

Doctoral research proposal for Marie Huxtable

Submitted 110106

How can I help children and young people learn to live satisfying and productive lives through my professional practice as a senior educational psychologist?

Context

I work for Bath and North East Somerset as senior educational psychologist with a remit for coordinating the APEX (Able Pupils Extending Opportunities Project) and related work such as the emotional literacy and thinking strategies, and learning beyond the curriculum.

Over the years I have tried to develop a framing for my activities that are consistent with, what I am now beginning to understand as, my 'living educational theories' and 'living values' In using the terms 'living educational theories' and 'living values' I am thinking of Whitehead (1993).

I hold to the belief that all learners have the capacity for extraordinary achievement and I have sought to develop my practice to reflect my growing understanding of what I mean by extraordinary achievement and how I can contribute to the educational environment in which it can flourish (Huxtable 2005).

I have found the traditional approaches to evaluating my work at best inappropriate and at worst destructive and I have searched for ways of evaluating my effectiveness against standards which contribute to the progress of my understanding and practice and enable me to hold myself publicly accountable. 'Jack Whitehead's account of one possibility of being Marie Huxtable!' (2005) very much resonated with me when he began with:

'Catherine Snow's challenge in her 2001 Presidential Address to the American Educational Research Association to develop agreed-upon procedures for transforming practical knowledge into public knowledge:

"The challenge is to enhance the value of personal knowledge and personal experience for practice. Good teachers possess a wealth of programs. And having standards for the systematization of personal knowledge would provide a basis for rejecting personal anecdotes as a basis for either policy or practice." (Snow p.9)

Scope

The main activities that form the scope of this enquiry are connected to the Able Pupils Extending Opportunities Project (APEX), for instance; Philosophy for Children (Appendix 3), Pupil Attitude to Self and School (Appendix 4), the development and understanding of 'Thinking' in the LEA (Appendix 5) and the creation and evaluation of living educational theories (appendix 6)

Appendix 1 presents a diagram of my proposed professional activities for 2005-6 drafted in July 05 (annotated in Appendix 2). It is the expression of my embodied knowledge in the flow of these activities that I am seeking to make explicit. In

particular I wish to make explicit the values, skills and understandings in my educational influences in my own learning, in the learning of others and in the social formations in which I am living and working.

Purposes

In the process of contributing to the development of a culture which supports children learning to live satisfying and productive lives my purpose is to make explicit the values, skills and understandings that emerge through the enquiry.

For instance:

in developing opportunities for creative collaborative enquiries for mathematicians, teachers and children, asking and seeking to answer questions such as:

'How can we progress ourselves in our thinking as mathematicians through a creative collaborative mathematical enquiry with children and other educators, and how can we as educators develop our practice to reflect our growing understanding?'

(Huxtable e-mail to schools September 2005)

In the activities related to the Philosophy for Children courses my purpose is to enable pupils and teachers to develop their own living educational theories through their own voices as they create and evaluate their own living educational theories of their educational influences in their own learning and, where appropriate, in the learning of others and in the learning of the social formations in which they live and learn.

Because this research into my professional practice is contextualised with the policy making and implementation of the Bath & North East Somerset Local Education Authority I will be analysing the educational influences of the policy making, implementation and evaluation processes in my enquiry. In particular I will connect with the DFES Excellence and Enjoyment (2003) Primary Strategy Principles of Learning and Teaching. These are: ensure every child succeeds; build on what learners already know; make learning vivid and real; make learning enjoyable and challenging experience; enrich the learning experience; promote assessment for learning.

Methodology

Because I am engaged in a self-study of my knowledge-creation in the process of researching my educational influences in my professional practice, a living theory approach to action research appears appropriate as the form of research in which the individual practitioner generates explanations for their educational influences in their own learning, in the learning of others and in the learning of social formations (Whitehead, 2005)

Significance

There is national and international interest in the type of research I am proposing. For instance, this 7th World Congress on Action Learning, Action Research and Process Management will focus on standards and ethics in participatory research practices: participatory action research, action learning, and process management. (<http://www.alarpmgroningen2006.nl/>).

