

Bath Spa University

PPD Impact Evaluation Summary Report

Academic Year 2008/09

Last revised: Monday, 30 November 2009

Introduction

PPD criterion 7 states that providers should:

'Show how provision delivers postgraduate professional development which meets priority areas identified by the TDA'.

This information is required by TDA by **Monday 30th November 2009**. The evaluation of the programme's impact on practice in schools should be sent in summary form using this template.

PPD partnerships have already specified their approach to impact evaluation in their application. Please note that TDA welcomes different approaches across the partnerships.

The purposes of this summary template are as follows:

- To support providers and ensure that the process of reporting is not unduly burdensome
- To achieve consistency in how this information is reported
- To enable TDA to disseminate effective practice across providers
- To inform the future development of the PPD programme

We are interested in how you have evaluated impact, what conclusions your evaluation has led to and how this evaluation will inform your future provision. Please note that these summaries will be made available for the external quality assurance of PPD that we have commissioned. We will not use this information to make judgements which affect existing funding arrangements but we may wish to contact providers for further detail in cases where the summary is unclear.

Guidance

Further guidance on completing this form is provided. You may also find it helpful to review the TDA's report on PPD impact evaluation and the examples of effective practice provided on our website http://www.tda.gov.uk/partners/cpd/ppd/evaluating_impact.aspx .

The boxes will expand if additional space is needed. However, we would urge providers to be as concise as possible. For the purposes of this summary report, we are interested in your approach to evaluating impact, outcomes and your appraisal of provision this year, rather than in the detail and the methodology which lies behind the findings. Please note, however, that TDA's quality assurance of the programme may involve further discussion based on the evidence which supports providers' evaluation of impact. This evidence should therefore be available on request.

Section A of the template relates specifically to impact:

- 1: Part 1: What kinds of impact have you discovered on participants, pupils, schools and others?
- 2: Part 2: How do you know this has been an impact of PPD? How did you approach this exercise?
- 3: Part 3: What are the implications of your findings for your current and future provision?

Section B relates to collaborative funding. We are interested in the impact you believe collaborative funding has had on your provision. We are also interested in how this funding has been used. This will enable us to monitor the effectiveness of collaborative funding and also to disseminate to other providers how this funding has been used to good effect.

Provider name: Bath Spa University

Introduction

This report summarises the impact of Bath Spa's Professional Masters Programme for qualified teachers.

The Professional Masters Programme (PMP) at Bath Spa University (BSU) is organised into a range of flexible postgraduate qualifications and award titles as follows:

1. Qualifications

There are five **qualifications** possible within the PMP:

Graduate Certificate (G Cert)	60 credits
Post Graduate Certificate (PG Cert)	60 credits
Post Graduate Diploma (PG Dip)	120 credits
Master of Arts Degree (MA)	180 credits
Master of Teaching Degree (MTeach)	180 credits

All qualifications carry national accreditation under the Credit Accumulation and Transfer Scheme (CATS) and are potentially transferable to another institution.

2. Named Awards

All PMP qualifications are offered with specific awards that indicate the particular career emphasis of the programme of study being followed. To qualify for a Master's award route, a programme must include a *minimum* of 50% module credits relative to the chosen award title (i.e. 90 credits for an MA) as well as become the principal focus of the final research project. Specific PMP award routes provide coherence to a participant's study by linking different modules together under the same broad subject or specialist field category.

However, most teachers join the Professional Masters Programme without any specific career emphasis and enrol onto the default part-time Educational Practice award title for the first stage 60 credits and then review their award title for the latter stages of the programme should they progress onto the higher qualifications.

PMP Award Titles

Specific PMP award titles are:

Education Studies
Counselling and Psychotherapy Practice
International Education & Global Citizenship
Critical and Creative Thinking
Educational Leadership and Management
Learning & Knowledge Technology
Early Childhood Studies
Primary Science Education
Primary Mathematics Education
Primary English Education
Tertiary and Adult Education
Educational Practice
Mentoring and Coaching
Teaching English to Speakers of other Languages
Specific Learning Difficulties/Dyslexia
Educational Assessment
Vulnerable Learners and Inclusion
Arts in Education

PMP Qualification and Award Title

The final qualification reflects the award title that participants select.

For example:

Post Graduate Certificate in Early Childhood Studies.
Post Graduate Diploma in Educational Practice
Master of Arts in Specific Learning Difficulties/Dyslexia.
Master of Teaching in Learning & Knowledge Technology.
Etc.

For our PPD funded programme we mostly recruit teachers¹ working on educational change projects in schools as part of a staff development programme organised between our partner schools and the CPD team at Bath Spa University. This results in teachers mainly being enrolled into our generic shell modules of independent study, work-based action enquiry, or mentoring and coaching, depending on the nature of the projects and specific contextual needs of the schools and teachers. The following pie chart breaks down the apportionment of enrolment between different parts of our CPD provision, namely, in rank order for 2008-09:

¹ For Academic Year 2008-09 we recruited n=867 onto our PPD scheme for the PMP and a further 9 onto our professional learning PhD research degrees giving a total recruitment of n=876.

- Teaching & Learning including subject-based modules
- Leadership modules
- Mentoring and/or coaching
- Early professional practice modules offered to NQTs within their first few years of teaching
- Specialist SEN/Inclusion
- Other specialist modules
- Core research modules and the final master's dissertation project (2nd & 3rd stages of the PMP)

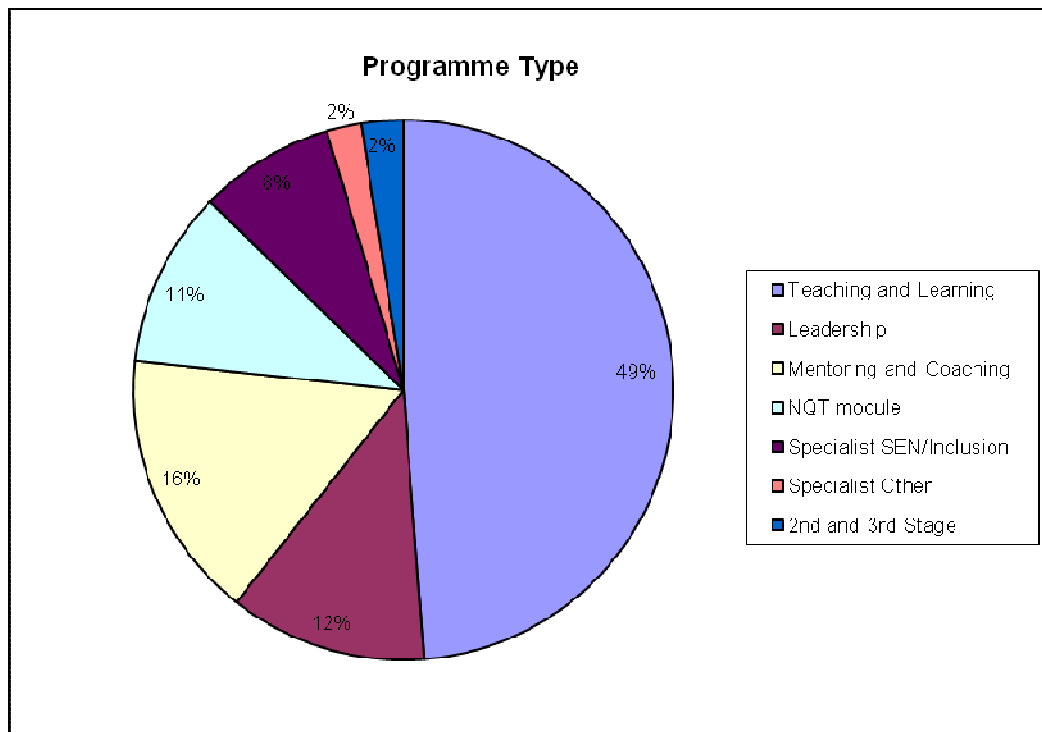


Figure 1: Breakdown of specialist CPD enrolment areas for the BSU PPD scheme

Executive Summary of Programme Impact on the Teaching Profession

In summary, the key areas for CPD impact in schools are linked to teachers engaged in work-based action enquiry projects and independent study topics associated with action research and curriculum development/change. This is also broken down into specific areas and career stages of the teaching workforce, vis-à-vis Early Professional Practice for NQTs, mentoring and coaching modules for more established colleagues, and leadership projects for more senior staff, i.e. middle leadership for subject areas etc. Core research modules and final master's dissertation projects represent a minority of overall PPD registrations showing that the core demand is mainly for accredited in-service CPD with most participants preferring to exit with a Certificate of Participation or PG Cert Award rather than progressing onto the final stages awards. However, the final MA/MTeach dissertation projects of professional learning work are put into the public domain as published theses and contribute towards the professional knowledge base of teacher education.

SECTION A: EVALUATION OF IMPACT

PART ONE: What kinds of impact?

Q1a: What kinds of impact has the provision had on participants?

The PPD programme continues to have clear impact on the teaching expertise, the increase in knowledge and understanding and confidence in the practice of those involved in the BSU PPD CPD projects. Our extensive research has uncovered a number of distinct impact-related themes and threads that have appeared within the impact evaluations reported by participants. These have been gathered from the full spectrum of projects which took place during the last academic year 2008/9. These themes will be highlighted and various extracts from these reports have been included to validate and illustrate the development of these themes.

