Leading learning through relationships: the implications of Neuro-linguistic programming for personalisation and the children's agenda in England

Richard Churches and John West-Burnham

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Abstract

This paper discusses research and thinking on the importance of interpersonal and intrapersonal effectiveness for teachers, school leaders and school improvement, and explores implications of the use of NLP in relation to personalisation and the children's agenda. It outlines initial research carried out as part of the Fast Track Teaching programme (the UK government accelerated leadership development programme) and on the London Leadership Strategy and makes suggestions for further research.

Key words

NLP, Neuro-linguistic programming, personalisation, teaching, learning, interpersonal, intrapersonal, Fast Track, leadership.

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Introduction

> *Personalisation has emerged as a central theme in our understanding of how to re-conceptualise education provision (de Freitas and Yapp, 2005; West-Burnham and Coates, 2005) and has had a significant influence on government policy within Every Child Matters and the Children's Plan (DCSF, 2007).*

Personalisation has emerged as a central theme in our understanding of how to re-conceptualise education provision (de Freitas and Yapp, 2005; West-Burnham and Coates, 2005) and has had a significant influence on government policy within Every Child Matters and the Children's Plan (DCSF, 2007). Research consistently demonstrates the centrality of teaching and learning and classroom processes in determining school effectiveness as well as the importance of leadership (Sammons, 2007; Mujis and Reynolds, 2005). Studies recognise the importance of skills development in a classroom context, in areas such as: engagement, levels of interaction, questioning, positive atmosphere, teacher expectations and challenge (Mujis and Reynolds, 2005). The central importance of interpersonal and intrapersonal skills in both teaching and school leadership is now recognised (West-Burnham, 2004; West-Burnham and Ireson, 2005; West-Burnham, 2005), as is the relationship between values, behaviour, purpose and school improvement (Fullan, 2007; Leithwood *et al.*, 2006).

As a 'toolkit' of approaches for working on personal effectiveness (at an interpersonal and intrapersonal level) NLP appears to have much to offer, particularly in relation to state management (emotions), influential language, beliefs, values, goal achievement, questioning skills, group rapport and presentation skills (Churches, 2008a; Churches and Terry, 2007). There are also many parallels and potential applications for supporting the development of the social and emotional aspects of learning (DCSF, 2005) with children. Although the potential of NLP in education has been recognised for some time (Tosey and Mathison, 2003) it is only recently that NLP has been used on a large scale to support teacher development. Since 2003, over 1,000 teachers and school leaders have received NLP training as part of the UK government's Fast Track Teaching programme and the London Leadership Strategy. Preliminary qualitative research and evidence (Jones and Attfield, 2005; Hutchinson *et al.*, 2006; 2007) suggests that NLP can make a significant contribution to the pedagogy of personalisation and school leadership effectiveness.

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What is NLP?

The term Neuro-linguistic programming (NLP) was first used by Dr Richard Bandler and Professor John Grinder, at the University of California in Santa Cruz, in the mid-1970s. Bandler and Grinder wrote a number of books in the late 1970s (see e.g. Bandler and Grinder, 1975a; b; Grinder *et al* (1975); Grinder and Bandler, 1976) and went on to work with several other people (including Robert Dilts) to develop training in therapy, communication and presentation skills. Bandler and Grinder's studies differed from other behavioural science research, at the time, in that they were primarily interested in highly effective communicators rather than the study of the general population, or dysfunctional groups. In particular, they were interested in looking at what appeared to make a difference between people who were good and those who were outstanding. To carry out their research they developed a methodology that is known as modelling. Modelling as a research methodology emphasises the mapping of phenomenological experience alongside the use of language models. Bandler and Grinder's interest in this area was inspired by discussions with Gregory Bateson, who encouraged them to begin research in the area of therapy. Their first four books describe in detail their study of Virginia Satir, the family therapist and Milton Erickson, the hypnotherapist.

NLP tools and approaches can be said to fit into four categories:

Outcomes
Strategies and approaches for self-motivation and the motivation of others.

Rapport
Approaches for building rapport and influencing others.

Flexibility
Techniques for developing personal flexibility and awareness of others.

Language
Language models from hypnosis and therapy.

| EXAMPLE 1:	Using NLP in education

Influential language in the classroom

Influential language patterns emerged from the research as a key area of potential benefit to teachers. This was not just in terms of behaviour management but also in relation to the development of positive relationships, the positive reinforcement and encouragement of learning, motivation and questioning skills. [Extracts below from Times Educational Supplement (Churches and Terry, 2008: 28–29)]

A key concept to grasp, before you begin, is the notion of presupposition. Presuppositions are the hidden meanings in sentences, phrases or individual words and work covertly or indirectly. For example, if we were to say: 'Either now or in the next few seconds, you can think of a time when using the right words, at the right time, would have been useful to you', you are likely to do just that.

This is because the first part of the sentence presupposes that you are going to do it. This particular pattern is called a **double bind** *and is useful when you want to limit the possibilities the person you are talking to will have. For example, in the classroom you might say: 'John, would you like to start by doing the questions or the diagram first?' The presupposition is that John will start work now, whichever way he chooses to do it.*

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[1] Photographs of flip charts from Fast Track events have been included with the kind permission of Henrie Lidiard

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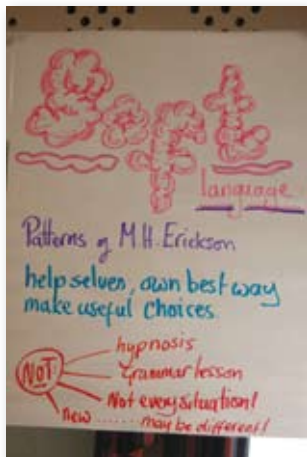
Covering all bases is a language pattern that works by making sure that all people are included. For example, you might say: 'I know that some of you have already done some work on this with your last teacher, others are coming to this new and some of you have already developed your interest in this area.'

*Another is the **yes set**, commonly used by public speakers. After receiving three undeniable facts one after another we are more likely to take the next statement as true also. For example: 'It's 10am, we've finished the first task, we have 30 minutes left so now would be a good time to think of some good questions that we can discuss, wouldn't it?' Note the 'wouldn't it?' at the end of the sentence. This is a separate but linked move, called a **yes tag**, and it's difficult to say no to when placed at the end of a correct sentence, isn't it? If you nod while you say a yes tag this increases its effectiveness. Yes tags are particularly effective after explaining rules, to reinforce the point and gain agreement.*

(Churches and Terry, 2008: 28–39)

| Fact | → | Fact | → | Fact | → | Embedded command | → | Yes tag |

As well are defining areas of theory and practice in each of these areas there are specific techniques to support the exploration of values, challenging of limiting beliefs, influencing, communication and motivation (Churches, 2008a). NLP has not stayed static as a concept, or set of methodologies, and has been constantly evolving since the early publications. In this sense it has many of the characteristics of a 'community of practice' (Wenger, 1998) rather than a specific theory or set of precepts.