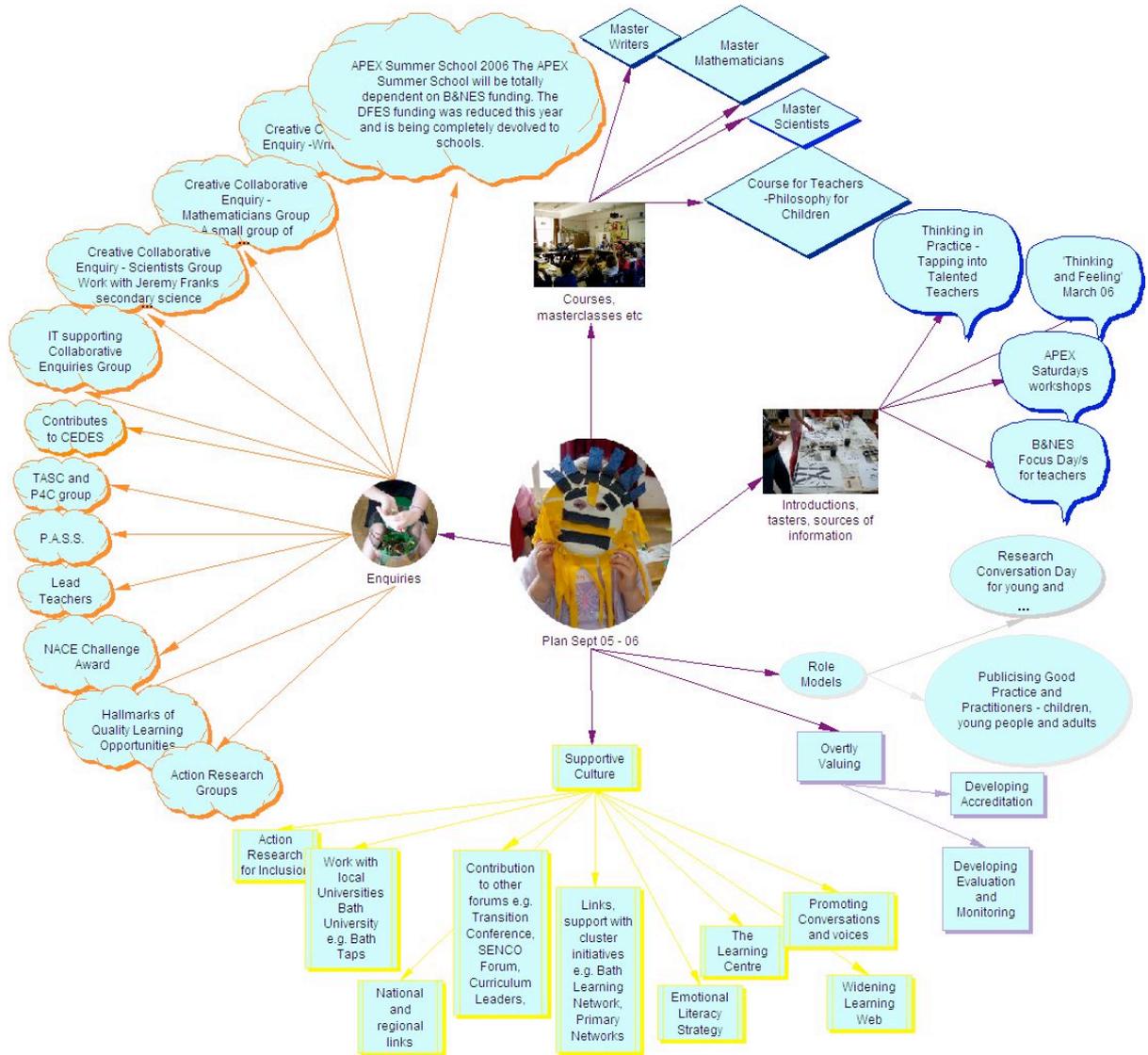
There is still much research to be done on showing and legitimating such standards of practice and demonstrating their explanatory power in knowledge-claims about educational influences in learning.

References

- Huxtable, M. (2005) Everyone a Winner: Towards Exceptional Achievement of All, *Gifted Education International* Vol. 20, No. 1, p51-69
- Whitehead J. (1993) *The Growth of Educational Knowledge: Creating Your Own Living Educational Theories*. Bournemouth; Hyde Publications
- Whitehead, J. (2005) 'Jack Whitehead's account of one possibility of being Marie Huxtable!' retrieved 18th Dec 2005 from <http://www.jackwhitehead.com/monday/mariejackbanes4nov.htm>

Appendix One

Marie Huxtable's constellation of professional activities 2005-2006 (drafted July 2005)



Appendix Two

Draft Work Plan Sept 05 – 06

Marie Huxtable 21st July 05

Introductions, tasters, sources of information

'Thinking and Feeling' March 06

A growing number of practitioners have been involved in one or more initiatives. They have also become increasingly aware that there are a whole variety of possibilities to extend into and want an overview and a way of

deciding what would be best for them next. Having sounded out teachers, Heads, and B&NES officers I am intending to offer a day for practitioners - teachers and LSAs.

Aims

- to share with teachers and LSAs a framework they could use to 'map' the different approaches, strategies etc they come across and so understand how they fit together
- to give a taste of P4C, TASC, BLP in practice (these are spread across B&NES, are content free and non age specific and contribute to the development of independent and interdependent learners and enquiry based learning.)
- to enable participants to deepen their understanding of TASC, P4C, BLP
- to provide an opportunity for educators to talk to one another about their practice related to the progression of their pupils developing informed aspirations and the confidence and competencies to realise them

APEX Saturdays workshops

There will be a programme each term with increasing diversity of providers and venues. A research project will be started to enable us to learn and share successful practice with schools and collaborate with young learners in developing the work.

B&NES Focus Day/s for teachers

These Focus Days with national names related to an identified area of development have added to the 'pallet of information about national and international work which is still evident across the authority. The links will be with 'Thinking', Emotional Intelligence', 'Enquiry Based Learning', 'Authentic Learning'.

Thinking in Practice - Tapping into Talented Teachers

Teachers meet termly for an afternoon. Practitioners share their practice through short presentations and audience participation in an activity used with pupils. The first meetings were about 20. This has dropped to on average 8 participants per session. Consistent feedback that this is a very useful forum for practitioners to share and consider their practice in a 'safe' environment and that this should continue to be offered.

