving as an Urban Leader* by Kathryn Riley and *Accelerated Leadership Development: Fast-tracking school leaders* by Peter Earley and Jeff Jones.

All these, and a wide range of titles on leadership and professional development, are available through the John Smith's bookshop located at the IOE where LCLL members are entitled to a 10% discount on all books in-store.

<http://www.ioe.ac.uk/services/82.html>

Our aim is to work at the critical edge of research and practice and our publications are a key way to achieve this. We publish for diverse audiences and want to help you access and use our publications both to further your ideas and to use the knowledge practically to make a real difference in your work. Becoming a member of the LCLL gives you access to our widest range of research and practitioner publications.

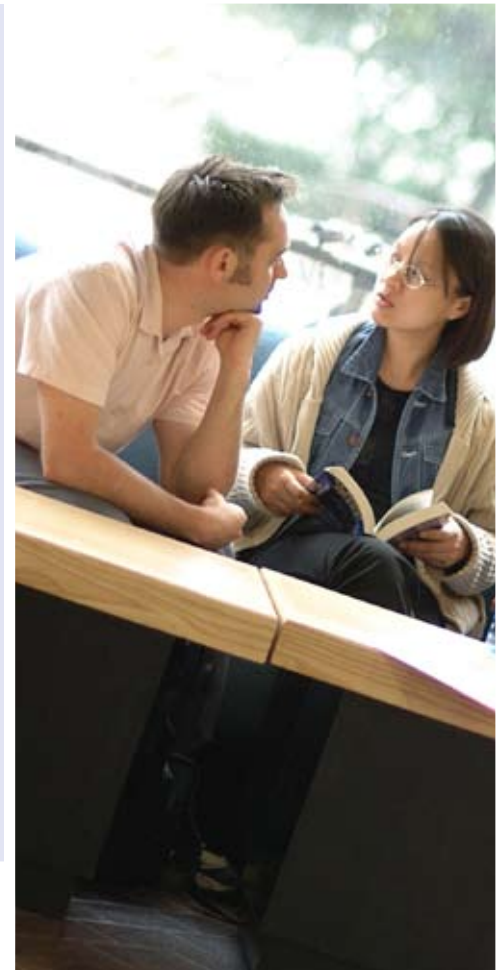
Middle leaders' development

'The programme has led to the school being steered to success from the middle. This has been shown in our excellent results.'

Rinopsia Mvududu, Mayfield School, Dagenham

'Thanks for all the support from you and your wonderful team. The leadership programmes continue to make a difference in Redbridge and have been the mainstay of middle leadership professional development.'

Bob Drew, Leadership Development Adviser and Headteacher, Gearies Infant School, Redbridge LA



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Leadership in Learning**

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alternative formats. Please contact the
Disabilities Support Office for assistance.
Telephone 020 7612 6641
Email disabilityadmin@ioe.ac.uk**