Flourishing Teacher Programme

Autumn 2025 partnership overview

Introduction

The Flourishing Teacher Programme is a structured personal and professional development initiative designed to support, sustain and strengthen the teaching profession.

With a focus on deepening reflective practice and reconnecting with the core principles of teaching, it offers space for teachers to pause, reflect and critically engage with their professional journey in today's evolving educational environment.

Built on the understanding that flourishing is both an individual and collective endeavour, the programme centres on five interrelated Flourishing Domains: Purpose, Relationships, Teaching and Learning, Resources and Expertise, and Wellbeing[1]. These domains provide a coherent framework for examining the complexities of school life, addressing challenges and strengthening professional agency and clarity of purpose. An optional faith-based exploration runs alongside, offering deeper reflection on vocation, values and the spiritual dimensions of teaching and flourishing.

Grounded in self-reflection, contextual understanding and collaborative dialogue, the programme enables teachers to engage meaningfully with their practice and help shape the conditions for flourishing among staff and pupils alike.

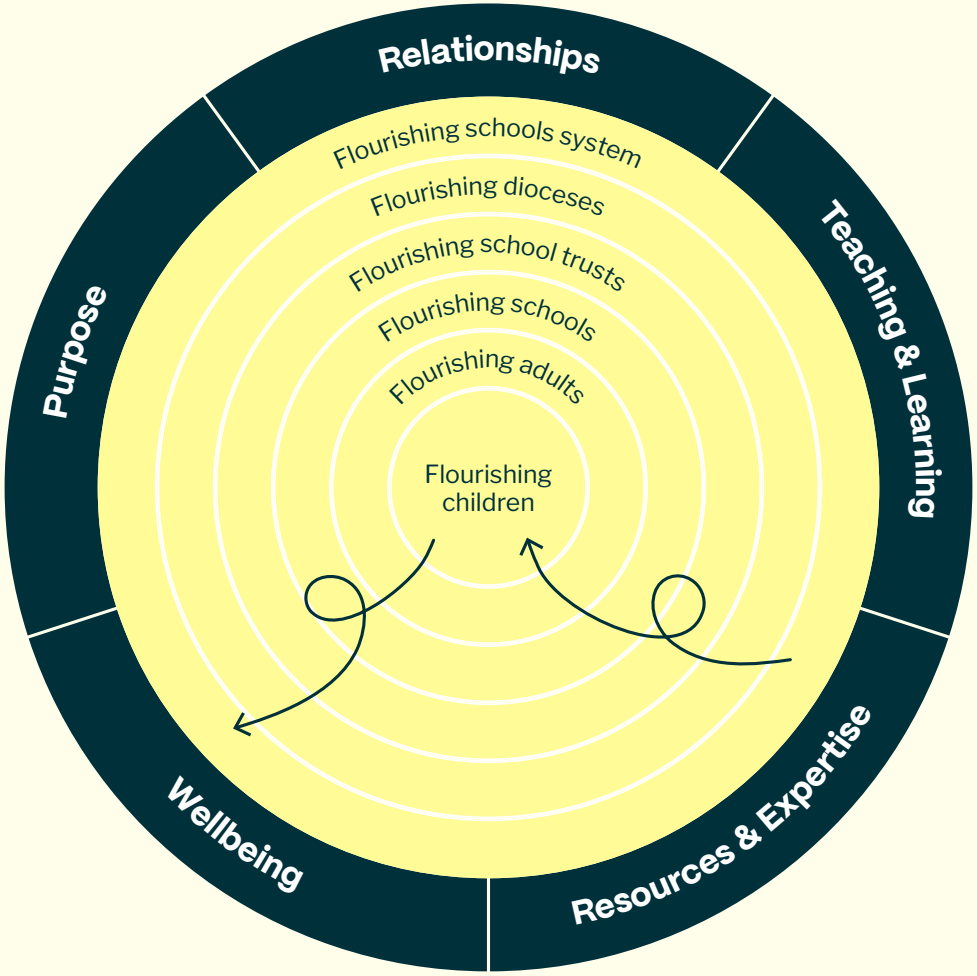
[1]The Flourishing Domains are unpacked further in National Society (2023) Our Hope for a Flourishing Schools System: Deeply Christian, Serving the Common Good, and Wolfe, A., & Swaner, L. (2021) Flourishing Together: A Christian Vision for Flourishing Children, Flourishing Educators and Flourishing Schools. Wm. B. Eerdmans Publishing Co.