Participants have said that it has been a good source of information about different approaches and provided a taster that they can decide whether to pursue. It has also contributed to a the development of a supportive culture as they have felt able to ask questions that they wouldn't feel able to in a larger group and they have appreciated the presents of all phases as this has enabled them to learn what others are doing that has implications for their pupils and they have felt supported to venture into new territory.

Courses, masterclasses etc

Master Writers

The feedback from pupils and adults was very good. More have been requested by both and a small group of teachers are progressing their understanding and practice as writers and reflective practitioners through an enquiry group supported by Dr Chris White (Head of School of Education, Bath Spa

University).

I will run at least one, more depending on funding, Spring 06.

Master Mathematicians

The 2 days run by Sarah Savage (primary consultant) with Dr Keith Walton (University Bath) were very well received by pupils and adults. A pupils Maths day was run by Gill Mansergh (BSU) with a small group of teachers who took part in last years Maths day

I will work with Sarah to provide at least one day in Spring for pupils and adults with support from Prof. Chris Budd or another mathematician (University Bath) and support the establishment of a small enquiry group of educators who are passionate mathematicians along the lines of the writers group.

Course for Teachers -Philosophy for Children

The 6th repeat of the Level 1 Sapere course led by Barry Hymer is being offered and already filling. As requested I am planning to offer a Level 2 course during the next year.

Master Scientists

The 'collaborative creative days' are being further explored and putting science at the centre of the enquiry has been on the agenda for some time.

This may flow from the work of Penny Hay and Eric Albon on science and art or may be additional.

The intention is to run a day but to connect it to supporting a group of educators with a passion to develop as scientists as well as reflective practitioners. I am hoping that Felicity Goharnejad will be pivotal to taking forward the collaborative scientists, and make the link between the collaborative enquiries, and with APEX Saturdays Workshops and summer school

Enquiries

Creative Collaborative Enquiry -Writers Group

There is now an established group of teachers exploring creative writing and collaborative learning meeting with Chris White and Julia Green at BSU and Emma Metcalfe (School Improvement, boys underachievement with writing project) are working on a journal article and may then work on bringing their understandings together with their pupils in a book. The group will be asked if they would run a workshop for the Lead Teachers conference organised by Sue Smith Airey (Primary Consultant).

Creative Collaborative Enquiry - Scientists Group

Work with Jeremy Franks secondary science consultant, young learners and teachers and specialist school to develop an opportunity presents for pupils and teachers to collaborate as research scientists. Link with @Bristol and scientists from University Bath to support. It may be possible to make a link through sports science. Link with Penny Hay's (Arts education officer) work on science and the arts

Creative Collaborative Enquiry -Mathematicians Group

A small group of teachers have expressed an interest in taking forward an enquiry along the lines of the writers group. I will work with either Chris Budd Prof Applied Maths Univ. Bath or Tony Miles's (Prof Engineering) postgrad. to support

the group to progress as mathematicians and explore with Chris White (BSU) support for the group as reflective practitioners.

Lead Teachers

The Lead Teachers group has undertaken some work as part of other work, such as assessment for learning, but not disseminated. The next step is to share their developing understandings with others. The Creative writers will be asked to share their work at the Lead Teachers conference in January 06

NACE Challenge Award

All the secondary schools are presently committed to supporting each other through the Challenge Award. Mike Jones (regional advisor, national strategy) is supporting and the school improvement team. A number of primary schools have expressed an interest and the next step is to invite interested schools to take this forward

P.A.S.S.

This group has supported the use of PASS (Pupil Attitude to Self and School). It is anticipated that there will be a course accredited by BSU during next year. The next step for the group is to extend their understanding of the use of PASS and to share their understanding with others in the authority

Hallmarks of Quality Learning Opportunities

The work has begun with museum service providers, @Bristol and others. This will develop to be used to inform the widening learning web providers and schools about the key features of Type 1 learning opportunities

Contributes to CEDES

Continuing engagement with the CEDES project is unclear at present

APEX Summer School 2006

The APEX Summer School will be totally dependent on B&NES funding. The DFES funding was reduced this year and is being completely devolved to schools.

TASC and P4C group

The TASC (Thinking Actively in a Social Context) group supported by Cathy Hamilton (BSU) intends to continue and all participants have also been exploring P4C (Philosophy for Children). To combine these seems a natural progression. The next step for this group is to share more widely their work and its interrelationship with their other work such as self assessment for learning. Link Belle Wallace (originator of TASC) and BSU to develop an accredited TASC module.

Action Research Groups

Jack Whitehead (University Bath) and Chris White (BSU) have both offered to support 16 teachers through accredited modules on action research to develop their practice and understanding as reflective practitioners.

IT supporting Collaborative Enquiries Group

Work with Wendy Wood (Primary ICT Consultant), young person/s and teacher/s to explore IT supporting conversations and research

Supportive Culture

Links, support with cluster initiatives

e.g. Bath Learning Network, Primary Networks. I am anticipating supporting where I can the Keynsham Cluster and others as requested.

Widening Learning Web

The WLW is shortly to go live. The APEX Saturday workshops will provide a first test, then other providers such as museum service, library and @Bristol

with a focus over the next year to engaging schools as providers, users and supporters of young people.

Contribution to other forums e.g. Transition Conference, SENCO Forum, Curriculum Leaders,

I am keen to maintain links to enable the understanding of APEX to develop more inclusionally and to contribute to the conversations such as assessment for learning which have obvious links

National and regional links

The SWGATE will be a priority in the short term so that B&NES can benefit from and contribute to the DFES and NAGTY supported ventures which might influence national and local policy and practice.