The changing context

> *That is why we need a new framework to show how personal needs can be taken into account within universal equity and excellence in education. In recent years the policy agenda has grown to recognise the fact that in the context of greater diversity we can only understand these terms by putting the needs and wants of individual learners at the heart of the system.* (Leadbeater, 2004: 6)

One of the reasons for the growing focus on a range of strategies to support effective learning is a significant reorientation of policy in England, which is placing the focus on the learning of the individual child or young person. The antecedents of this policy can be found in the work of Charles Leadbeater who argues that it's now:

> *…about understanding and taking time and consideration to learn about what it is that the people we serve in public services really want. At its root, personalisation is about education, about morality, human social goals, connecting with the internal motivations that we need to unlock for people to really learn; it's about moving from seeing education as meeting and imposing external standards to meet external yardsticks, to working on internal motivation and aspiration.*

(Leadbeater, 2005: 14)

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It is this focus on the active engagement of the individual that raises the need to explore personal capacity, strategies and skills. This is in turn reinforced by the principles underpinning the Children's Plan:

- government does not bring up children – parents do – so government needs to do more to back parents and families

- all children have the potential to succeed and should go as far as their talents can take them

- children and young people need to enjoy their childhood as well as grow up prepared for adult life

- services need to be shaped by and responsive to children, young people and families, not designed around professional boundaries

- it is always better to prevent failure than tackle a crisis later (DCSF: 2007: 5–6).

Fundamental to all of these principles is a focus on quality relationships, enhancing personal capacity and engagement; and the pivotal focus on prevention rather than cure (i.e. intervening to prevent failure) – NLP can be seen as a perfect example of this approach. What is very clear is a radical shift in emphasis in education policy away from the pupil being taught to the child, or young person, becoming an active learner. Each component of the Children's Plan sends a very clear signal about a shift in emphasis away from the provider to the client. This in turn implies the need for a substantial empowerment of the client/learner which points to personalising learning.

Personalising learning

…personalising learning and teaching means taking a highly structured and responsive approach to each child's and young person's learning, in order that all are able to progress, achieve and participate. It means strengthening the link between learning and teaching by engaging pupils – and their parents – as partners in learning. (Gilbert, 2006: 6)

There is no clear or coherent definition of personalising learning; indeed one of the challenging aspects of the current developments in England is the lack of any consensus about the nature of learning and an enabling rather than prescriptive approach by government.

Personalised learning is much more than a portfolio of effective teaching and learning strategies focused on the individual. It is primarily about an ethos, or culture, which is expressed through a number of pivotal components.

1. **Achievement:** personalising learning has to be focused on maximising the achievement of every individual by the full spectrum of definitions – most notably all of the components of Every Child Matters.

2. **Aspiration:** central to personalising learning is a culture of high expectations and aspiration, again expressed in every dimension of a child's, or young person's, life but focused in particular on their entitlement to optimum success at school.

3. **Inclusion:** personalisation applies equally to the gifted and talented and those with special needs. In many ways it offers a powerful strategy to ensure optimum provision for all young people, which is geared to their particular needs and talents.

4. **Relational:** learning is an interpersonal process and personalisation offers scope and opportunities to maximise the quality of learning relationships between learners and all those involved in supporting them including parents and fellow learners.

5. **Accountability:** personalising learning clarifies personal and professional responsibilities and places a high significance on performance for all those involved in the learning process. It can help to remove dependency across the system and highlight individual outcomes and strategies.

The Gilbert Review (Gilbert, 2006) defines personalising learning in the following terms:

…personalising learning and teaching means taking a highly structured and responsive approach to each child's and young person's learning, in order that all are able to progress, achieve and participate. It means strengthening the link between learning and teaching by engaging pupils – and their parents – as partners in learning.

(Gilbert, 2006: 6)

The five core components of personalising learning were defined by the (then) DfES as:

Assessment for learning and the use of evidence and dialogue to identify every pupil's learning needs and the steps they need to take.

Teaching and learning strategies that actively engage and challenge learners and develop their ability to focus on their learning skills and their capabilities to take ownership of their own progress.

Curriculum entitlement and choice that allows for breadth of study, personal relevance and flexible curriculum pathways.

Creative approaches to school organisation, to enable a student-centred approach which integrates performance with wellbeing and inclusive approaches with attainment.

Strong partnerships beyond the classroom, both to enrich learning and support care of pupils in the wider sense through, for example, home-school links, inter-agency work, or community partnerships (NCSL, 2005: 17).

Any review of the elements required for success in personalising learning has to start with establishing consensus as to the components of the personalising learning process. The Gilbert Review identified existing practice in schools that would point to the following elements being present in varying degrees in many schools.

• Pioneering and evaluating approaches to learning how to learn.

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- Using data on pupils' learning for target setting, tracking progress and supporting further achievement.

- Using ICT to enhance collaboration and creative learning.

- Using timetables flexibly to allow, for example, weeks devoted to intensive study on themed project work.

- Designing approaches to engaging and raising the achievement of underachieving groups.

- Establishing curriculum teams of staff and pupils to develop plans for improving learning and teaching.

- Increasing curriculum breadth by delivering some lessons remotely using video conferencing.

- Greater use of adults other than teachers to extend the range of skills and support for pupils (Gilbert, 2006: 12).

Summarising the various perspectives listed above produces a consensus on the essential components of any approach to personalising learning:

- learning how to learn

- assessment for learning

- a portfolio of effective teaching and learning strategies

- curriculum choice

- mentoring and coaching support.

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Leadership, learning and the emotionally intelligent school

> *This is not an area that will change by virtue of policy or mandate – it has to be rooted in personal behaviours.*

What is clear from the above list (on page 10) is that personalising learning requires a focus on the affective dimension as much as any other aspect of organisational life. This is not an area that will change by virtue of policy or mandate – it has to be rooted in personal behaviours. This in turn places a significant emphasis on the role of school leaders.

First and foremost is the notion of the leader as exemplar, as a model of appropriate behaviour. The natural reticence and shyness of many senior staff in schools leads them to underestimate the importance of their behaviour both as a model and as a sanction (i.e. implicitly condoning certain patterns of behaviour). If a school's values talk about notions of 'respect', 'community' etc. then there has to be appropriate leadership behaviour. The ethical imperative has to be matched by morally consistent behaviour. There is, therefore, a moral imperative on school leaders to adopt a model of personal effectiveness, which exemplifies the values of the school and models the translation of principle into practice.

The second factor is both principled and pragmatic. Our growing understanding of neurological functioning points increasingly to the fact that learning is an emotionally based activity. Effective brain functioning is dependant on a positive emotional environment. Anger, stress and tension will actively block appropriate brain functioning; a positive and relaxed climate will enhance the potential to learn. This applies to adults as much as it does to children. In all of the debate surrounding the concept of the learning organisation (and whether schools can ever achieve that status) the importance of the emotional climate is often overlooked. This is much more than the absence of tension; it is the creation of positive self and mutual regard and this is, in many ways, a product of leadership.

The final point focuses on educational leaders themselves. The discussion so far has tended to focus on the social environment. However, it is important to stress that the mental landscape of the individual is at least as important as the public arena. Leadership effectiveness is a product of personal effectiveness, which is in turn grounded in emotional self-awareness and emotional intelligence. What makes leadership distinctive is the high level of sustained and significant engagement with others. In the course of a day this can involve the extremes of anger and despair, joy and celebration. It is worth reflecting on the number of transactions leaders have each day, each of them rich in potential, each of them a 'moment of truth' and every one of them based in perception rather than logic and rationality – or at least in competing rationalities.

The level of demand and impact will, of course, vary over time and context but this aspect of the job of the leader explains why it is both so demanding and challenging and so rich and rewarding. This is also why it is so important to develop leaders who have a traditional range of knowledge, skills and qualities but who are able, in a highly sophisticated way, to create an emotionally mature and intelligent community that enables learning in both curricular and social senses.

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EXAMPLE 2:	Using NLP in education

Dilt's 'Neurological Levels' and school improvement planning

The Fast Track research identified this model (see Appendix) as a way of supporting reflection on school improvement and particularly to help to identity where, within the model, schools may need to focus – bearing in mind their purpose and the concept of aligning all levels to that purpose [Extracts below from Churches and Terry, 2007: 82].