The key impact themes identified and evaluated in this report section are:

1. More reflective and critical of own practice
2. Updating of teaching expertise, improved knowledge of teaching methods
3. Increased subject knowledge, increased confidence and self-esteem
4. Informing of leadership styles and strategies, improving leadership skills
5. Knowledge of action research and benefits of utilising research in the classroom
6. Opportunity for dissemination
7. Increased opportunity for children to use creativity in their learning
8. Increased skills and knowledge
9. Improvement in attainment
10. Increases in confidence
11. Improvement in attitude and behaviour
12. Increased sense of achievement
13. Increased use of pupil voice, pupil reflection
14. Improved interactions with colleagues in school and improved relationships with parents
15. Improved networking with colleagues across departments/schools
16. Formulating school policy
17. Updating of practice

We will now report upon these key impact-related themes.

1. More reflective and critical of own practice

Members of several groups undertaking an independent study project very clearly articulated the impact that their project had in the development of reflective practice:

"This module has also given me a much greater understanding of what practitioner research is and how undertaking it can have a real impact on my own practice. I always believed that research would be large-scale but have come to understand that everything that I do within my everyday work can be the starting point of practitioner-research, which is a valid form of research."

"I have realised through this module that research is crucial in order to improve my own practice. It has made me think about what I do and why I do it".

"I have always used similar strategies...but never really reflected on my actions. Through this module, I have really evaluated what I have done and why I have done it."

"Due to carrying out this module, I feel that I am more diligent in reflecting on my day-to-day practice and have actually set aside time most days to do some reflecting with myself and other colleagues where possible."

A comment from one participant regarding making time to reflect: *"This programme has highlighted the necessity of finding the time daily to reflect on one's own and together as a team. It is only through honest and regular reflection that we as teachers can develop our skills in order to meet all the children's needs. It is through reflection that I have become more aware of the positive impact of involving the children in the planning of their own learning."*

A participants on the Early Professional Practice module stated that the module had: *"...really helped me reflect on my strengths and weaknesses, as it's so easy it forget things, or stop things that are hard."*

Another said: *"I try to reflect on my practice constantly, and the course has shown me different ways to monitor my reflections."*

A further participant stated: *"having to work on a piece of research has encouraged me to always reflect in my teaching and to collect evidence which has been really useful for interview/professional development."*

A participant on a mentoring programme observed that the module helped them to feel: *"more confident to reflect on my own practice and become more effective in my reflections."*

Another on a coaching programme felt: *"through appropriate questioning, I have been able to reflect on my practice. These have sometimes come as a 'revelation' but completely from me. It's amazing how these seem to surface through the talking process and are drawn out through open-questioning."*

Another said: *"As a middle leader...I was afforded the opportunity to participate in an in-house coaching course...it has made me more questioning and reflective of my own practice."*

A member of a group on a leadership module commented that *"It has been great to have the time to reflect upon my practice and do some research that I have not done for a decade."*

2. Updating of teaching expertise, improved knowledge of teaching methods

A participants on the Early Professional Practice module who works as a supply teacher stated *"I constantly have to adapt my practice, and I have picked up some ideas for how to improve my (teaching) skills."*

Another emphasised that one particular workshop in the programme gave them skills to support their knowledge *"...of developing autonomy within the classroom through class discussions about learning and teaching methods."*

Two participants on mentoring programmes stated that:

"...have gained knowledge about feedback structures and found the 'review' structure very useful from the module."

"I have significantly increased understanding of the 'pedagogy' of mentoring. The study pack is invaluable in every way and I will continue to refer to it."

A participant on the Critical Skills Programme (CSP) observed *"I firmly believe that we are always learning and it is through my engagement with CSP, I have developed a greater interest in becoming more knowledgeable and more aware of myself as a learner. Therefore, growing more conscious of what learners need to be real life lifelong learners...I feel more confident about why I do the things I do and I want to continue to develop my educational philosophy on a regular basis."*

One teacher on the module about the dyslexia friendly school said: *"Since attending the course, I have reflected upon my teaching practice and implemented further strategies to help support the dyslexic needs of children in my class."*

Another said: *“My professional skills and knowledge have developed immensely.”*

3. Increased subject knowledge, increased confidence and self-esteem

From a participant in a module focussing on early years education who had previously had a Key Stage Two background: *“This module has helped me feel more confident with early years education and I find that colleagues and parents see me as someone to get advice from...”*

Participants on the Early Professional Practice module reflected:

“I have found the course a great opportunity to reflect on my practice and to share knowledge and experience.”

“Re-visiting and reinforcing existing knowledge has been reassuring.”

“The module gave me more confidence in the classroom knowing that other teachers are experiencing similar issues and by providing practical, helpful advice.”

“I feel more secure that I am having my NQT pedagogy-knowledge built up, whilst at the same time balancing that with how it’s done in the real world. As a result, I have more confidence in what I do – that I am doing it right.”

“The course has reinforced (that) the practices I am using are good and has therefore increased my confidence in my abilities.”

“...confidence with strategies I was using, but affirmed this and encouraged me to use them more whole-heartedly.”

A teacher on the module about the dyslexia friendly school noted: *“I have developed greatly in confidence.”*

A teacher on special educational needs module expressed that as a result of participating: *“I have gained in confidence in dealing with a range of issues that confront me daily in my job.”*

A teacher on a coaching programme observed that: *“it has...felt like a relief that there have been possible solutions within me which has further developed my confidence. This has helped when I have been the ‘coach’.*

A teacher on the module about the dyslexia friendly school said: *“It has developed my personal self esteem as I now consider myself to be able to use this information in a wider context and with greater authority.”*

A participant on a Teaching and Learning module said: *“My confidence and self – esteem as a professional have increased”*

Another participant said: *“As part of my performance management this year, I have chosen to take the lead in the implementation of the new Assessing Pupil’s Progress (APP) initiative. This will enable me to be able to look in detail at feedback, including both self and peer assessment, as a way of increasing student motivation.”*

A teacher taking part in the module ‘MFL (modern foreign language) and young children’ said: *“this module has enabled me to widen my subject knowledge of MFL and I feel much more confident as subject co-ordinator of French in my Primary School.”*

4. Informing of leadership styles and strategies, improving leadership skills

After attending a coaching programme, a headteacher stated that this module had been helped to enhance ability to reflective particularly: *“in terms of developing a more questioning inner dialogue and endeavouring to become an ‘authentic’ leader.”*

Another participant in a coaching programme stated: *“I am aiming now for further development of my own coaching to improve my role and effectiveness as a middle leader.”*

A teacher on a Cornwall-based project reported: *“As a result of this training and the time spent reflecting with the staff, the leadership role that I have will be developed in assisting the Head Teacher in the pursuance of Dyslexia Friendly Status.”*

A teacher on a work-based action enquiry module focusing their research on gifted and talented students reflected: "As Lead Teacher for Literacy...I will be working hard to raise expectations of our students across the school...I feel part of my job will be to support teachers in their work and model the level of discussion that I have witnessed in my classroom this year."

After attending a mentoring programme, a teacher said "In my new leadership role...I will very much encourage mentoring for all staff and the benefits it can have on learning and teaching. (I would) recommend the module."

5. Knowledge of action research and benefits of utilising research in the classroom

A teacher on a Teaching and Learning module noted: "There were other more subjective impacts resulting from the (undertaken by the student on the subject of reward systems and behaviour) study. I found that my relationship with the class improved."

Once again talking about Action Research methodology "...this meant not just researching students' opinions but acting upon what my findings had told me. This also benefited me as I was able to focus on specific elements of my practice rather than changing everything at once."

6. Opportunity for dissemination

A teacher on a work-based action enquiry module said: "I feel much more ready to engage in discussion with other colleagues, and I think that I could make more of this within the school as a whole. Having had this opportunity I do feel a responsibility to share as part of sharing best practise. It may be that there are ways of sharing this CPD through focus groups or indeed through a short slot at an INSET day."

Another participant said: "During the past year I have had the opportunity to be involved in many discussions on a variety of educational issues, as well as having the opportunity to stand up and present my own research...I intend to share the outcomes of my research with my department."

Another participant on a programme where their focus was Assessment for Learning (AfL)said: "The Learning communities met for the first time on an initial inset day at the start of the academic year. The gathering...allowed for a basic introduction to the purpose of the learning communities, namely to develop practical strategies to promote AfL in the classroom."

Q1b: What kinds of impact has the provision had on pupils?

7. Increased opportunity for children to use creativity in their learning

A teacher on a coaching programme reflected that: "The course has encouraged me to "let go of the reigns" and give more ownership of the children's learning to them. They are encouraged to ask questions of each other and to discuss answers or discuss ways of overcoming problems rather than just me teaching them how to do things."

One participant on a Cornwall-based Dyslexia Friendly School project reported: "The children love the energetic learning environment and I can see the enthusiasm for learning is growing by the day."

8. Increased skills and knowledge

A teacher on a coaching programme observed that: "The coaching style lends itself well to critical skills. Careful open-questioning leads children to their own conclusions and independent learning...Learning also becomes much more meaningful and the retention of knowledge is secure."

Another teacher said: "Using a number of coaching techniques; open-ended questions...and

silence...giving the children time to think and answer has worked really well...and as a result...(a development in) their ability to think carefully before they speak."