I am a member of the NACE committee in my own time and will try to get to more meetings as the links with B&NES has been mutually beneficial.

Action Research for Inclusion

Chris White (BSU) and Jack Whitehead (University Bath) are supporting the development of a group of 'Riverside' staff interested in AR and developing practice.

Work with local Universities Bath University e.g. Bath Taps

I continue to try to maintain or develop links with both local universities.

The Learning Centre

I will continue to work with Penny Hay and Chris White - this is more fully reported elsewhere

Emotional Literacy Strategy

I am working with Maggie Wakely (school improvement), Chris Jones (inclusion) and whoever I can make contact with beyond Riverside to develop a strategy for Nigel Harrison

Promoting Conversations and voices

In many respects I see this as a guiding principle to much of the Supportive Culture work over the next year.

A small group of Heads are meeting for a 'Pause for Thought', Mike Young has a 'Futures' group, I intend to work with Gareth Jones (Youth and Community) if possible to enable me to hear and understand the voice of children and young people better within my work, I wish to work with Lynne Attwood (parent liaison) to see if some thing can be done which is manageable to hear and understand the voice of the parent. This could link with Jane Desenquex in Early Years

I see the work on PASS, the CA, the collaborative enquiries, 'Thinking in Practice', the Action Research Groups as being other expressions of extending conversations to collaboratively create valued knowledge around the learner developing informed aspirations and the confidence and competencies to pursue them to their own and societies benefit.

Role Models

Publicising Good Practice and Practitioners - children, young people and adults
Publicise local role models through Up Up and Away, APEX website and events

Research Conversation Day for young and mature researchers

Plan a day or half day for those involved in enquiry and research can share their

journeys

Overtly Valuing

Developing Accreditation

Work with Jack Whitehead Bath University, Chris White BSU, B&NES School Improvement and Inclusion team for adult accreditation, Youth and Community for young learners accreditation

Developing Evaluation and Monitoring

Link with AR groups, PASS and Enquiries, School Improvement and Inclusion team initiatives

Appendix 3

Philosophy for Children (P4C)

Dear Colleague

A collaborative enquiry for educators, children and young people facilitated by Barry Hymer

There is considerable interest in Philosophy for Children and now more than 90 educators have taken part in the Level 1 course with Barry Hymer. I have been asked by a number of people whether they could have an opportunity to take part in a session with children and young people facilitated by Barry to help them build their understanding, confidence and expertise.

Aims

1. to engage learners (young and adult) actively and collaboratively as ‘experts’ through an enquiry
2. to extend teachers in their understanding of promoting and providing for high ability learning and applying that knowledge to classroom practice

When – Wednesday 13th June 05

Venue – Centurion Hotel, Midsomer Norton

Participants (maximum 25) - Educators who have completed a Level 1 P4C Sapere course and children and young people who have taken part in a P4C enquiry. All participants should be willing and able to actively benefit from, and contribute to, the enquiry.

Morning session (9.30 – 11.30) for educators and Y4/5 pupils

Afternoon session (1.00 – 3.00) for educators and Y6/7 pupils

Cost – minimum £x per school for one educator and two pupils, £y for each additional participant (irrespective of age).

An application form is attached and places will be allocated on receipt.

I hope you find this new opportunity offers exciting possibilities for your staff and pupils to collaborate as creative learners and I look forward to hearing from you.

Yours sincerely

Marie Huxtable
Senior Psychologist Co-ordinating APEX

Appendix 4

Strategy for introducing P.A.S.S. to schools across the LEA

P.A.S.S. in B&NES

23rd May 05 MTH

Why P.A.S.S.? 'If we value what we measure, we need to measure what we value'

The approach chosen is to persuade educators to adopt P.A.S.S. by demonstrating the relevance to them

Under consideration will be the following avenues of approach

- Building on the present state with respect to P.A.S.S
- Taylor procedures to expedite change
- Interactively monitor change

The key to success is the familiarity of all managers and practitioners in schools and the authority with the use and potential of P.A.S.S.

Contexts

National

Legislation, strategies and initiatives such as Every Child Matters, Self Evaluation Forms for schools and local authorities, etc reflect the importance of:

- Developing the learners view of themselves as creative and successful learners and their ability to learn in a variety of environments
- Educators hearing and responding to the learners voice at an individual and systems level
- Evidence of successful practice in the affective domain

Local

- Core work e.g. Raising Standards, Social Inclusion, Personalised Learning, Self Evaluation and Every Child Matters, Early Intervention
- Collaborative targeting, evaluation of impact, and identification, sharing and development of good practice
- Prioritisation of resource allocation, education and school development planning
- Development of CPD, online support and development of collaborative learning communities
- Empowering young learners, and others in the learning community as life long learners

P.A.S.S

- Contributes to the information available to learners and educators about the learners feelings about themselves as a learner and their learning environment
- Amplifies the voice of the learner by providing the information in formats which can be used by educators working with individuals, groups, and systems targeting, developing and monitoring the impact of intervention

P.A.S.S is currently for use with 9yr olds – 25 yr olds. Y3 available with caution from Sept 05. Early years will be available Jan/March 06 – we could be part of the pilot and B&NES could be badged on the product. There is developing web based support.