*Robert Dilts identified a really useful model that he refers to as **Neurological Levels of Change**. He suggested that there were layers of thinking that make up our experience and that bringing these into alignment with each other can really help us to understand what we want, what behaviours we need to adopt to achieve this and where we are out of balance in our life. Although the title of this tool has come in for a lot of debate in the world of NLP it remains a very useful and practical way of exploring the 'ecology' of an experience, or the whole context. The levels represent increases in the extent to which they are psychologically impactful and encompassing, as you move through the levels from Environment to Purpose and Purpose/Spirituality.*

Purpose (Spirituality) — *What is our intention or purpose?*

Identity — *Who do we want to be?*

Belief and Values — *What are our beliefs and values? What's important to us? Do we need any new values and beliefs?*

Capabilities — *What are we capable of and where do we need to develop?*

Behaviour — *How do we behave and how should we behave to align with our purpose?*

Environment — *How does our environment align with our purpose and identity?*

(Churches and Terry, 2007: 82)

NLP and the Fast Track Teaching programme

> *The original suggestion to include NLP within the Fast Track programme came from a facilitator/ trainer, Lynn Murphy, who had industry leadership training experience and from several groups of Fast Track teachers who had experienced NLP training as part of their previous management, sales and consulting training in business and commerce.*
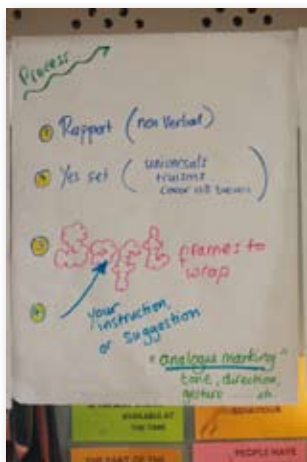
Fast Track Teaching is the first accelerated leadership development programme in education in the world. Set up in 2001, by the (then) Department for Education and Skills (DfES), the management of the programme transferred to the National College for School Leadership (NCSL) in 2005. Training and professional development provision has been designed and delivered by CfBT Education Trust (**www.cfbt.com**) continuously since 2001. Participants have completed a selection process that includes a behavioural assessment centre. A core part of the professional development programme involves taking on a senior school improvement role early in the teacher's career, known as the wider school focus. As of September 2008 there will be approximately 1,900 teachers on the programme. Two of the first cohorts graduated in August 2007 and by August 2009 around 2,200 participants will have been on the programme.

Between 15 February 2005 and 27 June 2008 CfBT Education Trust, in collaboration with Evolution Training and Alistair Smith's training company Alite Ltd, delivered 2,126 training places on two- and three-day residential courses including NLP tools and techniques *(NLP for Teacher and School Leaders; Coaching for Leadership; Making it Happen; Authentic Leadership; Getting your life back (Exploring work life balance))*. During this period Fast Track teachers also had the option to attend 10 other non-NLP related courses. Prior to this (in 2004), short course NLP sessions were piloted at two residential conference events with 127 Fast Track teachers who had opted for these sessions (*Developing self-leadership; Using language to develop excellence in others; Communication excellence; Learning from excellence in others*).

The original suggestion to include NLP within the Fast Track programme came from a facilitator/trainer, Lynn Murphy, who had industry leadership training experience and from several groups of Fast Track teachers who had experienced NLP training as part of their previous management, sales and consulting training in business and

commerce. In its first three years Fast Track drew primarily from career changers with management experience in industry and wider business. Further suggestions to include NLP emerged from evaluation forms and focus group sessions on developing the Fast Track professional development offer led by Richard Churches (national lead consultant for the programme) in April and July 2003. Evaluations of the pilot training sessions were very positive and teachers suggested the inclusion and development of more extensive training in this area. Overall 85% of the ratings for the NLP pilot courses were 'excellent' with all evaluation good or better. Research into the effectiveness of the training delivered on the Fast Track Teaching programme has shown a positive impact on teacher and school leader development (Jones and Attfield, 2007).

As a result of the initial positive feedback, NLP-related training provision was developed in 2004 to include an INLPTA (International NLP Trainers Association) accredited (see Appendix 2) residential course (*NLP for Teachers and School Leaders*) as one course option within a menu of 13 residential training courses. *NLP for Teachers and School Leaders Level 1 and 2* has been delivered by Roger Terry and Henrie Lidiard since 2004. Over the last four years more than 1,000 Fast Track teachers and other school leaders and teachers have completed the INLPTA accreditation with them. In total, 17 Fast Track courses with INLPTA accreditation have been delivered between May 2006 and June 2008 with a further four events planned for the academic year 2008–2009. Including the four other residential courses containing NLP tools and techniques, 75 two- and three-day residential courses, including NLP, have been delivered. This number will exceed 90 by the end of 2009. Although this represents only approximately 30% of residential training provision during this period, NLP has been regularly pointed to as having had a significant impact in both post-event evaluations and in case study research (Jones and Attfield, 2007). Twelve Fast Track teachers are known to have gone on to complete INLPTA Practitioner or Master Practitioner training, which covers the broader and more advanced applications

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of NLP. Completion of this level of training requires a substantial investment of personal time and finance. INLPTA accredited Practitioner level training is usually 14 days in duration and Master Practitioner a further 19 days, approximately. In 2008 costs of training to Master Practitioner level varied from £4,000 to £5,000.

Initially, NLP was included in Fast Track from a leadership development perspective and specifically to meet the need of supporting Fast Track teachers to develop influencing skills and resilience – drawing on the notion that leadership is about groups, goals and

influence (Northouse, 2004). In line with the early programme's development and research philosophy – of evaluating through a pilot before scaling up, the INLPTA accredited course was carefully evaluated. Initially the training was delivered as a purely NLP 'Diploma' level course in which the tools and techniques were trained without any specific reference to educational contexts. Indeed, neither of the two trainers have a career background as school teachers themselves.

EXAMPLE 3:	**Using NLP in education**

**Perceptual positions and emotional literacy with children**

Perceptual positions has been applied to support children to develop emotional literacy in the area of empathy, particularly in the contexts of bullying and improving interpersonal relationships [Extract below from Teach Primary Magazine (Churches, Terry and Partridge, 2008: 28–29)].

*There are three mental positions: **Self**, **Other** and **Observer** (like the three windows in Playschool – through which you can get different views of the world). In first position, the Self perspective, we see the world completely through our own eyes – associated with our own experience, feelings, thoughts and values. In second, the Other perspective, we see the world through the eyes of someone else, through their values and their perspective. In third, the Observer position, we look at the situation as an external observer, unconnected to the situation emotionally.*

1. Start by arranging three chairs in a triangle, or three pieces of paper (on the floor) in a similar pattern. Label these Self (first position), Other (second position) and Observer (third position). Get the child to talk about the situation.
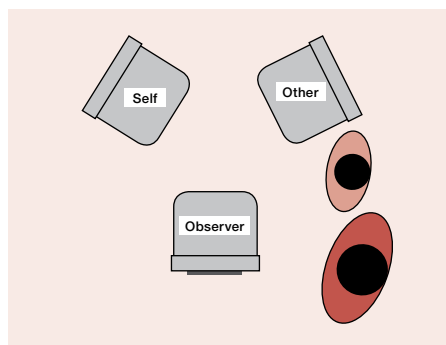

