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The persistence of character: Sir Alec Clegg

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Exploring Territories: The Changing Landscape of Art and Design Higher Education Navigations

Allie Mills, Jess Power, Rowen Bailey, Martyn Walker
The Persistence of Character: Sir Alec Clegg

Chief Education Officer
West Riding Education Authority
1945-1974
Aim of the Research

• What influence and legacy was created by Sir Alec Clegg’s Character Leadership in the West Riding Education Authority and at Bretton Hall College 1945-1974 and what sustainable practices can be implemented?

• What is the impact of Character Leadership in education?

• To capture the narratives of the students were studied within Sir Alec Clegg’s vision and of the people who worked with him.

• To capture the narratives of Sir Alec Clegg’s Sons.
Bretton Hall College
c.1964
Methodology: Template Analysis > Thematic Analysis

- 12 Participants were identified through Snowballing.
- 6 Teacher Trainers from Bretton Hall College
- 3 West Riding Education Authority Staff (who knew Sir Alec Clegg)
- 3 sons of Sir Alec Clegg
- *Sir David Attenborough
Methodology: Research Framework

Sir Alec Clegg (LO1)

Template Analysis

West Riding Education Authority (LO3)

Rewrite the Story (LO4)

Bretton Hall College (LO2)

Model (LO5)
## Triangulation: Example

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<th>Thematic Analysis</th>
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<td><strong>Influence</strong></td>
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Findings

• Implicit Policy
• Storied Lives
• Belonging
• Resilience
## Findings & Discussion

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<td>Influence</td>
<td>Empowerment, Frustration, Champion, Agents of Change</td>
<td>HE &amp; Research Bill TEF - White Paper Industrial strategy</td>
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<tr>
<td>Agents of change</td>
<td>All learners reach their potential, Work Placement (Vocational Agenda) Two Tier System</td>
<td>NSS, TEF, Budget</td>
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</tbody>
</table>
Questions / Comments

Exploring Territories: The Changing Landscape of Art and Design Higher Education Navigations

Allie Mills [Allieworkinghard@aol.com]
Discussion

• Could Art and Design benefit from these findings?

• How could implicit policy improve our environments?

• In what ways does belonging manifest?

• Does resilience need to be part of art and design teaching?