

Educational Enquiry, 3 credit unit for the MA programme in the Department of Education of the University of Bath.

A Critical Reflection On My Learning And Its Integration Into My Professional Practice

January 2010

Sally Cartwright

The aims of the essay

The purpose of this essay is to critically reflect on my learning during the MA programme and to show how my learning has been integrated into my professional practice as a both a classroom teacher and pastoral leader. Reflection on action can lead to new learning and enable Living Educational Theories of practice to develop (Whitehead, 1989.)

Make critical use of the literature of the field of Education

Throughout my action research I have critically engaged with literature in the field of education. My engagement with literature from writers such as Claxton (2002), Williams (2003), Lightfoot (2006), Kesten (1987) and B&N ES 16- 19 Area Wide Inspection in Autumn (2000) enabled me to see that I was not alone in my concern about student lack of independent learning. Claxton (2002, 1987) and Wallace (2008,) introduced me to relevant programmes of study. However through the work of Boud (1988) and Moseley (2005) I was also gained a critical appreciation of their work. Boud argues for the importance of not forgetting the values of building up subject skills and concepts. This has enabled me to keep in perspective my focus on how to address the deficit of students' learning skills. I have also been mindful of Boud's advice that the teacher is the senior learner in the teacher-student relationship even if both are seen to be on a learning journey. Likewise Moseley et al (2005) warned about the dangers of labelling students as teachers' searched to identify individuals' learning needs. It is a point that I have applied to the issue of the Gifted and Talented (Cartwright, 2008) debate and argued that this should be an inclusive and not exclusive approach to supporting students.

Make critical use of professional experience in the field of Education

Critical use of professional experience has been significantly influential in the development of the TASC project (Cartwright, 2007) from its pilot stage in 2007 to its continued implementation today 2010. Evaluations were sought from both participating staff and students. To avoid researcher bias a consultant interviewed the students. The qualitative feed back has been influential (Cartwright 2007) and the delivery of the project has been moved from the first term of Year 7 to that of the third term, from being taught across eight consecutive lessons over a fortnight to being taught in one whole day with a collapsed timetable. Thus through the critical use of professional experience in the field of Education significant changes have been made to the practical implementation of what has now become a Learning to Learn project.

Analyse, interpret and critique findings and arguments

The analysis, interpretation and critique of findings and arguments was particularly demonstrated in two essays, one concerning boys' underachievement (Cartwright, 2001) and the second concerning Gifted and Talented (Cartwright, 2009). In the former (Cartwright, 2001) I analysed, interpreted and critiqued findings of boys' performance within my own school and was able to make a case for direction and change in how we delivered our schemes of work. (Cartwright 2010). A sample and critique of the data used from my own school within which I work is given in Appendix 1. Gorard, Salisbury & Gareth (2001 cited in O'Leary, 1999) highlighted the dangers of taking a reductionist approach to such data with the result that I analysed data between departments and compared internal and external assessment data. The elements of an argument for an inclusive approach to Gifted and Talented (Cartwright, 2008) can be found in Appendix 2. Through the use of reasoning and evidence I also aimed to persuade the reader that an inclusive and not exclusive approach should be adopted towards the eligibility of students who wished to follow the Extended Project Qualification in the institution within which I worked.

Demonstrate self- direction and originality in tackling problems and solving problems.

Act autonomously in planning and implementing tasks at a professional level.

Manage change effectively and respond to changing demands

My self direction is most clearly illustrated by my application to apply for the Farmington Fellowship (Cartwright, 2006) in order to pursue a concern about the lack of independent learning amongst students initially in the 16-19 age group identified through my practice. To understand the issues in the 16-19 area of the school I realised I needed to understand what skills students were bringing in from the primary schools. I was able to conduct interviews with local headteachers and was introduced to the TASC process, Building Learning Power and the Traffic Light system, all of which have been implemented into the Social Studies faculty with in my own school. The background of this work enabled me to appreciate the opportunities afforded by AQA's Extended Project Qualification. My chosen delivery of this qualification brought together what I had learnt from Farmington Fellowship and the MA course, with the result that the delivery and teaching of this course has been recognised as being distinctive but nevertheless successful. (Cartwright, 2008).

Evaluate research and variety of types of information and evidence critically, also making informed judgements in the absence of complete data

Evaluate their own academic and professional performance

I joined the MA course with knowledge of action research using a Social Science model that enabled me to write with clarity and communicate effectively (Cartwright, 2006). However what I have gained through the Living Educational Theory Methodology (Cartwright, 2010) is an understanding of my own values that underpin what I do and have become more critically aware as a practitioner. The consequence has not only been to change something systemically (Cartwright, 2007) and to deliver a new course in the curriculum, but also to adopt a more holistic approach to teaching. Both the students within my classroom and I embody our own different values. This

has enabled me to value the student for who they are and not just what they bring to the educational economy of grades, levels and value added league tables. Thus I would argue I have not only managed change within myself but that I have responded to demands made of this Living Educational Theory.