Another said: *"The children have learnt to listen more carefully to each other and to respect each others' ideas.*

A teacher on a work-based action enquiry module reflected on skills their pupils had gained during discussion groups and that these groups: *"...seems to give the students more confidence in their understanding and therefore a new found ability and desire to hold relevant and meaningful discussion."*

Another teacher noted: *"The main change is ensuring that time for the children to undertake a quality self-assessment activity is made available. Now, I provide children with more time to talk about their learning and where they need to go further."*

One teacher on a Cornwall-based Dyslexia Friendly School project reported: *"One child stated that she loved shared writing because it challenges my thinking but also helps me develop ideas for my own work."*

9. Improvement in attainment

After a coaching programme, one teacher stated: *"children develop as independent learners and problems solvers; develop mutual respect and community. This impacts on children's level of attainment, raising achievement."*

Another teacher on a coaching programme observed that: *"Working with children this way (using coaching techniques) would support them and give them confidence and therefore impact on their attainment and achievement."*

A teacher on a work-based action enquiry module reflected: *"With the knowledge that I gained from this research project, I feel that I have adapted my lessons and environment to an extent which allows my pupils to achieve higher assessment levels."*

Another said that they felt as a direct result of their work on the project: *"The results in their (the students') test papers were going up."*

10. Increases in confidence

A participant on the Early Professional Practice module reflected how using their pupils as role models and experts within the classroom had: *"aided their confidence hugely."*

After attending a coaching programme, one teacher stated: *"children develop confidence to take risks in an atmosphere of acceptance."*

Another said: *"The children are increasing in confidence and their trust in each other is definitely growing."*

Another that children were: *"much more confident to explain and share ideas and thinking."*

A teacher on a work-based action enquiry module reflected: *"Throughout this module, I have found that the students have responded well to the focus group...they grew in confidence...in discussing their viewpoints."*

A participant on the module about the dyslexia friendly school said: *"The impact of my actions on the children's learning has been huge. In terms of confidence and self esteem, the target child is now really enjoying school."*

Another participant on a dyslexia programme observed: *"I believe my learners' levels of confidence have improved."* Also, of a parent's comment to them of the direct result of the work of the participant with their child as part of the module *"...they (the parent) spent two years dragging their child to school...he hated school...he now sings in the shower every morning and asking if he can have extra reading books...is now working within his comfort*

zone, stretching the boundaries gradually so he remains confident and secure.”

11. Improvement in attitude and behaviour

A teacher on a coaching programme stated that: *“Very useful in resolving peer-conflict e.g. playtime disputes/petty arguments. The coaching training has enabled (and) encouraged me to step back more and facilitate a solution, rather than suggest one.”*

Another said: *“They (the children) are tolerant of each other’s ideas and theories. They take turns to lead and follow.”*

A teacher on a work-based action enquiry module reflected: *“Throughout this module, I have found that the students have responded well to the change of structure of their dance lessons. Students...seem more settled and focussed...are aware of the new structure and what is expected when they come to the lessons. This makes a much more secure and learning environment.”*

Another teacher said that: *“Students...seem more settled and focussed as a result of thinking about their learning more.”*

Another said that: *“An obvious and immediate impact of this research has been on the children involved. At the very least it has demonstrated the importance of developing rapport between teacher and learners and between the learners themselves.”*

12. Increased sense of achievement

A teacher on a work-based action enquiry module reflected comments within a discussion group drew a conclusion that: *“They (the pupils) knew what they needed to do to improve their work.”*

Another teacher on a work-based action enquiry module reflected *“The children in this study have a greater awareness of the positive and negative emotions that come from trying hard to achieve something.”*

13. Increased use of pupil voice, pupil reflection

A teacher on a work-based action enquiry module reported one pupil’s (John) own reflections before and after the project: *“All you do is test us every week. I don’t know why I get low marks. It doesn’t make sense.” By the end of project he commented: “We now test ourselves and mark our own work using the criteria. I understand what you are looking for now.”*

Q1c: What kinds of impact has the provision had on the wider life of the school/other schools?

14. Improved interactions with colleagues in school and improved relationships with parents

A teacher on a coaching programme said: *“I feel I have developed my coaching skills in a way that makes them feel almost a natural way to conduct professional dialogue with colleagues... I feel more confident in ‘how’ to support colleagues with their problems.”*

Another said: *“greater willingness to talk about issues of concern – realising that by sharing thoughts/concerns they became solvable with support rather than just an area of worry or gripe”.*

Another observed: *“dialogue between staff has increased in a formal and non-formal format. It has built more understanding of each other’s roles and difficulties. Colleagues are alert to other’s needs and are willing to help using the coaching model.”*

A participant observed: *“These techniques...can be used...to improve and strengthen staff relationships; (and) develop an ethos of support and teamwork throughout the staff.”*

Another reflected that after previous reluctance of parents due to their experience when dealing with the School that: *"...coaching has enabled parents to take control and therefore passing on the positives to their children."*

Another participant on a coaching module who works with children in their homes noted: *"I use the (coaching) approach to help the parent move from an anxiety, by using active listening and good questions."*

A teacher on a Cornwall-based Dyslexia Friendly School project reported: *"This project has resulted in greater communication across the school."*

Another teacher observed: *"Staff host learning support sessions aimed at helping parents to share and understand teaching and learning styles and methods. These have been well attended and parents have commented on how beneficial they have been."*

After participating in a mentoring module, one teacher observed: *"I have developed a more official role with the school."*

Participants on the Early Professional Practice module noted:
*"This module has helped me reflect on my relationships with other colleagues in terms of their impact on the welfare of individual children."
"I have shared a lot from the sessions with colleagues and have felt very enthusiastic."
"The sessions have enabled me to raise/share ideas with the department which has allowed us to discuss ideas further within my school."*

The tutor on a work-based action enquiry programme reported: *"This module has enabled teachers to engage in professional and constructive dialogue with others in order to help them improve their practice. In many cases, it has been dialogue with teachers that they would not normally engage with. This has improved the quality of relationships within the school."*

15. Improved networking with colleagues across departments/schools

After attending the Early Professional Practice module, one teacher said: *"In staff meetings I have been able to share my up to date knowledge of theories and teaching practices."*

Another participant said that: *"some theories have been discussed through staff meetings."*

Another that: *"the course has given me extra knowledge, making me feel more confident in staff meetings."*

A teacher on the module 'MFL and young children' noted that after writing a new school policy: *"Supporting colleagues who teach French has especially been high on the agenda with MFL being a new subject taught in Primary schools."*

After participating in a mentoring module, one teacher observed: *"through the mentoring of the NQT, I have improved the...team and contributed towards the achievements of the NQT and reaching of standards."*

A teacher on the module about the dyslexia friendly school said: *"I have been able to audit and review the skills I have, as well as the skills of the wider team and think about how we can develop further as both individuals and as a unit team."*

One of the participants from the Cornwall-based programmes said: *"The project developed my communication and networking skills with others."*

16. Formulating school policy

A participant taking part in the module 'MFL and young children' said: *"I have written a MFL Policy and have evaluated and update actions plans."*

A teacher on the module about the dyslexia friendly school said: *"I am going to share my research as part of staff training and develop a whole school action plan for supporting dyslexic pupils within the school."*

After a learning project had taken place in their school a headteacher reflected: *"I'm really excited about it! The project is on the staffroom notice board. It's given people ownership, for the first time, of school improvement and has re-enthused school planning. It's now not just top down."*

Another Head commented: *"For me as Executive Head of...the action research has addressed by aims on many levels. My initial aim was to improve assessment practice at...School. I am confident that we have made the necessary organisational improvements in terms of understanding of the task, the systems and processes and the human factor appertaining to assessment. I remain convinced that Cockman's(1999:53) model for organisational life must be central to any plans for improvement at...School to be truly effective and quickly embraced."*

17. Updating of practice

After participating in a module where the school investigated barriers to children's ability to solve mathematical problems (and how these can be 'breached'), one teacher observed: *"I would hope that if we continue to focus on analysing and talking about problem solving, we could successfully raise levels of achievement."*

A participant on the module 'MFL and young children' said: *"This course has raised questions and issues that perhaps would not have been raised. For examples it has provided me with the opportunity to talk with other practitioners about how they assess the subject."*

Talking about the wider school context, this participant on a work-based action research module stated that *"Through this research project there has been raised awareness of the importance of (pupil) self-assessment."*

A participant in a coaching programme stated: *"These techniques...can be used in future with the coaching team and colleagues in order to improve standards of teaching and learning."*

The participants from the Cornwall-based programmes said: *"As a long term project the whole school community feels that we now have a valuable asset which supports our curriculum work in school from EYFS to Y6 as well as pastoral areas of life."*

Q1d: (optional) Has your provision had other forms of impact not covered by the questions above?

Impact on Tutors

The BSU PMP PPD-funded scheme has had a profound impact on tutors. Our partnership involves lead CPD university tutors either running or coordinating workplace school improvement projects in conjunction with regional schools and a network of affiliated field consultants/tutors. Each project requires tutors to provide feedback in the form of a module evaluation report.

One tutor reported a positive reaction having looked at the participants responses in their impact evaluations: *"The responses indicated that all of the participants, apart from one, judged that the module had had a significant impact on their professional practice."*

Another tutor noted: *"The final sessions of the module were a presentation sessions. These were arranged over two sessions to make sure that all participants would be able to have enough time to present. In fact, 7 out of 11 teachers presented their findings, which reflected development in thinking"*.

