UNIVERSITY OF BATH

Department of Education

WHO I AM AS AN EDUCATOR IN MY TEACHING & LEARNING: A contribution to educational knowledge.

This dissertation is submitted in accordance with the requirements for the degree of Master of Arts in Education by completion of six taught units and dissertation

GRAHAM LLOYD

SEPTEMBER 2009

COPYRIGHT

DISCLAIMER

ACKNOWLEDGEMENTS

I would like to thank the following people for their help in the preparation of this dissertation.

Dr. Jack Whitehead my tutor at Bath University for the direction given to my writing and his unstinting support during the process.

Joanne Lloyd for acting as a critical friend, proof reader and editor of my work. This has been combined with being my wife and allowing me time during our family life to complete my Masters degree.

Dr. Stuart Smallwood, my Headmaster, who agreed to me undertaking a Masters degree and to do so allowed me time off from the 'day job'.

Karen Riding a co-researcher at Bishop Wordsworth's School who discussed my work with me and provided support when needed.

Colleagues and students at Bishop Wordsworth's School who provided the setting for the main narrative in the text, allowed me to learn with them and without whom the dissertation would not have been possible.

ABSTRACT

Through making explicit my embodied knowledge as an educator the dissertation is offered as a contribution to educational knowledge

The material is presented in a narrative form, explaining my influence based on the values I have developed as I have evolved as an educator. The chapters outline my educational background and my development as an educator. I consider my role in supporting staff as a professional mentor. Drawing on the knowledge gained during my research, I also investigate the assessment made by the Wiltshire Local Authority Evaluation of Post 16 Education at the school.

In making explicit my embodied knowledge I clarify my meaning of my educational responsibility as an educator as a value I use in accounting to myself and others for the educational influences in my professional practice.

AUTHOR DECLARATION

1. The author has not been registered for any other academic award during the period of registration for this study.

2. The material included in this dissertation has not been submitted wholly or in part for any other academic award.

3. The programme of advanced study of which this dissertation is part has included completion of the following units:

   - Research Methods in Education
   - Educational Enquiry – Improving Learning at KS4
   - Managing Educational Organisations
   - Educational Enquiry – Developing a House System
   - Managing Educational Innovation
   - Educational Enquiry – The 14-19 Curriculum

4. Where and material has been previously submitted as part of an assignment within any of these units, it is clearly identified.

Graham Lloyd
September 2009

CONTENTS

Introduction

In a discussion with my tutor, Dr. Jack Whitehead at Bath University, on how I was to approach writing my dissertation from the research material gathered, I asked the question – "Can I write about myself as an Educator and the school in which I work?" Dr. Whitehead suggested that this was possible and I could use an autobiographical methodology. He subsequently discussed with me the paper he presented at AERA 2007 in Chicago earlier that year. The title of the paper 'Creating a World of Educational Quality through Living Educational Theories' (2007, p.1)[1] resonated with me, as have many of our previous discussions on 'Living Educational Theories' during my work on the Bath University MA programme. The following from the abstract for the paper encapsulated the essence of the theory and the benefits of its implementation.

'Living educational theories are the explanations that individuals produce to explain their educational influences in their own learning, in the learning of others and in the learning of the social formations in which we live and work. At the heart of these theories are the living logics, energies, values and standards that individuals use to give meaning and purpose to their lives through their productive work. The narratives are used to communicate the significance of including flows of life-affirming energy with values, in explanations of educational influence in enquiries of the kind, 'How do I improve what I am doing?' Using a process of action research the energy and values are formed into the living standards that individuals use to account to themselves and others in creating a world of educational quality'.

---

[1] Whitehead A. J. (2007). *Creating a World of Educational Quality through Living Educational Theories.*

The idea of 'How do I improve what I am doing?' was central to my work at Bishop Wordsworth's School. I had already started to answer this question by using reflective practice to drive forward educational change in my areas of responsibility, as illustrated in my previous MA assignments.[2] When I started my studies for the MA in Education at Bath University I had recently taken on my first management responsibilities at Bishop Wordsworth's School, and I sit here now, five years later, writing this introduction as the Deputy Headmaster. The work I had done at the school in this period of time helped me to produce the written accounts that have contributed to my MA, equally the studies for my MA have helped me to achieve my current position at school. My work and studies have formed a symbiotic relationship that have aided my development as an educator and enabled me to develop and thus describe my 'Living Educational Theory', – the way in which I work. In the course of this research I have conformed to the BERA ethical Guidelines (BERA 2004)[3].

The choice of an autobiographical style was supported, in my discussions with Dr. Whitehead, by a paper based on the inaugural address of Pamela Lomax as the Professor of Educational Research in the School of Teacher Training at Kingston

---

[2] Lloyd G. (2003). *How do I/we help the students in Key Stage 4 improve their learning if they are in danger of underperforming?* – Enquiry Plan
Lloyd G. (2003). *How do I/we help the students in Key Stage 4 improve their learning if they are in danger of underperforming?* – Educational enquiry
Lloyd G. (2004). *The evolving nature of pastoral care in education: a critical literature review of four articles.* – Unit Assignment
Lloyd G. (2004). *Developing a House structure at Bishop Wordsworth's School based on the current pastoral system.* – Educational enquiry
Lloyd G. (2005). *A critical analysis of educational innovation – Bishop Wordsworth's Schools use of accommodation in none curricular time.* – Unit Assignment
Lloyd G. (2005). The 14-19 Curriculum in the context of Bishop Wordsworth's School. – Educational enquiry
[3] BERA (2004). Revised Ethical Guidelines For Educational Research. British Educational Research Association, Southwell.

University in January 1994.[4] The account by Professor Lomax provides a description of her journey through education from her own days at school to her inauguration as a Professor, and she cites Living Educational Theory as the method used to record this journey. This sets a precedent for how I wish to present my dissertation. The period of time involved in my account for this dissertation is relatively short by comparison to Professors Lomax's paper, being only a few years in length. However, my previous experience as an educator, which I will outline in the next chapter, has had an influence on this work. The outcomes from my time at Bishop Wordsworth's School have stemmed from the values I hold and these have developed from my educational experiences at schools in England and overseas.

There are two themes to these values - firstly teaching to allow growth and learning by actions, thoughts, mistakes, and judgements, and secondly through shared experiences to improve teaching and learning in myself and those I influence in my position as teacher, mentor and Deputy Head. These values have developed as I have grown as an educator and are the focus of this exploration into my Living Educational Theory. I have evolved as a teacher practitioner during my educational journey, living through my experiences and learning as I travel along the path that has formed the standards by which I live my life in education. Through this dissertation I seek clarification and justification of my values, reflecting on my practice and allowing critical observation of myself by those affected by my practice. As I clarify my values in the course of their emergence in practice, they are formed into the living standards of judgment I use to validate my contribution to educational knowledge in this dissertation.

---

[4] Lomax P (1994) *The Narrative of an Educational Journey or Crossing the Track*. Kingston University.

The dissertation is organised into six Chapters;

1) Who I am as an educator

2) What I do at Bishop Wordsworth School

3) Gaining an understanding of teaching and learning at BWS

4) My role in supporting staff as Professional Mentor

5) Judgments we make about our teaching and learning

6) Conclusion

The narrative enables me to illustrate my values and show how they have developed over time, providing an explanation of my educational influences and standards in teaching and learning. This is supported by my living the role of practitioner - living the journey, living the face to face contact and dealing with the unpredictable nature of school life. This theme is illustrated by Elbaz-Luwisch (2007, p.375)[5]

> 'Educational processes are fundamentally nonlinear, unpredictable, and even mysterious; this may be difficult for researchers to accept, but teachers are often comfortable with this characteristic of their work...'

My narrative has these characteristics.

I stress the importance for enhancing educational knowledge by encouraging experienced practitioners to tell their stories in order to bring their embodied knowledge as educators into the public knowledge-base of education for use by

---

[5] Clandinin D. J. (2007). *Handbook of Narrative Inquiry – Mapping a Methodology*. California, Sage.

others. As Snow (2001)[6] has pointed out one of the weaknesses of the professional knowledge base of education is the lack of appropriate procedures for making public this embodied knowledge. In this dissertation I show how the meanings of the values I use, to explain my educational influence in my own professional learning and in the learning of others, are clarified in the course of their emergence in my practice.

In Chapter 1 on my life as an educator I reverse the normal chronological order of my career path to aid the narrative, as each post has added to my development as a classroom practitioner and in my current position as a senior leader. Each move has helped to add to and transform my understandings of educational responsibility.

In Chapter 2 I look at what I do at Bishop Wordsworth's School and ask the question how I, as an educator, could use my increased knowledge of pedagogy to help improve my style of teaching to benefit my students in Design and Technology. This chapter focuses attention on the importance of my educational responsibility for enhancing knowledge of pedagogy in improving my educational influence in the learning of my students.

In Chapter 3 my educational responsibility extends to other staff as I focus on a need in the school to systematically identify and understand how teaching and learning were undertaken at the school in order to gain a sense of how to improve both.

---

[6] Snow, C. E. (2001) *Knowing What We Know: Children, Teachers, Researchers.* Presidential Address to AERA, 2001, in Seattle, in *Educational Researcher*, Vol. 30, No.7, pp.3-9.

In Chapter 4 I focus on how my role in supporting staff as professional mentor emerged from uncertainty about this professional development role as I mentored the first person to undertake the Graduate Teacher Programme at the school. This chapter further clarifies the meanings of the values I live by in my pastoral role that I formed into the standards of judgment I use as Professional Mentor.

In Chapter 5 I return to my systemic responsibilities as a senior leader for making judgments about teaching and learning. I focus on the Departmental Reviews I conducted during the 2006 academic year and the judgments that were validated by a broad range of observations I had undertaken within the school.

In my conclusion I stress the importance, for enhancing the profession, of encouraging experienced practitioners to tell their stories in order to bring the embodied knowledge of educators into the public knowledge-base of education for use by others.

The inclusion of Living Educational Theories by practitioners like me, contributes to the body of knowledge by providing personal stories of developing educational values. Today's educational climate is very much dominated by government policies and statutory requirements, often based on material generated by 'experts' parachuted into the school environment but not necessarily in sympathy with the process of impacting these changes effectively. This is acknowledged in a

report on - *The cumulative impact of statutory instruments on schools. (House of Lords, 2009, p.15)*[7]

Through my work I manage the day to day running and development of the school, and how it functions as an educational establishment, with my inherent knowledge of the environment. This is vitally important for successful innovation as I have understanding of the educational processes at work, with all their idiosyncrasies. When considering the House of Lords report which emphasises establishing accountability for the delivery the key outcomes, through my work I offer an alternative form of accountability. This is in terms of the learning, values and understandings of a professional educator who is continuously seeking to improve my practice and to contribute to educational knowledge. The impact of my direct involvement in the implementation of the statutory instruments, and the processes by which I seek to do so, gives accountability and offers a method of enhancing professionalism.

A recent article in the Education Guardian (March, 2008)[8] outlined the Government proposal for all teachers to gain a masters in teaching and learning (MTL) within the first five years of their careers. Dylan Wiliam, deputy director of the Institute of Education, put forward the opinion that such courses would need to have a practical focus. It is through this that teachers could put into practice their increased pedagogical knowledge in the classroom setting. In this dissertation, I have undertaken a practical process analysing my role as an educator and my

---

[7] House of Lords (2009) The cumulative impact of statutory instruments on schools: Report with evidence. The Stationery Office Limited: London. Retrieved 8 May 2009 from *http://www.guardian.co.uk/education/2009/mar/13/lords-report-dcsf*

[8] See Appendix 1 New teachers to follow masters programme – Anthea Lipsett. Education Guardian, Friday March 7 2008.

engagement with teaching and learning. However, I feel it is the significance of my years of experience in school settings, prior to undertaking this work, which has given me the ability to critically assess my values and their effectiveness in bringing about improvements in teaching and learning. My journey through the MA course at Bath University has built on this experience. It has informed my assignments and allowed me to focus them on my role as a practitioner and how I could bring about changes and improvements through my practice.

The University Councils for the Education of Teachers (UCET) response to government policy on enhancing professionalism in education through the introduction of a Masters degree in teaching and learning gives support to the argument for improvement in the quality of the teacher's performance.[9] It emphasises the need for the MTL to be genuinely at Masters Degree level, maintaining current standards and building on current research provisions available to those in the teaching profession. I have been part of this process, as a Teacher Development Agency (TDA) funded Postgraduate Professional Development (PPD) programme. It is through this route that I have been able to impact on my own teaching and learning. I have been able to give meaning and purpose to my work, living my values to improving my practice and those I come in contact with through my roles at BWS. By bringing this research into the academy I hope to contribute to the wider body of knowledge of research in teaching and learning, illustrating the values by which I live. The role of living theories of practitioner-researchers is seen as particularly significant in enhancing professionalism in education. Joan

---

[9] Rogers J. (2008) Masters in Teaching and Learning: Making it work UCET advice to TDA and DCSF.

Whitehead (2009)[10]. By telling my story, I am able to provide support for the UCET findings and its subsequent support for the MTL.

I feel it is important for continued professional development that teachers remain life long learners, with emphasis on improvements in practice. However, the ability to experience practice in action to form a basis for values is also significant. This allows research to have validity and remain relevant to education. The emphasis on imposing a Masters programme within the first five years of qualifying as a teacher may affect the level of impact on the teaching profession, a concern expressed by Wiliam[11] where he questions the relationship between those who currently hold a masters degree and the progress of students. This is significant as the UCET findings support the MTL, with the condition that the qualification equates to recognised standards in Masters level degree. There is also the need to consider the ability of providers to coordinate and collaborate to ensure that the MTL is a success.

My studies have been focused through Bath University Department of Education, funded by the TDA and my school, and the research has been carried out in my school setting. This school-centred, practitioner research is immediately relevant to my professional development, critically analysing my practice, impacting on the provision at BWS and improving the teaching and learning through my various roles in the school. I have been given the opportunity to follow my own desire to further my studies, choosing the most appropriate route, accessing funding as necessary

---

[10] Whitehead J. (2009) K*eynote to the ESCALATE conference on 'Initial Teacher Education - Towards a New Era',*
[11] See Appendix 1 New teachers to follow masters programme – Anthea Lipsett. Education Guardian, Friday March 7 2008.

and completing the studies in a time scale in relation to my own career development. This has been supported by my self-confidence as an educator, living my values gained through experience, able to expose myself to critical analysis by myself and others, with the aim to inform my studies. Consideration must be given to such factors when engaging teachers in research, as positive engagement is essential for long term success of the MTL.

The impact of experience and learning throughout my MA has influenced the writing of this dissertation. The process undertaken for recording this work has been action research. I encountered this through the work of McNiff (2002)[12], and subsequently Whitehead & McNiff (2006)[13], and these are the works I mentally reference when using this methodology. In my work as a teacher of Design & Technology I have focused my students choice of methodology on the design process, as illustrated by Papanek (1985, p.7) and Dunn (1986, p.4-7; 1989, p.18-19)[14]. This process parallels the action research methodology in its use of research, development and critical reflection. Validation and support for action research using narrative enquiry and the use of story comes from the work of Eisner (1988, 1993, 1997)[15], Carter (1993)[16], Hopkins (2002)[17] and Clarke & Gaalen (2003)[18] and

[12] McNiff J. (2002). *Action Research for Professional Development – Concise Advice for New Action Researchers.*

[13] Whitehead J. & McNiff J. (2006) *Action Research Living Theory*. London, Sage.

[14] Papanek V. (1985). *Design for the Real World*. London, Thames and Hudson.
Dunn S. (1986). *An Introduction To Craft Design And Technology.* London, Unwin Hyman.
Dunn S. (1989). Craft Design And Technology A Complete Course For GCSE. London, Unwin Hyman.

[15] Eisner E. W. (1988) The Primacy of Experience and the Politics of Method. *Educational Researcher*, Vol. 17, No.5. (Jun.–Jul., 1988), pp. 15-20.
Eisner E. W. (1993) Forms of Understanding and the Future of Educational Research. *Educational Researcher*, Vol. 22, No.7. (Oct., 1993), pp. 5-11.
Eisner E. W. (1997) The Promise and Perils of Alternative Forms of Data Representation. Educational Researcher, Vol. 26, No.6. (Aug.–Sep., 1997), pp. 4-10.

[16] Carter K (1993) The Place of Story in the Study of Teaching and Teacher Education. *Educational Researcher*, Vol. 22 No.1. (Jan.–Feb., 1993), pp.5-12+18.

their support for teacher enquiry and the value of story as an integral part of conveying research. These researchers have influenced my choice of action research in the form of a narrative enquiry, to give voice to the values and standards that influence my role as a practitioner.

The work of Eisner illustrates a personal journey from traditional methods of research to a narrative form. In his 1988 paper, Eisner compares differing styles of research[19]. He discusses the use of abstracted and detached language with a lack of personal self. The effect is to limit research to the understanding of researchers, creating limitations in accessibility and a sense of alienation for those not within the research community. His debate highlights the perils of language and the ambiguity of meaning, emphasising the need to reduce the distance between those who write the narrative and those who will learn from its content. He brings into focus the need of researchers 'to talk with teachers, not only to teachers' (p.19). This is a fundamental principle of the practitioner researcher narrative, and his paper lends support to giving a voice to those involved with the research. Carter (1993)[20] marks a shift in the acceptability of narrative, moving beyond Eisner's (1988) idea of researchers talking with teachers. She emphasises the role of story and the suitability of this type of research to the teaching profession, and therefore its use as a legitimate form of educational research, and states:

---

[17] Hopkins D. (2002). *A Teacher's Guide To Classroom Research*, Milton Keynes, Open University Press.

[18] Clarke A. & Gaalen E. (2003). *Teacher Inquiry Living the research in everyday practice*. London, RoutledgeFalmer.

[19] Eisner E. W. (1988) The Primacy of Experience and the Politics of Method. *Educational Researcher*, Vol. 17, No.5. (Jun.–Jul., 1988), pp. 15-20.

[20] Carter K (1993) The Place of Story in the Study of Teaching and Teacher Education. *Educational Researcher*, Vol. 22 No.1. (Jan.–Feb., 1993), pp.5-12+18.

'I come away from this experience convinced that the analysis of story is of central importance to our field as a framework for reorienting our conventional analytical practices and for attacking many of the basic issues of interpretation, meaning and power we face.' (p.11)

Five years on from Eisner's 1988 paper, the language and thoughts he expresses show a significant shift in style. In his Presidential Address to AERA in 1993, he has developed his narrative style, writing about his story of a personal odyssey and a confessional (Eisner, 1993 (p.5))[21]. He debates the merits of different styles of research, and the need to exploit different types of research to construct meanings otherwise difficult to convey. He emphasises the need for qualitative research and the need to accept new styles of presentation as valid forms of research, focusing on the fact that the emphasis should be on the personal.

'we do research to understand. We try to understand in order to make our schools better places for both the children and the adults who share their lives there.'(p.10).

Eisner (1997)[22] highlights some issues in the problems and perils of alternative forms of data representation in research methodology. He refers to the debate as to what actually constitutes legitimate forms of enquiry and the acceptance of alternative forms of data representation. He recognises the increased use of the voice in research and the contribution of empathetic values of the narrative form. He considers the idea of generating complexity through multiple perspectives,

---

[21] Eisner E. W. (1993) Forms of Understanding and the Future of Educational Research. *Educational Researcher*, Vol. 22, No.7. (Oct., 1993), pp. 5-11.
[22] Eisner E. W. (1997) The Promise and Perils of Alternative Forms of Data Representation. Educational Researcher, Vol. 26, No.6. (Aug.–Sep., 1997), pp. 4-10.

allowing for more complex engagement and therefore better research. Such debate supports the use of story in narrative research to offer insight into educational practice and advocates my chosen style of presenting my data. I must, however, also tread warily and acknowledge the perils of such methods, understanding that there will be ambiguity inherent in this approach.

In his presentation for AERA 2007 (p.6) [23] Whitehead provides a rational for the use of action research that embodies what the methodology provides.

> 'The educational significance of the use of this action research methodology is that it can demonstrate how the values of the self-study researcher can form, in the course of their emergence and clarification in practice, the explanatory principles and living standards of judgement for evaluating the validity of the educational knowledge being created.'

These are the foundations from which I have prepared this dissertation for submission. The work I have undertaken is outlined and the contexts established. A picture of the wider nature of the school helps to illustrate how I function within its environment and explanatory accounts of the working practices are established. These practices stem from my values as an educator and provide the narrative of my 'educational influence' with students I have taught and mentored. This includes those who have been at the school for their education and those who have been at the school as part of their Initial Teacher Training (ITT) provision. By doing this I will bring my embodied knowledge as a professional educator into the academy for legitimization and accreditation as a contribution to educational knowledge and the professional knowledge base of education. This is consistent with Snow's

---

[23] Whitehead A. J. (2007). *Creating a World of Educational Quality through Living Educational Theories.*

(2001)[24] view about the need to find appropriate procedures of making public the personal knowledge of educators.