Through a review of my different use of research methodologies and a comparison with that of Living Educational Theory (Cartwright, 2010) I have evaluated research methods and the variety types of information and evidence. Within the Research Methods essay I demonstrated that my use of the Phenomenological approach was undermined by the lack of primary data and it was only with reflective hindsight that identified this as a weakness within the action research.

Contribute to professional debate in the field of education and communicate their conclusions clearly to specialist and non-specialist audiences.

I have been introduced to both action research (Lomax et al, 1996) and the concept of a research community and these have become the basis for the introduction and delivery of the AQA Extend Project Qualification (Level 3, 2007) into the Sixth Form. I have been able to contribute to the professional debate in the field of education and communicated my conclusions to a specialist and non - specialist audience in a range of forums. I wrote a report entitled 'Independent Learning Skills through Religious Education' (Cartwright, 2006) for the Farmington Trust, and presented a summative paper of the report at Bath Spa University and the Farmington Institute in 2006. In 2008 I wrote an article entitled: 'A pilot project of 8 lessons across Social studies: Thinking actively in a Social Context. (TASC)', for the journal: *Gifted Education International* (Cartwright, 2008). During 2008 and 2009 two groups of my students and myself gave presentations at four conferences throughout the authority (B&NES, 2009) describing, explaining and answering questions on the Extended Project Qualification a video of which Marie Huxtable has placed on YouTube (<http://www.youtube.com/watch?v=tMpaItNH7kg> accessed 01/01/10). The audiences at these conferences included teachers from both, primary and secondary schools, advisors, representatives from exam boards and local authorities and students. In conclusion I believe that I have contributed to the professional debate on independent and interdependent learning.

Manage time, prioritise workloads and recognise and manage personal emotions

It has been through an engagement with Living Educational Theory that I have increasingly recognised the role of emotion in what I write and a chronological review of my essays marks this development. Thus in my Gwist funded essay (Cartwright, 2001) Farmington Trust essay (Cartwright, 2006) and the first MA essay Understanding Learners and Learning (Cartwright, 2007) there is little reference to how I feel emotionally about what I do. However I begin my Educational Enquiry (Cartwright, 2007) with a consideration of the Christian concept of love and my Gifted and Talented essay (Cartwright, 2008) recognises my own emotional engagement with independent study as a teenager. The opening paragraphs of the Research Methods essay (Cartwright, 2010) describes both the emotions of tension and pleasure that I experience as a teacher. Tension, at working within a system that has put teachers in a straightjacket but also pleasure, derived from the intellectual curiosity of students. The concept of sharing experiences and values, as well as

academic thoughts through the Living Educational Theory has sustained me through three years of significant changes in my own job due to staffing restructuring. Time management in terms of completing these essays has been a challenge in the face of the competing demands of family life and not all the 'plates' have been kept 'spinning' and at times family needs have taken priority.

Develop new or higher level skill, for example in information technology.

Through the MA course I have begun to have the confidence to use both photography and video material (Cartwright, 2010) to understand my working relationships with students and their responses. Thus through this new development in my work I am developing a higher level of skill in relation to information technology. This has enhanced my ability to be critical of my own work in both a positive and negative way.

Conclusion

The essays that I have written during this MA course are testament to the key skills required of this transition unit and the impact they have had on my teaching. Boys' underachievement, the TASC process and Extended Project Qualification have benefited from the opportunities afforded by this course. The Living Educational Theory has been transformatory in allowing me to enquire into the values that underpin my role as a teacher and thus giving me a foundation upon which I can allow myself to make changes to my practice.

Bibliography:

AS Extended Project as a life enhancing educational experience
<http://www.youtube.com/watch?v=tMpaltNH7kg> (accessed 01/01/10).

Bath & North East Somerset (B&NES (2009) Strategy Managers Conference at Chewton Place on 28.01.09.

Boud, D. (ed) (1988). 'Developing Student Autonomy in Learning' – 2nd Edition;USA: Nichols Publishing Company.

Cartwright, S (2006). Independent Learning Skills through Religious Education.
[http://www.farmington.ac.uk/Fellows Reports. Teaching and Training p3 TT204](http://www.farmington.ac.uk/Fellows%20Reports/Teaching%20and%20Training%20p3%20TT204%20Developing)
Developing (accessed 13/01/08).