An affiliated tutor commented on their enjoyment of working on a project through the response of participants saying: *"I have enjoyed working on these programmes, especially in supporting participants as they prepare their written assignments. I have received positive*

feedback from several participants, who indicated that they have valued the attention given to their individual needs and concerns.”

One affiliated tutor commented on the challenge of the work, and after initial feelings of concern, of occasionally being outside of their ‘comfort zone’, reported after completion of the project that their: *“..understanding and confidence are growing”*. This demonstrates that where we draw affiliated tutors from schools and outside the university system in general that we are also developing the set of university QA skills required to operate a Master’s level programme, which is complex and sits at Level 7 in the eight level European and National Qualifications Frameworks’ (NQF/EQF).

Another affiliated tutor of a leadership module reflected about how well-received their module had been from feedback such as participants saying: *“Can I just say again, THANK YOU! The course was fantastic – it was really thought provoking and I really enjoyed it.” “All sessions were highly engaging and helpful, professionally and privately!. Actually looked forward to staying in school until 6.30pm.”*

One of the Cornwall tutors reported: *“This is the first action research project carried out by this school. The critical reflection session before the write up was very beneficial and collaborative. The evidence for this I believe lies in the contents of the impact reports provided by teachers.”*

Impact on Promotion Prospects

A teacher on a mentoring module said: *“I realise through doing this module that I need a redefined direction in my career.”*

Exposure to the action research process

A teacher on the module about the dyslexia friendly school reflected that from carrying out my own research they had: *“developed greatly in confidence.”*

A teacher on an action research module reflected *“Although this was a small-scale study, the effects on myself as a facilitator of learning have been far-reaching. I have always found it very difficult to step back and let the children be more active participants in the learning process, whereas I now realize that children need to be encouraged to take responsibility for their own learning. I have had to step out of my own comfort zone in order to encourage my pupils to step out of theirs.”*

PART TWO: How do you know?

Q2: How do you know that these are areas of impact related to PPD? What evidence did you collect? Whom did you consult? What strategies did you use?

The nature of our flexible PPD provision means that most modules operate as 'projects'. This brings together teachers who are motivated and inspired to develop their attributes of collaboration and reflection through professional learning. The core areas of 'leadership', 'coaching and mentoring' and 'curriculum change' form the focus of the majority of projects and embed new skills and knowledge through praxis. Indeed, the whole programme is designed to encourage professional dialogue and critical engagement, inviting participants constructively to challenge policy and practice. Embedded in our module design and approach is an impact evaluation structure that starts with the analysis of professional needs. This links to Performance Management and the new Standards for Teachers as recommended by TDA and CUREE 2007.

This PPD work is undertaken primarily through a work-based Action Enquiry methodology.

An underpinning assumption of this action research methodology incorporates the gathering of impact evaluation evidence as part of educational research.

There is a clear action plan drawn up for their research. The Impact Evaluation report is both qualitative and quantitative in character and has been extended this year to include an option that allows the participant teacher to submit it for accreditation. There is also an opportunity to make a presentation related to the student's practice and focussing on the impact.

Therefore, around 80% of our PPD PMP enrolments are on work-based projects, which can be seen from figure 1 at the beginning of this report that breaks down the various programme enrolment areas.

In consultation with the Core Team, the Impact Evaluation form (see *Appendix A*) was amended by the Quality Assurance Project Manager for Continued Professional Development (CPD QA Project Manager) to more accurately capture the reflections of the student.

The process of critically reflecting on practice through the use of learning journals and discussion opportunities within sessions leads to the completion from **each** individual of a detailed impact evaluation report (*Appendix A*) in which teachers are asked to provide evidence for the impact they have identified (on themselves as professionals, the children that they teach and the impact on their wider work setting). We integrate Likert-scale quantitative data in our reports, but are committed to the value of qualitative evidence and are designing procedures for the systematic management of long term impact.

The evaluation of impact is built into the programme design by forming the final session of each project. By designing the session as a professional dialogue, the gathering of data becomes a meaningful evaluation process.

We have also developed an evaluation template which serves as an assessment task so that teachers can gain academic credit for their evaluations. This might take the form of a separate assignment or be incorporated into a research report or presentation. Some modules embed the reporting of impact into presentations made by participants to each other on the final day, others into reports that are disseminated across the relevant Local Authority (for example in Cornwall through their 'Inform' booklet, or Wiltshire through a booklet exploring issues of deputy

headship).

Our leadership projects involve systematic visits by teachers to other schools and we receive verbal feedback from heads about these. Where we work in partnership with Local Authorities we share information regarding evaluation with heads, teachers and Local Authority officers. This information gives baseline data which is developed and analysed so as to provide evidence for this final report.

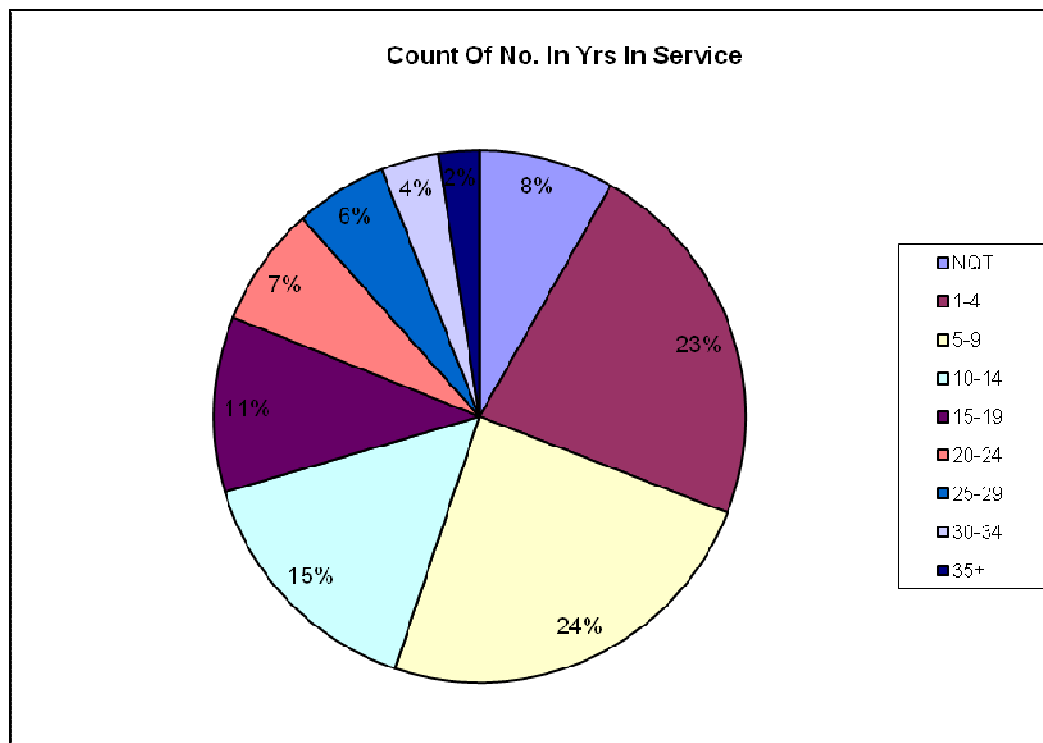


Figure 2: Analysis of PPD participants' years in service

Strategies were used to develop an enhanced understanding of the impact identified. Our module tutor forms and Quality Assurance questionnaires are ongoing and facilitate the opportunity for re-evaluating and potentially revising the programme.

The information given reflects impact on pupils/students as well as that on the participant and their school, or the professional educational context in which they work.

It is part of the role of the CPD QA Project Manager to assess the impact data, to look at trends and draw out themes and areas of emerging interest and importance that can be fed back into revising and reconceptualising the programme.

One area of emerging interest is the breakdown and profile of years of service of our PPD participants. Figure 2 above illustrates that 8% of our entire PPD enrolment is allocated to NQTs and combined with teachers in their first four years (23%) gives a net figure of 31% for early professional development within the first 5 years of teaching. Thus, we found that the majority of our enrolments at 39% peaked at around the 5-15 years in service, which shows the benefits of PPD for servicing the

interests of mid-career and lifelong learning CPD of teachers.

PART THREE: Implications for your provision

Q3a: How have you already responded to your evaluation of impact in the current academic year (2009/10)?

In response to need and to maintain the vibrancy and innovative nature of the programme, the following developments have taken place:

- The introduction of Mid-Stage Modules for the 'diploma' year – seminars on subject matter identified from feedback as potentially useful to enhance the students' experience by joining together within professional learning communities beyond the work started in their local context. These modules are in four key areas:
 - Learning and Teaching
 - Leadership, mentoring and coaching
 - Education, politics and society
 - Learning and Knowledge Technology
- Educational Context Seminars – also for the 'diploma' year on subject matter identified from feedback
- Flexible progression routes onto the research modules final stages of the PMP.
- Six month long term nominated corresponding feedback
- More formalised accreditation for completion of Impact after a full trial period (see *Appendix C*)
- APL – allowing Accreditation for Prior Learning to count to the credits for completion of the Masters (where it is applicable/appropriate); and in response to participants' requirements in other non-accredited areas we have amended our APEL (Accreditation for Experiential Learning) policy to allow them to draw on other professionally relevant work for submission at Master's level.
- Tutors have attended development days on *coaching as pedagogy* for a consistent and coherent approach to coaching.
- Systematic, increased and improved data gathering and analysis.