Re-shaping education as a career in which adults flourish

The education system stands or falls on the extent to which it is led by adults who are themselves, flourishing. Children need to be empowered to think, create, analyse, debate and challenge by adults who are themselves well rested, valued, supported, paid and championed by society. These adults are the ones who connect with pupils, conveying an understanding of life and the human person, but in order to do so effectively, they must reflect on what they bring of themselves to their work. The adults in our system cannot work much harder, or give many more hours to their jobs, and unless education reclaims its status as a career in which an adult can expect to flourish, there will continue to be deep challenges of recruitment and retention of staff. Teaching is the only career that our children and young people are exposed to every day during their school lives. Therefore, while promotional campaigns and recruitment incentives may help, there are more fundamental shifts to make in relation to working conditions, relational trust, professional development, accountability and lifestyle if we are to re-shape education into a career pathway in which adults can expect to flourish.

The Flourishing Domains

The Flourishing Teacher Programme focuses on five interconnected domains[3] that create the conditions for thriving in schools:



Purpose
A clear, shared purpose unites everyone in the school community, providing direction and meaning. It inspires collective commitment to a common vision grounded in the school's identity, mission and values.

Relationships
Flourishing depends on the quality of our relationships. When pupils, teachers, leaders and families feel valued and connected, schools become inclusive communities where everyone can thrive within a supportive and innovative environment.

Teaching and Learning
Pupil success is closely linked to the ongoing learning of teachers and the wider school community. By working together as a 'community of practice,' teachers continually develop their skills, fostering intellectual growth alongside shared values and mutual respect.

Resources and Expertise
The environment matters. Beyond having sufficient physical, technological and human resources, flourishing requires responsible stewardship—valuing, sharing and managing resources fairly to support all members of the school community.

Wellbeing
The wellbeing of pupils and staff is vital. Healthy habits and resilience enable flourishing, but teachers must prioritise their own wellbeing first to maintain their capacity to support others effectively and avoid burnout.

[3]The Flourishing Domains are unpacked further in National Society (2023) Our Hope for a Flourishing Schools System: Deeply Christian, Serving the Common Good, and Wolfe, A., & Swaner, L. (2021) Flourishing Together: A Christian Vision for Flourishing Children, Flourishing Educators and Flourishing Schools. Wm. B. Eerdmans Publishing Co.

The flourishing teacher programme curriculum

The Flourishing Teacher Programme addresses five common challenges faced by teachers (Kennedy, 2016[4]), aligning these with the essential principles of the Model for Great Teaching (Coe, 2020[5]).

These challenges, which may also be explored through an optional faith–based lens, are then examined within the context of the Flourishing Domains.

[4]Kennedy, M. (2016). Parsing the practice of teaching. Journal of Teacher Education, 67(1), 6–17. SAGE Publications.
[5]Coe, R. (2020) A Model for Great Teaching. Available at: https://s3.amazonaws.com/thinkific/file_uploads/133755/attachments/f2d/32a/742/GTT_Model_Handout_A4.pdf (Accessed: 9 December 2024).

01
Understanding the curriculum

Designing a curriculum that is both accessible and meaningful is a key challenge (Kennedy, 2016). Effective teachers combine strong subject knowledge with an understanding of how pupils learn (Coe, 2020). They use clear explanations, purposeful tasks and well-sequenced content to support all learners.