Cartwright, S. (2007) Educational Enquiry: A Pilot Project The application of the TASC process Across 5 subjects To Year 7 students <http://people.bath.ac.uk/edsajw/> Master 's Educator's Programmes (accessed 29.12.08).

Cartwright, S. (2007).Understanding Learners and Learning: How can I help my students understand and develop the skills of independent learning? <http://people.bath.ac.uk/edsajw/> Master 's Educator's Programmes (accessed 29.12.08).

Cartwright, S. (2008) Gifted and Talented: How can I enable the gifts and talents of my students to be in the driving seat of their learning?
<http://jackwhitehead.com/tuesdayma/scgandtnov08.htm> (accessed 02/01/10).

Cartwright, S (2010).Research Methods: How do I research my own practice?
Masters Educator's Programme. (accepted for assessment 08.01.10) University of Bath.

Claxton, G. (2002). Building Learning Power helping young people become better learners. Great Britain. TLO Ltd. ISBN 1 901219 43 7

Claxton,G. (1997) . Hare Brain, Tortoise Mind: Why intelligence increases when you think less. UK Fourth Estate.

S, Gorard. G, Rees. J, Salisbury. (2001) - British Educational Research Journal.

Kesten ,C.(*Independent Learning*, Saskatchewan Education, (1987) was cited in The Canadian Curriculum and Instruction branch of Saskatchewan Education.

Level 3 Extended Project Qualification (EPQ) 2007 Onwards. Qualification accreditation Number 500/2409/7.

Lightfoot, L. Daily Telegraph 'Spoon-fed pupils can't cope at college'.Feb 9th 2006.

Lomax, P. McNiff, J. & Whitehead, J. (1996) You and Your Action Research Project. New York. Routledge.

Moseley, D. Hall, E and Ecclestone, K.(2005.) 'Learning styles: help or hindrance', Institute of Education, University of London, Research Matters. No 26.

O'Leary, J. The Times. 'Boys? They're not doing so badly . August 27th 1999.

www.ofsted.gov.uk/reports/servicesreports/301.htm Bath and North East Somerset 16- 19 Area Wide Inspection in Autumn 2000. 'Issues for Attention' and 'Quality of Teaching and Learning' (accessed 01/06/06).

Wallace, B. (2008) The early seedbed of the growth of TASC: Thinking actively in a Social Context. *Gifted Education International*, Vol. 24 No 2/3, pp139-155.

Whitehead, J. (1989). Creating a living educational theory from questions of the kind, "How do I improve my practice?" *Cambridge Journal of Education*, 19(1), 137–153.

Williams, J. (2003). Promoting Independent Learning in the Primary Classroom: Buckingham: Open University Press.

Appendix 1

A sample of the data used from the school within which I worked:

- In every year since 1998 the girls' average point score per pupil is higher than that of the boys'.
- Within the last 5 years the smallest difference has been 3:00 points in 1996 and the greatest difference was 8:1points 1997.
- The percentage of boys achieving grade B or better was lower than girls each year since 1988.
- Within the last 5 years the smallest difference was 4% in 2000 and the biggest difference was 14.2% in 1998.
- The percentage of boys achieving A*-C each year since 1988 was less than that of the girls.
- During the last 5 years the biggest difference between boy/girl performance for those in the A*-C was 20:9% in 1998 and 9:7% in 2000.

The following questions arose out of the data analysis:

1. Is the school in a situation where the girls are performing exceptionally well?
2. If this is the case how can teachers enable the boys to perform exceptionally well?
3. Are there bigger differences between the performance of those boys and girls who are less able?
4. Does there need to be a more in depth analysis and comparison of boys and girls who achieve within the D-G range at GCSE at my school?
5. Are these averages applicable to all subjects or are there variations between subjects?
6. Does this pattern of results continue to Key Stage 5?

Cartwright, S.(2000) Gwist Accredited Professional Development Programme: Educational Management B & NES :A project report making a comparison of the performance of boys and girls within one school.