Q3b: What are the implications of your evaluation of impact on your provision in the longer term?

The strategies identified this year for enhanced long term provision as a result of impact is:

- The extension of coaching as a pedagogical tool
- The "spilling out" into other new developments in educational practice and to support policy and innovation in the sector such as achieving the prestigious accolade of winning the opportunity to deliver the National Accreditation for New SENCo (Special Educational Needs Coordinators) training contract and to be able to deliver a fully supported programme as one of less than a half a dozen English providers for the launch of the initiative in September 2009
- Actively tracking, encouraging and supporting people to move forward through the Programme.
- Continuing to revise the Programme for the later stage of the Masters and beyond...
- An incentive to encourage progression.

SECTION B: COLLABORATIVE FUNDING

Q4a: Please provide a breakdown of how the collaborative funding for 08/09 was used.

As previously reported, the funding released to support collaborative funding has allowed for the appointment of a CPD QA Project Manager. The responsibilities for this post include:

- To develop qualitative systems to capture and report impact evidences, including the impact of the provision on educational institutions/agencies, teacher practices, school/pupil performance and the classroom experience of both teacher and pupil. This may require some fieldwork in schools and other settings.
- To work with all CPD partnership staff in implementing these systems, including through the use of web-based learning management systems.
- To contribute to the re-design of the Professional Master's Programme (PMP) in order to incorporate the new quality assurance (QA) requirements of the Training and Development Agency – in particular collaborative and flexible distributed learning opportunities.
- To work with the existing CPD administrative assistant and university registry systems to obtain and analyse statistical management QA information on the programme, including numbers of participants and completion rates.
- To develop profiles of participants in the PPD programme in relation to their level of experience and the type of schools/organisations in which they work.
- To develop and support partnership administrative systems which monitor and analyse feedback from a wide variety of sources, including: teacher assessment of the PPD programme; Local Authority education development plans; school improvement plans; and, SEFs.
- To produce a comprehensive and systematic report on the QA of the PPD programme annually for the TDA. This needs to be in a format which can be usefully analysed by the provider, user and TDA and provide evidence of best practice and inform future needs analysis for the partnership.
- To contribute to internal partnership staff development workshops aimed at developing and using qualitative instruments for evaluating the impact of PPD activities.
- To contribute to the analysis of the cost-effectiveness of different forms of CPD activity.
- To attend and contribute towards CPD Management and Core Team meetings and staff development workshops as necessary.
- To assist the CPD team in the development and maintenance of new partnerships with all stakeholders.
- To contribute to the administration and evaluation of partnership work in teacher education and training and the professional continuity for CPD progression of ITT into the new teacher career standards, i.e. Core, Excellent and Advanced teacher levels.

Q4b: How did the collaborative funding benefit your provision in 08/09?

The post of CPD QA Project Manager and its associated responsibilities, including those in relation to the monitoring of quality and the generation of impact data has allowed the CPD team to spend more time in the work-place discussing prospective projects with schools, Local Authorities and Affiliated Field Consultants. Without this post, the generation and management support of the numbers of projects and therefore recruitment of participants would be much harder to achieve. Without this partnership project management coordination role, it would also be much more difficult to ensure the overall quality and consistency of delivery. This also helps to make our field delivery systems transparent, accountable and, more importantly, accessible to our teacher participants.

However, the role has developed to mean enhanced partnerships with schools and Local Authorities, ensuring a consistency of matching provision to the needs of our customers. The role is one of a lynch pin that crosses administrative and academic roles, but keeps the TDA criteria considerations at the heart of our provision. As was previously stated in last year's report, the role is enhanced by the employment of an ex-teacher who can understand and empathise with busy teachers engaged in post-graduate professional development.

Thank you for completing this evaluation form please return it electronically to: ppd@tda.gov.uk

BSU_PPDImpactEvaluationSummaryReportFINAL_30Nov09

Appendices: Templates and example of accredited impact report

Appendix A:

Participant Impact Evaluation

At the end of every professional development programme we ask participants to complete an impact evaluation report. This is to help you to reflect on your learning from the programme, and the impact that this has had on your practice, the children you engage with (where this is relevant), and the team that you work in. This report should be longer than 600 words.

It is important to reference your reflections to direct evidence wherever possible

Name

Date

Describe your professional development as a result of this project.

Please provide specific evidence for your reflections, drawing on your professional needs analysis, ongoing reflective journal and corroborative evidence from colleagues or external bodies.

Describe the educational outcomes for the pupils in your school as a result of this project

Specific evidence for this could reflect the 'voice of children' through interviews and questionnaires and recorded comments. You could also draw on the outcomes of an Action Enquiry, observations, or examples of work. Other stakeholders could be consulted, e.g. parents.

Describe the advantages for your team, department, school or setting as a result of this project

The evidence for this section could include details of policy changes, staff meeting agendas, structural reorganisations. Corroborative evidence could come from other colleagues, line managers or external observers. Include examples of when you have shared your practice.

<p>Describe any other outcomes as a result of this project.</p>
<p>Please use this section to reflect on any other developments that have been a direct result of your participation in post-graduate professional development.</p>
<p>Future Impact</p>
<p>Please take a few moments to consider:</p> <p>a) your aims for the next 6 months</p> <p>b) how you will achieve these aims</p> <p>c) obstacles to this achievement that you can foresee</p> <p>d) plans to overcome these obstacles</p> <p>My future CPD interests are..</p>
<p>Bath Spa University would like to contact a sample of participants to discuss this ongoing impact. Please indicate if you are willing for take part.</p> <p>I am/am not happy to be contacted in six months time to discuss ongoing impact.</p>
<p>We also value the perspectives of your colleagues about your professional development related to this module. If you are happy for us to contact a nominated colleague to discuss this, please indicate below:</p> <p>I am happy for BSU to contact my colleague _____ (name/role) phone number _____ to discuss my professional development in relation to this module.</p>

Appendix B:

Module Tutor Evaluation Report – PPD Feedback 2008-9

Due to recent changes in TDA funding it is now a requirement that all course tutors complete a Module Tutors Evaluation Report which can be fed back to the TDA within the context of our PPD annual report.

Name:	
Module:	

1 A brief overview of the project/module in which you have been involved including the teaching methods used.

2 Please identify how you have incorporated the participant's initial needs analysis into your module design and allowed for differentiation to accommodate any differences in individual needs.

3 Please identify the assessment methods used:
(You will need to put a cross next to the box to indicate your choice)

- Case Study or Action Enquiry Report**
- Critical Analysis of Literature**
- Portfolio**
- Presentation**
- Article**
- An amended version of one of the above. Please give details...**

4 Did you use Minerva? If so, please indicate to what extent.

5 Please identify how well you feel the module has achieved its learning objectives? Please identify the evidence that you have to support any judgements made and identify the methods used to collect and analyse the evidence.

6 Describe the impact you have noted on course participants. Please identify numbers who are planning to submit; attendance rates; completion rates, including any unforeseen impact.

7 Please detail any future implications – for next year related to this module.

Please return this completed sheet to Zara Johnson no later than.

The School of Education gratefully acknowledges the work of the University of Sydney in the production of this evaluation survey.

Appendix C:

Accredited Impact Evaluation for IN4760CSP

At the end of every professional development programme we ask participants to complete an impact evaluation report. This is to help you to reflect on your learning from the programme, and the impact that this has had on your practice, the children you engage with (where this is relevant), and the team that you work in.

It is important to reference your reflections to direct evidence wherever possible

Context of engagement with CSP.

In this section outline the rationale and actions that you took as part of your work in the Critical Skills Programme. This will be a more descriptive section but should be a maximum of 1000 words

‘The core aspiration is this: that being an effective, powerful real-life learner is a useful thing to be; and that twenty-first century education should be aiming to help young people develop the generic capacity to learn’ (Claxton, 2007: 116).

I have always believed that school is a place where we prepare children for their future lives. It is where children go to use their minds and find out how they can get better. However, what are we preparing children for? What knowledge, skills and dispositions do children need to have by the time they leave school in order to be successful in their lives? What environment and experiences can we give children to enable them to use, apply and develop their skills and dispositions? These were the fundamental questions that were beginning to form part of my thinking at a personal and professional level before I engaged with the Critical Skills Programme.

The Critical Skills Programme (CSP) began in 1981 as an Education and Business Partnership in America. Weatherley et al (2003: 32) explain how a group of teachers were asked to consider what skills and dispositions were vitally important for students to have by the time they leave school in order to be successful in their lives? Then a group of business leaders were asked to think about what skills and dispositions were currently lacking in the workforce that impede individual and organisational success? I believe that by initially forging this link, between education and business, the leaders of education in America had started a journey that would ensure that all children’s needs would be addressed through the mainstream curriculum and prepare them for life in the twenty-first century. However, it would have been interesting to have involved children in this process and asked them what they thought they needed to leave school with to be successful in their lives.