A group of schools and LEA personnel have been working with P.A.S.S. and BSU over the last year. They have advised that P.A.S.S. should be in common use across the authority.

Implementation

An implementation plan is outlined which takes account of the diversity of interests and needs of practitioners, establishments and services, expedites change and builds capacity by:

- Providing Information
- Supporting with use
- Building skills and expertise

In parallel not sequentially

Providing information

- At Head teacher forums e.g. Directors meetings, BANESH
 - Through strategies, initiatives and networks e.g. Inclusion Quality Mark, Primary Learning Network, NACE Challenge Award , LBSS, EMS, data managers
 - To LEA staff by team leaders through Information sharing, team meetings
 - At focus conferences e.g. Children's Voices, Emotional Literacy, Personalised Learning, Transition, Life Long Learning, Creativity and Innovative Practice
 - Through websites; B&NES, SWGFL portal, TLC and print
- By P.A.S.S. 'advocates'/'users'/lead practitioners

Supporting with use

By P.A.S.S. 'advocates'/'users'/lead practitioners and through developing practice

- at termly and annual P.A.S.S meetings
- within strategies, initiatives, network meetings
- sharing documentation of practice through website and print

Building skills and expertise

- Familiarisation half days run by P.A.S.S. and P.A.S.S. 'advocates'/'users'/lead practitioners
- CPD e.g. data collection, analysis in the affective domain, action research, developing documentation, working with P.A.S.S

Interactive monitoring

Monitoring to be developed and integrated with present systems in LEA.

Other implementation issues

- Maintain overview of schools and authority teams taking up P.A.S.S.
- On going monitoring, auditing and integration with LEA and schools planning cycle,
- Integration with EMS and IT. Schools could send data to LEA re P.A.S.S. for integration with other school based data, with schools consent P.A.S.S. could be sent direct to authority. There could be a conversation re data by LEA with P.A.S.S. Costs would be separately negotiated
- Extending understandings and uses of P.A.S.S. by LEA
- Development of wider links with other LEAs

- Development of the culture and context e.g. skills of change management, coaching, mentoring

Appendix 5

Thinking strategy underpinning activity in the Education Development Plan

Towards a 'Thought Full' B&NES

Marie Huxtable, Educational Psychologist 30th June 03

The strategy

There are already developments, such as the change in the 14-19 strategy, and the reduction of targets at Key Stage 1, and the inclusion of Thinking Skills in the Key Stage 3 strategy, which provides a supportive culture at national level. There is a background of courses on Thinking in the authority. Strategies such as 5x5x5 have proved successful. Locally some schools are freeing up time during the day, which will not be filled by the national curriculum. The Thinking Skills Strategy is therefore building on extensive foundations.

The Thinking Skills Strategy must:

- identify and value present practice
- integrate with other strategies and
- be consistent with the rationale.

The strategy will:

1. Provide access for schools to information about current practice in the provision and development of:
 - a) Type 1,2 and 3 learning opportunities directly related to/linked to, Thinking, both in the 'real' and 'virtual' world, in class, school, family, LA, and nationally
 - b) Thinking in relation to the curriculum
 - c) A supportive culture
 - d) Role models of all ages
 - e) Overtly valuing Thinking and related activities
2. Develop and provide access for young learners to accredited/certificated type 1,2 and 3 learning opportunities directly related to Thinking, wholly or partly, in the 'real' and 'virtual' environment offered by schools, the community, the LA and beyond, such as the Open University.
3. Promote a wide variety of role models
4. Build staff development programmes to enable teachers in particular to extend their skills and confidence in providing different types of Thinking learning opportunities, mentoring/tutoring their pupils, and linking with their classroom practice.
5. Provide access for schools to providers of quality learning opportunities related/linked to Thinking for their pupils and staff.
6. Link with other related strategies and developments such as:

<ul style="list-style-type: none"> • the Widening Learning strategy, • the APEX (Able Pupils Extending Opportunities) project, • Study support - Grant 206 • the Key Stage 3 strategy, • 5x5x5 Creativity in the Early Years • Extending schools • 14-19 agenda • IIP 	<ul style="list-style-type: none"> • Raising standards • CEDES - Creative Education for Disaffected and Excluded Students • Inclusion • elearning • Specialist schools • Collaborative Learning Network • Life long learning • Tackling underachievement
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- Basic Skills Quality Mark
- Arts Mark
- Primary Heads Leadership programme
- The Network Learning Community

Introduction

Vision

All children and young people in Bath and North East Somerset maintained schools will have the learning opportunities and teaching in a supportive culture, to enable them to acquire and apply 'Thinking Skills' effectively to their studies and life.

Rationale

Those concerned with 'education' in the broad sense have always valued 'Thinking Skills', and politicians and civil servants have publicly acknowledged the importance of developing the ability of our children and young people to 'Think' for some time. For instance:

'Pupils' thinking and reasoning skills are central to the drive to raise standards in subjects like science, maths and English. For pupils to think flexibly and make reasoned judgements they must be taught explicitly how to do it' Estelle Morris

The DFES clearly identified the importance of Thinking as far back as 1999 and more recently in the Key Stage 3 strategy. The importance of Thinking beyond the bounds of the curriculum is signified by many high profile developments such as the establishment of the Innovation Unit.

There are however no simple panaceas and overburdened teachers are looking for a lead from the Local Authority to help them find a path through the confusion so they can both benefit from and contribute to the development of successful practice in the area of Thinking.