2. Then get them to sit in 'first position' (Self). Tell them look across at second position (Other) and imagine the person there. Tell them to talk to the imagined other person about the situation from their Self perspective.
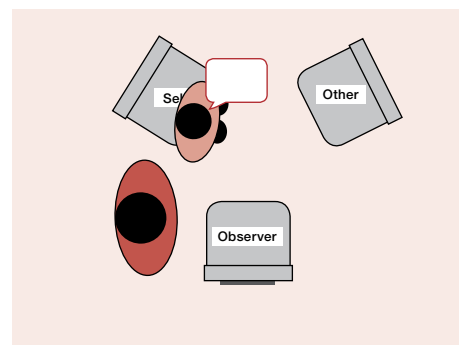
EXAMPLE 3: *(Continued)*

3. Move them to second position. As they sit, or stand, ask them to imagine becoming the other person, so they 'step into their shoes'. Tell them to adopt the body language and posture of the other person. Now ask them to give the point of view of the other person looking across to where they were before in first position.
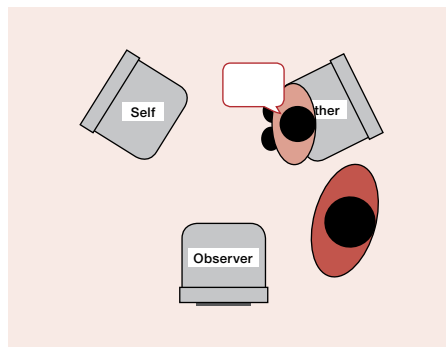
4. Next move them to the third position. Ask them to imagine themselves as another person who has heard and seen both parts of the conversation. Ask them to look over to first position (Self) and give themselves some advice.

5. Finally, get them to go back into first position and ask them to say what's changed and what they have learned.

(Churches, Terry and Partridge, 2008: 28–29))

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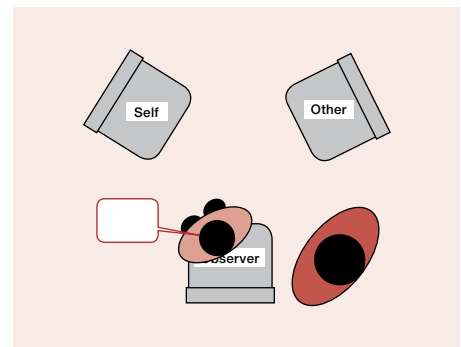
Researching the potential of NLP in teaching

"The INLPTA Diploma accreditation requires 30 hours of training and delegates do evening sessions as well as training during the day to ensure coverage."
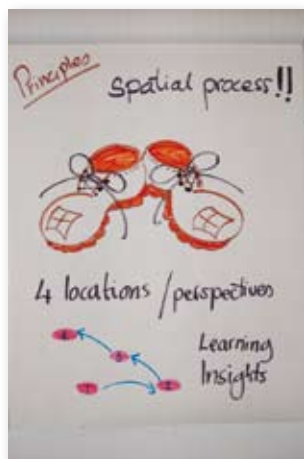
In order to support the development of an understanding of the potential of NLP tools, in an education context and to help the ongoing design and development of the training, a data collection and discussion session was added to the final stage of the training. At seven of the INLPTA accredited *NLP for Teachers and School Leaders* events delivered between May 2004 and December 2006, participants were asked to reflect in groups of six to eight people on the potential application in education of the tools and techniques that they had been trained in over the previous three days. The INLPTA Diploma accreditation requires 30 hours of training and delegates do evening sessions as well as training during the day to ensure coverage. At the beginning of the training teachers identified key areas of challenge and improving effectiveness and then reviewed these goals at the end of the course. This review included the recording of suggestions for the application of approaches and what tools they were going to apply back in their own personal context. Each group recorded their discussions and ideas on flip charts as responses to the question 'what could you do with this?' In total 380 delegates took part in this activity. This generated 53 flip charts with 699 individual suggestions that clustered into a total of 155 common suggestions and applications. Fifty-nine suggestions were not included in the analysis as they were too general to be categorised.

Subsequent content analysis showed that the ideas generated focused in areas which could be summarised as communication skills, learning to learn and reflective practice; with strong emphasis in the areas of: communicating more effectively; managing emotions; behaviour management; and questioning skills. This analysis can be found in Appendix 1. Specifically, teachers overwhelmingly identified the use of influential language as being most useful in a classroom context. However, there was a wide spread of applications and tools identified. Although by no means an exhaustive or comprehensive piece of research, this suggests strongly that the key benefits of training in NLP in education are likely to be in areas that support existing practice and in the developing of interpersonal capacity and intrapersonal resilience.

Trainer perspectives on teaching NLP to teachers as opposed to NLP's traditional base in industry, business and health service contexts

"Both of the trainers who deliver the NLP for Teachers and School Leaders Level 1 and 2 course have extensive experience in delivering NLP training in contexts outside of education."

Both of the trainers who deliver the *NLP for Teachers and School Leaders Level 1 and 2 course* have extensive experience in delivering NLP training in contexts outside of education. Although they have both had experience of training small groups of teachers, who have attended as individuals on commercially available training, or even of doing training days for schools, this was the first time that they had trained large groups of teachers over an extended period. Interviews were carried out with both the trainers in July 2008. The following text is a summary of key reflections and perspectives.

Thinking about the main differences in the uptake of NLP between industry groups and Fast Track teachers there are few key points to be made. Fast Track teachers, unlike their industry peers, are already used to handling difficult groups on a regular basis and it is probably true to say that because of this they appreciate very quickly the ways in which NLP communication strategies can impact their working day.

The practical 'how to' skills of NLP have a faster uptake and groups rapidly extrapolate the techniques we teach them into practical classroom variations. This is done with surprising creativity and innovation once they have grasped the principles behind a topic. This confirms our view that simply learning NLP as a series of techniques (often the case in much training) will not provide the flexibility of approach required in the ever changing classroom environment.

Groups are able to adapt quickly and due to the intensive nature of the training in a condensed timescale we deliberately 'raise the bar' of our expectations during the three days. We find that the teachers always rise to the challenge and incorporate the basic skills quicker than many industry groups, they may have more to gain in terms of better management of their behaviours and capabilities which allows the teachers to

reduce their stress levels and so be more effective over a longer period of time.

Once the NLP principles are grasped then there is a good match with their values and beliefs around how they want to generate positive learning opportunities, a motivational classroom atmosphere and desire to help even the most difficult child to find their potential.

Roger Terry (Churches, 2008b)

Both of the trainers are INLPTA qualified NLP 'Master Trainers' and able to train NLP through all levels of training (Diploma, Practitioner and Master Practitioner). It is worth noting that although the training adheres to the Diploma syllabus it was decided during the design phase of the training to include some elements which are usually only taught at the more advanced levels of training (specifically, Satir Categories and basic metaprogrammes). Interviews with trainers and feedback reinforces the appropriateness of this design decision.

Henrie Lidiard, who has co-trained the course with Roger Terry since its inception, made the following observations.

In teaching NLP to any group from a single context, or discipline, there are usually collective (but largely unconscious) patterns of thinking, shared values and beliefs, patterns in their approach to learning and also particular strategies by which they become convinced by new material/ideas. The experience of working with so many committed and enthusiastic teachers has been incredibly rewarding and we made some specific observations in working with this particular set of learners compared to others. They have a very rapid capacity to understand new theory and enjoy a rapid pace of training. They are generally eager to have a go at the practical exercises and putting things to the test, in general we find the more activity the better.

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Groups tend to be more open to introspection and to reflecting on their own part in communication and relationships (than many industry groups). The one area where some groups needed a little more facilitation is in their generation of ideas regarding the application of the NLP tools. We have designed a series of specific approaches to assist them to generate multiple possibilities.