Weatherley et al (2003: 32) continue to highlight how the final recommendations, from both the teachers and the business leaders, were remarkably similar and they mutually agreed and created eight Critical Skills and seven Fundamental

Dispositions. The Critical Skills were identified as problem solving, decision making, critical thinking, creative thinking, communication, organization, management and leadership. Then the Fundamental Dispositions were recognised as owners of life-long learning, self-direction, internal model of quality, integrity with ethical character, collaboration, curiosity with wonder and community membership. Following on from this, four broad ideas were identified to underpin all CSP thinking, which were experiential learning, a collaborative learning community, results-driven learning and problem-based learning. Weatherley et al (2003: 32) explain that these ideas were formed to match the demands of the future to the constraints of the present, which gave a clear picture of the principles that are involved in American education and learning.

On the other side of the Atlantic, the English National Curriculum (1999: 11) makes reference to ‘ensuring that school prepares all pupils for the opportunities, responsibilities and experiences of life such as, developing relationships and responding positively to challenges’. Furthermore, it lists six skills that children can learn in their work across the curriculum which are communication, application of number, information technology, working with others, improving own learning and performance, problem solving and thinking skills. Then the five thinking skills are identified as information-processing skill, reasoning skills, enquiry skills, creative thinking skills and evaluation skills (1999: 20-21). Nonetheless, it seems that schools don’t make reference to these skills and dispositions within children’s learning. Why is this?

The current English education system places a significant emphasis on English, Mathematics and Science. This has been evident in England through the introduction of strategies for Literacy and Numeracy and what the government has chosen to test children on. It is apparent that there is an immense pressure on schools to raise exam results within English, Mathematics and Science and this seems to ensure that school timetables are based around these areas of learning. Furthermore, these results are then published in league tables to highlight how schools are either ‘desirable’ or ‘failing’. Consequently, it does not seem surprising that schools place such a huge importance on English, Mathematics and Science. The recent Cambridge Review (2009: 1) evidenced that as children are

progressing through the primary phase their statutory entitlement to a broad and balanced primary education is increasingly but needlessly compromised by the standards agenda. However, what makes the governments approach to education so firmly grounded in these principles?

Robinson (2009: 13) recognises this hierarchy of subjects and further illustrates how the humanities are in the middle and at the bottom are the arts. He continues to explain that the 'English curriculum is still based on a political need to face the challenges and consequences of the Industrial Revolution, where the economy required a workforce that was roughly eighty per cent manual and twenty per cent professional' (2001: 43). Robinson highlights that although 'academic ability is very important it is not the entirety of intelligence but due to historical reasons we have become completely preoccupied with it'. I agree that academic ability is important, as it is essential that all children leave school being able to read, write and calculate. However, as Robinson (2009: 17) points out the world is continually changing and 'we don't know what it will look like in ten years' time, let alone in 2070 due to advances in technology and the internet revolution, which are driving a pace of change that we could not have imagined'. For that reason, in the words of Claxton (2002: 3) 'a clutch of examination certificates is just not enough to leave school with'. I concur with Claxton and believe that children also need to be equipped with skills and dispositions that will enable them to thrive throughout their lives. Hence, we need to rethink the basic purposes of education now.

It appears that we are in a significant time of change, which has been slowly emerging, within central policy, over the past six years. In 2003 the government introduced the Every Child Matters Document to ensure the well-being of children by supporting them in being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic well-being. I think that this document is about ensuring that all children can enjoy school, deal with life challenges and be ready for employment. Craft (2006: 338) suggests that this agenda is perhaps all about resilience, resourcefulness and life-wide creativity. I think that when Craft refers to life-wide creativity, she means creativity that is not tied to subjects or activities but is relevant across life such as, using our imagination to think of new ideas, making connections and looking at things from a different point of view. This is addressed through the CSP model through the creative thinking Critical Skill. Furthermore, the Department for Education and Schools published the booklet Excellence and Enjoyment (2003) encouraging primary schools to take more creative and innovative approaches to the Curriculum. It is worthy to note, that in North Somerset, the Local Authority responded to these documents by designing eight Key Skills for Learning (2005),

which are skills in communication, information processing, enquiry, social, reasoning, problem solving, creative thinking and improving own learning and evaluation. These Key Skills were taken from Social and Emotional Aspects of Learning (SEAL) and Key Aspects from Excellence and Enjoyment. The Key Skills were put together to support the CSP framework based on our English Curriculum. Each Key Skill is followed by a list of points that support teachers in what that particular Key Skill looks like. For example, the Key Skill is Problem Solving and this is where children will learn how to talk about a problem and how to solve it. However, we are now six years on and essentially we need the development of children's skills and dispositions to be more firmly embedded within our National Curriculum.

It is momentous that the recent introduction of the statutory Early Years Foundation Stage (EYFS 2007) has placed a greater balance between knowledge, skills and dispositions. There are sixteen themes and commitments within the document and one is dedicated to the six areas of learning and development and another is devoted to creative and critical thinking. I believe that this sends a very clear message about children's entitlement to an education that is broad and balanced. It is apparent that the EYFS shares the ethos of Every Child Matters and is setting the journey of change for children.

Following on from this, The Cambridge Review of Primary Education (2009: 1) states that a new primary curriculum should be grounded in children's present and future needs and considers the condition of the society and world in which children are growing up. Then the Rose Review (2009: 17) acknowledges that 'nothing is more important than the body of essential knowledge, skills and understanding we choose as a nation to pass on to our young people. The primary curriculum must provide all pupils with a broad and balanced entitlement to learning which encourages creativity and inspires in them a commitment to learning that will last a lifetime.' The Rose Review (2009: 39) then illustrates how skills for learning and life make up part of the curriculum that goes around the child, who is at the centre. The government has agreed to back the Rose Review, which is tremendously encouraging. It seems that this could be the beginning of the challenge for making change for children in England.

Considering the above, how do we put it all into practice? In essence, I believe that knowledge, skills and dispositions can be effectively interwoven through the CSP experiential learning cycle. There are seven parts to the cycle, which are specific curriculum targets, the learning community environment, problem-based challenges, a meaningful context, the pupil cycle, the teacher cycle and transferring with connecting. Therefore, I will now explore the seven elements, which link directly to the four broad ideas of CSP, and show how they align with other theories such as, Claxton, Deakin Crick and Dewey?

Overview of critical engagement with theoretical frameworks (1000 words)

This should be a synopsis of the way that theoretical frameworks have been engaged with. It should address the broader theories of writers, rather than directly quote.

‘All education comes through experience but we need to understand the worth and quality of the experience for it to be truly educative’ (Dewey, 1963: 26).

Dewey argues that we need to provide children with experiences that are genuinely educative. He proposes that educators must provide experiences that are going somewhere, mean something and essentially give learners the desire to continue learning. In regards to the CSP experiential learning cycle it is clear that it encourages learners to reflect on experiences and transfer and connect them to the next challenge, showing how the learning is going somewhere. Dewey (1963: 79) explains how this can ‘lead into more difficult and complex ideas, which is an essential part of a nourishing diet for learners and thinkers.’ This links to the work of Deakin Crick et al (2004: 255) where meaning making was acknowledged as a key component of learning. The ELLI Project highlighted how learners are continually looking for links between what they are learning and what they already know, showing how learners reflect on current learning and ‘transfer and connect’ with the previous learning.

Considering Dewey’s point about experiences meaning something, it is vital that we provide experiences that are emotionally and intellectually engaging. Therefore, I believe that CSP challenges need to be relevant and meaningful to children. Otherwise, children won’t have the desire to go on learning. Subsequently, when planning problem-based challenges, which are at the heart of CSP experiential learning cycle, careful thought needs to be put into the quality of the experience to ensure it is worthwhile. The CSP model has addressed this, in one way, through the development of a meaningful context, as it is fundamental that children see the ‘big picture’ and understand the relevance of a challenge. Essentially, it is apparent that when learners know about the ‘big picture’ they can gain pleasure from seeing how the new learning fits within it.

Consequently, it is apparent that developing learners curiosity is a key component to the creation of meaningful experiences, as if challenges are not based around what is interesting to learners then they will adopt what Deakin Crick (2004: 255) calls ‘surface learning strategies rather than deep learning strategies’. Ultimately, this reinforces that challenges need to be developed based on what matters to the learners as it will enable them to take ownership of their own learning. The CSP model develops this through the Fundamental Disposition of curiosity with wonder. Therefore, it is crucial that the things children are curious about form the basis of a challenge.

It is interesting to note that Gopnik (1999: 59) stresses how all babies are born with a profound curiosity and a desire to find out about things. Therefore, when learners go to school shouldn’t they already be curious? Carr (2001: 21) explains that ‘dispositions to learn’ are not exclusive to young children. It is something we need to continue to develop’. The framework for early childhood settings in New Zealand states that taking an interest, being involved, persisting with difficulty or

uncertainty, communicating with others and taking responsibility are essential ingredients within a curriculum for learners. It is deeply satisfying to note that it is dispositions to learn that form the foundations of what the New Zealand government choose to value, which are essentially the roots of the CSP model.

In relation to the above points, it is significant to note the 'now principle'. Dewey (1963: 9) explains that this is where experiences need to have relevance to the here and now and not in some unspecified future. Dewey means that by considering the present time and experience then we are ultimately prepared for doing the same thing in the future. In response to Dewey, I think it is through the focus on developing children's skills and dispositions, as a part of what makes experiences meaningful, that we can address the 'now principle' and ensure that children are well-armed in their learning journey.