Purposes of 'Thinking Skills'

As Education is concerned with purposeful learning, it would seem reasonable when considering a vision and strategy for Thinking Skills to begin with a consideration of their purposes. The perceived purposes of Thinking Skills should in turn provide the rationale for the development of opportunities to support and promote the learning of them, and the role and methods which can be employed by teachers, schools and others.

Fig.1. Some of the core purposes of 'Thinking'

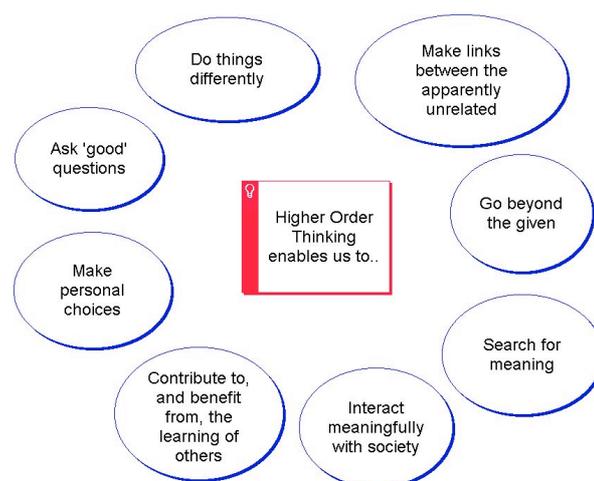


Figure 1 shows a summary of some of the core purposes of 'Thinking', which reflects a social, as well as individual, view of learning. The purposes of 'Thinking' are reminiscent of at least some of the characteristics of intelligent behaviour and the desirable outcomes of education.

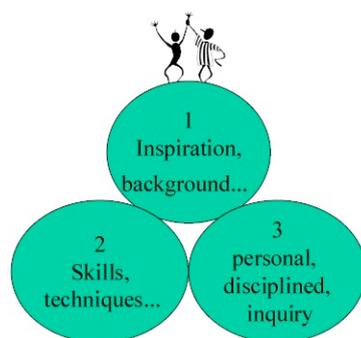
What are Thinking Skills and how should they be taught.

Thinking Skills are variously classified and categorised by their foci. For instance, Rational, Critical, Creative, Epistemological, Aesthetic, Metaphysical, Ethical ... and the list goes on. These can be distinguished from what might be considered as tool skills such as analysis, synthesis, information processing, enquiry, and so on, which serve one or more types of 'Thinking'.

There is varying opinions as to whether Thinking Skills can or should be specifically taught, taught through a discipline, or embedded in curriculum delivery. There are also varying opinions as to whether one approach, or 'package', is more effective than another, however, as there does not appear to be a consistent philosophy or evaluative model, decisions at present rest on opinion, familiarity or inclination. A 'Thinking Skills strategy' should seek to address this confusion in a manner, which will enable teachers and schools to make informed decisions.

To begin the process of making the field manageable it is proposed that an adaptation of Renzulli's model be used, which is in keeping with that used in the Widening Learning vision and strategy.

Fig. 2 Thinking Skills categorised by Learning Opportunity.
(an adaptation of Renzulli's Enrichment model)



The 3 types of learning opportunities are not necessarily pursued systematically from 1 to 2 to 3 but they can be looked on as having a more dynamic inter-relationship. For instance the outcome of a type 3 opportunity (a personal in depth inquiry) could be to provide a type 1 (a taster) for someone else, and could lead the learner to seek specific skills through a type 2 opportunity. Not all of these opportunities have to be based within the child's home school and this can provide the chance to encourage the learner to go beyond their immediate vicinity and peers for instance to a neighbourhood, county, national or even international venue or group.

Type 1 learning opportunities are those which are intended to inspire, to feed the imagination, to broaden horizons, and add to the breadth and variety of information and experience the learner can draw on. They are the tasters, for instance when an artist, author, scientist, musician ... shares with a young person what 'Thinking' looks like in their discipline or area of expertise. Type 1 are the, sometimes short, opportunities for activities, which do not necessarily have defined and planned learning outcomes, but give scope for experiment and playing with ideas, concepts or skills. For instance when the teacher has a 'Thinking box' for moment filling, the 'question of the week', or activities such as Robert Fisher's Thinking Stories used in 'Thinking' groups in Cameley and Newbridge Junior's. Wide exposure to type 1 is needed to provide the inspiration and motivation for the learner to engage in further personal, in-depth inquiry (type 3) as well as providing the substance to Think with.

Type 2 learning opportunities are those which are intended to equip the learner with skills, strategies and techniques: to provide them with the 'knowledge how' and the Thinking Skills of the 'expert'. For instance master classes for the budding author, or the future Olympian provide opportunities to learn skills specifically related to a discipline or area of endeavour. The AS Critical Thinking course and Lipman's Philosophy for Children teach specific thinking and questioning. CASE (Cognitive Acceleration in Science Education) presents an example of thinking taught through a discipline and Belle Wallace's TASC wheel provides a vehicle for teaching learners how to act as an expert Thinker.