A recent article by Muijs and Lindsay (2008)[25] on evaluating professional development through empirical study contrasts in methodology with the presentation of this dissertation. It showed positive support in research for continued professional development (CPD), in improving teaching and learning and classroom improvement. Reflecting on the government's policy for the MTL, this support is important to the current debate. The nature of their article is on evaluating CPD in a systematic and focused manner and contrasts with the approach I have taken in focusing on accounting for myself as a professional educator for living as fully as I can my educational values. The narrative form I have chosen gives credence to the values that inform one's practice and give meaning and purpose to a life in education.

As researchers, Muijs and Lindsay choose to use a data collection methodology, studying correlations between the data from those involved in the CPD process – the coordinators, teachers and its effect on learning outcomes. They draw valid conclusions, that at present the evaluation of CPD is too focused on participant satisfaction and does not give enough emphasis on changes in teacher practice. It may also be considered that there is a lack of voice in such research. The value of the practitioner's story is lost to a series of options to rate, figures as opposed to narrative. By following living theory, focusing on the account of oneself as a

---

[24] Snow, C. E. (2001) *Knowing What We Know: Children, Teachers, Researchers.* Presidential Address to AERA, 2001, in Seattle, in *Educational Researcher*, Vol. 30, No.7, pp.3-9.
[25] Muijs D. & Lindsay G. (2008) Where are we at? An empirical study of levels and methods of evaluating continuing professional development. *British Educational Research Journal*. Vol. 34, No.2, April 2008, pp. 195-211.

professional we are able to give meaning to figures and options. I hope to add value to research into the effects of CPD and in particular Masters level research on teaching and learning through my narrative.

My practitioner research builds on the 2003 presentation for the 2001-2005 project on Learning and Professional Development by James, McCormick and Pedder (2003)[26]. Their work is based on an underlying assumption that the schools involved in the research 'need to develop the processes and practices of organisations that are learning how to learn' and through this 'promote changes in teachers' and students' behaviours.' Through my dissertation I have matched this assumption on a personal level, when reflecting on how I am involved with teaching and learning. Their work uses language familiar to my developing values that influence my impact on teaching and learning. The work with my GCSE students outlined in chapter 2 reflects this and their thoughts on assessment for learning as illustrated by the following statement (p.8).

> 'Promoting understanding among students of learning objectives and criteria of assessment are viewed as important modes of critical learning engagement. Teachers arrange for involvement of students in the process of assessment. Students are encouraged to reflect on their own learning processes, their strengths and their weakness and to recognise the importance of both effort and error in making progress.'

---

[26] James M., McCormick R., & Pedder D. (2003) *Learning and Professional Development*.

The role of practitioner is exemplified by the dialogue during 2008 in the British Educational Research newsletter, Research Intelligence, between Ferguson[27], Whitehead[28], Laidlaw[29] and Adler-Collins[30]. Their reflections on educational research support the process I have adopted; the open debate about good practice in action research, seeking opinions from critical friends and fellow researchers, sharing insight into dynamic, non-traditional methods of observing and data collecting in action that help improve the quality of research and its usefulness to those whom will benefit from its findings. (Bassey, 1992, p. 10-11[31]; Whitehead, 2009[32]) All these aspects are supported by the principle of inclusionality, cited as 'the third epistemology' used by Whitehead (2008) in educational research in order to bringing 'living standards of judgment into the academy'. I hope to bring another dimension to this principle, through my role and position of influence in introducing and successfully implementing change within Bishop Wordsworth's School, by adopting good practice in managing change, using reflective practice and having an understanding of how children think and learn.

Managing, implementing and then assessing the success of this change through a wide range of critical friends, as well as self reflection, all happens from a place within the process. Every individual has a role and this role is significant to the

---

[27] Bruce-Ferguson, P. (2008) Increasing Inclusion In Educational Research: Reflections From New Zealand. *Research Intelligence*, No. 102, pp. 24-25.

[28] Whitehead J. (2008) Increasing Inclusion In Educational Research: A Response To Pip Bruce-Ferguson. *Research Intelligence*, No. 103, pp. 16-17.

[29] Laidlaw M. (2008) Increasing Inclusion In Educational Research: A Response To Pip Bruce-Ferguson and Jack Whitehead. *Research Intelligence*, No. 104, pp. 16-17.

[30] Adler-Collins, J. P. (2008) Creating New Forms Of Living Educational Theories Through Collaborative Educational Research From Eastern and Western Contexts: A response to Jack Whitehead. *Research Intelligence*, No. 104, pp. 17-18.

[31] Bassey M (1992) Creating Education through Research *British Educational Research Journal*, Vol 18 No 1, 3-16.

[32] Whitehead A. J. (2009) An epistemological transformation in educational knowledge from S-STEP research. Retrieved 9 May 2009 from http://www.jackwhitehead.com/jack/jwsstep130409sandiego.htm

outcome, whether they are helping to design the process, managing or implementing the change or affected directly or indirectly by the change. Observation from those involved in the process is vital to the success of the process - each individual has a voice and that voice is respected, regardless of position within the school or length of time spent at school. This brings about a sense of democracy, ownership and respect for the process with each individual becoming a stakeholder in the process (Fullan, 2001)[33] and therefore adding to the concept of inclusionality (Whitehead, 2008)[34]. At every point this action research is scrutinised by those involved and their opinions sought and valued. Their first hand knowledge and experience of the process gives immediate feedback to the generation of my living educational theory.

In recent contributions to a debate about an epistemological transformation in educational knowledge, Bruce-Ferguson (2008, p. 25)[35], makes the point:

> 'It takes courage and open-mindedness for people accustomed to and trained in 'traditional' research processes to consider and even embrace alternative ways of researching, and of presenting that research. But it will validate forms of research that can convey knowledge not easily encapsulated just within pages of written text and work to overcome those whose knowledge and skills have been, in the past, inappropriately excluded.'

---

[33] Fullan M. (2001). *The New Meaning of Educational Change*. London, RoutledgeFalmer.
[34] Whitehead, A J. (2008) Increasing Inclusion In Educational Research: A Response To Pip Bruce-Ferguson. *Research Intelligence*, No. 103, pp. 16-17.
[35] Bruce-Ferguson, P. (2008) Increasing Inclusion in Educational Research: Reflections from New Zealand Research Intelligence 102; 24-25

A scholar judging the original dissertation from a 'traditional' research perspective made the following criticism with my responses to these in italics:

1) Little analysis or explanation about how these activities were carried out or critical analysis of the results:-

   The explanation is contained within my narrative as I seek to reveal my embodied knowledge as a professional educator. I focus on clarifying the meanings of my values as explanatory principles to explain why I do what I do. I place the critical analysis of the results with the context of enhancing professionalism in education through a masters degree in teaching and learning.

2) It seems inadequate as a demonstration of the requirements of the dissertation to design, conduct and evaluate a small-scale educational study:-

   In the design, conduct and evaluation of this small-scale educational study into my embodied knowledge as a professional educator I judge its adequacy in terms of its contribution to educational knowledge as a living educational theory in which I have shown how the embodied knowledge of a professional educator can be made public. I see this as a response to Snow's (2001) call for a focus on the procedures whereby such knowledge can be made public. The procedures involve forms of enquiry that include Winter's six principles for strengthening the rigour of an action research account. These are dialectical critique, reflective critique, risk, plural structure, multiple resource, theory practice transformation.

3) This dissertation does not engage in any reflection about the methodological problems:-

In forming the thesis as a narrative through which I clarify the meanings of the values I use as explanatory principles I show how I meet Dadds' and Hart's criteria of methodological inventiveness. The main methodological problem I overcome is the absence of any existing methodology for my enquiries of the kind, 'How do I improve what I am doing"

"The importance of methodological inventiveness"

Perhaps the most important new insight for both of us has been awareness that, for some practitioner researchers, creating their own unique way through their research may be as important as their self-chosen research focus. We had understood for many years that substantive choice was fundamental to the motivation and effectiveness of practitioner research (Dadds 1995); that what practitioners chose to research was important to their sense of engagement and purpose. But we had understood far less well that how practitioners chose to research, and their sense of control over this, could be equally important to their motivation, their sense of identity within the research and their research outcomes." (Dadds & Hart, p. 166, 2001)[36]

---

[36] Dadds, M. & Hart, S. (2001) *Doing Practitioner Research Differently*, p. 166. London; RoutledgeFalmer.

If our aim is to create conditions that facilitate methodological inventiveness, we need to ensure as far as possible that our pedagogical approaches match the message that we seek to communicate. More important than adhering to any specific methodological approach, be it that of traditional social science or traditional action research may be the willingness and courage or practitioners – and those who support them – to create enquiry approaches that enable new, valid understandings to develop; understandings that empower practitioners to improve their work for the beneficiaries in their care. Practitioner research methodologies are with us to serve professional practices. So what genuinely matters are the purposes of practice which the research seeks to serve, and the integrity with which the practitioner researcher makes methodological choices about ways of achieving those purposes. No methodology is, or should, cast in stone, if we accept that professional intention should be informing research processes, not pre-set ideas about methods of techniques. (Dadds & Hart, p. 169, 2001)[37]

4) No reference nor discussion of the living theories of others:-

Having explained the influence of Whitehead's (1989) living educational theory in the creation of my own, I locate the contribution of my own living theory in terms of Joan Whitehead's (2009) keynote to the ESCALATE conference on 'Initial Teacher Education – Towards a New Era', where she references the living theories of practitioner-researchers as being particularly significant for enhancing professionalism in education.

---

[37] Dadds, M. & Hart, S. (2001) *Doing Practitioner Research Differently*, p. 169. London; RoutledgeFalmer.

5) The dissertation gives little evidence that it engages in any systematic processes:-

The main systematic process is in the narrative form of the dissertation in which I clarify the meanings of my values as these emerge in my autobiography and in the fulfilment of a number of my professional roles. In my experience of educational relationships they are distinguished by receptive responses to individuals and groups that cannot be defined by pre-specified responses. The systematic processes that distinguish my educational research include both creative and critical responses. I need to avoid a representation of my enquiry as a 'linear' systematic process. There is an openness to possibilities of creative processes with my pupils, colleagues and myself that I include within my understanding of 'systematic' educational enquiry. I believe that my approach to knowledge-creation can be understood as 'systematic' through the exercise of my concern to include evaluative judgments on the validity and rigour of my knowledge-claims.

6) Snow is advocating the value of trying to systematize practitioner experience, she is also problematising how this can be achieved. The present dissertation does not seem to acknowledge or recognise this fundamental problem in relation to the present work:-

The fundamental problem highlighted by Snow was the lack of procedures for systematising the 'making public' of teachers' knowledge. My dissertation has focused on bringing my embodied knowledge as a professional educator into the Academy for legitimation. One of the

21

issues in doing this is explicating the meanings of the values I use to distinguish my practice as educational and to explain why I do what I do.

7) One wonders why there was no mention of the considerable literature about goal setting and performance, about cooperative learning in classrooms, or the use of peer assessments:-

The title of my dissertation gives the focus of my enquiry. The dissertation was not focused on goal setting and performance, collaborative learning in classrooms, or the use of peer assessments. It is focused on making a contribution to educational knowledge through asking, researching and answering my question.

8) The literature cited in Chapter 2 is not used in any serious way:-

The literature cited in Chapter two provides a 'framing' for the dissertation's contribution to educational knowledge. I explain in each Chapter how the literature described in Chapter 2 informs my study.

9) Assertions are made with little or no supporting evidence (e.g. the assertion on p.27 that pupils are becoming independent learners). Or why do you believe that your values (and not, for example the changes in the classroom activities) have made the difference in the pupil performance (p.32). These are only two of many more examples that could be produced:-

Evidence is offered to support assertions and care it take to justify assertions related to my educational influences in pupils' learning.

22

10) In Chapter 3, there are signs of serious misunderstandings of the idea of validation:-

My idea of validation is a traditional one – validation is concerned with the standards of judgment that are used to evaluate the truth of a knowledge-claim. I use Habermas' (1976)[38] four criteria to help me to strengthen the validity of my knowledge-claims. By this I mean that I ask questions about the comprehensibility of my account. I check that assertions I make are supported by evidence. I demonstrate that I am aware of the normative background that influences my knowledge-claims. I seek to show my authenticity by demonstrating that I am committed to living the values I claim to hold, as fully as possible in my ongoing work and research.

11) Chapter 4 and 5 contain little analysis or interpretation about what was done:-

In Chapters 4 I clarify the values that I live by in my pastoral role and form these into the living standards of judgment I use as professional mentor.

In chapter 5 I focus on the judgements I made about teaching and learning in Departmental reviews and how these judgments were validated within the school.

12) It is unclear from the discussion on p. 104 just what should be validated, and by what criteria (given that 'external empathetic validity' was not

---

[38] Habermas, J. (1976) *Communication and the evolution of society*. London: Heinemann

explained). These questions highlight a problem with the dissertation. It is working within a particular theoretical perspective, but it does not engage in a discussion of what criteria are being used for knowledge production:-

In the discussion from p. 104 I explain the criteria I use for knowledge - production in making public my embodied knowledge as an educator.

13) As best as I can tell, the narrative here is the author's story about what has influenced his development as an educator. I do not know why this must be validated in an academic context and the author provides no argument or explanation why it should:-

From a living theory perspective individual practitioner-researchers can make original contributions to educational knowledge in the explanations they produce for their educational influences in their own learning, in the learning of others and in the learning of social formations. The justifications for legitimating and validating this knowledge in the Academy are well known by researchers who are working within this field of educational enquiry.

14) There as no indication of any ethical reflections in relation to this research work:-

Ethics are fundamental to distinguishing something as educational in that distinguishing something as educational involves an ethical approval.[39]

---

[39] Peters (1966) *Ethics and Education.* London; George Allen and Unwin.

The focus on values in this dissertation and how these can be expressed and represented in the account demonstrates a focus on ethical reflections in the sense that my ethical principles are the embodied values I use as explanatory principles in my explanations of educational influences in learning.

15) It appears that the concept of energy is important, but it was difficult to follow or understand how this concept was being used…. you never explained what was meant by energy….. I was not able to form an image of why that event should be understood in terms of energy:-

I agree with Vasilyuk that we know little about how to link up energy and values. Whilst Vasilyuk is writing about a theory of activation, I am seeking to improve understanding of the relationships between energy and values in explanations of educational influence in learning.

"The Energy Paradigm"

Conceptions involving energy are very current in psychology, but they have been very poorly worked out from the methodological standpoint. It is not clear to what extent these conceptions are merely models of our understanding and to what extent they can be given ontological status. Equally problematic are the conceptual links between energy and motivation, energy and meaning, energy and value, although it is obvious that in fact there are certain links: we know how 'energetically' a person can act when positively motivated, we know that the meaningfulness of a project lends additional strength to the people engaged in it, but we have very little idea of how to link up into one whole the physiological

theory of activation, the psychology of motivation, and the ideas of energy which have been elaborated mainly in the field of physics."
(Vasilyuk, 1991, 63-64)[40]

16) For example, you wrote "I was able to strengthen the process by allowing the flow of energy and value of a fellow practitioner-researcher to inform my own standards" (p.46). How do you do this:-

I explain how I allow the flow of energy and value of fellow practitioner-researchers to inform my own standards. To do this I draw insights from the living theories of Riding (S) (2008)[41] *and Riding, (K) (2008)*[42] *and Jones (2009)*[43]*.*

17) ...it is troubling to see the dissertation caught in the circle of your own reflections and experiences, as though it is important to reinvent all the wheels. So much focus is given to your own contributions, that it is puzzling that there is not even a small reflection about the role or meaning of the environment in which the work is being conducted:-

In my autobiography I explain the influence of working in different cultures in the development of my relational values, especially the influence of working and living in an African Context. I also acknowledge

---

[40] Vasilyuk F. (1991) *The Psychology of Experiencing: the Resolution of Life's Critical Situations*. Hemel Hempstead; Harvester Wheatsheaf.
[41] Riding S. (2008) *How do I contribute to the education of myself and others through improving the quality of living educational space? The story of living myself through others as a practitioner-researcher.* Ph.D. Thesis, University of Bath. Retrieved 11 July 2009 from http://www.actionresearch.net/simonridingphd.shtml
[42] Riding K. (2008) *How do I come to understand my shared living educational standards of judgement in the life I lead with others? Creating the space for intergenerational student-led research.* Ph.D. Thesis, University of Bath. Retrieved 11 July 2009 from http://www.actionresearch.net/karenridingphd.shtml
[43] Jones C. (2009) *How do I improve my practice as an inclusion officer working in a children's service.* MA dissertation, Bath Spa University. Retrieved 11 July 2009 from http://www.jackwhitehead.com/cjmaok/cjma.htm

the importance of responding creativity to the government regulations in a 'raft of detailed requirements' through the development of a form of accountability for the 'delivery of key outcomes'. In the form of accountability used in this dissertation I account to myself and others for my educational influences in my own learning and in the learning of others. This learning can be related to the 'delivery of key outcomes' but they are not subsumed under the language of the 'delivery of key outcomes'

"Able, brilliant and skilled professionals do not thrive in an environment where much of their energies are absorbed by the need to comply with a raft of detailed requirements. …. the evidence that we have seen during this inquiry has highlighted the problems that are caused to schools when too little thought is given to the systematic need to rely so heavily on regulation, and too little effort is put into managing the overall impact of statutory instruments issued, and monitoring whether the myriad requirements being imposed on schools are being taken seriously and implemented on the ground. …. We recommend that DCSF should now look to shift its primary focus away from the regulation of processes through statutory instruments, towards establishing accountability for the delivery of key outcomes." (House of Lords, 2009, p.15)[44]

18) I hope that you will continue to explore and develop your practice, but I hope you will also see that it might be important to be more about the

---

[44] House of Lords (2009) The cumulative impact of statutory instruments on schools: Report with evidence. The Stationery Office Limited: London. Retrieved 8 May 2009 from *http://www.guardian.co.uk/education/2009/mar/13/lords-report-dcsf*

existing knowledge in relation to what you are investigating, and to be more analytic and critical about how you are approaching those investigations:-

In the dissertation I outline how I intend to work at continuing to improve my practice and to contribute to educational knowledge. In conclusion I will engage with the present debates about how those in the Academy may be continuing to perpetrate the mistake acknowledge by Hirst in 1983 when he said that much understanding of educational theory will be developed:

"… in the context of immediate practical experience and will be co-terminus with everyday understanding. In particular, many of its operational principles, both explicit and implicit, will be of their nature generalisations from practical experience and have as their justification the results of individual activities and practices. In many characterisations of educational theory, my own included, principles justified in this way have until recently been regarded as at best pragmatic maxims having a first crude and superficial justification in practice that in any rationally developed theory would be replaced by principles with more fundamental, theoretical justification. That now seems to me to be a mistake. Rationally defensible practical principles, I suggest, must of their nature stand up to such practical tests and without that are necessarily inadequate."(p. 18)[45]

---

[45] Hirst, P. (Ed.) (1983) *Educational Theory and its Foundation Disciplines.* London;RKP

The criticism that stands out for me is:

> *As best as I can tell, the narrative here is the author's story about what has influenced his development as an educator. I do not know why this must be validated in an academic context and the author provides no argument or explanation why it should.*

The justification for using a living theory approach as it appeared in the original dissertation is given in Chapter 1. From a perspective of a traditional researcher, where he accepts that he does not know why this must be validated in an academic context, questions are raised about the appropriateness of the judgements of this individual on the quality of a dissertation that has been produced from a living theory perspective.

Chapter 1 – Who I am as an educator

Introduction

In this chapter, I reflect on the influence of my accumulated experience in education and how it has added to and transformed my understanding of educational responsibility. This chapter provides a background to my role as an educator in my teaching and learning and is fundamental to how I initially formed the basis for my values that I work by in the following chapters of this dissertation. It gives justification for using a living theory approach, as the seeds of my values have been formed during these years and the experiences and encounters that I have lived during them.

My career as an educator is outlined by the employment section of my curriculum vitae illustrated in figure 1. I have reversed the normal chronological order to aid the narrative of this chapter as each post has added to my development as a classroom practitioner and in my current position as a senior leader. A natural divide is established between my first ten years of learning in a variety of posts in different educational environments and a second period of nine years spent in one school, with successive promotions to my current position.

E M P L O Y M E N T

1990-1991   Sandbach School, Sandbach, Cheshire.
- Teacher of Design & Technology

1991-1993   Teaching Service Management, Botswana.
Swaneng Hill School, Serowe.
- Teacher of Design & Technology

1994-1995   Castle Manor School, Haverhill, Suffolk.
- Teacher of Design & Technology

1995-1997   Wycombe Abbey School, High Wycombe, Bucks.
- Teacher in Charge of Design & Technology

1997-1999   Teaching Service Management, Botswana.
Seepapitso Senior Secondary School, Kanye.
- Teacher of Design & Technology
St. Joseph's College, Gaborone.
- Acting Senior Teacher - Design & Technology

1999-2000   Ermysted's Grammar School, Skipton, North Yorkshire.
- Teacher of Design & Technology

2000-2009   Bishop Wordsworth's Grammar School, Salisbury, Wiltshire.
- Teacher of Design & Technology   2000-2001
- Assistant Head of Middle School   2001-2002
- Head of Middle School   2002-2005
- Assistant Headteacher   2005-2006
- Deputy Headmaster   2006-2009

Figure 1.