'Once you become an insider, a native of the educational world, then many ways of thinking about children's minds, their capabilities, their intelligence and their development seem absolutely necessary and simple commonsense' (Claxton, 2008: 58).

Claxton (2002: 17) proposes that we need to create schools and classrooms that cultivate habits and attitudes that enable children and adults to understand what it is to be a real-life lifelong learner. He suggests that there are four Rs of learning power, which are resilience, resourcefulness, reflectiveness and reciprocity. Claxton recommends that the first task is to help learners to become more resilient, where they are ready, willing and able to lock on to learning.

Therefore, it is essential that resilience is taught and this can be achieved through preparing CSP challenges that are slightly difficult, so that the children struggle through. If children know that they can cope with difficulties it will encourage them to seek challenges and overcome further problems. If children are given easy tasks it doesn't teach them to persist in the face of obstacles as the challenge has been eliminated. This has been recognised by Dweck (1999: 5) who identified two distinct patterns of learned behaviour, for which she uses the terms 'mastery' and 'helplessness'. Dweck explains that when children with a mastery orientation meet a difficult problem they respond positively to the challenge and show curiosity, perseverance and enjoyment. However, when children with a helpless orientation meet similar problems they respond negatively and become anxious, fearful and tend to give up. In addition, Deakin Crick (2004: 255) discovered that resilience with robustness were characteristics which were essential to learning energy, where learners expect that learning is hard for everyone, that they can learn from their mistakes and that if it is not making you think then you are not learning something new. Therefore, with regards to CSP, I believe that learning and teaching resilience can be developed through challenges and then children can apply it within future challenges.

Finally, it seems that the one component that is not addressed through CSP, which I believe is crucial, is ensuring that learner's know that your brain is like a muscle and that when you learn new things your brain grows and gets stronger. Dweck (2006: 219) calls this a 'growth mindset' and proposes that the brain grows when people practice and learn new things, which results in a stronger and smarter brain.

She continues to explain that ‘just because people can do something with little or no training, it doesn’t mean that others can’t do it (and sometimes do it even better) with training.’ Deakin Crick et al (2004: 254) also identified a growth orientation, where it states that when you are trying you are exercising your learning muscles and getting better. The opposite is ‘fixity’ where learners are less likely to see challenging situations as opportunities to become a better learner. Dweck (2006: 219) calls this a ‘fixed mindset’. I believe that in order to support children in developing a ‘growth mindset’ they need to know that there is such a word as can’t. This will enable learners to cope with tasks or activities that they just can’t do yet. In effect, it is apparent that we are in charge of our own minds and I would ensure that ‘mindset’ was incorporated as the eighth Fundamental Disposition within the CSP model.

What has been the effect of this module on you as a professional?

These next **three** sections should total 2000 words

Discuss the impact on:

- a) your ability to reflect on your practice
- b) your professional skills and knowledge
- c) your confidence and self esteem as a professional

Please provide specific evidence for your reflections, drawing on your professional needs analysis, ongoing reflective journal and corroborative evidence from colleagues or external bodies.

‘When the interests of children and young people are at the heart of your professional work, you will need to ensure that the knowledge, skills and understanding you bring to each situation is guided with good practice within your professional field’ (Zwokdiak-Myers, 2007: 160).

I firmly believe that we are always learning and it is through my engagement with CSP I have developed a greater interest in becoming more knowledgeable and more aware of myself as a learner. Therefore, growing more conscious of what learners need to be real life lifelong learners. Deakin Crick (2004: 256) explains that ‘strategic awareness’ is an essential dimension of learning energy, where learners are able to reflect on learning and think about themselves as learners. This is also recognised by Claxton (2004: 35) who highlights this as part of his Building Learning Power theory, where being reflective allows us to understand the process of how learning works and knowing ourselves as learners. I know that from engaging in this process I have learnt to ponder on CSP and create new meanings based on my evaluation of innovative curricular practises that will inform my future work. This is known, in the words of Schon (1983: 14), as ‘reflection on action’, where by reflectively thinking about CSP I feel that I have embedded it within clear and coherent pedagogy. Therefore, I feel more confident about why I do the things I do and I want to continue to develop my educational philosophy on a regular basis. I have essentially developed, what Dewey (1963: 26) describes as the ‘desire to continue learning’ and ultimately by going through this process myself I have developed a fuller and deeper understanding of how I can articulate how learning works to learners.

The TDA stress that ‘teachers need to have a critical understanding of the most

effective teaching and learning strategies to provide opportunities for all learners to achieve their potential' (2007: 27). I feel that by engaging in CSP I have a fuller understanding of a very powerful model that will enable learners to achieve their potential over and over again. Then in relation to the questions that I had before I engaged in Critical Skills, I now know that we need to prepare learners with a range of skills and dispositions, which can be found in both the CSP model and in additional theories. I also know how to incorporate these skills and dispositions into challenges that work alongside the essential parts of knowledge that learners need to know, so that school becomes a more meaningful experience for learners. In the words of Robinson (2009: 260), I know that I have the 'new recipe' I need to take learning into the 21st century. However, with all 'new recipes' things can always be continually added to make it even better.

As a result of this reflection, now evaluate the impact below, using a scale where 1 means 'no significant impact' and 4 means 'very significant impact':

a) impact on ability to reflect on own practice	1	2	3	4
b) impact on professional skills and knowledge	1	2	3	4
c) impact on confidence and self esteem as a professional	1	2	3	4

Complete this section if you work directly with children.

What has been the impact of your actions on children's learning, achievement and attainment?

Discuss the impact on:

- a) children's confidence as learners
- b) their attainment and achievement

Specific evidence for this could reflect the 'voice of children' through interviews and questionnaires and recorded comments. You could also draw on the outcomes of an Action Enquiry, observations, or examples of work.

'The development of a supportive, collaborative learning community is the backbone of all Critical Skills work. A successful classroom community works together, takes risks, supports its members, celebrates success and reflects on its learning' (Charlesworth, 2005: 17).

Following my engagement with the Critical Skills Programme I wanted to return to school and set up a classroom for successful Critical Skills learning. I decided to do this by working with the children on a step-by-step learning journey that initially focussed on developing the classroom community. Covey (2006: 1) stresses that 'trust is the one thing that changes everything', which is essentially what I wanted to achieve. The aim was to create an environment where the children trusted each other. Therefore, enabling them to feel happy and secure working with each other. Lev Vygotsky's (1978: 406) theory on 'scaffolding' learning is what I envisaged developing, as ultimately great value can be placed in learning from others. Vygotsky stresses the role of significant others in supporting children's learning and development as potentially "what children can do with

their support today they can do unaided tomorrow”. It was essential that the children did not feel that sharing with others was ‘cheating’ but the beginnings of deepening and widening their understanding and interest in learning. However, Claxton (2002: 37) points out, in his fourth R for Building Learning Power, that good learners need to be reciprocal, where they are ‘ready, willing and able to learn alone and with others’. Deakin Crick (2004 256) also suggests that ‘good learners know how to manage the balance between interacting and being solitary in their learning’ within the dimension entitled relationships with interdependence. Therefore, I was aware that I needed to create a balance, where learners had time to learn from others and share their difficulties but also had times to work on challenges by themselves.

I started by incorporating a ‘check-in’ and community builder games within my daily timetable. Check-in is a time when individual children can share their thoughts with the group, giving everyone an understanding of how they are feeling. The children say hello to one another, using first names, and then proceed to say whether they might feel happy, sad, excited or angry and why. This was extremely powerful as learners were able to share information, which could potentially hinder learning such as, the death of the family hamster. Then community builder games are activities such as, pass the smile. This game encouraged the children to develop community membership, and communication skills such as, observing body language and developing good eye contact. Both of these CSP elements developed children’s sense of belonging within the classroom, which is central to their well-being. Rinaldi (2006: 140) points out that ‘in our educational experience, participation – that is feeling a part and having a sense of belonging – is a value and quality of the school as a whole.’ This highlights the centrality of belonging. It shows the connections that children can make with one another through their shared voices, which create, in the words of Lane (2006 p27) ‘havens of security, support and empathy for all’. This is clearly the first step towards developing an effective learning community and it is what the CSP model sits upon.

The next step was to develop a Full Value Contract. This is a set of rules that the children have decided upon. Hart et al (2004: 90) accentuates the purpose of children creating the boundaries themselves.

‘As they walk through the door, they must feel a sense of belonging. The school is theirs; decisions are taken by them, not for them... They have to feel it’s their environment (the classroom)... They are the ones who make the rules and charters about what is acceptable. They are the ones who organise the classroom in the way they feel is best...They make the decisions, they decide... on rules, rights and responsibilities’.

The rules that the children in my care developed were clearly written by them and not edited by a teacher. I asked the question “what makes a happy classroom?” Therefore, enabling the children to solve the question themselves and make real decisions about our classroom community. The children responded with ideas such as, “hugging, smiling, working with friends and playing with friends”. This shows how the children were developing their knowledge of how to foster friendships and learn more effectively. Rich et al (2008: 13) explains how certain

rules can discourage children from making relationships such as; keep our hands and feet to ourselves. The children then proceeded to show what each rule looked like so that they could remember them. For example, they all sat on carpet hugging one another and asked me to take a photograph. We then displayed everyone's ideas on a display board. Charlesworth (2006 p35) states that children 'are more likely to adhere to the rules because they understand them'. This was clearly evident from the children over the course of the school year as they adapted, added and changed what they had initially decided made a happy classroom. For example, following a conflict in the classroom a group of boys decided that the classroom was a happier place when they could sort out their own problems. They proceeded to add this point to the happy classroom board with the agreement of the rest of the class.