Renzulli summarises the objectives related to Type 2 training as follows: -

- a) developing general cognitive skills such as creative problem solving, critical thinking and decision making
- b) developing affective skills such as sensing, appreciating, and valuing
- c) developing and practising a variety of how-to-learn skill such as note-taking, analysing data
- d) developing advanced research skills such as using on-line data bases
- e) developing written, oral and visual communication skills, primarily directed toward maximising the impact of the students' products

Others should be added such as those of emotional literacy, interpersonal skills, metacognition, creativity etc

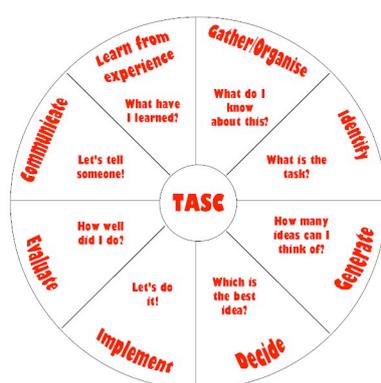
Type 2 learning opportunities for targeting information-processing, enquiry skills, reasoning skills, creative thinking skill and evaluation, could be created from information provided by QCA where the link is made with the National Curriculum.

Type 3 learning opportunities are those where the learner undertakes a personal, disciplined, in depth, inquiry. They act as the expert thinker (albeit with support and guidance) working in an area of personal interest, in a 'disciplined' manner, towards a valued outcome, within a prescribed time. It is proposed that all learners can and should be engaged in Type 3 learning, although some may provide more of a challenge than others to teachers, not only in equipping them with the skills, but also the interest and motivation. The 5x5x5 project or the Orchid project in Writhlington School provides examples of this type of learning.

If we want our young learners to learn to Think and take those skills and attitudes beyond the classroom it is essential they have the opportunity to behave as a 'real' or 'expert' Thinker to inquire in-depth in an area of personal interest as well as tackling curriculum based inquiries. It is here that the learner makes the leap towards independence, applying Thinking to real life, going beyond the given, and integrating skills, information, and experience in new ways to make learning meaningful for themselves. They have the opportunity to develop the personal qualities and abilities required for successful learning for life such as resilience, risk taking, tenacity, and to learn to identify their own learning needs and take responsibility for their own learning.

Belle Wallace's TASC (Thinking Actively in a Social Context) Wheel describes the processes an expert Thinker goes through whatever their age. Her work has been used with learners from nursery (such as St Saviour's Nursery) and primary (such as at St Michael's Junior's) through to adults (such as at Norton Radstock College).

Fig. 3 TASC Wheel, Belle Wallace



For a learner to behave as an expert they need to have an area of personal interest, and for some, this might mean exposure to a wide variety of type 1 opportunities and direction. Other learners may need similar support from their teacher to expand their field of interests, to move them to explore a related or novel area.

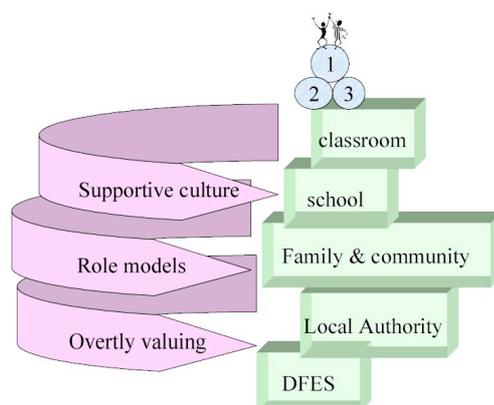
To be able to operate as an expert learner requires considerable skill, experience and support and skilled support by the mentor/tutor. A Thinking Skills strategy should enable teachers to both find examples of creative ways of making time available for their pupils to pursue an interest as an expert

Thinker and develop the skills necessary to support their pupils. It should also enable learners to be linked with mentors/tutors who are specialists or experts in the field where appropriate. The mentor/tutor may not always be a teacher and some young learners may be learning to develop by training to mentor/tutor others.

The context

Thinking Skills will not flourish unless attention is paid in the strategy to the context of learning. The key issues would appear to be a supportive culture, role models and the overt valuing of activities and accomplishments related to Thinking. Consideration needs to be given in the strategy to how these can be addressed through from classroom, to school, community, Local Authority and beyond. Each is important. As can be seen in figure 3, if one block is removed the opportunities for learning to Think collapses.

Fig. 3 The context of learning and developing Thinking Skills



A supportive culture is one where the abilities, attributes and activities associated with Thinking are encouraged. For instance risk taking is required if the learner is to go beyond the given, to attempt to ask original, and challenging questions, and to go in new directions. Risk taking means that success is not guaranteed. A culture is required which encourages learners to 'dare to think', to enter the arena of uncertainty. This requires flexibility of thinking and the ability to reframe, to give a positive approach to the learning experience, so those unexpected outcomes are looked for and are valued. A supportive Thinking culture is one where the variety represented by the individual is welcomed and collaboration is encouraged. A supportive culture is one where time and energy is devoted to a range of type 1,2 and 3 Thinking activities. Some schools are already working explicitly in this area for instance by working on 'Building Learning Power', or collaborative working.