02
Creating a supportive environment

A safe, respectful and motivating classroom environment is essential for learning (Kennedy, 2016). Great teachers build trust, set high expectations and foster strong relationships (Coe, 2020) helping pupils feel a sense of belonging and autonomy.

03
Revealing and activating pupil thinking

Understanding how pupils think is complex but crucial (Kennedy, 2016). Skilled teachers design learning experiences that uncover misconceptions and encourage deep thinking (Coe, 2020) using questioning, assessment and scaffolding to support progress and independence.

04
Maximising opportunities to learn

Managing behaviour and protecting learning time is a persistent challenge (Kennedy, 2016). Effective teachers establish calm, consistent classrooms with clear routines and proactive strategies (Coe, 2020), ensuring all pupils remain focused and engaged.

05
Accommodating personal (teacher) needs

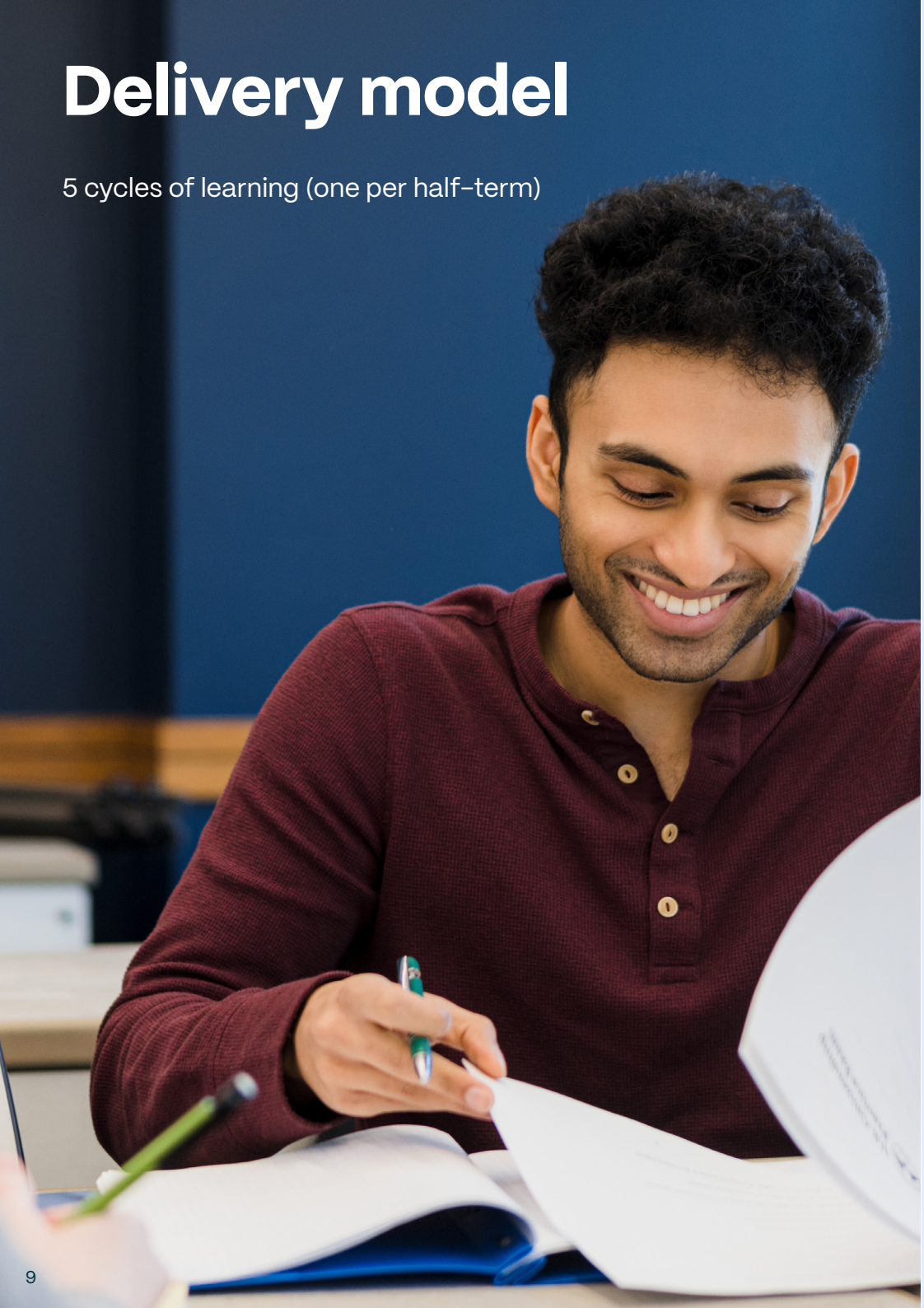
Sustaining your own wellbeing and sense of purpose is vital for long-term impact (Kennedy, 2016). Teachers thrive when they have healthy boundaries, supportive routines and a culture of care. Prioritising wellbeing enhances both motivation and effectiveness—for you and your pupils.