My first post at Sandbach School effectively dictated my career path as it was a fixed contract for the academic year. This was due to an impending reorganisation of the Design & Technology Department because of changes to the national curriculum. I was aware of the situation when applying for the post but decided it would give me the opportunity of working at a school that had a good reputation and that could provide me with a solid grounding in my first year as a newly qualified teacher. Adjusting to working full time from the training environment was the main feature of the year as it took time to become accustomed to the differing circumstances.

However, the lasting impression of the school was provided by the senior management team. They decided after the interview, when they did not have the application form to prompt them, that my name was Geoff despite having other members of staff calling me Graham in their presence. I felt I had made a favourable impression when being appointed to this position but my illusions were soon shattered when these colleagues did not remember my name. Such negative experiences, although probably seeming irrelevant to those individuals who impart them, impact on an individuals self-confidence and can influence their effectiveness within the school and therefore classroom. I resolved never to make such an error if I was to ever reach a senior level in a school and now I make sure I know who new members of staff or trainee teacher's are, making them feel welcome and valued as colleagues.

The fixed contract at Sandbach School meant I had to start looking for a new teaching position, the advantage this time being I had experience to aid my judgements. I decided to realise a long held ambition and obtained a post in Africa working for the Botswana Government in the Department of Education. In this post I was employed as a teacher in a state school, serving the local community by providing free education to those who passed their Junior Certificate examination. I chose this route as opposed to gaining overseas teaching experience in a fee paying International School so that I was able to live the values I held as a person and educator. I felt that my role as an educator should make a positive contribution to the society in which I chose to teach, regardless of the ability of those to pay for this. I value the fact that education is a right for all and a

responsibility of those able to provide it to share their knowledge with those seeking to improve themselves.

Initially I worked for two years at Swaneng Hill School in Serowe, a village made famous by Bessie Head in her book 'Serowe Village of The Rain Wind'[46] and the home of the Royal Family, one of whom, Sir Seretse Khama, became the first President of Botswana at independence in 1967. Serowe is on the edge of the Kalahari Desert and is evocatively described in the book 'Cry of The Kalahari'[47] by Mark and Delia Owens, an account of their research work on the wildlife of Botswana. Swaneng Hill School had been established by Patrick van Rensburg, a political refugee from the apartheid regime in South Africa, as a vocational training school for the villagers but was now a government school. This situation provided a rich cultural background for my new home and place of work and with hindsight the time I spent in Botswana probably had more of a profound effect on my life and career than I have realised. A photographic record of Swaneng Hill School, the teachers and pupils, and the surrounding village of Serowe gives a visual illustration of my experience.[48]

I was able to submerge myself within the cultural and educational system as well as travelling throughout the neighbouring Southern African countries. In South Africa Nelson Mandela had just been freed from captivity but there was still a white government in charge and the slow healing process for the country was beginning. I also spent time travelling in Zimbabwe and working in Botswana with Zimbabweans

---

[46] Head B. (1981) *Serowe: Village of The Rain Wind*. London, Heinemann.
[47] Owens M. & D. (1984) *Cry of The Kalahari.* London, Fontana HarperCollins.
[48] See Appendix 2 Photographic montage from my time in Botswana

who had left for a better life. Friendships that developed with these fellow teachers helped me understand the nature of change in their country and the negative effect on its education system and general day to day life of ordinary people in their home villages and towns. This is very poignant with Mugabe trying to hold on to power as I write this dissertation.

One of the main aspects of the culture that has lived with me from this period of my life is the custom of greeting people on your first meeting with them during the day – we would probably call it passing the time of day in England. In Botswana it was of major cultural importance, showing respect for people and concern for their well being before other matters. This contrasted greatly with my experience at Sandbach School, reinforcing my belief that a positive working environment where each individual is valued creates an atmosphere of positive energy in which teaching and learning can excel. As a consequence I have continued to practice this ethos here in the UK. The result of adopting this simple principle has enhanced how I am perceived by colleagues and I feel it has given me an advantage when dealing with people. They become more relaxed in my presence and sense that I am actually concerned about them and not just work related matters. This leads to a positive interaction with the person concerned and therefore a more constructive working relationship.

On my return to England, following my time in Botswana, I experienced the extremes of the education system by working in two schools at opposite ends of the academic spectrum. Castle Manor was a state school with an A*-C attainment in the low twenty percent band. Wycombe Abbey was a premier league independent

school, which regularly features in the top ten of the independent school performance tables. Obviously the very nature of these diametrically opposite schools provided me with different perspectives on education and how it was perceived in this country. These posts had fulfilled my aim on returning from abroad because I wanted to gain more experience in schools in this country with my future career in mind and this I had achieved. However, I still felt there was unfinished business in Botswana and decided to return for another contract after four years of teaching in England. I felt it was important to experience a more grounded education system again, where every child despite background and the struggles of their home life aims to better themselves and their future life chances. It was also an opportunity, as an experienced teacher, to learn more about the teaching methodologies used by practitioners from the many different countries from which Botswana recruited.

At this stage in my career moving had become second nature and working for two years in a school provided appropriate experience and allowed me to broaden my understanding of education. My time at Wycombe Abbey and St. Joseph's College, on my return to Botswana, gave me my first experience of middle management and an understanding of the role associated with the post of Head of Department in schools. As I moved into this stage of my career, I was given the opportunity to impart my knowledge and experience, as well as gain a greater appreciation of the complexities involved in educational management.

When I returned from Botswana for the second time I encountered difficulties in securing a full time post. I arrived in September at the start of the academic year

and secured a fixed contract until the following summer. The idea was to then secure a permanent contract, with young children of my own who were due to start school themselves. The period in my life where I could move teaching positions in the way I had prior to time was coming to an end. It was at this point that I encountered my first struggle to gain a teaching position. From the applications I submitted it became apparent Comprehensive Schools dismissed me on paper as not having appropriate or suitable experience due to working in independent schools in this country or schools abroad. A number of private schools showed interest but I now did not have enough to offer, in terms of the breadth required by that type of school, extra-curricular activities or boarding duties but at least progressed to the interview stage. My one area of success came with Grammar Schools, being offered two jobs and deciding to accept the post of teacher at Bishop Wordsworth's School.

The round of interviews in Grammar Schools did not pass without incident. One Deputy Head, during the final interview, dismissed me as having worked in too many schools – what price life experience! Having intended to work in a variety of schools to gain experience on leaving university, I never thought I would have this sort of reaction. I had always assumed this experience to be a valuable asset. I refer here to my life experience as it had become an integral part of my identity as an educator, influencing my 'living logics, energies, values and standards' (Whitehead, 2007)[49]. I interpreted what I had been led to believe during my training and the early part of my career, with advertisements and job descriptions asking for teachers with experience, that all schools shared a value system that

---

[49] Whitehead A. J. (2007). *Creating a World of Educational Quality through Living Educational Theories.*

would acknowledge my experience. It was during the interview that I realised that some people saw experience in a merely one dimensional manner – that of a number of years taught, regardless of breadth or variety – rather than the multidimensional experience of my interpretation. The irony of this situation was that the experience dismissed by a person in one school became invaluable in helping me progress into middle and senior management at Bishop Wordsworth's School. This exemplified by the letter following the completion of the 2007-2008 Performance Management Cycle in which the Headmaster cites the benefits of my interpersonal skills.[50]

Summary

When my years at BWS are coupled with the work undertaken during the early part of my professional development, my career to date has provided me with life experience – multicultural, multi-establishment and multi-posted -, which I have applied to my roles as an educator. I have lived my values of the right of the individual to access education, regardless of the ability to pay for that education. The respect of individuals, concern for their well being and the need to value colleagues as sources of knowledge and experience are fundamental to the life I live as an educator. I have given this autobiographical account of my career to inform the reader of these values and their origins, and to emphasis the uniqueness of an individuals experience in forming ones values. These values influence my teaching and learning, as do each practitioner's individual values formed through their unique experience. The role of my values in the explanation of my

---

[50] See Appendix 3 Headmaster's letter following the 2007-2008 Performance Management Cycle.

educational influence constitutes my story and is outlined in the subsequent chapters of this dissertation.

The contribution of this chapter, showing the initial influences in my life as an educator helps the reader understand the background to my story and its influence on my teaching and learning. In the next chapter, I now take this influence and show how I am able to use my knowledge and understanding to develop these emerging values. I show how I build on these values within the classroom and how they influence the transformation of my teaching and learning.

Chapter 2 – What I do at BWS

Introduction

In this chapter, I take the understanding of the influences from my earlier career as an educator and look at the processes that inform my professional learning in the classroom. By bringing into public knowledge this process, I show how I am able to develop emerging values and how the development of the values affects the dynamics of the teaching and learning between individuals and groups within the classroom.

At the beginning of the 2004 to 2005 academic year, following two years of study on my MA course and having undertaken school based studies, I felt confident in my ability to carry out a period of self-reflection and ask the question as to how I, as an educator, could use my increased knowledge of pedagogy to help improve my style of teaching to benefit my students in Design & Technology. I took the decision to focus on my GCSE group, who where in their first year of study on the course.

Initially I looked back to see what I had achieved since taking up my post at BWS. The average points score for my GCSE groups from the previous three years was 6.19 or just over a B grade.[51] The students in the groups concerned had all achieved A to C grades and were thus deemed to be successful by the school's and national standards of attainment. However, I felt there was an opportunity to raise the standards I achieved with my students in the new cohort. By channelling my values to improve my approach to teaching and learning, I sensed that I would be

---

[51] See Appendix 4 Bishop Wordsworth's School Design & Technology GCSE results 2002 to 2004

able to bring their achievements in Design & Technology closer to the higher performing GCSE subjects at the school. This would set the target of achieving an A grade average. Two themes were to support me in defining my values and inform the standards by which I lived during this process. They are explained below.

Firstly the idea of 'working with a difference' from an article by Skelton[52] (1998, p69-80), where he outlines an alternative approach to pastoral care with respect to male students, had been adopted in my pastoral work as Head of Key Stage 4 with success (Lloyd, 2004, p.15)[53] and is illustrated by the following extract.

> "The methods I adopt, that take the positive aspects of 'masculine' management, in conjunction with the theme of 'working with a difference' provide a model that is successful."

Examples of this approach are shown in my enquiry module on improving learning (Lloyd, 2003)[54]. Using strong male leadership but working and empathising with students from a positive standpoint has been beneficial in my role of mentoring of students as illustrated by Megahy (1998).[55] I now wished to use this approach in my teaching to encourage students' development and learning.

Secondly, Wood[56] (1998, p.74), under the chapter heading 'Learning how to think and learn', puts forward a number of concepts that in conjunction with the idea of

---

[52] Skelton A. (1998). *Managing pastoral care with masculinity in mind*, in: Calvert M. & Henderson J. (eds), *Managing Pastoral Care*. London, Cassell, pp.69-80.
[53] Lloyd G. (2004). *The evolving nature of pastoral care in education: a critical literature review of four articles.* University of Bath MA programme submission – Multiple Literature Review.
[54] Lloyd G. (2003). *How do I/we help the students in Key Stage 4 improve their learning if they are in danger of underperforming?* University of Bath MA programme submission – Enquiry Module.
[55] Megahy T. (1998). *Managing the curriculum: pastoral care as a vehicle for raising student achievement,* in: Calvert M. & Henderson J. (eds), *Managing Pastoral Care*. London, Cassell, pp.26-52.
[56] Wood D. (1998) *How Children Think and Learn.* Oxford, Blackwell.

'working with a difference' provides direction to help raise the achievements of my students. He provides the following statement at the start of the chapter, although he goes on to say he will dispute as being too general and simple minded.

> "… teachers are in the business of fulfilling their own prophecies. Perhaps they treat children they perceive as more likely to succeed differently from those they think are less likely to do so and, in so doing, foster the expected patterns of achievement."

However, it gives rise to the idea of treating students positively and the benefits that doing so may entail. I started teaching the cohort at the beginning of the 2004 academic year with the basic tenet that I would take a positive approach to my teaching of them and, whenever possible, what they achieved. Although this takes the statement made by Woods out of the context he intended, I planned to treat them all positively in the belief that it would foster the success that he implied. If I was wrong and the approach did not work, I was taking a risk with the performance of my group.

Later in the chapter he describes how the phrase 'scaffolding' was coined to describe how adults provide young children with support to help them learn before replacing it with the concept of 'guided participation'. He cites Rogoff (1990, p.101)[57] as the originator of the term following his work on learning and suggests that Rogoff sees guided participation as exhibiting the general characteristics outlined below:

1. Tutors serve to provide a bridge between a learner's existing knowledge and skills and the demands of the new task. Left alone, a

---

[57] Rogoff B (1990). *Apprenticeship in thinking: cognitive development in social context*. Oxford, Oxford University Press.

novice might not appreciate the relations between what the task demands and what they already know or can do that is relevant and hence, fail where, with help, they can succeed.

2. By providing instructions and help in the context of the learner's activity, tutors provide a structure to support their tutee's problem-solving. For example, while focused on their immediate actions, learners, left alone, might lose sight of the overall goal of the activity. A tutor can offer timely reminders.

3. Although the learner is involved in what is initially, for them, 'out of reach' problem-solving, guided participation ensures that they play an active role in learning and that they contribute to the successful solution of problems.

4. Effective guidance involves the transfer of responsibility from tutor to learner.

These characteristics provided a method of implementation that allowed me to work with the students in a way I thought would provide a suitable learning environment for the instructional nature of the Design & Technology subject area and allow the improvement in teaching and learning that I wished to achieve. The idea of working with a difference, when coupled with the positive approach to the students work and use of guided participation for instruction, gave me a framework to help improve the level of attainment of my group.

Working with the Students – First GCSE Group   2004-2006

One of the first things I had to do with the group was confirm target grades for the GCSE course they were undertaking. The idea behind these grades was that they should be aspirational but achievable thus giving the boy's something tangible to aim for during the course. The target grades were generated from the students Key Stage 3 performance and I was allowed to amend these based on my previous knowledge of them and the work they had done during the start of the course. Using these criteria, I allocated A's as target grades to each student who did not already have one. This involved an increase of one or perhaps two grades for certain boys but meant each member of the group had the same target.[58] I felt that if their expected attainment grades from KS3 were initially set at A-C grade, with appropriate teaching and a positive approach they could all aim to achieve A grades at the end of the course. This may seem a simplistic view of learning but I believed that by demonstrating positive values in my teaching and learning within the classroom setting, it would have a domino effect on individual students and ultimately the group response as a whole. This is particularly true in a practical based subject where confidence in using equipment and applying skills has as much influence on the quality of the outcome as conventional academic ability.

I looked for the positives in the work produced by the students, to encourage the development of their skills through the tasks they were carrying out during the first year of the course. I was trying to foster a value of belief in themselves and their ability undertaken the tasks, regardless of complexity, which would extend their learning through experimenting. If the process or technique did not result in the

---

[58] See Appendix 5 Bishop Wordsworth's School Grade Report data for DtR10B Autumn 2004 with target grades for each student.

expected outcome then it would not matter as the initial stages of the course were not going to count towards the final assessment. Failing with their work was as important as being successful because it provided just as valuable a lesson; they could assess what went wrong and remedy the problem next time. The process of learning was the focus – not the outcome or final result. Through this journey they were becoming independent learners; they did not always have to come to me to solve problems that arose with their work, but used their newly acquired confidence to tackle these problems and create a positive outcome.

This process can be linked with the generative and transformative models of teaching and learning (Wink & Wink, 2004 (p.32 -41).[59] The term generative is used to mean the building of knowledge as opposed to transmitting knowledge, combining the concepts of cognitive, interactive teaching and learning with critical reflection and life experience (p.35). My challenge was to take the generative nature of my teaching, a model reflected in the design process, and bring it into the transformative model of teaching and learning. This would bring the students learning from the confines of the Design and Technology workshop, changing the way they view themselves and their abilities and giving them the confidence in their place in the wider community. By doing so, my values would have allowed the students to form their own values and standards by which they could become lifelong learners, making a difference in the world in which they would live their story.

---

[59] Wink J. & Wink D. (2004) *Teaching Passionately – What's Love Got to Do with it?* Boston, Allyn and Bacon.

By adopting this approach in teaching and learning, there was a fundamental change in the balance of power in the classroom. Wink and Wink (2004) explain the principles of coercive relations of power using the idea of a pie:

'It is as if power is like a pie – if someone eats a piece, there will be less for others. Thus the person with the most holds on tightly in order to maintain what he or she has.'

The fear of diminishing power, because it is limited and fixed in nature, leads to a less productive, even negative environment. By changing ones mindset, to collaborative relations of power, the fear is removed. The assumption 'that power is infinite and dynamic' reverses the negativity of power sharing. They develop this into the concept that by sharing power, working 'collaboratively, power grows' (Wink & Wink, 2004).

The effect of this approach was that the students started to use each other as a resource because of the differing experiences they had gained from the practical work undertaken. By scaffolding the principle of collaborative relations of power, I had set a standard by which the students in my class felt able to work. As the course progressed it was not uncommon for two or three boys to be seen working together, if one had finished their work and another needed help they would support them. The fact they knew that the standard of their work was not crucial, as they were not being judged on everything they did against their peers, allowed them to accept help from them – their work was not as precious because they were not being assessed against each other. I had given them a clear indication that they were all considered to be capable of performing at a similar standard through assigning the same target grades and I think this helped encourage the

development of cooperative behaviour. An interesting aspect of this behaviour was the subtle evolution of the support for fellow students within the class setting. As I was with the students all the time, I had come to view this as a normal practice in my lessons. It was only when my Head of Department commented on this unusual but positive development that I started to realise how my chosen method of teaching and learning with the students was benefiting them on a number of levels. It was as sign of them maturing as learners that they had been able to develop this form of pedagogy. This principle is supported by Stoll, Fink and Earl (2003, p.64)[60] who state:

> 'Learning is enhanced when pupils learn together, engage in serious discussion about and examination of important topics, have shared responsibility for applying what they know to new situations, and use the time to raise questions and to monitor their own learning, individually and as a group.'

To encourage independent learning and reinforce the idea of responsibility for their educational outcomes, I provided the group with ring binders in which I wanted all the supporting material they produced for the course to be stored. This included graphics work, design sketches and drawings plus the theory notes I provided for them, rather than having separate folders/exercise books. The idea was to have one source of information that they could reference when they needed to remind themselves of work covered to help them with their learning. We started to refer to this in terms of them writing their own textbook. This idea is illustrated by a video clip[61] of them talking about various aspects of their course. The video

---

[60] Stoll L., Fink D. & Earl L. (2003) *It's About Learning [and It's About Time] What's in it for schools?* London, RoutledgeFalmer

[61] See Appendix 6 Video clip of the interview with members of DtR10B2004 by Karen Riding.

was provided courtesy of Karen Riding, a fellow researcher at the school. She interviewed members of my GCSE group to help support her work and understand what I was doing with them in terms of my teaching.

As we progressed with the course I checked the students' perception of the material being covered through a Self Evaluation Sheet[62]. This was to provide a record of the material we had covered but more importantly the learning that they perceived to have taken place and areas they needed to improve. I also marked work with them through peer assessment exercises where they would outline design work they had produced by leading the session when marking and the group would assess it against the examination mark scheme. This was done to help them understand the allocation of marks and what they needed to do to obtain marks. They were also able to assess each others work and build up a collective picture of exemplar material from the work they had produced as a group. One of the lessons where the marking was undertaken was formally observed as part of my Performance Management cycle and the record of this observation outlines the process in detail.[63]

I felt these processes helped to contribute to the supportive atmosphere and collaborative nature of the workshop as outlined previously. They were familiar with each others projects and were willing to support rather than compete with their peers. When I discussed the processes with them they felt they could see what worked well for the various elements assessed and borrow from each other effective methods and styles of answering, incorporating them within their own

---

[62] See Appendix 7 Copies of the GCSE students Self Evaluation Sheets DtR10B2004.
[63] See Appendix 8 Copies of Lesson Observation Forms and Marking Grid for DtR10B2004.

work. I think this sharing had an important effect on the group – the students had started to adopt a new set of values, ones in which they felt their work was part of the groups' response to the tasks undertaken rather than working as an individual where they only had support from the teacher.

As the students moved from the taught element to their own GCSE projects in the second year of their course, they progressed by adopting the standards they had formed in the previous year. My values of positivity and empathetic teaching and learning had sown the seeds of collaborative relations of power and cooperative learning in the classroom (Wink & Wink, 2004). The lessons for the students became self directed as the individual pieces of work began to evolve, each one had support from his peers as well as me and the classroom became a very productive environment. The final project submissions were of a high standard and gave the students strong coursework marks, which contributed towards their final GCSE grades. The completion of the written examinations and publication of the results left the group with an average just below an A grade[64].