Henrie Lidiard (Churches, 2008b)

Observations like those above can be said to reinforce the central importance and priority of interpersonal and intrapersonal capacity in teaching and the general appetite for skills development in this area amongst teachers. As discussed earlier in this paper, this is very much the territory of NLP and it is perhaps for this reason that tools and techniques resonate so quickly and easily with teachers.

Other use of NLP in the training and development of school leaders in the UK and internationally

Senior and middle managers in London have also had access to coaching training programmes which integrate NLP tools and techniques…

NLP has been extensively used to support headteacher training in challenging school contexts (Hutchinson, Churches and Vitae, 2007) as part of the London Leadership Strategy's Consultant Leader programme (PRUs and EBD schools). The Consultant Leader programme selects existing excellent headteachers and provides them with development and training. They are then deployed in consultant roles supporting other headteachers in challenging inner London schools.

Individuals were asked how they could measure their success in applying new techniques and behaviour. They described the potential impact on children, other teachers or colleagues and for themselves. When working with children, it will be noticeable if, by addressing the children in a different way, the children become less angry and they are helped to manage their own behaviour. With teachers, success may mean 'moving people out of a loop of depression' or building their confidence. When working with colleagues, one area of success will be 'getting people to agree to suggestions by using 'yes sets'. Individual success will mean a range of things: 'using anchors to become more positive, being energised and seeing results'; 'managing meetings more effectively, enjoying public speaking by getting into a calm state and moving direction in terms of how and where I work'; 'taking strengths from positive memories and anchoring feelings of confidence, calmness and energy to deal with stressful situations'.

(Hutchinson, Churches and Vitae, 2007: 22)

Senior and middle managers in London have also had access to coaching training programmes which integrate NLP tools and techniques including: rapport, well-formed outcome, neurological Levels, influential language patterns, spatial anchoring, the Walt Disney creativity strategy and sensory acuity (NCSL/CfBT, 2007). There is also evidence of a growing international interest in NLP. In New Jersey, in the United States, the New Jersey Principals and Supervisors Association (NJPSA), which has over 7,000 members (mostly school administrators, directors, principals, assistant principals) have integrated NLP into a wide range of workshops and courses (**http://www.njpsa.org/**).

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Suggestions for further research

Research consistently shows that what teachers do in the classroom is at the heart of school effectiveness and that classroom practice is the factor that most influences children's progress (Muijs and Reynolds, 2005). There are a number of key areas of teacher and school leader effectiveness that NLP would appear to have the potential to support:

- the importance of interpersonal and intrapersonal skills, in particular the definition and implementation of agreed models of 'best practice' (West-Burnham, 2004; West-Burnham and Ireson, 2005)

- effective behaviour management through the application of contingent praise, (Brophy, 1981), school-wide consistency (Reynolds, 1992) and a continuous 'schedule' of positive reinforcement (Muijs and Reynolds, 2005)

- the effect of body language (Rosenthal and Ambady, 1993) and non-verbal warmth (Harris and Rosenthal, 1985) on student expectations and self-concept

- the relationship between self-concept, self-esteem and achievement and the issue of the moral and social status of the individual learner (Muijs, 1998, Marsh *et al.* 2002, Guay *et al.*, 2003) – fundamental to any attempt to personalise learning

- the effect of teacher expectations on the climate of classrooms and school improvement (Reynold and Muijs, 2005; Mortimer *et al.*,1988) and negative beliefs and biases (see e.g. Brophy and Good, 1986)

- effective questioning (Rosenshine and Furst, 1973; Brophy and Good, 1986; Gagne *et al.*, 1993), 'higher-order' questions (Mortimore *et al.*, 1988), frequency of questions and detailed questioning approaches (Muijs and Reynolds, 1999)

- the central importance of values, moral purpose and spirituality for effective school improvement. This has been demonstrated time and time again, and there is now a substantial body of work that support this (e.g. Fullan, 2003; 2005; Leithwood *et al.*, 2006; West-Burnham 2002; West-Burnham and Huws Jones, 2007)

- the suggested link between leaders practising and developing behaviours that go with values associated with moral purpose (Fullan, 2001) and real breakthroughs in development occurring, from not just from doing, but also from 'thinking about the doing' (Fullan, 2007)

- the impact on learning of teacher identity, values and beliefs, especially the movement from 'teacher' to facilitator (Korthagen, 2004; Gudmundsdottir, 1990; Atkinson, 2004; Pachler *et al.* 2003; Dragovic, 2007).

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Metaprogrammes and personalisation

"Teacher awareness of the metaprogrammes of children and consequent in the moment adaptations of approach based on these cognitive styles emerged strongly in the research on Fast Track and in subsequent follow-up work with teachers who have taken the NLP for Teachers and School Leaders, Level 2 course."

One area of NLP that would appear to have immediate application to the personalisation of learning and even one-to-one support in the classroom is metaprogrammes. Metaprogrammes can be seen as preferences for processing information that effect behaviours and as such have a parallel with the concept of traits in applied psychology and schemata from cognitive psychology (Cdaqprofile, 2007). Numerous texts have been written about metaprogrammes over the last 30 years and there have been a number of attempts to design psychometric instruments and assess the application of the concept in a range of settings (e.g. Georges, 1996; Brown, 2002; 2003; 2004). Recently, a personality instrument, Cdaq (Brewerton, 2004; Cdaqprofile, 2007) has received British Psychological Society accreditation (Fisher and Parkinson, 2004; 2007), which suggests a level of scientific validity and reliability in line with more well know instruments (such as 16PF, MBTI, OPQ and FIRO-B). Research into the development of Cdaq suggested that metaprogrammes might be best understood from a combination of cognitive psychology and social behavioural theories, and specifically from the perspective of information processing (Cdaqprofile, 2007). Cdaq measures 11 metaprogrammes against a UK and international norm group.

- Internal–External
- People orientation–Activity orientation
- Possibility–Reality
- Towards–Away from
- Same–Difference
- Options–Procedures
- Accept–Evaluate
- Active–Reflective
- Global–Detail
- Perfecting–Optimising
- Closure–Non closure

Significant correlations have been demonstrated between Cdaq dimensions and OPQ (Occupational Personality Questionnaire) dimensions and MBTI (Myers Briggs Type Indicator) dichotomies. Furthermore, research by Cdaqprofile appears to confirm the hypothesis that metaprogrammes are context-dependent patterns in contrast to traits and that therefore they may have more in common with the concept of schemata. A schema is defined as a type of representation that is used to guide actions (Rumelhart and Norman, 1983; Norman and Shallice, 1986). Piaget (1962) argued that an understanding of schemata is crucial to understanding cognitive development and that schemata are iterative and therefore change over time as new situations and experiences occur – resulting in alterations of mental representation and beliefs about the world. It is possible that metaprogrammes may offer a more useful tool for the individual differentiation and application of learning strategies than learning styles (the effectiveness of which is widely disputed (Coffield *et al.*, 2004a; b; Davis, 1988; Hargreaves *et al.*, 2005; Knight, 1990; O'Sullivan *et al.*, 1994; Stahl, 2002)) due to the more specific nature of the personal variation in style that metaprogrammes represent.

Teacher awareness of the metaprogrammes of children and consequent in the moment adaptations of approach based on these cognitive styles emerged strongly in the research on Fast Track and in subsequent follow-up work with teachers who have taken the *NLP for Teachers and School Leaders, Level 2* course. In particular, adapting teaching style to accommodate learners with strong preferences for *global* (big picture) or *specific* (detailed) information processing and for children with differing motivational needs (*towards* [goal orientated] or *away from* [problem focused and failure noticing]) seems to have the most potential. Other metaprogrammes also appear to have benefits in relation to the planning of learning and the delivery of content (specifically preferences for *options* or *procedures* and sorting information by *sameness* or *difference*). As yet a detailed formal study of the use of metaprogrammes in pedagogy has yet to take place.

