



MA Leading for Educational Advantage

Tuesday Humby

**National Director of Teaching and Training,
Ormiston Academies Trust**

Please tell us about yourself, your role and commitment to social justice.

I am currently National Director for Teaching and Training for Ormiston Academies Trust, having been a Principal and Regional Director prior to this role. Ormiston serves forty schools in some of the most socio-economically deprived areas in the country. For me, ensuring the children in these communities receive a brilliant education was never about ensuring they had opportunities to leave. Sure, we want them to have choices and for many doors to be open to them – but it was always about more than that. We want our communities to be great places to live and work, where people would choose to raise a family, not leave one behind to never return. That starts with education and it's a long journey, but one I am absolutely committed to.

Please tell us a little about why you chose Liverpool Hope as the provider of the MA Leading for Educational Advantage for your teachers and how many teachers from your Academies have been through the course.

We were looking for something a little bit different, something that felt more tailored to leading in our communities, a course that understood the degree of empathy needed, that taught as much about potential barriers we face as it did traditional 'leadership styles'. This course didn't exist, but Hope were able to make that happen as they understood exactly what we were after.

10 students have taken part to date from across the Trust, with some having completed, some at dissertation stage and some currently at the start of their course. Those at dissertation stage have identified a research focus which is appropriate to their own individual school. They are taking an action research approach to bring about change and evidencing this through their dissertation which will be shared with the school and trust.

What impact have you seen in your school from your teachers having taken this course?

We expected to see our teachers engage positively with research and start to question some of the policy and practice – that is typical I suppose for anyone embarking on Masters level study. However, we also saw some other benefits. The commitment to our communities only got stronger, our participants already had moral purpose, but I believe became more mission driven and in doing so really improved their own skills in relating to others, influencing others and emotional resilience and maturity. It has reignited a spark in some that was there at the start of their teaching career, but may have got a little lost along the way.

In addition, some students have cascaded information through their schools by presenting to their whole staff teams about attachment, trauma and the implication for teachers and their pupils.

Has this course positively impacted upon disadvantaged children in your Academies?

This is always hard to measure but I believe so. One of our first participants who had a great steer on the strategies to improve progress of disadvantaged pupils in 2019, celebrated the pupils making three quarters of a grade higher across all their subjects than the previous year. I think the real impact comes from some of that softer data which is hard to quantify.

Would you recommend the course to others?

I wouldn't hesitate to recommend this course to others, especially those who really want to show their commitment to working in our schools and communities (or similar). For me, having this Masters is like having a ticket to a guaranteed interview with us.

What is it like working with Liverpool Hope colleagues? What experience and expertise do they bring to the courses? How do you and your teachers benefit from this strategic relationship?

Our participants really enjoy working with the team at Liverpool Hope, who take the time to build each relationship, to really get to know their scholars in a way that is really quite special. They seek out additional opportunities to challenge those who are up for that, whether it be contributing to writing or public speaking. In this way, our participants feel very much part of the University despite the distance for many of them.

What is your perception of the quality of LHU postgraduate courses?

Perceptions are they are solid courses, tutors and lecturers are strong.



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