The work done with the group over the two years had proved beneficial. The students had achieved some excellent results, improving on previous levels of performance and achieving very close to the A grade average aimed for at the start of the course, missing the average score by 0.6 of a mark. After the completion of the course I asked the group to complete another self evaluation sheet[65] so I could use their experiences to benefit my next group with and improve on the practice established during the two years spent working with them.

---

[64] See Appendix 9 GCSE Results Data 2006
[65] See Appendix 10 Copies of the GCSE students Self Evaluation Sheets DtR11B2005.

Working with the Students – Second GCSE Group   2005-2007

My next GCSE group had started a year after the first one; the first GCSE group were half way through their course so I was able to draw on my initial experiences and evolve these processes with this group. I again set appropriate target grades[66] but this time I included three B grades as some of the students were not as able as others in this group or the first one. I did not want to put too much pressure on them with grades they were not able to achieve. This situation seemed to be developing as a potential problem for one of the candidates from the first group. However, a number of students in the second group were again given higher target grades than they were allocated, as with the first group.

I used Self Evaluation Sheets[67] to assess progress and identify areas where they needed support. Following the success of the process of peer assessment, I decided to extend it to include marking of practical activities as well as design work[68] and again one of these sessions was observed as part of my Performance Management Cycle[69]. An additional element of feedback to help support the learning with this group was the sending of school commendation letters[70] to their parents to indicate the level of work being produced by the students and hopefully encourage further progress. I awarded commendations to all students for effort and progress as a reflection of what had taken place in the lessons. This provided an external source of support for the students, who were rewarded by positive feedback, and inclusion

---

[66] See Appendix 11 Bishop Wordsworth's School Grade Report data for Dt10B Autumn 2005 with target grades for each student.
[67] See Appendix 12 Copies of the GCSE students Self Evaluation Sheets Dt10B 2005.
[68] See Appendix 13 Copies of Marking Grid for Dt10B 2005.
[69] See Appendix 14 Copies of Lesson Observation Forms.
[70] See Appendix 15 Copy of Commendation Letter.

of the parents, who had enhanced involvement with the learning pathway their children were undertaking.

The second group progressed well and I felt it had a greater coherence than the first group. As the group's skills developed during the course, there was less variation in the standard of work they produced when compared with the first group. As we completed the taught element of the course in Year 10 and moved on to the GCSE project to be completed in the subsequent year I expected the group to achieve as well, if not better than, the previous one.

The final project submissions were of a high standard, all the students were within twenty marks of each other at the higher end of the mark range. However, the final grades did not reflect my expectations, all the students achieved one grade lower than I thought they would from their coursework and the preparation we had done for the written examinations. The rank order of the group was as expected but the final results were a grade down with 2A grades, 10B grades and 2C grades being achieved[71]. The results were good but not what had been hoped for, the average score was a B grade, so below the previous years achievement and back inline with my groups performances in previous years. I had worked with this second group in the same way as the first one and was surprised by the outcome. I thought they would achieve at a similar level to the initial group; certainly their experience was very similar and, if anything, they were more cohesive as a group and produced work of a more consistent standard.

---

[71] See Appendix 16 GCSE results class analysis 2007

When I started to look for reasons for the final results there were a number of contributory factors but no main cause. Firstly, the Design & Technology department had moved into their refurbished rooms at the start of the academic year causing some delay with the practical elements of the work. At the end of the project, with the completion of the practical work, there was the usual rush to finish on time and the delayed start to the year meant this undoubtedly had more impact than usual. Secondly, I became the Deputy Headmaster of the school and this meant the after school lessons I normally provided were reduced. I still provided additional time for students to work on their projects but obviously this was more limited than had previously been the case. More time in both of these instances may have meant the students could have added to their practical work and possibly gained additional marks. Thirdly, the students did not perform as well in one of the written examination papers as expected, dropping marks. When all these factors were combined with higher grade boundaries set by the Examination Board the students in the group achieved on average one grade lower than expected.

There were variations between the first and second groups, which may have had a contributory effect, but such occurrences are considered normal within the unpredictable and changing nature of an educational setting. As a group my second class all did well and I felt the work they produced had equipped them with the same skills and experiences as the students from the year before although they did not have the final grades to prove this was the case. However in my judgement they were students of equal calibre and potential from the time I had spent learning with them.

Working with the Students – Third GCSE Group   2007-2009

When I started with the third GCSE group I decided to continue with the values I had adopted with the other two groups and not be deterred by the recent results. The experiences with these initial groups had been overwhelmingly positive but the outcomes for the second one had not been as expected. Some of the variations experienced by the second group would not be so significant for this new group. The Design & Technology department was now settled in its new accommodation. I was in my second year as Deputy Headmaster so did not have a new role to come to terms with and could address the difficulties of the time available to the students presented by these circumstances. By maintaining the values I had adopted but adapting the path we were to take, I hoped to build on the positive experiences of the previous groups. I planned to do this through altering the structure of the course to accommodate the needs of the students, relative to the changed circumstances, so leading to similar outcomes of the first GCSE group.

The initial stages with the third GCSE group were promising. They had adopted the values of working I had promoted with the previous two groups and made good progress with the taught elements covered. Ironically they reached the stage of collaborative relations of power and cooperative learning, where they were operating as independently earlier in the time scale of the course than the other two groups. An example of this happening is highlighted by the following incident. At the end of a practical lesson I was clearing away the resources that had been made available for my class. I noticed additional materials had been used, which led me to the conclusion that they had been messing around or wasting the material. The incident left me with a sense of disappointment with the group and

decided to speak to them about the matter when I taught them next time. I explained my feelings to the students, describing my disappointment that the material had been used in what appeared to be a wasteful manner. I made it clear that the department had only enough resources for them to complete their projects, so they needed to act responsibly and use the trust of independent learning they had been given. How true these words of advice were, but I had not appreciated the fact that they had already become part of the students' work ethic. The proof of this was revealed to me later during the lesson.

Whilst discussing the group's progress with the Head of Department, I was studying closely the practical pieces and I realised that my assumptions had been wrong. The students had not been wasting materials but developing their work and improving the initial designs by making different versions. This was proof that had already progressed towards the self directed stage of their learning at a relatively early stage in their GCSE course and in a shorter time scale the previous two groups. This caused me a degree of consternation as I had created a negative atmosphere by my actions, contradicting my own values and those I wished to inspire in the students as learners. I felt I had jeopardised the chance of fostering the students self belief and confidence, by undermining their attempts to fulfil the role of independent learners. Some form of reparation was needed in order to restore a sense of balance.

I felt it was important to apologise during my next contact time with the class and, following a discussion with my tutor Dr. Whitehead, I arranged to have this section of the lesson recorded. Karen Riding kindly took on a dual role of video maker and

critical friend, and afterwards she sent me an email[72] with her perception of the learning that was taking place. This feedback was her response to the interaction between the students and me, a first hand encounter of developing educational practice in my classroom. The following is an extract from the email.

> "There is a real sense of equality in the room between you and the boys. They come in with certain expectations of how the classroom works. There is no need to "set up the lesson". They already know what they are doing and most importantly why they are doing it. They are working in a very autonomous way for Year 10 students and are taking on responsibility for their own learning. They look awake, ready to work, ready to get on. This is refreshing to see. They enjoy the subject because they can DIY-they do not have to rely on you as a source provider of knowledge, your role is instead to advise, to suggest and to correct if necessary."

This perception validates what I hoped to achieve with my teaching and the fact it had occurred with this group earlier than I would have normally expected was an added benefit. Her critic brought an understanding to me of how I had been working with the students. There was a real sense of Ying and Yang – a balanced relationship between educator and learner, personality and curriculum – each informing the other that enabled an effective style of teaching. It also highlighted the stage I had reached along my journey as an educator, evolving and reforming the nature of my teaching using the process of self-study and study by others.

---

[72] See Appendix 17 Email from Karen Riding

My style of teaching had evolved to link with the beliefs shared by Stoll, Fink and Earl (2003, p.15)[73] and the International Commission on Education for the Twenty-first century and their report for UNESCO – *Learning: The Treasure Within* and provides support for my methods of working. They cite the report and quote Jacques Delors and his co-authors as follows:

'…traditional responses to the demand for education that are essentially quantitative and knowledge-based are no longer appropriate. It is not enough to supply each child with a store of knowledge to be drawn on from then on. Each individual must be equipped to seize learning opportunities throughout life, to broaden her or his knowledge, skills and attitudes, and to adapt to a changing, complex and interdependent world.'

The idea of interdependence had flowed into my action research and educational theory. The principles of balance and interaction between stakeholders were allowing successful implementation of change in my teaching methods. Ultimately, the aim was to achieve transformational teaching and learning. This would allow the flow of values and standards experienced in the classroom to give the students the confidence to 'seize the learning opportunities throughout life'.

Karen subsequently described 'how' I delivered the lesson and I later discussed my methods of planning my actions to aid communication. Her perception of events was as follows.

'In the room there is a sense of equality, or purpose. We are here to get on and to achieve. We know what we need to do in order to be the best that we

---

[73] Stoll L., Fink D. & Earl L. (2003) *It's About Learning [and It's About Time] What's in it for schools?* London, RoutledgeFalmer

can be. Although you carry into the room your role as Deputy Headteacher, you are here there teacher principally. You are approachable. There is a feeling that asking questions is what we do when we need to, otherwise we can get on. You pleasure in the room is obvious-you smile (even though this is semi-cloaked) and you begin to open up in terms of your body language as the lesson progresses. You move from behind the physical barrier of the desk to the front of the class as this process occurs. You act in a human way, communicating your pleasure at being in the room with your words, your gestures and your movements. The classroom is a space where there is a dual sense of purpose and of respect between student and teacher. Each learns from the other (as you have learnt through the way in which they moved forward in their own work so quickly and surprised you)'.

This description gives a clear picture of the empathetic interaction on an emotional level that takes place within the classroom. It highlights importance of the non-verbal communication in developing a positive learning environment and allowing for the sense of equality and ultimately a balance of power to enable successful learning. The significance of this is debated in the dialogue between Ferguson, Whitehead, Laidlaw and Adler-Collins (2008) as discussed previously.

I have to differentiate between my roles of Deputy Headmaster and Classroom teacher and deliberately present the students with a different persona; I have to so they can connect with me. Sinclair (2005, p.97)[74] in her article on Body and Management Pedagogy outlines the importance of this for teachers and quotes Ambady and Rosenthal (1993) in support of the process.

---

[74] Sinclair A (2005). Body and Management Pedagogy. In: Gender, Work and Organisation. Vol.12. No.1 January 2005. Blackwell Publishing Ltd.

'… the impact of teachers' bodies in the classroom can be profound. Emotions are aroused, comfort or discomfort levels are established and evaluations are made well in advance of verbal communication. Without saying a word, teachers reveal themselves and students accurately judge them, as optimistic, confident, active, dominant, likeable and enthusiastic – or the reverse …'

This quote validates Karen Riding's judgement and the approach I adopt with my students and classes to aid the learning process.

Student Feedback on my Teaching

The student Self Evaluation Sheets[75] I used with the groups gave feedback on the learning taking place and outlined both positive areas of my teaching and areas that could be improved for the benefit of students in the future and are illustrated by the following comments:

'I really enjoyed it. Thanks for a good two years. I would have liked to have carried on but it didn't fit with my other choices'.

'I found the class analysis of each others work the most beneficial aspect as it gave me areas to improve on and also gave me ideas for my GCSE project. It would have been useful if there was an earlier deadline for objective 4 so that we started the construction earlier and hence avoid the rush at the end of the course'.

---

[75] See Appendices 7 & 10 Copies of the GCSE students Self Evaluation Sheets DtR10B2004 & DtR11B2005.

'It is very relaxed but I feel I have benefited from this course more than any

other'.

'The Towers of Hanoi project could be made a bit more interesting if all the

people in the class switch projects and have to try and make each others

projects'.

This feedback provided an important aspect of my self development. I had the

confidence to ask students for their opinions of the teaching provided by me – what

they had learned, what they had enjoyed, what could be improved, how they felt

they were performing and general comment they wished to make. This reflective

practice helped my development as an educator and gave me the confidence to

move my focus outside the confines of my classroom.

Summary

By looking at what I do as in my role an educator at BWS, I have gained an insight

into how the values I choose to live by give meaning and purpose to my productive

work. This confirms my choice of narrative to tell my story, as understood through

the work of Eisner (1988, 1993, 1997), Carter (1993), Hopkins (2002) Clarke &

Gaalen (2003) and Whitehead & McNiff (2006), using Living Educational Theory

(Lomax, 1994; Whitehead, 2007). It is through the process described in this chapter

that I have developed a better understanding of the values and standards that

inform my educational practice. By developing values through my work, forming

new levels of connection with those I came into contact, a fundamental change in

the learning environment had occurred.

Opening my conscience to recognise the values I had adopted, I was able to work positively and with empathy. By scaffolding the learning taking place in the classroom, I was able to follow the principle of working with a difference. Fostering belief in the students of their own ability, and forming a collaborative relation of power, led to a shift in the nature of teaching and learning in the classroom. There was movement from generative learning towards a transformative model where participation in tasks was used as a process for learning how to learn for life. The focus on outcome became the techniques of learning achieved, such as independence and cooperation, rather than the final object produced. There was a sense of qualitative teaching and learning in the classroom. My role had become one of a facilitator to allow a process of catalytic teaching and learning that is filled with life (Wink & Wink, 2004, p.50)

In this chapter, I have allowed the reader to gain insight into the processes that have informed the development of the values I have in the classroom environment. Although this is limited by the written word, I have illustrated the major changes in my teaching and learning that have occurred during the focus period of this chapter. By bringing into public knowledge this process, I show how my emerging values developed and how the development of these values affected the dynamics of the teaching and learning between individuals and groups within the classroom. This reflective practice helped my development as an educator and gave me the confidence to move my focus outside the confines of my classroom.

The next step in my journey was to take these values and allow them to inform my life outside the confines of my role as a subject teacher. The confidence I had

gained from the feedback on the process enabled me to challenge the way I was

living my roles as Deputy Head and Professional Mentor. These are described in the

following chapters.

Chapter 3 – Gaining an understanding of teaching and learning at BWS

Introduction

This chapter contributes to my story, by following my reflection on the teaching and learning and my practice in the classroom, to gaining a broader understanding of teaching and learning at Bishop Wordsworth's School (BWS). I need to understand both individual and systematic influences of my practice. My role in directing the sampling of the styles of teaching and learning throughout the school has given me an insight into how differing styles are adapted and used to affect the outcomes of teaching and learning in the classrooms of other practitioners.

Whilst I was reflecting on my own practice and attempting to answer the question 'How do I improve my teaching and learning?', a debate had arisen regarding the differing teaching strategies within BWS.[76] One of the key triggers for this debate was the Wiltshire Local Authority Evaluation of Post 16 Education (2006) at the school and their observations on the teaching and learning, which differed from the leadership teams' perception of teaching and learning at the school.[77] As the debate developed it became clear there was a need to systematically identify and understand how teaching and learning was undertaken at the school, to gain a sense of the most effective approach or approaches. This links with Snow's (2008) concept of the systematization of personal knowledge rather than a reliance on anecdotal evidence of what we, as a teaching body, thought we were doing at BWS. The Headmaster enquired whether I would be interested undertaking a small

---

[76] See Appendix 18 E-mail correspondence from 26/01/06 discussing teaching strategies at BWS.
[77] See Appendix 19 Post 16 Education Report pg.4 Teaching and Learning 2006.

study with support from other members of the Leadership Team to evaluate the

situation. The study to be carried out was identified in the school 2005/2006 Self

Evaluation Form (SEF) as an area for review in the section on Achievement and

Standards – How well do learners achieve?[78]

Through the timing of this debate, I had been given an opportunity to draw on my

knowledge and understanding gained during my MA studies. To validate the study

my thoughts turned to Fullan's (2001)[79] concepts of managing educational change.

Following his principles that the processes of initiation, implementation and

continuation should all be considered at the outset, thorough planning and

consultation was necessary to make the process a success. I also kept in my mind

the need for advocacy from all parties if the conclusions drawn from the study

were to be valid for those involved. The inclusionality (Whitehead, 2008) here is

gained from my role within the process. Acting at the centre, I am able to draw in

ideas and react to the immediacy of direct contact, allowing a democratic flow of

energy between those involved. Each interaction becomes part of the whole and

validates the contribution of the individual as part of a professional learning

community. This process evolves to include the positive generation of a systemized

process of information gathering.

I presented a paper[80] to the Leadership Team outlining the requirement of the

study and identified suitable colleagues with involvement in the three Key Stages

---

[78] See Appendix 20 Pg.14 of the 2005-2006 BWS SEF.
[79] Fullan M. (2001). The New Meaning of Educational Change. London, RoutledgeFalmer.
[80] See Appendix 21 Outline of Study into Teaching and Learning at BWS.

at the school to assist in the pupil pursuits.[81] These were to provide the basis of empirical data collection. Having discussed the requirements of the pupil pursuits with the practitioners undertaking them, relative to their responsibilities within the Key Stages, I devised an observation form to help identify common themes within the chosen lessons. The observation form[82] was discussed at a subsequent Leadership Team meeting[83], approved and circulated for use as agreed[84]. I asked Karen Riding, in her role as a fellow researcher at the school, to act as a critical friend and give me her opinion of the observation form. Her response was very positive[85], although she highlighted the need for clarification in some areas of the data collection. I was able to strengthen the process by allowing the values of a fellow practitioner researcher to inform my own standards. By following the path of my students in their GCSE course, I was able to use the process of cooperation and reflection to improve my practice – illustrating the value of learning how to learn.

The study was introduced to the whole staff during a meeting[86]. I outlined the nature of the pupil pursuits for the staff and indicated when they would be taking place. As the pupil pursuits would involve their lessons being observed staff, by convention required appropriate notice when an observation was to take place. I hoped that this degree of consultation and advocacy would bring about a greater level of success with the study than a process imposed upon the people involved. This is supported by the concept of collaborative relations of power. By recognising

---

[81] See Appendix 22 Minutes of the Leadership Team Meeting 06/07/06.
[82] See Appendix 23 BWS Lesson Observation Form (Pupil Pursuit)
[83] See Appendix 24 Minutes of the Leadership Team Meeting 28/09/06.
[84] See Appendix 25 Minutes of the Leadership Team Meeting 05/10/06.
[85] See Appendix 26 E-mail correspondence from 11&12/10/06 discussing the observation form.
[86] See Appendix 27 Minutes of Staff Meeting 07/11/06.

that power is infinite and dynamic, as I had done with my students, a more effective environment for success could be created. This in turn had the potential to make the process positive and as a result the teaching body more powerful educators (Wink & Wink, 2004, p.49).

The data was collected in the three sections of the school – Lower School (KS3), Middle School (KS4) and the Sixth Form. I observed one student in each section of the school and the observations were based on the lessons undertaken either during one day or over a number of days. To help validate my observations the other observers each took one section of the school and followed a similar pattern of completing the observations. The timetables and resulting observation sheets indicated the selected pattern used for the students and provided both quantitative and qualitative data on the learning the students were experiencing. The analysis of this material would help me to identify patterns in the teaching and learning at the school and associate subjects with differing pedagogical styles.

Lower School – KS3

One pupil from each year (Y8 and Y9) of the Lower School was identified for observation. The lessons were chosen to give a broad spread of subjects and hopefully teaching styles. There was also the consideration of when my lessons took place and I tried to do as many observations in non-contact periods as possible. This was so my own students did not miss teaching time and negated the need for colleagues to cover the lessons in my absence. I felt it was important with a task of this nature, involving so many members of staff that it was conducted as

unobtrusively as possible by me and the team working with me. Other colleagues followed the same principle in selecting the lessons they were to observe.

The timing of lessons was also an important factor when identifying suitable periods to observe. Periods spread throughout the timetabled day, rather than all in the morning or afternoon, were the best option. These would give a perspective on how the student concerned faired as the day progressed and the lessons and thus subject content changed. Due to the constraints outlined in the previous paragraph it was not always easy to observe every lesson that we would have wanted, so a degree of compromise had to be used and a balanced range of lessons chosen. The end result was a spread of morning and afternoon lessons that gave the best contrast in subjects seen.

Summary of Y8 Lesson Observation Forms[87]

The lessons seen with the Y8 student were all single periods of 35 minutes and included Design & Technology (D&T), English, Geography, Information & Communication Technology (ICT), Mathematics, Physics and Spanish and are summarized on the next page.[88]

---

[87] See Appendix 28 Y8 Lesson Observation Forms.
[88] See Appendix 29 Y8 Student Timetable.