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Appendix 1 – Content analysis of suggestions for use of NLP in teaching and school leadership (n. 380 teachers)

The number of times that a suggestion for application was made appears in brackets [square bracket categories have been added as part of the analysis to indicate the specific area of NLP referred to]

Communication skills					Reflective practitioner			Learning to learn
Behaviour management	Supporting group learning and classroom management whilst teaching	Planning for effective classroom management	Working with learners one-to-one	Working with stakeholders and colleagues	Reflecting on school improvement and development	Building self-resilience and self-reflection	To support the planning of learning	Learning to Learn/ Developing Social and Emotional Literacy
(12) Use 'soft' (hypnotic) language with difficult pupils [Influential Language/ Milton Model]								
	(11) Think about the presuppositions in the language you choose and set some good frames [Milton Model/ Presuppositions/ Frame Setting]			11) Use hypnotic language to influence as a leader [Milton Model]				
	(10) Notice generalisations, deletions and distortions in what children say when talking negatively about learning – respond by asking detail restoring questions [Meta Model]	(10) Encouraging learning with metaphor and embedded commands [Milton Model/Metaphor]		(10) Prepare for awkward parents by planning some 'soft' (hypnotic) language and metaphors [Milton Model]				
(9) Be aware of presuppositional language when correcting and dealing with behaviour [Milton Model]	(9) Develop hypnotic language pattern scripts to encourage learning and thinking [Influential Language/ Milton Model]	(9) If a child doesn't immediately get something that you have explained, think about what metaprogramme you used to explain it and reexplain in the opposite way [Metaprogrammes]	(9) Tune into metaprogrammes during meetings for influencing [Metaprogrammes]	(9) Notice Satir Categories when doing lesson observation and feedback [Body Language/Satir Categories]				(9) Be aware of individual metaprogramme preferences when working with children in the classroom and use them as you might learning styles when planning [Metaprogrammes]
	(9) Use praise to structure expectations around learning [Bateson, Learning I, II, III/Contextual Markers]	(9) Keep children on track and motivated with positive presuppositions of success [Milton Model/Embedded Commands/ Presuppositions]	(9) Encouraging learning with metaphor and embedded commands [Milton Model/Metaphor]	(9) Make others more accountable with influential language and leadership metaphors [Milton Model]				

Influential language (389)

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Influential language (389)

	Communication skills					Reflective practitioner			Learning to learn
	Behaviour management	Supporting group learning and classroom management whilst teaching	Planning for effective classroom management	Working with learners one-to-one	Working with stakeholders and colleagues	Reflecting on school improvement and development	Building self-resilience and self-reflection	To support the planning of learning	Learning to Learn/Developing Social and Emotional Literacy
(8)	(8) Use Yes Sets to embed commands and instructions [Milton Model/Embedded Commands]	(8) Use meta model questions to promote high order thinking [Influential Language/Meta Model]		(8) When explaining things to students be aware of General and Specific Metaprogramme preferences [Metaprogrammes]	(8) Create isomorphic metaphors that mirror real life and embed them in your dialogue as a leader and manager [Milton Model/Metaphor]	(8) Analyse you school and classroom rules – do they contain the right presuppositions? [Influential Language/Milton Model]			(8) Teach children chunking up and down so that they understand logical levels of type and can use to analyse content [Chunking/Bateson/Logical Levels of Type]
(7)	(7) Use metaphor/stories in class to embed desired behaviours 'ways of working' [Influential Language/Milton Model/Metaphor]		(7) Set up lessons effectively so that they go the way you want them to with a story or some presuppositions [Milton Model/Presuppositions]	(7) When motivating individual students make use of Towards and Away From Metaprogramme differences [Metaprogrammes]	(7) Meta model question difficult colleagues to challenge limiting beliefs around change and school improvement [Meta Model]	(7) Explore values with teams and to support school improvement planning [Values Elicitation]		(7) Make your language fit for purpose by thinking about what you want to achieve and making sure your language always presupposes your outcome [Milton Model/Presuppositions]	
(6)	(6) Use Yes Tags after explaining rules, to reinforce point and gain agreement [Influential Language/Milton Model]	(6) Build rapport with classes by asking universal questions to which the answer will be yes for everyone [Influential Language/Milton Model]	(6) Script things you are planning to say first so you can get presuppositions right [Milton Model/Presuppositions]	(6) Encourage learning with presuppositions of success and achievements [Milton Model/Presuppositions]	(6) Gently influence other members of staff without conflict by using appropriate language [Milton Model]		(6) Dissociate your worst past classroom experiences [Submodalities]		
(5)	(5) Give instructions using Yes Sets and Double Binds [Milton Model/Pacing and Leading]	(5) Influence groups by ensuring that in classroom explanations, and planning, different metaprogrammes are catered for [Neurological Levels]	(5) Script your opening words for a new class you are going to teach [Frame Setting]		(5) Be aware of the use of 'but' as a manager to avoid unnecessary conflict and build compliance [Milton Model/Presuppositions]	(5) Use Milton and Meta Model as ways of doing classroom observation [Modelling/Metaprogrammes]		(5) If you are new to teaching or to help an NQT – timeline a lesson to work through the sections that may need specific internal resources [Timeline]	(5) Teach children about limiting beliefs [Meta Model]
					(5) When working with colleagues who are in your teams be aware of Metaprogramme preferences to support motivation [Towards/Away From]	(5) Consider the rewards structure of your school and classroom. Where are the opportunities for relationship reward and positive reward management? [Bateson Learning I, II, III]			

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Communication skills					Reflective practitioner			Learning to learn
Behaviour management	**Supporting group learning and classroom management whilst teaching**	**Planning for effective classroom management**	**Working with learners one-to-one**	**Working with stakeholders and colleagues**	**Reflecting on school improvement and development**	**Building self-resilience and self-reflection**	**To support the planning of learning**	**Learning to Learn/Developing Social and Emotional Literacy**
	(4) Get children to list or talk about beliefs about learning and use reframing to help them to think differently [Reframing/Meta Model]		(4) Notice Match or Mismatch preferences of students and use to support questioning [Metaprogrammes]	(4) Use reframing during parents evenings [Reframing]	(4) Use Neurological levels when coaching others [Metaphor/ Neurological Levels]			
	(4) Use levelling when you want things to appear factual or when dealing with rule explanation [Body Language/Satir Categories]			(4) Decide on frames in advance of meetings and set them up front [Frame Setting]	(4) Plan positive reward approaches to develop whole school consist and contingent approaches that ensure relationship rewards are also included. [Bateson Learning I, II, III]			
(3) When dealing with a challenging or difficult comment from a student instead of responding directly ask a question or 'reframe' [Reframing/ Meta model]	(3) Use computing after asking a question to promote thinking [Body Language/Satir Categories]		(3) Use reframing when a child is upset to help them think outside of the problem and be more positive [Reframing]	(3) Elegantly say no by not even having to use the word when working with colleagues and parents by getting the language right [Milton Model/Embedded Commands/ Presuppositions]	(3) Use the Neurological Levels model as a brainstorming tool for departmental, subject or whole school development or improvement planning [Metaphor/ Neurological Levels]			
	(3) Use truisms e.g. 'We are all sitting down' and pace, pace, pace, lead statements to build compliance through agreement [Influential Language/ Milton Model/Pacing and Leading]			(3) Use appropriate Satir categories when seeking to influence in meetings [Body Language/Satir Categories]	(3) Support new teachers by helping them to reflect on their core values [Values Elicitation]			
(2) At start of year put emphasis on teaching behaviour and expectations, with positive presuppositions to influence behaviour and set up learning [Frame Setting]	(2) Use Cover All Bases language patterns to build rapport groups [Influential Language/ Milton Model/Rapport]		2) Adopt second position when asking questions [Perceptual Positions]	(2) Have some 'rescue' questions to respond to situations when lost for words (e.g. Tell me more about that? What else? So what's important to you? What stops you?) [Meta Model]	(2) Get someone to give you feedback on your own use of Satir Categories when you are preoccupied and teaching [Body Language/Satir Categories]			(2) Teach children about reframing [Reframing]