Appendix 2

Extract from an essay arguing for a more inclusive approach to Gifted and Talented Education

The National Strategy seems to ignore a range of issues concerned with those on and not on the Gifted and Talented register. For those not on the register, is there an assumption they do not have gifts and talents and so are not entitled to opportunities set aside for the Gifted and Talented? One has to ask on what grounds does one student qualify as Gifted and Talented and another not? According to White (2006) 'There are no solid grounds for innate differences in IQ; and there are none for the traditional subject-based curriculum' (p.1). My teaching experience shows that it is the student's readiness to learn, not what measurable set of grades or IQ results they bring to the classroom, that makes the difference between their progress or not. By failing to offer the opportunity to explicitly develop their gifts and talents to those students who do not meet the Gifted and Talented criteria, but are willing to be reflective and open themselves up to learning, is there not the potential to disappoint and reduce the self efficacy of such a student willing to learn and to sow the seed of the fixed mindset? (Dweck, 2008)

What about the pupil who is on the register one year but not another or the student who would be on the register in one school but not in another? For the students on the register what consideration has been given for their sense of failure if they do not achieve targets set or they do not want to participate in such a scheme? What consideration has been given to prevent the creation of an elitist attitude as I have seen amongst one of our own students, who on one occasion showed surprise when non 'gifted and talented' students were offered the same opportunities of extension and development.

I would question whether any educator is able to identify what any one student will derive from an opportunity. What I was able to recognise from working along side the Gifted and Talented students on the AQA's new Extended Project was that each student faced their own challenges and therefore derived different benefits. However these needs and challenges emerged over time and could not have been recognised at the start of the project or identified by an IQ test, GCSE or A level grade or membership of an elite sports or artistic group. Producing an extended piece of writing, making science accessible to the lay person, having the confidence to talk to a large audience were some of the challenges that these students identified for themselves. However these skills do not only belong to the top 5 – 10 % of a school population. I can think of many focused young people who given the space and time to reflect would welcome the opportunity to develop what they perceive as their learning needs and would be prepared to rise to the challenge. I also know of students who are on the school's Gifted and Talented register who, have declined the opportunities afforded by this classification. Our pilot course for the Extended Project Qualification was only offered to Gifted and Talented students. However as we ran it for the second time the qualification was presented to all interested students in Year 12. The result is that two of the twelve newly registered students this year would not have been eligible if it had been exclusively for the Gifted and Talented.

Cartwright, (2008) Gifted and Talented: How can I enable the gifts and talents of my students to be in the driving seat of their learning?
<http://jackwhitehead.com/tuesdayma/scgandtnov08.htm> (accessed 02/01/10).

Appendix 2

Extract from an essay arguing for a more inclusive approach to Gifted and Talented Education

The National Strategy seems to ignore a range of issues concerned with those on and not on the Gifted and Talented register. For those not on the register, is there an assumption they do not have gifts and talents and so are not entitled to opportunities set aside for the Gifted and Talented? One has to ask on what grounds does one student qualify as Gifted and Talented and another not? According to White (2006) 'There are no solid grounds for innate differences in IQ; and there are none for the traditional subject-based curriculum' (p.1). My teaching experience shows that it is the student's readiness to learn, not what measurable set of grades or IQ results they bring to the classroom, that makes the difference between their progress or not. By failing to offer the opportunity to explicitly develop their gifts and talents to those students who do not meet the Gifted and Talented criteria, but are willing to be reflective and open themselves up to learning, is there not the potential to disappoint and reduce the self efficacy of such a student willing to learn and to sow the seed of the fixed mindset? (Dweck, 2008)

What about the pupil who is on the register one year but not another or the student who would be on the register in one school but not in another? For the students on the register what consideration has been given for their sense of failure if they do not achieve targets set or they do not want to participate in such a scheme? What consideration has been given to prevent the creation of an elitist attitude as I have seen amongst one of our own students, who on one occasion showed surprise when non 'gifted and talented' students were offered the same opportunities of extension and development.

I would question whether any educator is able to identify what any one student will derive from an opportunity. What I was able to recognise from working along side the Gifted and Talented students on the AQA's new Extended Project was that each student faced their own challenges and therefore derived different benefits. However these needs and challenges emerged over time and could not have been recognised at the start of the project or identified by an IQ test, GCSE or A level grade or membership of an elite sports or artistic group. Producing an extended piece of writing, making science accessible to the lay person, having the confidence to talk to a large audience were some of the challenges that these students identified for themselves. However these skills do not only belong to the top 5 – 10 % of a school population. I can think of many focused young people who given the space and time to reflect would welcome the opportunity to develop what they perceive as their learning needs and would be prepared to rise to the challenge. I also know of students who are on the school's Gifted and Talented register who, have declined the opportunities afforded by this classification. Our pilot course for the Extended Project Qualification was only offered to Gifted and Talented students. However as we ran it for the second time the qualification was presented to all interested students in Year 12. The result is that two of the twelve newly registered students this year would not have been eligible if it had been exclusively for the Gifted and Talented.

Cartwright, (2008) Gifted and Talented: How can I enable the gifts and talents of my students to be in the driving seat of their learning?
<http://jackwhitehead.com/tuesdayma/scgandtnov08.htm> (accessed 02/01/10).