Subject	Teaching Strategies	Learning Outcomes	Main Assessment Method	Summary Comments
D&T	Didactic input	Graphic layout and packaging CAD/CAM	On going formative assessment of tasks	Multiple tasks Good atmosphere
English	Pupil Centred reading and didactic teacher input	Analysis of a text	Formative on student responses to questions	Good student responses to Q&A session
Geography	Didactic input with pupil centred discussion	Understanding and applying knowledge on rainforests	Formative exploration of previous knowledge	Pupil centred which engages the full range of ability present
ICT	Pupil Centred approach to impart material	Principles of Website Design	Formative to support on going work	Positive relationships with students
Maths	Mainly Didactic imparting of information	Learning to calculate area & circumferences of circles	Formative assessment of knowledge with summative assessment of answers	Traditional style of lesson
Physics	Didactic outline of material	Reinforcement of previous knowledge	Formative explanation of summative HW assessment	Positive response to questions by students.
Spanish	Teacher led didactic style with student input	Development of language skills	Formative assessment of speaking exercises	Well structured activities with whole class involvement

There were a range of teaching strategies employed from didactic teacher led formats to pupil centred work. The learning outcomes varied and were dependent upon the material being covered by the person teaching the lesson. Assessment methods tended to be formative within the lesson but with summative assessment mainly occurring through the marking of the students work on submission, although instances were seen within the lessons. The overall impression given was of high levels of student involvement, which was constructive and well managed by the teachers concerned. There was a traditional element to the teaching in some cases. The pace of the lessons was high to stretch the students and deliver the material required by the calibre of students at a selective Grammar School.

Summary of Y9 Lesson Observation Forms[89]

The lessons seen with the Y9 student were all single periods of 35 minutes and included Art, Chemistry, English, Geography, History, Information & Communication Technology (ICT), Physics and Spanish and are summarized below.[90]

Subject	Teaching Strategies	Learning Outcomes	Main Assessment Method	Summary Comments
Art	Pupil centred input to support work	Knowledge of techniques	Formative during lesson with summative HW to be completed	Productive lesson with good understanding of the material
Chemistry	Didactic input followed by pupil centred practical	Composition of magnesium	Formative during lesson with summative HW	Well focused lesson
English	Pupil centred	Understanding of texts studied	Formative responses to comments	Brisk pace with exchange of ideas
Geography	Didactic input with pupil centred discussion	Understanding requirements for the case study	Formative feedback of material	Dynamic presentation and questioning
History	Pupil centred	Britain in 1900	Summative HW formative comments on work in class	High standards expected from students
ICT	Didactic input at the start followed by pupil centred work	Knowledge of databases	Continuous formative feedback	Boys self sufficient
Physics	Didactic input followed by pupil centred practical	Understanding previous test material	Summative test returned with formative explanation	Co-operative atmosphere
Spanish	Pupil centred	Revision and test on language	Summative test with formative support	Very enjoyable lesson

The teaching strategies again varied from didactic teacher led formats to pupil centred work. There was no discernable division between the subjects at this point, but the Sciences seem to place a greater emphasis on didactic methods to impart knowledge when compared to the teaching strategies used in other subjects. The learning outcomes were relative to the subjects being taught but, generally, were raising the level of knowledge for the students. Assessment

---

[89] See Appendix 30 Y9 Lesson Observation Forms
[90] See Appendix 31 Y9 Student Timetable

methods again relied on formative approaches within the lesson but there were more indications that summative assessment was being used than in Y8. There were still high levels of interaction between the teachers and students, with focused tasks and a brisk pace used to cover the material. There were indications of independent learning, as observed in ICT - a feature that is expected of the students as they progress through the school.

Middle School – KS4

One of the Middle School students identified for observation came from Y10 and one from Y11.

Summary of Y10 Lesson Observation Forms[91]

The lessons seen with the Y10 student were three double and two single periods of 75 or 35 minutes respectively and included Art, Biology, Chemistry, Design & Technology (DT) and English and are summarized below.[92]

Subject	Teaching Strategies	Learning Outcomes	Main Assessment Method	Summary Comments
Art	Short didactic input followed by pupil centred work & support	Exploration of skills relevant to individual work	Formative comments in support of work	Target setting session used to identify aims for next lesson
Biology	Teacher led discussion	Understanding of nervous system – reaction times	Formative assessment of knowledge / Books collected for summative assessment	Summary of previous work prior to introduction to a new unit
Chemistry	Teacher led didactic summary of the previous lessons practical work	Appreciation of practical and interpretation of data	Formative discussion of practical work	Lesson used to support previous double practical
D&T	Teacher led summary of theory followed by pupil centred work	Lathe work Materials knowledge Orthographic drawing	Formative comments and discussion of materials	Theory addressing examination questions
English	Pupil centred presentations for speaking and listening coursework	Presentation methods and development of analysis techniques	Formative assessment in class / Notes taken for later summative assessment / Peer assessment following presentation	Formative assessment from both teacher and students for the tasks undertaken

The teaching strategies employed were didactic, teacher led formats and pupil centred work. The learning outcomes included an increase in knowledge coupled

---

[91] See Appendix 32 Y10 Lesson Observation Forms
[92] See Appendix 33 Y10 Student Timetable

with an understanding of the material. The assessment was mainly formative within the lesson with summative assessment used for submitted work. There was also the use of peer assessment in English to help support the students learning and develop a better understanding for their work.

Summary of Y11 Lesson Observation Forms[93]

The lessons seen with the Y11 student were six single periods of 35 minutes and included Chemistry, French, Geography, History, Maths and Physics and are summarized below.[94]

Subject	Teaching Strategies	Learning Outcomes	Main Assessment Method	Summary Comments
Chemistry	Didactic input of knowledge	Understanding science and the environment	Formative responses to questions	Understanding the interaction of fundamental science and the environment
French	Mainly pupil centred with didactic input for key points	Developing student presentations	Formative comments from teacher and students	Students were well focused and attentive
Geography	Highly pupil centred	Understanding nature of earthquakes	Teacher led formative assessment during the lesson	Informal but productive lesson
History	Teacher led with student responses	Preparation for answering GCSE examination questions	Formative assessment of student comments	Positive atmosphere
Maths	Pupil centred work	Revision session	Formative feedback and summative checking of answers	Positive encouragement work done with pace and drive
Physics	Mainly didactic with student input as appropriate	Revision of previous material	Formative assessment of knowledge during initial introduction	Understanding of astronomy

The teaching strategies start to show more of a divergence in Y11 with a higher occurrence of didactic teaching seen in the Science based subjects and pupil

---

[93] See Appendix 34 Y11 Lesson Observation Forms
[94] See Appendix 35 Y11 Student Timetable

centred work in the Humanities and Languages. The main learning outcome was the development of the knowledge the students already possess, either by extending the work undertaken or through revision sessions. The main assessment methods seen were formative. The period of observations was prior to the Preliminary Examinations so this may have influenced the nature of the lessons as the students and their teachers were preparing for the examination period. The overall impression of the lessons seen was of a positive learning environment.

Sixth Form

One of the Sixth Form students identified for observation came from Y12 and one from Y13. Both attended lessons at BWS as well as South Wilts Grammar School for Girls (SWGS), who we collaborate with at Sixth Form Level to broaden the academic curriculum.

Summary of Y12 Lesson Observation Forms[95]

The lessons seen with the Y12 student were four double periods of 75 minutes and included English Language, French, Psychology and Religious Studies and are summarized below.[96]

Subject	Teaching Strategies	Learning Outcomes	Main Assessment Method	Summary Comments
English Language	Mainly pupil centred with clear teacher direction	Knowledge extended and reinforced	Formative assessment of material	A clearly focussed lesson on aspects of language / Lots of learning and involvement
French	Pupil centred teacher led activities	Previous knowledge tested and new knowledge imparted	Formative assessment in class / Summative assessment of homework	A demanding lesson with no where for the students to hide
Psychology	Variety of pupil centred and teacher input	Methodology and research methods	Formative throughout the lesson	Enjoyable and informative / Well structured with plenty of activities
Religious Studies	Pupil centred work following teacher led input	Reinforcement of knowledge	Summative	Self study whilst one to one conversations held between member of staff and students

The teaching strategies were mainly pupil centred with teacher led input as appropriate. The learning outcomes tended to be extending and reinforcing of knowledge with the development of higher level study skills. The main assessment

---

[95] See Appendix 36 Y12 Lesson Observation Forms
[96] See Appendix 37 Y12 Student Timetable

method during lessons was formative with summative assessment of submitted

work. The lessons were focused and demanding with higher level learning taking

place.

Summary of Y13 Lesson Observation Forms[97]

The lessons seen with the Y13 student were four double periods of 75 minutes and

included Biology, Chemistry, Physical Education (PE) and Physics and are

summarized below.[98]

Subject	Teaching Strategies	Learning Outcomes	Main Assessment Method	Summary Comments
Biology	Didactic explanation of theory	Inhibition of enzymes in their various states	Feedback on summative test assessment / Formative assessment of material covered in class	Didactic approach to the majority of the material
Chemistry	Didactic description of practical requirements Pupil centred student practical with teacher support	Understanding the reaction of Phenylamine	Summatively marked homework returned with formative comments	Effectively managed practical session to enable students to undertake practical
PE	Pupil centred starter activity Didactic imparting of knowledge	Pre-industrial popular recreation	Formative assessment of class based activities / Summative assessment of homework	Reflective practice to address examination questions / Different aspects of the subject inter linked through activities
Physics	Didactic explanation of theory Pupil centre support for graph construction	Understanding of rheostat theory – via explanation and interpretation of material	Formative support of class work / Summative checking of questions undertaken	Embodied knowledge of highly experienced educator imparted to students

---

[97] See Appendix 38 Y13 Lesson Observation Forms
[98] See Appendix 39 Y13 Student Timetable

The most frequently occurring teaching strategy seen was didactic. This supported the main learning outcome of imparting higher level knowledge. There was more of a balance between formative assessment during lessons and the summative marking of submitted work. The lessons seen were of a high quality and relied on didactic input to allow the students to develop an understanding of the material so this knowledge could then be applied. Some lessons seen were one in a series. For example the practical work in the Chemistry lesson would have been preceded by lessons similar to those seen in the other subjects.

What Students think we do at BWS

To strengthen the advocacy and collaborative nature of the observation process, it was important to ask the students involved what they thought about the teaching and learning at BWS. The immediacy of the feedback was significant for me, so a process of discussion rather than questionnaire was chosen. This is supported by the concept of inclusionality (Whitehead, 2008), allowing a flow of energy from one person to another and to experience what can not be put into words. This gave me a closer understanding of how they were experiencing the teaching and learning, and how this related to my observations and feelings regarding the lessons shared.

Discussions with the students from the Sixth Form and Middle School following the pupil pursuits acted as confirmation of my own findings. This was particularly noticeable with the Y13 student as his perception of what had happened in each lesson and what he had learnt was almost identical with my view of the teaching and learning. As we discussed the lessons we had shared it became apparent his ability to identify the learning taking place was a result of him attending the school

for seven years and being able to differentiate between lessons, assessing the level of learning to which he was exposed. There were variations in the standard of lessons observed so it was not a straight forward task to identify them. There was a discernable range of learning apparent and the Y13 student and I drew the same conclusions as to the outcomes of the lessons. The Y10 student was more circumspect with his views, which was unsurprising considering his age but he too was able to differentiate between the lessons we shared. This clarified the basis for the observations made by the older student.

Findings from Pupil Pursuits

The lessons seen provided a wide range of subjects and experiences for the students and observers. The overriding impression gained was that the lessons tended to fall in three types. The first type was solely didactic, where knowledge was imparted and the students 'learnt' in a traditional manner. These lessons were not just 'Chalk and Talk' as they are often described but provided many different and varied ways for the material being covered to be communicated to the students. The second style of lessons observed were pupil centred where the work was directed by the students, often as practical activities. Finally, there were lessons where these approaches were balanced to provide the most appropriate learning environment.

All subjects used these approaches but it became apparent that some used one type of method more than the others. As a guide the Science based subjects, and I include Mathematics here, tend to adopt the didactic style as it allows the imparting of a high proportion of factual information. The Humanities and

Languages tend to combine the didactic and pupil centred approach as it suits their need to impart facts but allows pupils to apply the knowledge to aid their understanding. The practical subjects, Art, Design & Technology and Physical Education, tend to learn through doing and the students applying the skills imparted and learning as a result. Although the various methods described are used by all subjects, the predominance of one approach over another helps the various departments achieve the best results they can with the students.

The premise the Wiltshire Local Authority Evaluation of Post 16 Education review put forward was that the teaching rated as satisfactory. This did not correlate with our study findings and the examination results, which are excellent. My view of the evolution of teaching and learning at BWS is supported by Biesta (2006, p.27)[99].

> '… the second conception of learning is educationally the more significant, if it is conceded that education is not just about the transmission of knowledge, skills and values, but is concerned with the individuality, subjectivity, or personhood of the student, with their "coming into the world" as unique, singular beings.'

It was clear through the systematic gathering of evidence that we, as practitioners, are not only knowledge providers but act as facilitators. We scaffold their learning, allowing the students to grow and develop by providing them with the ability to become independent learners. As a school community, the key to our success lies in our ability to adapt the delivery, to best suit the student's development relative to the subject and material concerned, and therefore enable them to gain excellent examination results. The task ahead is to embed this practice throughout

---

[99] Biesta G. J. J. (2006). Beyond Learning; Democratic Education for a Human Future. Boulder; Paradigm Publishers.

the school, so that it becomes a fundamental principle of the teaching and learning taking place. This will bring us as a school from a generative model of learning towards a transformational model, encouraging those who travel through our school into becoming life long learners. In future, when external agencies observe practice in our school, the principles informing the nature of teaching and learning at BWS should be explicit. This would help the observer in their understanding of the values and standards that inform the work of the practitioners as professional educators.

What OfSTED think we do at BWS

Justification for the pupil pursuits came in the form of an Ofsted inspection in December 2006. By discussing with them our finding, we were able to help them understand the values that informed our practice, and therefore validate our survey of teaching and learning. Ofsted graded BWS as an outstanding school and the following extract is taken from the summary of their report[100]:

---

[100] Ofsted Inspection Report: *Bishop Wordsworth's Grammar School, 5-6 December 2006.*

Overall effectiveness of the school
Grade: 1

'We have been really pleased with the progress our sons have made. The school provides an excellent environment to help them learn.'

'We feel immensely fortunate to be able to send our two sons to school each day fully confident that they will be safe, happy and well taught.'

'We are delighted with the extra trips and visits broadening our son's life experiences and balancing the large amount of time spent on academic study.'

The students confirmed these parents' views wholeheartedly. They spoke very appreciatively of their dedicated teachers and the additional support they receive when needed. The students are proud of Bishop Wordsworth's and what it stands for. One said, 'I can't imagine myself being anywhere else'. They are keen to succeed, work hard and make outstanding progress during their time at the school.

There are many impressive features that combine to make Bishop Wordsworth's an outstanding school. Standards are exceptionally high. The personal development and well-being of the students are impressive. The outstanding curriculum, including its recent focus on languages and the international dimension, effectively prepares students for the future.

Leadership and management are excellent. The headteacher, senior team and staff share a passionate commitment to the school and give their time generously to run out-of-hours activities. The headteacher has an inspiring vision for the school, seeking to provide the best all-round education in an ever-changing and competitive world. Potential innovations are researched thoroughly.

The school is engaged in a healthy debate about the effectiveness of different teaching and learning styles for its students. A small group of students is researching how you can judge learning in a lesson and the learning approaches that students like. The quality of teaching and learning is good. Teachers have excellent subject knowledge and clearly aim for high standards but many lessons lack the range of learning approaches featured in the students' research.

The governors actively support the school and are well organised and not afraid to question. Since the last inspection, standards have risen even higher and great strides have been made in eliminating the widespread problems with accommodation, although some remain. Bishop Wordsworth's capacity to improve yet further is excellent.

The quality of the teaching and learning outlined in this chapter have been judged as good by Ofsted and rates them more highly than the Wiltshire Local Authority Evaluation of Post 16 Education in January 2006. This judgement was based on the Ofsted team's observations but informed by conversations held with myself and other key members of staff with responsibility in this area. By sharing with them my findings from the pupil pursuits I was able to engage with them and communicate the values that inform the teaching and learning that takes place. I was able to indicate that, as BWS was a grammar school, the dominant teaching styles observed were likely to vary from those seen at non-selective schools due to the nature and ability of the pupil cohort. Through their teaching experience, members of staff were highly successful in imparting knowledge and, although the range of approaches could be more widespread, the school appeared to be heading in an appropriate direction with teaching and learning. This engagement gave voice to the practitioners, strengthening the significance of the findings and therefore its advocacy with them.

Summary

Through the process of observing what others do at BWS, I had been able to challenge the way I lived my role as a member of the leadership team. By using Fullan's (2001) principles of managing change and focusing on the need for consultation and advocacy, I was able to bring about the positive generation of a systemized process of information gathering. The contribution of the values from my fellow practitioner researcher, as a critical friend, informed my own standards. This mirrored the experience of my GCSE groups in the process of learning how to

learn. Each encounter and experience informs our future practice whatever stage we are at in life journey.

As a school, we were able to clarify our values and form standards by which we could best serve the students with which we interact. The collaborative nature of the pupil pursuits and its findings related to the value of personhood of the student as unique singular beings (Biesta, 2006). The process has been validated by engaging with Ofsted, giving voice to the practitioners and therefore advocacy to their observations.

There is a need to continue with the positive journey, increasing the understanding of those practitioners who may feel wary of change within the educational environment. By modelling the collaborative relations of power in the leadership team, we have the potential to increase the strength of all individuals within the school and therefore the power of the school as a place of transformational learning.

In this story of my professional learning my responsibilities include enhancing both individual and systemic influences. To enhance my systemic influences I needed to understand the processes of teaching and learning in the school as a whole. I now turn to my learning through the process of enhancing learning with individuals in my role as professional mentor.

Chapter 4 – My role in supporting staff as Professional Mentor

Introduction

In making public my embodied knowledge as an educator I now turn to my professional learning as a mentor. Through reflecting on my mentoring of a student on the Graduate Teacher Programme I became aware of the importance of the values of sharing, cooperating and empathising with the trainee teachers. Working with these values enabled them to build confidence in their ability to meet the day to day challenges of the unpredictable nature of the educational environment and the demands of their courses. In this chapter I identify the need for mentors to be powerful models whilst understanding the need to share power in order to foster greater power.

I started my role as Professional Mentor with an uncertainty as to the requirements of the post with it being a new departure for the school. This feeling of uncertainty is illustrated by the following quote on my role from the first person to undertake the Graduate Teacher Programme (GTP) at the school.

> 'RJB was employed as a Graduate Trainee on the GTP programme 2005/2006.
>
> He was the first person to follow the GTP at BWS and consequently there was
>
> a learning curve for both RJB and GL'.

We were both on a learning curve because there was no prior knowledge to draw on as there was no previous experience of this or similar schemes. It was a new journey, taking an unknown path and as a result this made the process uncertain. This uncertainty stimulated a need for innovation not only in my own learning

about my new role but also by the school in accepting the need for a professional mentor.

I was already a senior member of staff on the school's Leadership Team with responsibility for Key Stage 4 (KS4) so had an understanding of the nature of a Senior Leadership post. I retained the oversight of the students in KS4 but the main areas of responsibility were the mentoring of staff new to their positions within the school and new members of the profession who joined BWS, and the development of Initial Teacher Training (ITT) provision. The values I lived by in my pastoral role in KS4[101] had been one of the elements that had led to my appointment, along with the work I had undertaken through the cycle of reflection and development of the teaching and learning undertaken with my GCSE classes. These areas had provided me with skills that could be used to develop the mentoring and coaching roles required by the post as well as the ability to reflect and develop my own practice to meet an evolving role. Stoll, Dean & Earl (2003, p.95)[102] quote Lipton & Wellman with Humbard (2001), who provide the following description of mentors:

'... powerful models for novice teachers as they describe their own learning goals and help protégés craft meaningful challenges of their own'.

They go on to describe the mentoring process as follows:

'New teacher and student teacher mentoring by more experienced colleagues offers benefits to both partners, with the new or novice teacher acting as a fresh pair of eyes on the mentor's classroom practice.'

---

[101] Lloyd G. (2003). *How do I/we help the students in Key Stage 4 improve their learning if they are in danger of underperforming?* University of Bath MA programme submission – Enquiry Module.
[102] Stoll L., Fink D. & Earl L. (2003) *It's About Learning [and It's About Time] What's in it for schools?* London, RoutledgeFalmer.

This shows my suitability for the new role but also gives support to standards that I would form as Professional Mentor.

Assessing the validity of my work as Professional Mentor

Prior to me taking on the role of Professional Mentor, there had been student teachers in school from Bath University and occasionally the Open University but there was no regular involvement with ITT. Building on my values of cooperation and opening channels of communication between individuals to allow an exchange of knowledge, I took the decision to establish new links with a variety of ITT providers. One of my first tasks was to identify providers that could form a successful symbiotic relationship with the school to benefit student teachers in their teaching and learning. Over the three year period that I have had responsibility for ITT, I have been able to greatly expand this provision. There have been GTP placements with Bath University and CiLT (The National Centre for Languages) plus full and flexible part time PGCE placements from Bath University, Bath Spa University, Goldsmiths University London, The Open University, Winchester University and the University of the West of England (UWE); In addition we have had week long observational visits by students from Exeter, Oxford and Southampton Universities at the start of their courses.[103] All of the placements have provided different experiences for the school and allowed us to develop our training expertise in the support of trainee teachers by increasing our exposure to students who have different skills and personal experience and come from a wide variety of providers with different selection criteria.