Influential language (389)

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	Communication skills					Reflective practitioner			Learning to learn
	Behaviour management	Supporting group learning and classroom management whilst teaching	Planning for effective classroom management	Working with learners one-to-one	Working with stakeholders and colleagues	Reflecting on school improvement and development	Building self-resilience and self-reflection	To support the planning of learning	Learning to Learn/ Developing Social and Emotional Literacy
Influential language (389)	(1) Have a classroom rule for each of Dilt's levels: Purpose, Values and Beliefs, Capabilities, Behaviour and Environment. Display in classroom. [Metaphor/ Neurological level/s]	(1) When asking universal questions get class to raise their hands by doing the same [Influential Language/Milton Model/Rapport]	(1) Create a giving homework spotlight state [Anchoring]		(1) Ask yourself 'are colleagues Self or Others motivated?' Ensure that you match their Metaprogrammes [Metaprogrammes]	(1) When being asked to do something that really won't work by a senior manager use frames and presuppositions [Frame Setting/ Presuppositions]			
					(1) When you want to influence others think about the process involved and state upfront with the children, parents, other teachers or the group that you are working with [Bateson Contextual Markers/ Frame Setting]				
		(1) As you speak imagine yourself to be a skilled craftsperson able to craft the right language in the right way at the right time – like an elegantly carved antique table or chair [Self-applied Metaphor]	(1) Develop a set of useful Yes Sets and embedded commands for use when moving from one part of a lesson to the next [Milton Model/ Embedded Command]	(1) Pay attention to alternating whether you start with General or Specific when giving content [Metaprogrammes]	(1) Use placator when giving difficult feedback or messages and avoid the confrontational blaming posture. Avoid ending in a submissive stance. [Body Language/Satir Categories]				
	(1) Use Meta Model when dealing with really smarty pants kids in years 10 and 11 who say awkward stuff that they can't really be told off about [Influential Language Meta Model]				(1) When chairing meetings with teams, considers the structure of the meeting. Are you biasing Options or Procedures and what are your team's preferences? [Metaprogrammes]				
Rapport (65)					(9) Feel confident you can stand ground in difficult situations by paying attention to rapport as well as what is said [Rapport]				

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	Communication skills					Reflective practitioner			Learning to learn
Rapport (65)	Behaviour management	Supporting group learning and classroom management whilst teaching	Planning for effective classroom management	Working with learners one-to-one	Working with stakeholders and colleagues	Reflecting on school improvement and development	Building self-resilience and self-reflection	To support the planning of learning	Learning to Learn/ Developing Social and Emotional Literacy
	(5) Build rapport with difficult pupils by matching small body rhythms [Rapport]	(8) Play music with synchronising beat to create rapport [Rapport]			(8) Use rapport when having disagreements until common ground appears [Rapport/ Pacing and Leading]				
					(7) Match parents at the start of a parent conference [Rapport]				
								(5) Plan to include activities that synchronise movement and breathing. Laughter, music, song or a sequence of movements, simple 'Brain Gym' or yoga exercises [Rapport]	
					(4) Build rapport by matching metaprogrammes with colleagues [Metaprogrammes]				
	(3) Notice who is the rapport leader in the group and match them [Rapport/Pacing and leading]	(3) Use group rapport skills to create more purposeful classroom environments [Rapport]						(3) Use timeline to walk through a lesson that you are to deliver but which you feel a bit unsure about the structure of [Timeline]	

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		Behaviour management	Supporting group learning and classroom management whilst teaching	Planning for effective classroom management	Working with learners one-to-one	Working with stakeholders and colleagues	Reflecting on school improvement and development	Building self-resilience and self-reflection	To support the planning of learning	Learning to Learn/ Developing Social and Emotional Literacy
Rapport (65)		(2) If you have an agitated child in class pick up the rhythm of the movement and begin matching with a different behaviour [Rapport/Pacing and Leading]	(2) Use all Satir categories to establish rapport when teaching [Rapport/ Body Language/Satir Categories]			(2) In confrontational situations remember to pace before your lead [Pacing and Leading]				
			(1) Maintain eye contact throughout the group. Imagining being a lighthouse/ ensure that you connect with each child [Internal Representations/ Visualisation/Self- applied Metaphor]							
		(1) When shouted at, very quickly match voice volume (not tone or words) before lowering voice and matching blink rate or other signals [Rapport/Pacing and Leading]	(1) Use handouts to build rapport so the group is engaged in handing round a resource and working with it all doing the same thing in sync [Rapport]							(1) Do the VAK sensory acuity and rapport exercises with students on the autistic spectrum to support their engagement with social intelligence [Sensory Acuity/ Rapport]
Flexibility (149)		(9) Be in Third Position in your mind when dealing with behaviour issues [Perceptual Positions]					(9) Analyse the 'stage' of your classroom and define some places for suitable spotlight states [Spatial Anchoring]		(9) Create a balance of VAK activities in lessons to support motivation and interest [VAK preferences]	(9) Teach children the visual spelling strategy [Spelling Strategy]
				(8) Have a behaviour management space (calm, congruent, confident and in charge) where you consistently stand [Anchoring]					(8) Teach anchoring to children as a strategy for managing emotions [Anchoring]	(8) Meta Mirror, as part of a whole school strategy on bullying. Run bully through the process to help them understand the consequences of their behaviours and to develop their empathy for others [Perceptual Positions]

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									(7) Make children aware of their preferences and encourage them to learn to use their less preferred style of thinking to encourage development and flexibility [Metaprogrammes]
				(5) Use Perceptual Positions to resolve issues between children [Perceptual Positions]			(5) Use present state check to check on current emotional state when busy and in danger of just reacting. [State Management Anchoring]		(5) Use Dilt's levels as an analytical tool when covering topics that require children to understand where people are, or were, coming from [Metaphor/ Neurological levels]
							(5) Run perceptual positions for yourself before a critical meeting when you are seeking to influence others in a team [Perceptual Positions]		
							(5) Learning to dissociate to take things less personally and for managing confrontation [Submodalities/ Dissociation]		
							(5) Remap submodalities within internal representations to change feelings and emotions associated with a particular group [Submodalities]		

Flexibility (149)

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Flexibility (149)

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					(4) Run perceptual positions through for yourself before you meet a parent that you know is going to be a bit challenging to enhance flexibility and give more communication options [Perceptual Positions]	(4) Use values elicitation to reflect on behaviours and alignment of behaviours to support new teachers to think about what's important to them [Values Elicitation]	(4) Prepare yourself for a difficult parent teacher conference by anchoring the states you will need [Anchoring]		
						(4) Model the metaprogrammes of colleagues who are effective in lessons and compare with less effective colleagues [Modelling/Metaprogrammes]	(4) Create spotlight states in your classroom to help deal with behaviour issues calmly [Anchoring]		
						(4) Use neurological levels to reflect on own practice and classroom environment. Are there any levels that you are not paying attention to? [Neurological levels/Self-applied Metaphor]	(4) Use dissociation visualisations with self to prepare for challenging classes or parental conferences [Submodalities]		
						(2) Do some modelling of excellent colleagues [Modelling]	(2) Identify your own core values to support choosing 'right' behaviour [Values Elicitation]	(2) Adopt second position when planning lessons [Perceptual Positions]	(2) Do a Values Elicitation with a class to establish values about learning [Values Elicitation]
							(2) Use positive all sensory modality positive visualisation to prepare for challenging classes [Outcomes/Submodalities]	(2) Reflect on planned schemes of work using the Neurological Levels model [Self-applied Metaphor/Neurological Levels]	