06
Faith–based exploration

The optional faith-based exploration invites teachers to consider how their beliefs and values inform their professional identity and daily practice. It provides a space for personal reflection, spiritual nourishment and the integration of faith with pedagogy, promoting a holistic view of teaching as both a craft and a calling.

Delivery model

5 cycles of learning (one per half-term)



Induction
(Face-to-face)
(1x3.5 hours)

Activate webinar
(1x90 min)

Structured peer/triad interaction
(1x30 min)

Self-study module & goal setting
(1x2 hours)

Practice/ action phase

Structured peer/triad interaction
(1x30 min)

Flourishing Together group coaching
(trained by NSE, provided by Local Delivery Partner)

Consolidation and celebration
(Face-to-face)
(1x3.5 hours)

Coaching model

In today's dynamic educational landscape, teachers face increasing demands to meet diverse pupils needs, integrate new technologies and adapt to evolving curricula. Traditional professional development often falls short in providing sustained, personalised support. This is where 'Flourishing Together' coaching steps in.

Research shows that coaching can significantly improve teaching practice and pupils' outcomes[6]. Coaching can foster reflective practice, collaboration and resilience which are all qualities essential for long-term success in the classroom.

Our 'Flourishing Together' group coaching model aims to foster:

[6]Kraft, M.A., Blazar, D., Hogan*, D. (2018). The effect of teaching coaching on instruction and achievement: A meta-analysis of the causal evidence. Review of Educational Research, 88(4), 547-588

01

A strong sense of community and support

Teachers often work in isolation. This model creates a safe, collaborative space where teachers can share experiences, challenges, and successes which aims to support collaborative problem solving and fostering a sense of belonging.

02

Deeper self-awareness and emotional growth

Through guided reflection and peer dialogue, teachers gain insights into their values, triggers, and teaching styles. This emotional intelligence enhances their relationships with pupils and colleagues.

03

Increased motivation and accountability

Group coaching encourages goal-setting and regular check-ins, helping teachers stay focused and committed to their professional growth.