---

[103] See Appendix 40 Records of Student Teacher placements at BWS 2006 – 2008

The increase in the number of students and ITT providers working with the school has had many benefits. The student teachers have been able to work in an environment where the students they are teaching are keen to learn, as they have often commented to me in our tutorial sessions, so they have been able to develop their teaching practice. We, as a school, are exposed to fresh ideas through the student teachers work and the recent training experiences they have undertaken. There is an exchange of values and ideas. Where these interactions occur in a positive environment, each informs the other in a spiral of improvement. The main benefit of this collaboration with trainee teachers has been that six of them have returned to the school on completion of their courses to undertake their Newly Qualified Teacher (NQT) induction. This has made recruitment easier at a time when schools throughout the country are finding it increasingly difficult to fill vacancies with suitably qualified staff. The result is the building of a professional teaching body that shares its values and standards, growing in strength through a shared vision.

In my role as Professional Mentor, I liaise with the trainees' universities and deal with whole school issues during tutorial sessions. Each student is allocated one or two periods per week during the placement for these tutorial sessions to enable their training obligations from the school to be carried out, as outlined by their particular programmes. During these sessions I draw on my experiences of working with positive, empathetic values to scaffold the learning that takes place. By sharing my knowledge and understanding I am able to enhance their teaching and learning, creating an exchange of experiences between us in our discussions. This supports them in their teaching and learning within their individual departments,

where the Head of Department takes responsibility for subject mentoring. During these sessions the HoD is able to complete the aspects of the training for which they have responsibility.

Having spent three years working as the Professional Mentor and reflecting on my role, I considered how I could validate the work done. I came to the conclusion that the best approach would be to consult the people involved in the training and mentoring process. I asked a range of colleagues at the school if they were willing to make comments about their involvement with me at the school and how I had fulfilled the mentoring role with them. I tried to cover as many aspects of my role by including former GTP and PGCE students, teachers who had undertaken their NQT induction, Subject Mentors for people in training and teachers new to post within the school. A number were able to double up on their feedback as I had worked with them in more than one capacity. I emailed the group and asked them to indicate where I had provided support and help, areas they had found beneficial and to consider anything else that would have been useful to provide support for them. An added benefit of the process was the fact that time had elapsed since working with me, so enabling them to offer a reflective appraisal of their experiences of training or working at the school.

Comments from the emails

On assessing the replies to my emails it became apparent that each person's experience had been different. The responses varied as each person's interaction with me had been different relative to the how I had supported them.[104] I tried to

---

[104] See Appendix 41 Email – My Role as Professional Mentor and responses

identify common themes from the responses in the summaries below, relative to areas I asked for feedback on - the support given and areas for improvement in this support.

Support –

The following comments summarise the responses from the group, identifying key features and giving a sense of the way I work and relate to the different people I have worked with as a mentor.

- Open door policy for questions or problems with advice offered based on experience and knowledge of the school environment that was reasoned and gave options on how to proceed with the given situation or circumstances.

- Assistance with interpreting Professional Values and Practice, drawn from experience of other ITT courses and an up-to-date knowledge of current best practice, and providing advice on the appropriate actions to take so not to duplicate tasks.

- Weekly meetings to discuss progress and provide feedback from lesson observations and allowed the opportunity to reflect on the discussion and set targets to help improve practice in the classroom and school.

Improvements –

The following comments are taken directly from the emails, as I felt it was important not to place my interpretations onto them and therefore retain their authenticity for the purpose of this dissertation.

- Recommend / strongly encourage one period per week to observe other teachers

- I remember Term 1 being a steep learning curve with time management so perhaps, in hindsight, some extra reminders of various techniques and things to be doing. I appreciate this is covered in PGCE training course but a lot is covered (and forgotten!) in that and also the beginning of a new year is not something we are in school for.

- More preparation for being a form tutor: We did less than most people because I did my training here, but as it turns out I could have used a bit more guidance! e.g.

  - A mini guide highlighting things like, how the register and absences system actually works, what the role of the form rep is, what the busy times of year will be (the less obvious ones), things that kids might need help organising e.g. sporting events

  - Opportunities to observe different form tutors in different year groups (informally).

  - Once a form group is assigned, having an organised time to chat with a teacher who has experience of tutoring that year group would be really useful.

These suggestions for improvements came from two of the NQT's. They provide invaluable feedback as they are based on the needs of those who have recently experienced the process of integration into the teaching profession and show areas that require support to enable their development. These are areas that experienced educators may take for granted and may neglect to guide the

newcomers through these processes. I place a high value on these comments as they reflect real needs and will provide the basis for enhancement of future provision for NQT's.

Outcomes of my time as Professional Mentor

The support I provided for NQT's has helped new members of the profession to adjust to their role as an educator and settle into the school environment. They have had a reference point for those 'what do I do next' moments. This has been appreciated by them and the Heads of Department who were also involved in the mentoring process, as illustrated by the feedback I received. A similar level of support was appreciated by the Subject Mentors for the trainee teachers.

After the first two years of rapid growth in our ITT programmes at the school, using many different providers and models, we had a period of consolidation. We were able to identify institutions that more closely met our needs and therefore gave a greater cohesion between them and ourselves as a provider of training. The Graduate Teacher Programmes we have followed have proved particularly successful, allowing the trainee teachers to work with the students for the majority of the year. This has provided continuity for the students, as well as the beneficial experience for the trainee teachers of working in the school environment for an extended period. The success of the programme has led to the first two GTP students being appointed to posts at the school and the current GTP student secured a post following his first interview. This appointment by another school for one of our trainees was important as it provided external validation that the training, started under my stewardship, was of a good standard. An outside

institution had judged the student to be worth appointing as we had done with our first two trainees.

The development of the Language College has seen a strong link evolve between the school and Bath Spa University MFL department and we have now moved to their paired placements after individual ones. The ITT students have the opportunity to teach across the three languages we offer, giving them experience teaching in their first and second languages. The relationship has also seen our Head of German invited to the University to participate in student selection for the programme, as well as being offered the opportunity of delivering elements of the course as an Associate Lecturer. Opportunities like these help strengthen our staff knowledge base and enhances their development as professional educators along with the mentor training they undertake to support the ITT student placements.

There have been individual student placements with The Open University over this time and these will continue but are dependent on candidates needs being met by the school, at the appropriate time in their flexible training programme. The same applies with other providers we have worked with on part-time programmes; we have had successful training links with Goldsmiths University London and Winchester University, both of which led to the person being appointed as a member of staff on completion of their training. Our link with the PGCE programme at Bath University has seen continued expansion, strengthening the link by increasing the number of departments participating.

Future Plans

From this reflection on the teacher training provision at BWS I have been able to look towards the future, identifying and building on successful elements of current practice.

- The support for NQT's will continue to be enhanced by the feedback received from those completing their induction year. The feedback will be incorporated in to future induction programmes to address the concerned outlined through the summary of areas for improvement outlined earlier.

- The GTP scheme works well at BWS, we have appointed our trainees from the first and second year of the programme and the trainee this year secured an appointment at his first interview. Assuming we can recruit appropriate candidates I would look to have more trainees in place in subsequent academic years.

- The Bath Spa University link with MFL will strengthen to cover the three main languages we offer (French, German and Spanish) and provide the opportunity to move to full placements with them at a later date. This will help support our language college status and provide staff with continuing professional development opportunities.

- There will be continued support for candidates on part time flexible programmes, as appropriate to their training and the needs of the school. Two current members of staff have been appointed on completion of their programme, having completed different stages of their training under my mentorship.

- The number of students from Bath University offered places by the school will stabilise with an increase in places in Science, which links with our second specialism.

The number of placements has now settled at a sustainable level after the initial period of expansion in ITT provision following my appointment as Professional Mentor. It represents a significant increase on the previous levels of training in the school. Considering the demands on staff and continuity for the students in the classes who have trainee teachers, we now seem to have an appropriate balance in our provision. There is still scope for future expansion to occur, but this would be the under appropriate circumstances outlined above and not at the detriment of the teaching and learning in the school.

The ability to produce a plan for the future and feel confident in its implementation has come as a result of consultation and advocacy, an echo of Fullan's (2001)[105] principles for successful educational change. I feel have realised these values and shown how they have been 'transformed into living standards of practice' as exemplified in My Story Is My Living Educational Theory (McNiff, 2007, p.320).[106]

Summary

Starting my role as Professional Mentor, I entered the unknown. I had no previous incumbent to liaise with, and very few providers that had used the school as a training base. This stimulated a process of innovative change, drawing on my living

---

[105] Fullan M. (2001). *The New Meaning of Educational Change.* London, RoutledgeFalmer.
[106] Clandinin D. J. (2007). Handbook of Narrative Inquiry – Mapping a Methodology. California, Sage.

logics to identify the values that I was going to use in this new role. I identified the need for mentors to be powerful models, but understood the need to share power in order to foster greater power. The values of sharing, cooperating and empathising with the trainee teachers enabled them to build confidence in their ability to meet the day to day challenges of the unpredictable nature of the educational environment and the demands of their courses.

By liaising with universities and subject mentors, symbiotic relationships were established. This gave a sense of cohesion to the training process, opening channels of communication to allow the flow of values and ideas. Through this collaboration, I was able to initiate a spiral of improvement in the ITT provision. This led to an additional benefit – the recruitment of those that had been with us during their ITT on completion of their PGCE courses. Their understanding and experience of the school reinforces the building of a professional teaching body with shared values and vision.

The use of reflection on my role as Professional Mentor by those involved in the process has brought a sense of democracy to my practice. I have built on the confidence gained during my journey as a practitioner researcher by exposing my work to critical appraisal by those within the processes I have undertaken and those who have observed me. I have been able to use the feed back and knowledge gained from it to inform future plans for mentoring provision at BWS. The energy from the process will map the journey along which I shall travel.

In this chapter I have identified the processes by which I have contributed to the development of teaching and learning of fellow practitioners through my role as professional mentor. This contributes to my dissertation by clarifying the meanings of the values I live by in my pastoral role that I formed into the standards of judgment I use as a professional mentor. I have shown how I became aware of the importance of the values of sharing, cooperating and empathising with the trainee teachers, by reflecting on my mentoring of a student on the Graduate Teacher Programme. In this chapter I identify the need for mentors to be powerful models whilst understanding the need to share power in order to foster greater power.

In the following chapter, I return to my systematic responsibilities as a senior leader for making judgments about teaching and learning. In carrying out a series of Departmental Reviews, I have been able to bring together an enhanced awareness of the values I live by with the judgments I make as a practitioner researcher.

Chapter 5 – Judgements we make about our teaching and learning

Introduction

In this chapter I focus on the Departmental Reviews I conducted during the 2006 academic year and the judgments that were validated by a broad range of observations I had taken within the school. In this process I return to my systematic responsibilities as a senior leader for making judgments about teaching and learning. I reflect on how my values impact on my role and how these can influence the process of carrying out the reviews. I focus on enhancing the benefits of the process to encourage dialogue and exchange of values and as a result bring about a sense of ownership of the outcomes of the reviews for the departments.

This process fitted well with my role of Professional Mentor; it increased the number of lessons I observed and gave me a better understanding of the teaching within the school and a stronger basis for me to make my judgements. When coupled with the study of teaching and learning styles carried out through the pupil pursuits, I was able to provide judgements that were validated by the broad range of observations I had undertaken within the school.

To enable the teaching and learning to be assessed at the school, Department Reviews are carried out on a biannual cycle. These reviews are used as the main way to judge how a subject area is performing at any one time. During the last Ofsted inspection of the school they provided a valuable source of data to support the claims made by the school in its Self Evaluation Form (SEF). The SEF is one of

the main sources of information used by the Ofsted team when producing the pre-inspection documentation sent to the school prior to their visit. The Departmental Reviews are either undertaken by the Headmaster or Deputy Headmaster using a standardised format of lesson observations, a review of the departmental schemes of work and results followed by an interview with the Head of Department. A written summary of the process is provided, initially as a draft for the Head of Department to comment on and agree before the final copy is produced.

The Process

Departments are notified at the start of the academic year that their reviews will take place.[107] The reviews are lead by the Headmaster and Deputy Headmaster. The Assistant Heads support the process, particularly with the larger departmental areas, by undertaking some of the lesson observations. This helps by providing a second or possibly third point of view on the teaching within the department, so providing validation of the judgements made by the observers and spreading what would be a demanding work load for a single person. To minimise the impact of lesson observations, it had been agreed with staff that observations conducted during the Performance Management process by members of the Leadership Team could be incorporated in the departmental reviews providing the person being observed gives their consent. This arrangement allows subject specialists to be involved in the Departmental Reviews increasing the validity of the review process.

To aid the understanding of my role in the process, I have included as an example the review I produced on the French Department. The lesson observation schedules

---

[107] See Appendix 42 Document outlining department reviews for the 2007-2008 academic year

require a range of lessons within the subject area to be covered as illustrated in figure 1, ideally all year groups and all members of teaching staff within the department are seen. However, this may be affected by events within the school calendar such as external examinations so a balance has to be achieved. As an enhancement to the process, the French Department requested that the conversation classes undertaken by the language assistant were observed as they formed a fundamental part of the department's work during the course of the academic year.

Department Internal Reviews – Fifth Cycle

French Department, Term 3, 2007-2008

The following lessons have been or will be observed for the departmental review, please let me know of any difficulties. I will need to see the current schemes of work, either prior to or at the summary meeting. If appropriate, update the departmental self evaluation sheet – copy attached. This must be done if it is over two years old. Please bring the sheet with you to the summary meeting.

Day	Date	Period	Observer	Teacher	Class	Room
Mon	21/1	2	CM	MOB	OR	SC
Wed	30/1	5	CM	KSR	Y11	W13
Mon	4/2	3	CM	MOB	Y8A1	W8
Tue	5/2	1	GL	OT	Y9B1	W11
Wed	6/2	5	SDS	CM	Y11	E10
Thu	7/2	7	GL	HMG	Y10A	W12
Fri	8/2	3	GL	HMG	Y7op	W12
Mon	11/2	6	GL	JLT	Y9B2	W11
Mon	11/2	8	GL	KSR	Y12C	W13
Mon	25/2	5	summary meeting GL/KSR in GL's office			

GL 29/01/2008

In addition:

Tues 5/2	2	GL	E. Durand	Y12	Lang.Office	
Thurs 7/2	8	GL	E. Durand	Y10	W8 Office	

Figure 1.

As part of the review process, a departmental Self Evaluation Form[108] (SEF) is completed by the Head of Department for the summary meeting at the end of the lesson observation cycle. The departmental SEF helps inform the completion of the whole school SEF so follows the same format. This form along with the lesson observation forms, schemes of work and external examination results at A2 and GCSE provides the evidence base for the review and the subsequent discussion, during the summary meeting, helps complete the process that leads to the departmental review being produced as illustrated in figure 2.

During the summary meeting the progress made against the action points from the previous departmental review, the lesson observations from the current review, department accommodation and resources, academic standards over the previous five years, schemes of work and Sixth Form provision are discussed before new action points are drawn up for the department to work towards in the next cycle. These areas are discussed in relation to the departmental SEF and the inherent knowledge regarding the department being reviewed from the reviewer's position as Headmaster or Deputy Headmaster. This allows for reflection on the issues being and a consensus to be reached regarding the commentary in the review. I feel it is important that this process is collaborative, with a high degree of cooperation and sharing of thoughts and ideas. Through this process both parties are able to benefit from the outcome of the review and have a degree of ownership of the document. By working in this way towards the same aims, we are able to promote change through a positive experience. Ultimately this benefits the students and school by improving current practice and raising standards in teaching and learning.

---

[108] See Appendix 43 Departmental Self Evaluation Form

Bishop Wordsworth's School

French Department Internal Review 2007-2008

This review was carried out in Term Three of the 2007-2008 academic year by the Deputy Headmaster with the Headmaster and Language College Director, who undertook additional lesson observations. The evidence base consisted of examination of the department schemes of work, lesson observations (together with associated discussions with teachers and students) and an interview with the Head of Department. There were a total of nine lesson observations covering every year group except Year 13 and a majority of the members of staff in the department; every lesson observation lasted at least 30 minutes. In addition time was spent with the French Assistant observing oral work with the students – see lesson observation schedule.

Action Points from last review
The starting point for the review is constituted by the action points identified by the last review, conducted in the spring term of 2006. The progress made on these is shown *in italics:*

1. Ensure that sixth form notes/files are regularly checked for organisation and completeness. *Seen in KSR's Y12 lesson and routinely carried out by the department.*

2. Ensure that staff follow an agreed protocol for regularity of routine assessment, and establish agreed procedures for the HoD to monitor this. *Agreed across the three main languages (French, German & Spanish) and is implemented by staff to provide consistency in language assessment – KSR monitors this process and the marks are entered on the G:\ drive in the departmental assessment folder.*

3. Ensure that the department actively considers strategies to drive up academic standards; though the RPI figures are good, if results are improved then recruitment could be still better. Visiting another high performing French department in a boys' grammar school could help with this discussion. *Strategies have been implemented and results are improving – see academic standards. Colyton Grammar School was visited to help inform the discussion.*

4. To build still further on the strengths of the department so as to enhance provision, deliver a changing curriculum and move towards delivering appropriate aspects of the Language College targets. A particular issue here is planning for the learning of any accelerated groups at KS4 and KS5. *There is enhanced provision in KS3 and preparations are being made for KS4 & 5 with the new setting and syllabi taking effect from September 2008. The Y10 accelerated group from 2006-2007 gained their GCSE at the end of that year and are completing an AS module in French during 2007-2008. In addition, some boys from the accelerated group are undertaking a course in Mandarin Chinese for two lessons per week, leading to an ASSET qualification.*

Lesson Observations

The lesson observations are attached to this review as appendices and should be referred to in conjunction with the following summary comments. The judgements on the lessons are based on the new OfSTED criteria, a copy of which is also attached.

The lessons seen were Outstanding – Grade (1) – in the overwhelming majority of cases with some Good areas – Grade (2) – in certain parts or aspects of the lessons in relation to the OfSTED criteria. The outstanding level of teaching was sustained for whole lessons or significant parts of lessons. The level of teaching recorded on the observation forms and the results the department achieves indicates that significant elements of outstanding or good teaching must occur within the course of the year. Although the results overall are not as strong they could be the A2 scores are improving, bringing them closer to whole school averages. A review only sees a small sample but the indicators point to this assessment.

The students played an active part in lessons, their oral skills being nurtured through constant use and appropriate developmental comments. The extensive subject knowledge the teachers possess and their ability to pass this on to the students were key features of the lessons seen. A variety of methodologies were used from 'didactic style' unit introductions, that included imparting of facts and information, to discussions, which were both supported by access to online and more traditional materials. All these aspects were linked with their previous work to create an interrelated subject overview in terms of language and culture.

Accommodation and Resources

The language rooms are still in good condition following their refurbishment on gaining Language College Status. Issues have arisen with the office accommodation and storage space due to the expansion of staffing to meet the requirements of the enhanced language provision across the three main languages. Rationalisation of the current facilities would help in the short term. Greater provision will be needed in the long term relative to the expansion in staffing. ICT provision in W13 still needs to be addressed as it still does not fully work.

Academic Standards (data with summaries)

Key Stage 4

	2003	2004	2005	2006	2007
Candidates	113	109	118	116	114
%A*-C	98.23	97.25	94.92	97.41	93.00
%A*/A	59.29	49.54	55.08	57.76	50.90
Whole school %A*/A	67.44	67.23	61.90	70.91	71.93
Av Pts Score	6.52	6.52	49.31	50.24	48.50
Av Pts per school entry	6.83	52.68* (7.02)	50.54	51.83	51.86
RPI Residual	-	-	-	-1.35	0.6

*New points system for GCSE from summer 2004

Key Stage 5

	2003	2004	2005	2006	2007
Candidates	7	7	11	8	10
%A-E	100	100	100	100	100
%A/B	57.14	71.43	27.27	62.50	80.00
Whole school %A/B	71.47	75.68	70.47	73.33	71.14
Av Pts Score	88.57	100	218.18*	240.00	240.00
Av Pts per school entry	98.9	102.5	238.75* (99.44)	242.80	238.03
RPI Residual	-	-	-	-13.13	1.5

*New points system for A2 from summer 2005

Summary – The department's examination results are good at GCSE but significantly below whole school averages. The pattern fluctuates and is dependent on particular students within a year group and their affinity to the subject. French is regarded nationally as a difficult subject compared to others at GCSE and this is reflected by the scores achieved against whole values. The parity of languages to be introduced from the next academic year may well resolve this issue as students will have three languages to opt from and will not have to do French - those who choose the subject will have made a conscious decision to do so and hopefully this will see an improvement in the results. The A level results have also seen fluctuations but, since the last departmental review, have improved. They are closer to whole school averages with last year's values exceeding them. The RPI scores for both examinations had positive values consistent with the students' performance in their other subjects and this indicates they are achieving expected levels.