Then I introduced what lies at the centre of the learning experiential cycle, the challenge. A challenge represents problem-based learning and is designed to pose a problem for learners to solve either as individuals, in a small groups or as a whole class. A classroom challenge considers six essential ingredients, which essentially enable learners to engage in the process, exhibit their work and reflect through a debrief session.

An academic challenge considers a specific curriculum intention with an explicit objective for the skill or disposition. Claxton (2007: 125) explains this as 'split-screen thinking'; where we are thinking about how to help learners grasp the content and at the same time develop learners learning capacity. For example, I set a challenge where learners needed to create a rainbow that was made up of seven different colours. The problem was that the learners only had red, blue and yellow paints to use in the creation of their rainbow design. Then I asked the learners consider what they did to solve the problem. The specific knowledge was about learners understanding that mixing colours produces different colours and the specific skill was problem solving, which formed the focus of my observations for the purposes of formative assessment within the process criteria of a CSP challenge. The product criteria were generated with the children following the introduction of the challenge. This is where learner's 'chunk the challenge', which focuses their attention on the learning task. The CSP model sets the product criteria within sub-headings, which are form, content and rule criteria. Within the form criteria we decided that seven colours needed to be used, that all the rainbows would look different and that we would be talking. Then within the content criteria we determined that we would know about colour mixing and know more about solving problems. Finally, we agreed that the children had two hours to complete the challenge, which set the rule criteria. Essentially, this process gives the learners a sense of clarity and confidence.

Then in the debrief, where learners are able to reflect on their learning, I asked them what they had learnt about red, blue and yellow. They responded with answers such as, red with blue makes purple and purple and yellow make brown, which enabled the children to consider ways of mixing colours as proposed by the EYFS (2007: 112).

We had representations of rainbows that were painted on a large two-dimensional scale, rainbows that were built from boxes and rainbows that were curved and straight. This clearly shows how challenges can enable learners to use the style of learning that suits them best. Then during the discussion on problem solving it was

clear that the children would be able to approach, tackle and solve future problems. They suggested that to solve the problem they needed to talk to each other, ask questions, do some guessing, try out their ideas and see if they work and show how you solved it. This clearly shows how the content and the process of learning can be effectively interwoven and as Claxton (2007: 125) stresses ‘the desire to develop young people’s power as learners, and their feel for the learning process, is not in principle at odds with the need for coverage.’

In conclusion, by incorporating CSP into the classroom I saw an amazing change in the children. The children became, in the words of Claxton (2002: 24), more ‘resourceful’, where they questioned their own thoughts to get below the surface and thought more rigorously. The classroom became a place full of independent learners, who directed the learning and made their own decisions. In essence, I became the class facilitator.

As a result of this reflection, now evaluate the impact below, using a scale where 1 means ‘no significant impact’ and 4 means ‘very significant impact’:

a) impact on children’s confidence as learners	1	2	3	4
b) impact on their attainment and achievement	1	2	3	4

What impact has this module had on the way you work in your team, department, school or setting?

Discuss the impact on

- a) your relationships with other colleagues
- c) the strategic development of your team, department, school or setting

The evidence for this section could include details of policy changes, staff meeting agendas, structural reorganisations. Corroborative evidence could come from other colleagues, line managers or external observers. Include examples of when you have shared your practice.

‘Leadership is concerned with creating the conditions in which all members of the organisation can give their best in a climate of commitment and challenge’ (Whitaker, 1993: 74).

Since engaging in the CSP model I have started to use it within adult training sessions, which has hugely changed my role as a trainer. I used to deliver knowledge through talking that was guided by a PowerPoint, but now I carefully design training, where my role is now as a listener, a coach and as a person who provides feedback.

Following training events practitioners recorded in evaluations that they would relish more time to talk about practice with other course delegates. Then during my initial six days training on the CSP model I felt that the Fox Thinking Tool was a particularly effective instrument to use to address this need, as it would encourage purposeful and focused discussion within training days.

The first step is to pose a thought-provoking question or give the practitioners something to read. Then each adult works independently to write, on a piece of curved paper, a response in his or her own words. Next, each adult shares what they have written and the curved pieces of paper fit together to make a circle, which De Bono (1985: 47) stresses is an important part of the thinking process. He

states that ‘red hat thinking allows the thinker to say: This is how I feel about the matter.’

After everyone has spoken, you look for commonalities and write the top five in the middle of the circle, which links to De Bono’s (1963: 114) idea of yellow hat thinking, where ‘thinking forms concrete suggestions and proposals’. This is what the CSP model calls ‘distillation’, where all ideas are filtered to create the overall final ideas.

Finally, around the outside of the circle you think about ways to implement your thinking, which is the how part. It is interesting that many of De Bono’s Thinking Hats can be observed during this part of the Thinking Fox Tool. For example, the black hat, which is used as an assessment tool to decide if the ideas suggested could work and if they could how would they work? Then there is the green hat, which symbolises the growth of an idea. Both of these hats are addressed through the CSP model and recognised through the Critical Skills of problem solving, decision making, critical thinking, creative thinking and communication.

To conclude, in the words of Kline (1999), the Thinking Fox Tool enabled the creation of ‘a thinking environment’, where adults become learners themselves and ultimately felt the value of CSP. It was also evident from the course evaluations that participants were finding the training more engaging as they felt part of the process. Maine’s Learning Pyramid (2005) highlights how trainees are more likely to retain 50% of information through discussion compared to 5% through lecture. This shows how CSP effectively puts learners at the centre of learning.

As a result of this reflection, now evaluate the impact below, using a scale where 1 means ‘no significant impact’ and 4 means ‘very significant impact’:

a) impact on relationships with other colleagues	1	2	3	4
b) the strategic development of your team, department, school or setting	1	2	3	4

Lastly, what are the implications of being involved with this project? How will you take this work forward?

This section should be around 1000 words long

‘When children study small and everyday elements of the world around them (puddles, hairbrushes, hinges, folding chairs, for example), they are also learning to think about big ideas, important ideas that play a significant part in their determined efforts to make sense of the world, how it works and how it can be made a better place for everyone’ (Rich et al, 2008: 3).

Throughout my reflection on CSP, through this assignment, I have questioned the initial challenge question and how it needs to stem from children’s interests. I now want to look at this in much more depth and really consider what matters to children, so that they have real and authentic experiences. Robinson (2009) stresses this within his new book that is entitled ‘The Element’. He explains that ‘The Element’ is a ‘place where the things you love to do and the things you are good at come together’. Robinson stresses that ‘The Element’ is essential to our

well-being, our ultimate success and the effectiveness of our education system'. I believe that school should be place where we learn to understand who children really, which is what forms the basis of the thinking in Reggio Emilia, where the children guide the learning and what they find interesting has value as knowledge. However, the Reggio approach does not solely rely on chance or improvisation. Rich et al (2008: 15) explain that each of their projects begins with a session, with all practitioners, in which information and ideas are shared; predictions and hypotheses are made about what could happen as children bring to the project their different understandings and experiences.'

Following on from this, Rich et al (2005) composed a book on experiences that matter to children, which has a theme for every single letter of the alphabet. For example, M is for Mixing, G is for Green and E is for Enemies. Rich et al (2005: 8) explain that the text was put together to enable children and educators to launch themselves into the 'beautiful, mysterious, physical world in which we all live, looking and listening, tasting, touching, and breathing it in.' This really made me reflect on why schools continue to trundle on with topics such as, ourselves when the ideas proposed by Rich et al stimulate English practitioners to think about meaningful experiences in the same way as our Italian counterparts.

It is also interesting to note that Claxton (2007: 126) proposes that topics should be 'engaging enough for students to want to put effort in.' He suggests, what he calls 'wild topics', should be rich, challenging, relevant, real, collaborative and extended so that there is time to go into depth. Claxton also proposes that there should be an element of the unknown so that the teacher does not already know the answer. I agree with Claxton that the teacher should find pleasure in saying "I don't know, lets find out". Claxton's final point stresses that topics should promote responsibility. Therefore, encouraging learners to have control over what, how and when they organise their learning.

Considering the above, I now want to design a booklet of CSP challenges linked to the themes suggested by Rich et al. I want to give attention to developing the strength of CSP challenges so that they focus on skills and dispositions, but also allow children to find out about what they find interesting. I would like to foster learners' love of learning as I believe that learners learn from everything and everywhere. In essence, learning needs to be life specific and learner specific.

In conclusion, this narrative for education would engage and inspire learners and give them a deep satisfaction. In the words of Claxton (2008: 194) 'children are born with learning zeal; let us recognise, celebrate and protect it, but also stretch, strengthen and diversify it.'

Bath Spa University would like to contact a sample of participants to discuss this ongoing impact. Please indicate if you are willing for this to happen.

I am happy to be contacted in six months time to discuss ongoing impact.

We also value the perspectives of your colleagues about your professional development related to this module. If you are happy for us to contact a nominated colleague to discuss this, please indicate below:

I am happy for BSU to contact my colleague _____ (name/role) phone number _____ to discuss my professional development in relation to this module.

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