04

Improved communication and relational skills

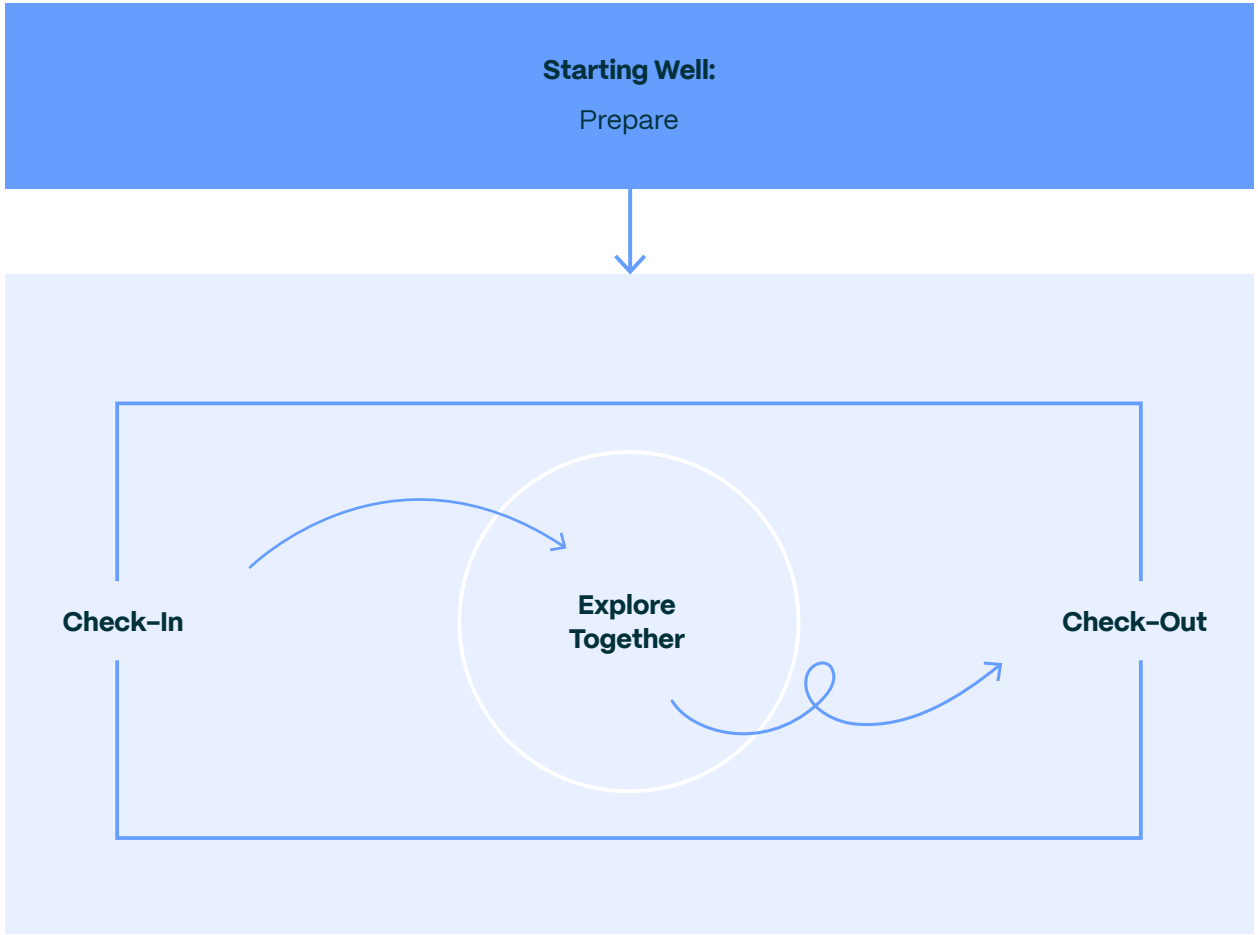
Participants practice active listening, empathy, and constructive feedback which are all skills that translate directly into more effective classroom management and collaboration with peers.

05

Greater confidence and empowerment

As teachers witness their own progress and support others in theirs, they build confidence in their abilities and feel more empowered to lead change in their schools.

Coaching process



The Flourishing Together Coaching Process is a reflective and empowering journey designed to help teachers and individuals uncover answers to the questions that matter most – that is questions that sit at the heart of their flourishing and professional practice.

It begins with thoughtful preparation. Both coach and coachee take time to clarify their intentions and create a space (physically or virtually) that supports open, focused dialogue. This sets the stage for a meaningful exploration.

The core of the process is a collaborative exploration. Through deep listening, insightful questioning and shared reflection, coachees work together to unpack their big question, uncover new perspectives and move toward clarity. It's not about giving answers, but about creating the conditions for the coachee to discover their own. Ultimately, the Flourishing Together Coaching Process is not merely a structured dialogue, rather it is a space of inquiry and a shared search for meaning. It invites coachees to consider the questions that will support their flourishing as a teacher.