Documentation

The Departmental Handbook will continue to evolve to reflect the change in requirements. The overviews of the Schemes of Work and the individual teaching materials seen were the key documents that support the work of the dept. This involves both generic and individual materials that the members of staff work from when teaching. – See department materials on the school network at G:\French Department

Sixth Form Provision

Larger numbers of students are undertaking the subject at AS and there is an improvement in results. Retention of students for A2 is more problematic as other subjects prove more attractive to the students at that stage. The individual A level units are now taught discretely by the members of staff working to their strengths, and this has had a positive impact on the learning.

Action Points

1. Selecting, developing and embedding the new AS/A2 course material for September 2008 and dissemination to members of the department - updating Schemes of Work as appropriate.

2. Preparation of a new Y10 curriculum for September 2008 to meet the change in setting arrangements for MFL classes at KS4 as the parity in the three main languages reaches this section of the school following the introduction of Language College status.

3. Improvement of the ICT equipment in W13 to make it fully functional – this will require liaison with the Network Manager and ICT Support Technician.

4. Extending creative multi media and extra curricular work in the subject area.

GL – 03/03/2008

Figure 2.

Outcomes

Each review process generates action points that the department aims to achieve by the time of the next review. At the subsequent review they will be assessed in a similar manner, to maintain continuity and therefore familiarity with the process. It is important that the review document should be viewed as a working document to help support departmental development over the two year interim period. This process of monitoring was commented on by OfSTED as an important element of the school self evaluation, as it showed internal reviews were undertaken and improvements in practice generated through them. The ability of the school to monitor and improve is a key feature of the current OfSTED model. During the last two academic years the Headmaster and I have reviewed all of the departments in the school. This has provided a comprehensive record of the current situation and progress made by each department as well as outlining where they aim to be at the time of the next review. During the next review cycle the Head and I will alternate the departments reviewed to help validate the process.

Summary

In my role of Deputy Headmaster undertaking departmental reviews, I have been able to use my values to move the style of the reviews towards a more democratic process. This has been brought about by the sharing of values in the process through cooperation, consensus and advocacy. Giving a voice to the needs of the practitioners, through the use of departmental SEFs, has allowed ownership to be transferred to those affected by the outcomes. Bringing responsibility for the process closer to it source has brought about the desire for successful implementation of any actions identified during the review. By sharing this experience and emphasising the positive values of the process, I have been able to channel the drive into raising standards of teaching and learning with a whole school focus.

In this chapter I have reflected on how my values impact on my role and how these can influence the process of carrying out the reviews. I have focused on enhancing the benefits of the process by encouraging dialogue and exchange of values and as a result bring about a sense of ownership of the outcomes of the reviews for the departments. I have returned to my systematic responsibilities as a senior leader for making judgments about teaching and learning, but have also kept in focus my professional learning journey. This chapter has contribute to my story by illustrating how I have been able utilise my enhanced individual and systematic influences in teaching and learning and apply it in my role of making judgements about the teaching and learning of others.

Chapter 6 – Conclusion

Introduction

In this concluding chapter I stress the importance, for enhancing the profession, of encouraging practitioners to tell their stories. By doing so, they bring the embodied knowledge of educators into the public knowledge-base of education for use by others. This dissertation provides a story of my journey to enhance my individual and systematic influences by living the values that I have developed through my life experiences in my role as a professional educator

As I write this conclusion, I have come to the end of a journey. However, I realise that this period of self-reflection and observation, of me by others and others by me, marks a single part of my journey to explain and question the influence of my living educational theories on teaching and learning. My explanatory principles, based on my life story as an educator, have been brought into the academy for legitimation. I have been influenced by practitioners such as Eisner (1988, 1993, 1997)[109], Carter (1993)[110], Whitehead and McNiff (2006)[111], McNiff (2002, 2007)[112], and Whitehead (2007, 2008).[113] Through her narrative, McNiff (2007) considers the

---

[109] Eisner E. W. (1988) The Primacy of Experience and the Politics of Method. *Educational Researcher*, Vol. 17, No.5. (Jun.–Jul., 1988), pp. 15-20.
Eisner E. W. (1993) Forms of Understanding and the Future of Educational Research. *Educational Researcher*, Vol. 22, No.7. (Oct., 1993), pp. 5-11.
Eisner E. W. (1997) The Promise and Perils of Alternative Forms of Data Representation. Educational Researcher, Vol. 26, No.6. (Aug.–Sep., 1997), pp. 4-10.
[110] Carter K (1993) The Place of Story in the Study of Teaching and Teacher Education. *Educational Researcher*, Vol. 22 No.1. (Jan.–Feb., 1993), pp.5-12+18.
[111] Whitehead A J. & McNiff J. (2006) *Action Research Living Theory*. London, Sage.
[112] McNiff J. (2002). *Action Research for Professional Development – Concise Advice for New Action Researchers.*
Clandinin D. J. (2007). *Handbook of Narrative Inquiry – Mapping a Methodology*. California, Sage.
[113] Whitehead A. J. (2007). *Creating a World of Educational Quality through Living Educational Theories.*

validity of her work, 'through the communicative adequacy of the content and form of the story.' I must also go through this process becoming a participant in the formation of living educational theories and thereby enter into the:

'generative transformational potential, commenting throughout on the living process of inquiry and the underpinning living form of logic, a reflection of the researcher's conscious commitment to each moment as holding all possible futures already within itself.'

I am able to enter into the academy with my master's dissertation because of my eighteen years of teaching experience. This gives support the government's proposal for teachers to take the new masters in teaching and learning[114], but some reflection on the value of experience in informing these studies must influence the time scale and expectations of this programme of study. Also, consideration must be given to the needs of the practitioner in relation to their advocacy of the process and the undertaking of further study as positive contribution to give meaning and purpose to their role as educators. There is a need to build up an extensive network of research and discussion in this field, available via the internet and video links, as well as through published accounts. By encouraging experienced practitioners to tell their story, we are able to make public the knowledge of educators and their influence in teaching and learning. This process has the potential to feed back into the profession, informing it and creating a cycle of improvement.

Whitehead, A J. (2008) Increasing Inclusion In Educational Research: A Response To Pip Bruce-Ferguson. *Research Intelligence*, No. 103, pp. 16-17.

[114] See Appendix 1 New teachers to follow masters programme – Anthea Lipsett. Education Guardian, Friday March 7 2008.

With another twenty years of my career ahead of me, the conclusions drawn from my dissertation will help to inform me and validate or question the values I have chosen to follow during the first part of my life experience in education. I view my role and that of my fellow practitioners as a professional one, and refer to Calderhead (2005, p135&137)[115] and his discussion regarding the metaphor of teaching as a profession. He cites Doyle's (1986) summary of the complexities of the classroom-

> '……in terms of six general features: multidimensionality, simultaneity, immediacy, unpredictability, publicness, and history.'

These complex situations are encountered in other professions, and he draws the conclusion that the metaphor is a valuable one.

> 'Such a metaphor illuminates crucial aspects of teaching by guiding us towards an exploration of the nature of teachers' knowledge and the influences on its formation, how it is applied to the analysis of teaching situations, and how it has come to be embedded in teachers' action.'

By embedding my findings from this study, I hope to continue my professional development. The conclusions I ponder here give me the inspiration to further teaching and learning and help map the path of my future journey as an educator.

The narrative of my journey at BWS has been informed by the historical order that I have lived my role as a practitioner researcher at this school. To aid an understanding of the influences on my values I have initially given an account, in Chapter 1, of my educational experiences prior to joining BWS. Chapter 2

---

[115] Calderhead J. (2005). *Teaching as a 'professional' activity*, in: Moon B. & Shelton Mayers A. (eds). Teaching and Learning in the Secondary School. Abingdon, RoutledgeFalmer, pp.134-137.

illustrates my personal work as I developed my own teaching and learning with the aim of improving the results of my GCSE groups. My work in understanding the teaching and learning in the school and my role in managing whole school improvements is illustrated in Chapter 3; this gave me an overview of the teaching and learning taking place in the school and a sense of the learning environment in place for the students. This has aided my role as the Professional Mentor for Initial Teacher Training (ITT), Newly Qualified Teachers (NQTs) and current members of staff undertaking new roles within school as illustrated in Chapter 4. I have been able to consolidate all of this experience into my role as Deputy Headmaster and undertake Departmental Reviews to help assess and monitor the teaching and learning taking place in the school. These reviews were to help the school's self evaluation process and inform the Self Evaluation Form (SEF), which is part of the information used by the Ofsted team to help inform their inspections and is illustrated in Chapter 5.

In the following sections I will discuss in detail the conclusions from the processes I have been through, and finally the overall values and standards of my living educational theories.

The influence of my Career

I aimed during the initial part of my teaching career to gain a variety of experiences in different schools to provide me with a broad background as an educator. My first post at Sandbach School was a fixed contract so meant I had to move at the end of the academic year and this started me on a path that was to give the experience I wished to gain. I had no fixed plan for the number or types of

school I was to work in but covered a wide range in the early stages of my career.

These appointments were distinctly different and during this period I worked in Independent and State Schools in this country and abroad, which gave me experience of selective and comprehensive education in single sex and coeducational schools. As I commented this experience was dismissed by some prospective employers because I had moved too often between different types of school. This was not the normal of pattern of employment that the people making appointments in education encountered and posed difficulties as I commented in Chapter 1 but I firmly believe this period of time gave me the skills and knowledge I now apply to my work.

The negative experiences I encountered early in my career have taught me about their impact on an individual's self-confidence and how they can influence a practitioner's effectiveness within the school and therefore classroom. I resolved never to follow such a path and now I make sure I welcome all members of our learning community as valued colleagues. The time I spent in Botswana probably had more of a profound effect on my life and career than I have realised. I was able to submerge myself within the cultural and educational system, reinforcing my belief that a positive working environment where each individual is valued creates a positive atmosphere in which teaching and learning can excel. As a consequence I have continued to practice this ethos here in the UK leading to a positive perception by colleagues, encouraging effective interaction and therefore a more constructive working relationship.

As my career progressed and I gained in life experience, I was able to learn more about the teaching methodologies used by practitioners in a broad range of settings, including those at diametrically opposite ends of the spectrum. A multi-cultural dimension has been added by exposure to the teaching and learning environment in Botswana, with influence from the many different countries from which they recruited. This experience exposed me to the situation of immigrant and host (Elbaz-Luwisch, 2007) [116], and the role of the narrative in appreciating the complexities of assimilating to a host environment. With my colleagues, we were able to exchange life stories and engage with each others teaching and learning experiences. This led to collaborative and imaginative encounters and exchange of knowledge that helped transform our respective practices.

These years of teaching provided me with life experience – multicultural, multi-establishment and multi-posted - , which I felt ready to apply to my roles as an educator. I had a strong sense of personal identity and values, and felt my 'personal biography' was a positive contribution to my development, as described by Pollard (2005)[117] in his chapter on 'Values and Identity. Who are We?' It became clear, however, that this was not a universal view of my potential as a teacher in this country. I realised that some people saw experience in a one dimensional manner – that of a number of years taught, regardless of breadth or variety – rather than the multidimensional experience of my interpretation. This proved to be a temporary setback in my journey, as I soon found a post in a school that

---

[116] Clandinin D. J. (2007). *Handbook of Narrative Inquiry – Mapping a Methodology*. California Sage.
[117] Pollard A. (2005). *Reflective Teaching.* London, Continuum.

understood and shared the value of my professional knowledge base and educational experience.

My time at Bishop Wordsworth's School has allowed me to put into practice this experience, externalising my values through a variety of management posts both at middle and senior level. The skills gained from the different schools in which I have worked coupled with their distinctive ethoses have given me the breadth of experience to undertake these roles. The professional values by which I have lived in each post has allowed me to gain promotion and therefore further develop as an educator. I have continued on a cycle of self improvement by reflecting on my practice and enhancing my experience through a variety of different roles in one setting. This is in contrast to the initial part of my career where I generally undertook one job, that of a classroom teacher, but in a variety of different schools.

My contribution to this learning environment was to become the focus of the dissertation as my research and writing developed through the discussions held with my tutor Dr Jack Whitehead at Bath University. The work I had undertaken in understanding the teaching and learning at the school had given me an oversight of the learning environment in place. This understanding linked with my personal work as I developed my teaching with the GCSE groups as illustrated in Chapter 2.

In this chapter, I have reflected on the influence of my accumulated experience in education. I have understood how it has added to and transformed my understanding of educational responsibility in my role as an educator in my

teaching and learning. It provides a fundamental picture as to how I initially formed the basis for my values that I worked by in the subsequent chapters of this dissertation. It gives justification for using a living theory approach, as the seeds of my values have been formed during these years and the experiences and encounters that I have lived during them.

The choice of an autobiographical account allows the reader to understand these values and their origins, and to emphasis the uniqueness of an individuals experience in forming ones values. These values influence my teaching and learning, as do each practitioner's individual values formed through their unique experience. The role of my values in the explanation of my educational influence constitutes my story and allows the reader to engage with the role these emerging values have had in influencing the transformation of my teaching and learning.

The work undertaken with my GCSE group

This work proved the most rewarding in terms of the student's achievements and my development as an educator. The motivation for improving the results achieved in my subject area came from the performance of other departments within school and the support of students I had undertaken in my pastoral role as Head of Middle School, which covered the GCSE years for the students at the school. The inspiration for this work had come from the assignments undertaken for the MA core units under Dr. Whitehead. He had encouraged me to reflect on my practice as an educator and ask the question, - 'How do I improve what I am doing?' I felt confident in my ability to carry out a period of self-reflection, triggered by this encouragement, and use my increased knowledge of pedagogy to help improve my

style of teaching to benefit my students. This ideal was illustrated by Simon (2005, p.18)[118] when he stated:

> '… that to start from the standpoint of individual differences is to start from the wrong position. To develop effective pedagogy means starting from the opposite standpoint, from what children have in common as members of the human species; to establish the general principles of teaching and, in the light of these, to determine what modifications of practice are necessary to meet specific individual needs.'

I started from a positive view point with the students I taught, to help them attain the best results they could, and developed with them as we learned together.

Although relatively short in terms of my time as a teacher, I see the period of time as one where I made more progress than any other as an educator. Using the principles I had adopted for mentoring students as Head of Middle School, I started adopting the values of strong male leadership but working and empathising from a positive standpoint to encourage students' development and learning. I followed the basic tenet that I would take a positive approach to my teaching of them and whenever possible what they achieved. The idea of working with a difference, when coupled with the positive approach to the students work and use of guided participation (Rogoff, 1990)[119] for instruction, gave me a scaffolding (Wood, 1998)[120] to help improve the level of attainment of my group.

---

[118] Simon B. (2005). *Why no pedagogy in England?* in: Moon B. & Shelton Mayers A. (eds). Teaching and Learning in the Secondary School. Abingdon, RoutledgeFalmer, pp.11-22.
[119] Rogoff B (1990). *Apprenticeship in thinking: cognitive development in social context.* Oxford, Oxford University Press.
[120] Wood D. (1998) *How Children Think and Learn,* Oxford, Blackwell.

The process of learning was the focus and through this journey they were becoming independent learners using their newly acquired confidence to tackle problems and create a positive outcome. This unusual but positive development was confirmation that my chosen method of teaching and learning was benefiting the students on a number of levels. By encourage independent learning and reinforcing the idea of responsibility for their educational outcomes, I felt my values had helped to contribute to the supportive atmosphere and collaborative nature of the workshop. The students had started to adopt a new set of values, ones in which they felt their work was part of the groups' response to the tasks undertaken rather than working as an individual where they only had support from the teacher. They were learning and achieving rewarding results, as they had in my classes before, but were now assessing and learning from their own work and other members of the class, freeing them from the confines of dependency on my assessment. This way of working created a positive learning environment where everybody was willing to contribute, support each others learning and achieve good results in the process. I often commented that working in this way was much easier than conventional styles of teaching, because by working with the group I enabled successful implementation of change in the dynamics within the classroom. There was a subtle evolution of support within the learning process, where self-directed learning and extended peer assessment exercises evolved into a productive environment. The use of commendation letters enhanced the involvement of the extended community to aid the successful implementation of change (Fullan, 2001)[121] to the teaching and learning strategies within my lessons.

---

[121] Fullan M. (2001). *The New Meaning of Educational Change.* London, RoutledgeFalmer.

During the process, I found the experience of implementing change is also affected by external factors. I could create a positive learning environment, encourage self-directed learning and maximise the opportunity for success although the results are not always guaranteed. The benefits of such pathways for teaching and learning, however, can emerge later in a student's learning journey as has been seen with those in the second group. They had been equipped with higher level learning skills and experiences to use as they matured into the A level course. Students from the first GCSE group I worked with, who continued with the subject to A level, have recently received their results and achieved A grades thus building on the success they had at GCSE level. Students in the second GCSE group are at the AS stage of their A level studies and have achieved A and B grades at this stage of their assessment process, so are broadly in line with the performance of the first group. Considering the difference in the results they achieved at GCSE level, having both followed a similar course and learning process, the A level results are a better reflection of their true ability. This supports the idea that through recognising the collaborative relations of power, the practitioner is able to encourage a move from generative towards transformative learning. Through the process of catalytic learning in the classroom, we enable individuals to learn to be learners. This lifelong skill gives them opportunity of enhancing their experience of the world and ultimately aim of benefiting the society in which they choose to live the life.

I have found that the speed at which cohorts can adapt varies, as my teaching and learning styles become embedded in my practice. It is important to recognise this and accept this progress, trust in the independent learner and their work ethic.

This produces a sense of equality in the classroom. Bourne and Moon (2005, p.36)[122] quote Mortimore and his colleagues (1998) who suggested from their data that:

> '... children's performance changes over time. Given an effective school, children make greater progress. Greater progress leads to greater capability and, if handled sensitively, to greater confidence .... The responsibility of teachers is to ensure that their pupils do not adopt fixed views of their own abilities but, rather, come to realise that they have considerable potential which, given motivation and good teaching in an effective school, can be realised ...'

This is what I have tried to develop in my classroom and feedback from participants, colleagues and co-researchers acts as a value judgement for my chosen living educational theories, confirming whether the values I chose to live by in my role as educator are beneficial to managing improvements in the teaching and learning within my classroom setting. This reflective practice gave me the confidence to continue my journey.

In this chapter I have taken the understanding of the influences from my earlier career as an educator and looked at the processes that informed my professional learning in the classroom. By bringing into public knowledge this process, I have shown how I am able to develop emerging values and how the development of the values affects the dynamics of the teaching and learning between individuals and groups within the classroom. This is limited by the written word and, to enhance the value of narrative enquiry, the use of different forms of media would have provided another method of illustrating the major changes in my teaching and

---

[122] Bourne J. & Moon B (2005). *A question of ability?* in: Moon B. & Shelton Mayers A. (eds). Teaching and Learning in the Secondary School. Abingdon, RoutledgeFalmer, pp.25-37.

learning that have occurred. The next step in my journey was to take these values

and allow them to inform my life outside the confines of my role as a subject

teacher and challenge the way I was living my roles as Deputy Head and

Professional Mentor.

The understanding of the teaching and learning styles at BWS

The work I had undertaken with my GCSE groups had given me an understanding of

how teaching and learning affected the students' achievements in a subject area.

When coupled with the lesson observations I had undertaken as part of the school's

Performance Management cycle I was well placed to undertake a study of teaching

and learning in the school to investigate the assessment made by the Wiltshire

Local Authority Evaluation of Post 16 Education at the school. Drawing on my

knowledge and understanding gained during my MA studies, I understood the need

to make the study valid by following Fullan's (2001)[123] concepts of managing

educational change. The success of the observational research into teaching and

learning across the school was dependent on thorough planning and consultation by

me. Advocacy was the byword for its successful implementation.

The starting point of the investigation into teaching and learning at the school was

from the view that the teaching was appropriate to the needs of students and it

allowed them to achieve excellent results at all levels in the school. This

contrasted with the Wiltshire County Council investigation that categorised our

teaching as satisfactory, despite the level of achievement of the students. The

observations resulted in a number of outcomes. The standard of teaching was

---

[123] Fullan M. (2001). *The New Meaning of Educational Change*. London, RoutledgeFalmer.

assessed at a higher level than that of the Local Authority review, with those involved in the assessment process identifying lessons as good or outstanding in relation to Ofsted criteria. The overall view I came to was that we had good lessons with many outstanding features relative to the Ofsted criteria and there must be a degree of outstanding teaching regularly seen for the students to achieve their excellent standard of results. This was to be confirmed by the Ofsted inspection we had and the subsequent Internal Departmental Reviews I was to conduct.

The support by Ofsted, for our chosen methods of teaching and learning at BWS, is backed in the article The entitlement curriculum by Her Majesty's Inspectors (2005, p.240).[124]

> 'The aim to develop curiosity, creativity and independent thought will not be achieved by teaching which relies excessively on instruction and didactic methods. Teachers have shown that they need to adopt various teaching styles; they are at times listeners, at times partners, at times assessors; they need to question, cajole, encourage and guide and to know when, how and when not to intervene. Teachers must have the means to enable the entitlement curriculum to be achieved.'