Many schools have a focus on developing a supportive culture in their SDP, freeing up the timetable to give valued time to Thinking and Widening Learning opportunities, for instance, Hayesfield and the Chew Primary cluster. A Thinking Skills strategy should enable teachers to both find examples of creative ways of making time available for their pupils to pursue an interest as an expert Thinker, and develop the skills necessary to support their pupils. However, they can not feel confident to do this if there is not support from school. The school in turn has to deal with the pressures from the parents, community, local authority, OFSTED etc. The children and young people need to see that Thinking activities are valued beyond school if they are to make the connection with life long learning. And so it goes round. The challenge, when it comes to developing a strategy, is to find a way of tackling the barriers for the young learner and all those involved for instance of:

- competing pressures on time
- overwhelming demands
- constraints of the curriculum
- targets
- drive for standards
- exams, tests
- the timetable

- need to relax and be disengaged, to socialise, to have a life

Role models are important to inspire pupils and inform their aspirations, to demonstrate to the apprentice what Thinking looks like in practice and to teach by example. The role model also confers a value on the activity by association and gives 'permission' to the learner to 'Think'. If 'Thinking' is not sufficiently important to the adults, such as teachers and family, to devote time and energy why should we expect younger learners to do so? The Thinking strategy must address the need for teachers and other adults in all settings to be encouraged to actively engage in all three types of Thinking themselves, as Hayesfield is doing.

Overtly valuing 'Thinking' and related activities is essential if teachers and schools are to give Thinking the priority needed for it to be fitted into a very pressured timetable. As has been pointed out by others, 'we often value what we measure', so part of the Thinking strategy must find ways of measuring the impact of Thinking if it is to have its place alongside national curriculum related targets. Other skills and activities are overtly valued through accreditation, certification, and public display. This can be addressed through links with the Widening Learning strategy.

The first steps

1. A reference group is established drawn from a wide range of LEA and school staff.
2. To establish a section of the Widening Learning Website dedicated to Thinking Skills.

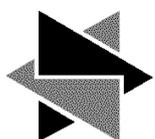
A group of interested teachers and schools, drawn from across the Key Stages, meet with LA staff, such as Peter Spain (KS3 consultant), Andrew Barker (14-19 consultant and LSC link), Penny Hay (Arts Development Officer) and the Widening Learning link, to agree how to identify present practice, collate the information and add to the web using the framework described above.

A similar group be established by those involved with the family and the community, for instance Family and Community, Youth and Community, Libraries, Museums, Early Years, Arts Development, Sports Development etc.

The School Effectiveness Team and the Children and Young People and Community Service identify links with Thinking in the national curriculum and strategies, other national and local initiatives and publicise through the Thinking section of the Widening Learning site.

3. A group is established to explore the hallmarks of quality learning opportunities related to Thinking, certification/accreditation and draft an evaluative model.
4. The Technology Specialist Schools be asked to take forward the development of access to the virtual Thinking learning opportunities.
5. An INSET programme is offered at school, cluster and LEA level advised by the reference group

Appendix 6



BATH & NORTH EAST SOMERSET

HEADS AND HEARTS IN LEARNING – MAKING THE LINK

Schools have been bombarded with ‘targets’ and ‘impact indicators’ and teachers have felt pressured to stretch and extend their pupils. Sounds painful! How can we understand what we value in education, provide a learning environment that nurtures while collecting evidence of our progress which will inform practice? The work of Jack Whitehead offers a framing for responding to these questions in a rigorous, inclusional manner which can transform practice in the classroom.

Target audience –

KS1,2, 3 & 4 teachers seeking to develop their own and their pupils’ thinking and learning in ways they believe to be important and wanting to be able to gather evidence to demonstrate how they are succeeding.

MONDAY 19TH JUNE 06 8.45am – 4.00pm
COMBE LODGE BLAGDON

Aims of the day? By the end of the day participants will:

- ★ Understand how adults and children have their own living educational theories which have practical implications for what teachers are trying to achieve in the classroom
- ★ Have been introduced to a living theory approach to enquiries of the kind, ‘How do I improve what I am doing?’
- ★ Know how they can begin to gather data that can be used as evidence to show the progress of the learning they believe to be important through developing living values as educational standards of judgement
- ★ Have shared action reflection cycles of sharing experiences of what really matters, imagining improvements in practice, justifying a claim to know one’s educational influence in relation to evidence from pupils’ learning
- ★ Understand the importance of living theory in relationship to other strategies and agendas such as Emotional Literacy, Inclusion, Every Child Matters, Collaborative Creative Learning Communities, Life Long Learning, and all children as creative, able learners.
- ★ Know how ‘living educational theory’ and ‘living values as standards of judgment’ link with other work such as TASC (Thinking Actively in a Social Context) and PASS (Pupils Attitude to Self and School) and children as collaborative, creative enquirers
- ★ Know what is happening around Bath and North East Somerset, national and globally from the living theory resources on <http://www.actionresearch.net>

Dr. Jack Whitehead will lead the day. Some of you will know him from his books with Jean McNiff on Action Research and his work with teachers engaged in CPD. His work is well known nationally and internationally and he is currently working with educators from China, Japan, Canada and South Africa as well as in our own authority. Jack has spent the last 32 years at the University of Bath working to bring to light the embodied knowledge of educators and make their understandings public through their master and doctoral enquiries. You can judge his effectiveness from the learning resources on his award winning web-site at <http://www.actionresearch.net> He is a past president of the British Educational Research Association, a visiting professor at China’s Experimental Centre for Educational Action Research in Foreign Languages Teaching and the 2000 Distinguished Scholar in Residence at Westminster College, Utah.

APPLICATIONS (FORM ATTACHED) TO MARIE HUXTABLE