FAQs

What is the duration of the Flourishing Teacher Programme?

The programme runs for six half-terms. The first half-term involves an induction, followed by five learning cycles, each lasting one half-term. A final celebration takes place at the end of half-term 6 or early in half-term 7.

If needed, schools can extend a learning cycle into the next half-term, which helps during shorter terms by allowing more time for deeper exploration and discussion.

How much time is needed by participants to complete the programme?

Participants begin with a 3.5-hour face-to-face induction and finish with a 3.5-hour consolidation day. Each of the five modules includes 1.5 hours of synchronous training (online or face–to–face), 2 hours of self-led learning and up to two 30-minute peer partner interactions (maximum 4.5 hours per module).

For shorter terms, only one peer interaction may be scheduled. Additionally, participants take part in three 1.5-hour coaching sessions throughout the programme.

Induction (Face–to–face)	3.5 hours
Synchronous training (webinar or face–to–face)	5 x 1.5 hours = 7.5 hours
Self-led learning	5 x 2 hours = 10 hours
Peer/triad interactions	5 hours
Group coaching	4.5 hours
Consolidation (Face–to–face)	3.5 hours
Total time	34 hours

FAQs

How will participants identify and select the most relevant themes for their development?

The first peer/triad interaction helps each teacher identify a meaningful focus for their self-study by choosing two themes: one that highlights a strength and another that represents an area for development, aligned with their interests, needs or goals.

Will the course content be relevant to Primary, Secondary and SEND settings?

The programme is intentionally inclusive and adaptable, grounded in research relevant to all phases and contexts. It draws on real-life examples, including case studies, voices from across the school community and practical scenarios from Primary, Secondary and SEND settings.

How often do participants engage with group coaching?

Participants take part in Flourishing Together group coaching at the end of each term. Sessions last 90 minutes, happen in groups of 6-8 and can be online or face–to–face. This coaching provides ongoing, personalised support, helping teachers reflect, collaborate and grow together amid the challenges of today's education.

How does this programme differ from the Early Career Framework (ECF) or ECT entitlement?

Unlike the Early Career Framework, which supports early-stage teaching, the Flourishing Teacher Programme is for teachers in their third year or beyond. It goes beyond foundational pedagogy to explore deeper themes of teacher identity, values, relational teaching and school culture.

How can teachers create meaningful change if they do not have leadership roles or influence over school systems?

Teachers do not need a formal title to lead change. This programme supports meaningful, sustainable impact through everyday relational practice. By making small but intentional shifts in how they think, teach and connect, teachers can influence the culture of their classrooms and schools from the inside out.

Why work with the Church of England?

01
Over 98% of participants agreed that their coaches and facilitators were knowledgeable and engaging.

02
Over 98% of participants said that their self-study materials were comprehensive and expanded their knowledge.

03
Over 98% of participants agreed that facilitator and coach-led training sessions enabled them to develop their knowledge and think critically about their practice.

04
Over 98% of participants said that completing their NPQ with the Church of England has had a positive impact on their professional practice as a leader.

[7] Ofsted (2024). National professional qualifications (NPQ) report. Church of England. Available here

Ofsted Report (2024)

Participants benefit greatly from the exceptional training they receive from highly skilled and expert trainers, facilitators and coaches.

The Church of England's vision of establishing a 'common good' for the whole community is at the centre of the lead provider's work.

Participants develop highly attuned professional behaviours that align to the lead provider's vision, 'called, connected and committed'.

The professional development and training provided is exceptional.

As a result of a skilfully crafted curriculum, and of the expert trainers, participants securely learn the knowledge that the lead provider intends.

Trainers skilfully use formative assessment. This enables them to reshape aspects of training to suit individual participant's needs.

Flourishing Teachers

National Society for Education