The comprehensive and systematic lesson observation carried out during the survey enabled me to observe the full range of teaching and learning styles at BWS. This gave an insight into the adaptability of the lesson delivery and ability of the teachers to adopt the appropriate style for the required outcome.

---

[124] Her Majesty's Inspectors (2005) *The entitlement curriculum*, in: Moon B. & Shelton Mayers A. (eds). Teaching and Learning in the Secondary School. Abingdon, RoutledgeFalmer, pp.232-240.

The identification of the differing types of teaching relative to the subject areas was an important outcome of the process because part of the criticism by Wiltshire Local Authority was that we used too many traditional methods in the lessons they observed. Three main styles of teaching were observed – didactic, pupil centred and a balanced combination providing the most appropriate learning environment to achieve successful results with the pupil cohort. Many of the lessons observed during the Wiltshire review were Science subjects, where the school achieves some of its best results in the external examinations. The teaching styles used are obviously appropriate for the material imparted for the students to achieve the levels they do in these subjects. The main style seen in the Science lessons in the investigation we carried out and confirmed by the Departmental Reviews was a didactic one, which is traditional and accounts for the Local Authorities comments. More pupil centred approaches were seen in the practical based subjects and a mix of didactic and pupil centred approaches were employed in the Humanities and Languages. The identification of these three types of teaching styles relative to subject areas was endorsed by the conversations held during the Ofsted inspection and subsequent report, thus confirming our judgements in assessing teaching and learning through our self assessment processes.

The overall impression of the lessons seen was of a positive learning environment in all styles of classroom delivery. Lessons become focused and more demanding with higher level learning as they progress through school. The student's perception of their lessons was dependent on the length of time they had spent at the school and their age, although all were able to share views of their experience. Through their teaching values, members of staff were highly successful in imparting knowledge

and, although the range of approaches could be more widespread, the school was heading in the right direction with teaching and learning.

This chapter contributes to my story by showing how I gained an understanding of both individual and systematic influences of my practice. My role in directing the sampling of the styles of teaching and learning throughout the school has given me an insight into how differing styles are adapted and used to affect the outcomes of teaching and learning in the classrooms of other practitioners. By living the process the experience became a positive journey, increasing the understanding of those practitioners who may feel wary of change within the educational environment. This was achieved by modelling the collaborative relations of power in the leadership team. Through this we have the potential to increase the strength of all individuals within the school and therefore the power of the school as a place of transformational learning. The next step on my learning journey was to focus on the process of enhancing learning with individuals in my role as professional mentor.

Being a Professional Mentor

The work I had undertaken with my GCSE groups and through the investigation of teaching and learning styles had given me an understanding of the different pedagogies in place within the school. When linked to the pastoral and mentoring work I had undertaken as Head of Key Stage 4 I had a good overview of the school as a learning environment and thus could identify successful practice. This was used to help support new members of staff and trainee teachers by providing real

examples to help their development as educators, which was to be one of the main aspects of my role.

The growth in Initial Teacher Training provision and support of student teachers in an environment that allowed them to develop teaching skills has been one of the main successes of my time as Professional Mentor. As a school we have been able to appoint a number of the trainees to the teaching staff. These trainees along with those who have gone on to work elsewhere have benefited from their time at the school and commented on how they found working with our students very rewarding. The teaching and learning structures in place and the nature of the students helped to create this environment and illustrate the interlinking of the various elements of the school and my role overseeing these areas.

The development of Initial Teacher Training will continue at the school for the benefit of all those involved in the process the student teachers, the departments and the school. All those involved have been enriched by the process. I have learnt a great deal as Professional Mentor and this role will continue to evolve. During the next academic year I will be responsible for mentoring a teacher on the Fulbright Scholarship from the United States of America, which is a prestigious programme for American citizens. We were very pleased to be accepted to participate in the scheme with one of our members of staff going to work at Pennsbury High School, Pennsylvania. As part of the scheme I was invited by the British Council to write a proposal to access a grant to visit the school, which was accepted. The program of study will assess the transfer of teaching and learning practices by the scholarship

teacher on her return to Pennsbury High School.[125]Such opportunities offer positive examples of cross-cultural exchange of ideas in teaching and learning. The immediacy of being directly involved in the observation allows the embodied values of the practitioners to inform the process and enhance my embodied knowledge as an educator.

During this part of my learning journey, I have identified the processes by which I have contributed to the development of teaching and learning of fellow practitioners through my role as professional mentor. I have clarified the meanings of the values I live by in my pastoral role that I formed into the standards of judgment I use as a professional mentor. I have shown how I became aware of the importance of the values of sharing, cooperating and empathising with the trainee teachers, by reflecting on my mentoring of a student on the Graduate Teacher Programme. I have identified the need for mentors to be powerful models whilst understanding the need to share power in order to foster greater power. These values informed my return to my systematic responsibilities as a senior leader for making judgments about teaching and learning and brought together an enhanced awareness of the values I live by with the judgments I make as a practitioner researcher.

Judgements on the teaching and learning at BWS

My expanding role at BWS, and the values I had acquired during my learning journey had given me the confidence and ability to assess the work of departments formally. This took place through the Internal Department Reviews I was to

---

[125] See Appendix 44 Statement of Aims Headteacher/Principal Study Visits 07/08 & Fulbright UK/US Teacher Exchange Head Teacher Study Visit – Programme.

conduct and, just as importantly, my prior work had given the members of staff confidence in my ability to undertake the reviews objectively. I was also able to provide judgements that were validated by the broad range of observations I had undertaken within the school. These factors were significant if all those concerned in the process were to value the outcomes and move forward with improvements in teaching and learning following the conclusion of the review.

The process had originally followed the Ofsted Model with the department being notified of the review and a report being produced with an assessment made of the department's performance involving a minimum amount of consultation. Through reflecting on my own part in the review process, and in collaboration with the departments needs, I have allowed it to evolve and become a partnership to assess the teaching and learning taking place. This has involved identifying lessons with the Head of Department to gauge the full range of practice in place and following up concerns they have raised with me regarding their department.

The written report produced at the end of the process is initially in draft form to make sure it is an accurate representation of the department's situation. Ultimately I have to produce a report that is a fair reflection of the standards that are in place, as it will be scrutinised as part of the school self evaluation process and eventually by Osfted. To ensure a robust process, I have to be able to account for the judgements in the report. The cooperation that has evolved benefits the review process as it allows all parties concerned to be involved in the improvement of the teaching and learning at the school. We all desire an improvement to take

place so it makes sense that we work together as educators to achieve this outcome.

During this process I have reflected on how my values impact on my role and how these can influence the process of carrying out the reviews. A sense of ownership of the outcomes of the reviews for the departments has been brought about by encouraging dialogue and exchange of values. This chapter contributed to my story by illustrating how I have been able utilise my enhanced individual and systematic influences in teaching and learning and apply it in my role of making judgements about the teaching and learning of others.

Summary

I started this dissertation by discussing if I could write about myself as an educator and the school in which I worked with my tutor Dr. Whitehead. I have done this by using a narrative form to explain how my values have developed and influenced the direction of my journey at Bishop Wordsworth's School as I progressed from a classroom teacher to Deputy Headmaster outlining key elements in my progression. As I reflect on my educational journey I realise how I have changed as an educator and how the methods I employ in my lessons have evolved to move my teaching and learning practices forward. The idea that through self-reflection – taking a critical look at how I perform in my role as teacher, mentor and Deputy Headmaster - observation of others and by others, I can form a positive value system that can help me manage improvements in teaching and learning. By living these values, I hope to have legitimated my research.

I value the right for all to access the education they desire, regardless of the ability to pay. Respect and concern for the well being of others and the flow of knowledge and experience between individuals allows an appreciation of each individual's uniqueness. By channelling self-belief through the process of scaffolding, I aim to encourage independent learning. This contributes to the catalytic nature of learning, fostering a transformative model of learning.

By changing the in the way I work with the students, I have encouraged them to be actively involved in their learning process rather than having material simply imparted to them. This has had a profound effect on the knowledge the students possess and how they managed their learning. Through my understanding of the collaborative relations of power, I have been able to share my power of knowledge and experience to enhance the overall power of teaching and learning in the classroom. This has been clear from the way in which the students work in the lessons and the results they have achieved.

The knowledge gained from my work during my lessons and involvement in observing other lessons at the school has provided a vast resource from which to reference teaching and learning practices. I have used the values of cooperation, collaboration and advocacy in managing effective change. The values from fellow practitioners and students have informed my own standards. I have lived by these standards, becoming myself an individual learning how to learn.

As I look forward I realise I am in a position to use innovative change to influence the teaching and learning practices at Bishop Wordsworth's School. In my role as a

practitioner researcher, I have the ability to encourage others within the educational environment to use the positive aspects of their teaching and those they observe around them to form their own values. These can be used on each individual's educational journey to help improve teaching and learning on their chosen path. This positive experience has the potential to create a spiral of improvement in standards in the learning environment, by promoting change from within oneself. This can be done in the immediate future through the democratisation of the Departmental Reviews. Working with the Heads of Department to improve the current practice, I am able to encourage a recognition of the values through which the live their practice. By giving them a voice in the review, I am able to encourage their ownership of the process and a transfer of responsibility for successful outcomes from action to be undertaken.

Through my role as Professional mentor I am able to enhance the learning experience of student teachers and new members of the profession by exposing them to good practice. An empathetic and cooperative teaching and learning environment can be created, increasing the sense of cohesion for those involved in the mentoring process. This encourages the sharing of professional values and benefits the teaching and learning environment being foster in the school.

As a practitioner, researching my own environment, I am able to provide a consistent and complete picture of my engagement with teaching and learning and of how the students benefit from the process. I will continue to add to my values and live by them, as I seek improvement in myself and others. This is supported by

Dadds (2008)[126] who, in her experimental methodology, allows an exploratory nature to her paper. She states that it is an opportunity to open a discussion of the concept of empathetic validity (p.280). By doing so she allows the researcher to engage critically with her research, bringing it into public ownership and therefore validating her ideas. By using her own practitioner research and her own experiences, there is a story being written to explain her concepts and the effects on practitioner researchers and the wider audience that share in the research.

In my research I have been influenced by the need for internal and external empathetic validity. My own practice has been influenced by my research, as have those who have been involved – the students, practitioners and those who have come into contact with me through my role as mentor at BWS. I have been able to share my values with these individuals in return for sharing their unique experiences. I hope now to gain external empathetic validity by bringing my story into the public domain, allowing an audience to engage with its contents. By doing so, I share my values through my story, allowing others an insight into what has influenced me as an educator. I am accountable for this narrative in terms of the learning, values and understanding of a professional educator who is continuously seeking to improve his practice and to contribute to educational knowledge. Through this dissertation I bring this contribution to educational knowledge into the academy for legitimation.

---

[126] Dadds M (2008) Theoretical Resource – Empathetic validity in practitioner research. *Educational Action Research*. Vol. 16, No. 2, June 2008, 279-290.

Postscript

The only period at the school not described in the main body of the dissertation but often referred to is the time spent as Head of Middle School (Key Stage 4) and the pastoral work and academic monitoring I undertook to support students who were in danger of underperforming at this stage of their education. This work was described in an earlier assignment for my MA studies and I have decided to include it as the final appendix of the dissertation so a full account of my work appears together in one document[127]. This assignment in chronological terms falls between Chapters 1 & 2 of the dissertation with a period of overlap with the start of my work to improve the standards achieved by my GCSE groups.

---

[127] See Appendix 45 How do I/we help the students in Key Stage 4 improve their learning if they are in danger of underperforming?

References:

Books:

Biesta G. J. J. (2006). Beyond Learning; Democratic Education for a Human Future. Boulder, Paradigm.

Clandinin D. J. (2007). *Handbook of Narrative Inquiry – Mapping a Methodology*. California, Sage.

Clarke A. & Gaalen E. (2003). *Teacher Inquiry Living the research in everyday practice*. London, RoutledgeFalmer.

Cohen L. & Manion L. (2000). *Research Methods in Education*. London, RoutledgeFalmer.

Dadds M. & Hart S. (2001). *Doing Practitioner Research Differently*. London; RoutledgeFalmer.

Dunn S. (1986). *An Introduction To Craft Design And Technology*. London, Unwin Hyman.

Dunn S. (1989). *Craft Design And Technology A Complete Course For GCSE*. London, Unwin Hyman.

Fullan M. (2001). *The New Meaning of Educational Change*. London, RoutledgeFalmer.

Habermas J. (1976) *Communication and the evolution of society*. London: Heinemann

Head B. (1981) *Serowe: Village of The Rain Wind*. London, Heinemann.

Hopkins D. (2002). *A Teacher's Guide To Classroom Research*. Milton Keynes, Open University Press.

Owens M. & D. (1984) *Cry of The Kalahari*. London, Fontana HarperCollins.

Papanek V. (1985). *Design for the Real World*. London, Thames and Hudson.

Peters (1966). *Ethics and Education*. London, George Allen and Unwin.

Pollard A. (2005). *Reflective Teaching*. London, Continuum.

Rogoff B (1990). *Apprenticeship in thinking: cognitive development in social context*. Oxford, Oxford University Press.

Simpson M. & Tuson J. (1995). *Using Observations in Small-Scale Research*. Edinburgh, The Scottish Council for Research in Education.

Stoll L., Fink D. & Earl L. (2003) *It's About Learning [and It's About Time] What's in it for schools?*. London, RoutledgeFalmer.

Wallace M. & Poulson L. (2003) *Learning to Read Critically in Educational Leadership & Management*. London, Sage.

Whitehead A J. & McNiff J. (2006) *Action Research Living Theory*. London, Sage.

Wink J. & Wink D. (2004) *Teaching Passionately – What's Love Got to Do with it?* Boston, Allyn and Bacon.

Wood D. (1998) *How Children Think and Learn*. Oxford, Blackwell.

Articles:

Adler-Collins, J. P. (2008) Creating New Forms Of Living Educational Theories Through Collaborative Educational Research From Eastern and Western Contexts: A response to Jack Whitehead. *Research Intelligence*, No. 104, pp. 17-18.

Bassey M (1992) Creating Education through Research *British Educational Research Journal*, Vol 18 No 1, 3-16

BERA (2004). *Revised Ethical Guidelines For Educational Research*. British Educational Research Association, Southwell.

Carter K (1993) The Place of Story in the Study of Teaching and Teacher Education. *Educational Researcher*, Vol. 22 No.1. (Jan.–Feb., 1993), pp.5-12+18.

Dadds M (2008) Theoretical Resource – Empathetic validity in practitioner research. *Educational Action Research*. Vol. 16, No. 2, June 2008, 279-290.

Eisner E. W. (1988) The Primacy of Experience and the Politics of Method. *Educational Researcher*, Vol. 17, No.5. (Jun.–Jul., 1988), pp. 15-20.

Eisner E. W. (1993) Forms of Understanding and the Future of Educational Research. *Educational Researcher*, Vol. 22, No.7. (Oct., 1993), pp. 5-11.

Eisner E. W. (1997) The Promise and Perils of Alternative Forms of Data Representation. Educational Researcher, Vol. 26, No.6. (Aug.–Sep., 1997), pp. 4-10.

Bruce-Ferguson, P. (2008) Increasing Inclusion In Educational Research: Reflections From New Zealand. *Research Intelligence*, No. 102, pp. 24-25.

House of Lords (2009) The cumulative impact of statutory instruments on schools: Report with evidence. The Stationery Office Limited: London. Retrieved 8 May 2009 from *http://www.guardian.co.uk/education/2009/mar/13/lords-report-dcsf*

James M., McCormick R., & Pedder D. (2003) *Learning and Professional* Development. The 10th Biennial Conference of EARLI, University of Padova, Italy.

Laidlaw, M. (2008) Increasing Inclusion In Educational Research: A Response To Pip Bruce-Ferguson and Jack Whitehead. *Research Intelligence*, No. 104, pp. 16-17.

Lloyd G. (2003) *How do I/we help the students in Key Stage 4 improve their learning if they are in danger of underperforming?* University of Bath MA programme submission – Enquiry Plan.

Lloyd G. (2003) *How do I/we help the students in Key Stage 4 improve their learning if they are in danger of underperforming?* University of Bath MA programme submission – Enquiry Module.

Lloyd G. (2004) *The evolving nature of pastoral care in education: a critical literature review of four articles.* University of Bath MA programme submission – Multiple Literature Review – Unit Assignment.

Lloyd G. (2004) *Developing a House structure at Bishop Wordsworth's School based on the current pastoral system.* University of Bath MA programme submission – Enquiry Module.

Lloyd G. (2005) *A critical analysis of educational innovation – Bishop Wordsworth's Schools use of accommodation in none curricular time.* University of Bath MA programme submission – Critical Analysis of Educational Innovation – Unit Assignment.

Lloyd G. (2005) *The 14-19 Curriculum in the context of Bishop Wordsworth's School.* University of Bath MA programme submission – Enquiry Module.

Jones C. (2009) *How do I improve my practice as an inclusion officer working in a children's service.* MA dissertation, Bath Spa University. Retrieved 11 July 2009 from http://www.jackwhitehead.com/cjmaok/cjma.htm

Lomax P (1994) The Narrative of an Educational Journey or Crossing the Track. Kingston University.

Muijs D. & Lindsay G. (2008) Where are we at? An empirical study of levels and methods of evaluating continuing professional development. *British Educational Research Journal*. Vol. 34, No.2, April 2008, pp. 195-211.

McNiff J. (2002) *Action Research for Professional Development – Concise Advice for New Action Researchers.* www.jeanmcniff.com

Ofsted Inspection Report: *Bishop Wordsworth's Grammar School, 5-6 December 2006.* www.ofsted.gov.uk

Riding K. (2008) *How do I come to understand my shared living educational standards of judgement in the life I lead with others? Creating the space for intergenerational student-led research.* Ph.D. Thesis, University of Bath. Retrieved 11 July 2009 from http://www.actionresearch.net/karenridingphd.shtml

Riding S. (2008) *How do I contribute to the education of myself and others through improving the quality of living educational space? The story of living myself through others as a practitioner-researcher*. Ph.D. Thesis, University of Bath. Retrieved 11 July 2009 from http://www.actionresearch.net/simonridingphd.shtml

Rogers J. (2008) Masters in Teaching and Learning: Making it work UCET advice to TDA and DCSF. Retrieved 5 January 2008 from www.ucet.ac.uk /downloads/1255.pdf

Sinclair A (2005) *Body and Management Pedagogy. In: Gender, Work and Organisation. Vol.12. No.1 January 2005*. Blackwell Publishing Ltd.

Snow, C. E. (2001) *Knowing What We Know: Children, Teachers, Researchers*. Presidential Address to AERA, 2001, in Seattle, in *Educational Researcher*, Vol. 30, No.7, pp.3-9.

Whitehead A. J. (2007) *Creating a World of Educational Quality through Living Educational Theories*. www.jackwhitehead.com/aera07/jwaera07.htm

Whitehead, A J. (2008) Increasing Inclusion In Educational Research: A Response To Pip Bruce-Ferguson. *Research Intelligence*, No. 103, pp. 16-17.

Whitehead A. J. (2009) An epistemological transformation in educational knowledge from S-STEP research. Retrieved 9 May 2009 from http://www.jackwhitehead.com/jack/jwsstep130409sandiego.htm

Whitehead J. (2009) K*eynote to the ESCALATE conference on 'Initial Teacher Education – Towards a New Era'*,

Articles in Books:

Bassey M. (1998). *Action Research for Improving Educational Practice*, in: Halsall R. (ed), *Teacher Research and School Improvement*. Milton Keynes, Open University Press. pp.93-107.

Bourne J. & Moon B (2005). *A question of ability?* in: Moon B. & Shelton Mayers A. (eds). Teaching and Learning in the Secondary School. Abingdon, RoutledgeFalmer, pp.25-37.

Calderhead J. (2005). *Teaching as a 'professional' activity*, in: Moon B. & Shelton Mayers A. (eds). Teaching and Learning in the Secondary School. Abingdon, RoutledgeFalmer, pp.134-137.

Her Majesty's Inspectors (2005) *The entitlement curriculum*, in: Moon B. & Shelton Mayers A. (eds). Teaching and Learning in the Secondary School. Abingdon, RoutledgeFalmer, pp.232-240.

Hirst P. (Ed.) (1983) *Educational Theory and its Foundation Disciplines*. London;RKP

Megahy T. (1998). *Managing the curriculum: pastoral care as a vehicle for raising student achievement,* in: Calvert M. & Henderson J. (eds), *Managing Pastoral Care*. London, Cassell, pp.26-52.

Simon B. (2005). *Why no pedagogy in England?* in: Moon B. & Shelton Mayers A. (eds). Teaching and Learning in the Secondary School. Abingdon, RoutledgeFalmer, pp.11-22.

Skelton A. (1998). *Managing pastoral care with masculinity in mind,* in: Calvert M. & Henderson J. (eds), *Managing Pastoral Care*. London, Cassell, pp.69-80.

Appendices