

A two-year research project which brought together teachers and professional writers in a collaborative co-mentoring relationship. Professional writers joined teachers in the classroom whilst teachers attended writer residencies and ongoing mentoring as writers.



To determine the impact of the professional collaboration on:

- the practice of teaching writing
- improvement of student outcomes in writing.



Teachers who identify as writers

Writers with writing expertise

Co-mentoring

Teachers with pedagogical knowledge

Writers with knowledge of pedagogical processes

Children as writers

## Teacher and teaching outcomes

Teachers found their authorial voices enabling them to teach writing from a writer perspective. Some wrote alongside their pupils.

Increased focus upon freewriting; creating time and space for writing, sharing written work and more relaxed approaches to writing.

Teachers positioned students as writers.

Teachers were connected to communities of writers.

## Impact of the project on children as writers

Many children in the focus group felt they had increased their skills and reported increased confidence.

They attributed positive impacts of the project to more interactive and collaborative approaches to writing; the sharing and discussion of their formative ideas and a sense of ownership of their writing.

## Outcomes for writers in school

Writers highlighted the non-linear process of writing; the role of free-writing to liberate ideas and contrasted this with the frequently linear process of teaching writing.

Writers became more conscious of their craft knowledge. In school, they started to share the 'grittier' aspects of drafting, receiving and giving feedback on writing; experiences they felt had made them writers.

Children were engaged in conversation about the challenges of creative writing.