



VIBE

**For Middle Leaders
Case Study**

WHAT DO YOU TRANSMIT?



A large, circular portrait of Tracy-Ann McNeil, a woman with dark hair and glasses, smiling. The portrait is the central focus of the page, with text boxes and a title overlaid on the left side.

Tracy-Ann McNeil

PT Pupil Support

Alloa Academy

Tracy-Ann McNeil, PT of pupil support at Alloa Academy joined VIBE for Middle Leaders to improve her strategic knowledge and develop her effective leadership skills.

Tracy-Ann joined VIBE for Middle Leaders in August 2020 and is one of the first delegates to receive GTCS Professional Recognition in Self evaluation after successful completion of the programme. An experienced practitioner, Tracy-Ann was looking to develop her leadership skills and strategic knowledge to enhance her ability to lead her team effectively.

VIBE is a transformational leadership experience that strikes the balance of values-based leadership, theory, coaching and fun professional learning. The programme is designed to support Middle Leaders in schools as they move through their careers in education, easing the transition from reflective classroom practitioners to self-evaluative, enquiring leaders.

Here Tracy-Ann describes her experience of VIBE and the impact of the programme.

Leadership of Learning

Tracy-Ann said: “Through the process of VIBE I explored the impact of not only understanding my own position within particular frameworks but that of others to enable me to provide the appropriate leadership to meet their needs while ensuring that school priorities and responsibilities are fulfilled. I developed a greater understanding of importance and value of engaging in dialogue, and sharing leadership and accountability.

I was able to examine and reflect on myself as a leader and how to lead change taking into consideration the range of theoretical and strategic approaches we covered, including the change curve and PERMA theory”.

Learning-as-collaborative

“VIBE provided me with the opportunity to embrace learning-as-collaborative in a number of ways.

The cohort itself provided a support network and an opportunity to learn from and support one another.

I participated in the programme with two colleagues, and two others from my school had participated in a previous programme. As such we have a VIBE team within Alloa Academy. We worked closely together to ensure that our Practitioner Enquiries provided a triangulated response to areas for improvement in the school.

Although we each looked at a different areas, they supported one another. We collaborated closely together and discussed our research and planning.”

Knowledge and Understanding of Leadership

“Critical research has been invaluable in enabling me to improve my knowledge and understanding of leadership. The VIBE process involved critically engaging with research and finding not only studies which supported my project and view, but also looking to opposing views, evaluating the quality of the argument and concluding how I could apply the findings to the topic of my professional enquiry.

In addition to research, learning techniques such as Appreciative Inquiry and the approach of defining the problem, researching and gathering data and developing a way of measuring change provided me with the knowledge to plan and implement change in a more strategic way.”

Practitioner Enquiry

“The process of Practitioner Enquiry was completely new to me on starting VIBE. VIBE provided me with the resources to successfully plan and carry out my Practitioner Enquiry, as well as the opportunity to develop my skills in critical research. It also provided me with the knowledge of frameworks which I could evaluate and reflect on my own stage and that of others. VIBE also gave me an understanding of strategic approaches that I could apply to my Practitioner Enquiry.”

"I have learned that I have made more progress in recent years than I realised and that my values are very much at the heart of my responses and leadership."

The Biggest Takeaway

“The knowledge, experience and skills I have gained from VIBE in terms of strategic leadership not only provided a sound basis for successfully completing my Practitioner Enquiry, but has provided me skills to lead further areas on change in the future.

I have always been a reflective practitioner, however, to have the frameworks to look critically at my practice and to understand my own and others placement within these frameworks is invaluable in ensuring that my approach and leadership will meet the needs of others.”

VIBE for Middle Leaders

How it works

Workshops

The VIBE Workshops encourage deep, reflective and critical thinking and self-evaluation on a range of theories, concepts and practices that are integral to effective leadership and management. Structured goal setting allows practitioners to relate their learning to their own context and allows them to measure the impact of their actions.

Action Learning Set

ALS's give practitioners the opportunity to explore "live issues" they may be experiencing within their Middle Leadership role. Practitioners' work collaboratively drawing on a wide range of personal experience to support each other in developing action plans to approach each issue with.

1:1 Coaching

Our signature 1:1 coaching sessions use a strengths based approach called Appreciative Inquiry to support practitioners in deep self-evaluation and reflection, helping them to seek solution focused approaches from an informed, problem solving perspective of their professional practice.

Practitioner Enquiry

Through the VIBE practitioner Enquiry practitioners have the potential to transform professional practice and their school.

Practitioners are provided with step by step guidance, drawing on the GTCS Professional Enquiry Framework, to support the development of their Practitioner Enquiry. Guidance around criticality with regards to reading and research is also be provided. Practitioners are asked to link the Practitioner Enquiry experience to the GTCS Professional Standards for Middle Leaders.

Professional Poster and Presentation

Practitioners are asked to present a professional poster based on their practitioners enquiry that shares the scope, approach, and findings of their practitioners enquiry. They are also asked to demonstrate the impact their practitioner enquiry has had on their own practice, their school, and how their learning supports the professional standards for middle leadership and management.

Reflective Journals

Throughout the course of VIBE practitioners are asked to compile a learning log of reflective journals. Two of these reflective journals are a compulsory part of the programme. We ask practitioners to utilise the GTCS self-evaluation Wheel: Professional Actions of Middle Managers through these reflective journals. This allows deep, critical self-evaluation about the impact of vibe on their professional development.

Critical Friend

We recommend practitioners identify a critical friend as part of VIBE. We ask that they meet regularly throughout the programme to develop professional dialogue and deepen self-evaluation throughout the programme and beyond. These discussions naturally support practitioner PRD.

Final Essay

Practitioners submit a final essay of 1000 words that details the impact of VIBE on their professional practice. This is assessed against key Professional Standards for Middle Leaders. Practitioners are expected to ask critical questions about themselves within their context. The final essays should reflect on their professional practice and development within their context supporting practitioners to develop professional agency and voice becoming educators as leaders of change.

TO FIND OUT MORE EMAIL
happy@treeof.com