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	Behaviour management	Supporting group learning and classroom management whilst teaching	Planning for effective classroom management	Working with learners one-to-one	Working with stakeholders and colleagues	Reflecting on school improvement and development	Building self-resilience and self-reflection	To support the planning of learning	Learning to Learn/ Developing Social and Emotional Literacy
Flexibility (149)									(2) Help children to develop themselves using Dilt's level to uncover their own values and motivations. Get them to write about themselves in relation to each of the levels [*Metaphor/ Neurological Levels*]
Flexibility (149)	(1) Choose first position when giving praise or rewards [*Perceptual Positions*]			(1) When working with children who are upset, or troubled by something, simply get them to think of the memory (or experience) and sending it further away in their mind's eye [*Submodalities*]			(1) Choose an emotional state for the day and anchor it when you know that you have a difficult day ahead [*Kinaesthetic Anchoring*]	(1) When planning lessons reflect on the Metaprogrammes that you are using. Ensure a balance of Options and Procedures to cover preferences of both sorts of children [*Metaprogrammes*]	(1) Use Neurological Levels to explore historical concepts and where there is conflict between people. Ask at what level were these people in conflict? What could they have done? [*Metaphor/ Neurological Levels*]
Flexibility (149)	(1) Share your values with the children that you teach so they understand where your rules come from [*Values Elicitation*]						(1) Use the Meta Mirror exercise to give yourself feedback [*Perceptual Positions*]	(1) Ask yourself 'what is important to you?' more often when planning lesson content and topics. Combine with some second position thinking to get a student perspective [*Values Elicitation/ Perceptual Positions*]	(1) Compare values with the children you teach to help everyone understand what their underlying motivations are [*Values Elicitation*]
Flexibility (149)									(1) 'Stepping up and stepping down' in a counselling context. Write questions on cards, or have pieces of paper on floor – walk through exercise [*Chunking/Stepping Up and Down*]
Outcomes (96)			(14) Build consistent responses from students using spotlight states [*Spatial Anchoring*]						

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Outcomes (96)	Behaviour management	Supporting group learning and classroom management whilst teaching	Planning for effective classroom management	Working with learners one-to-one	Working with stakeholders and colleagues	Reflecting on school improvement and development	Building self-resilience and self-reflection	To support the planning of learning	Learning to Learn/Developing Social and Emotional Literacy
	(10) Actively teach classroom rules and spend time explaining right from start [Frame Setting]								
			(9) Combine Satir categories with spotlight states to build response potential with groups [Body Language/Satir Categories/Anchoring]			(9) Explore change when planning school improvement with Neurological Levels [Metaphor/Neurological Levels]			
									(8) Teach the spotlighting (circle of excellence) strategy to your examination classes [Anchoring]
	(7) Take every opportunity to praise good behaviour. Catch children doing it right [Bateson Learning I, II and III]								
	(3) When using rewards to develop positive behaviours remember each desired behaviour needs to be taught in itself and in its context [Bateson Learning I, II and III]						(3) Apply well-formed outcome process to career goals [Well-formed Outcome]	(3) Use well-formed outcome to think about final learning outcomes you want to achieve with students- to focus on what is important [Well-formed Outcome]	(3) Use 'Stepping up and stepping down' with examination classes to help plan revision and explore solutions limiting ideas about time and opportunities for revision [Chunking/Stepping Up and Down]

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Outcomes (96)	Behaviour management	Supporting group learning and classroom management whilst teaching	Planning for effective classroom management	Working with learners one-to-one	Working with stakeholders and colleagues	Reflecting on school improvement and development	Building self-resilience and self-reflection	To support the planning of learning	Learning to Learn/ Developing Social and Emotional Literacy
	(3) If you give negative strokes make sure they are followed by positive rewards/ praise for students doing what you want. The more fish the more tricks [Bateson Learning I, II and III]						(3) After doing a values audit design a professional development plan that helps you to fill the gaps between what you aspire to and your skills [Values Elicitation]	(3) Use well-formed outcome to think about final learning outcome you want to achieve with students – to focus on what is important [Well-formed Outcome]	(3) Teach timeline walking to students who need to plan revision or a whole project [Timeline]
							(2) Use timeline (walking around anxiety) to prepare for a difficult meeting or situation [Timeline]	(2) Use perceptual positions to reflect on the experience that student's will have when you deliver the learning that you have planned [Perceptual Positions]	(2) Teach children some simple submodality shifts to help manage past experiences [Submodalities]
							(2) Associate a class well-formed outcome with an auditory anchor [Anchoring]		(2) Find out what is important to your students and get classes and groups of students to write out their values in relation to the subject, their lessons and learning [Values Elicitation]
						(1) Start school improvement planning by running a workshop to explore the current situation with Neurological Levels [Metaphor/ Neurological Levels]	(1) Make a career plan using Neurological Levels [Self-applied Metaphor/Neurological Levels]	(1) Use timeline for working up schemes of work and walking through the learning [Timeline]	(1) Get children to create a revision of the year's work timeline, with content labeled on spaces on the floor, and get them to walk the learning from the year through in pairs reviewing the topics [Timeline]
									(1) Use Well-formed Outcome for career discussions and advice teaching the children how to apply to themselves [Well-Formed Outcome]

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Appendix 2

Core content knowledge covered in the INLPTA Diploma Level training*

[Source: INLPTA, 2005]

The history of Neuro-Linguistic Programming

The three legs of NLP

- Know in detail what your outcome is (and is not)

- Have the sensory skills to know when you are achieving it

- Have the flexibility to change your behaviour until you get it

The NLP Communication Model

- The filters everyone has, through which they perceive events

- How an external event causes an internal representation

- The effect of internal representations on our state, physiology and behaviour

Rapport: how to build and improve relationship skills

- Matching and mirroring; how people like people who are like themselves

- Pacing and leading; how to test whether you have built a successful relationship

Sensory acuity

- Fine tuning your senses to better understand the reactions of others (and yourself)

The Feedback Model

- How to give and receive feedback positively

Well-formed Outcomes

- Ensuring that what you think you want really is what you want

An introduction to submodalities

- Understanding how you (and others) think

Change of perspective/NBG (New Behavior Generator)

- A simple tool for solving problems and generating creativity

Language

- The power of positive language: say what you want to happen, not what you don't

- Chunking: the essentials of negotiating

- Presuppositions: words that create mindsets (if, but, try)

- Visual, auditory, and kinaesthetic styles, how to recognise them and use them to improve your communication

Presuppositions of NLP

- Keys to personal development

Simple kinaesthetic anchoring

- How to "store" your resources (e.g. confidence, happiness, calm) and then regenerate the appropriate resource whenever it is needed

An introduction to timelines

Discover how you personally structure time, and how to place a clear goal in your future.

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*In addition to the content above, the Fast Track course *NLP for Teachers and School Leaders Level 1* includes content on: Metaprogrammes, Bateson Levels of Learning and Satir categories.