

## **Sally Cartwright – Master Educator**

Jack Whitehead, Visiting Professor in Education, University of Cumbria; Life-time member of OMNIBUS (All Bath University Staff Association)

8:20 minute video of Jack Whitehead's eulogy to Sally Cartwright to mark the posthumous award of Diploma in Education on the 14<sup>th</sup> April 2015 at the University of Bath.



[https://www.youtube.com/watch?v=Yvg\\_9\\_S4boM](https://www.youtube.com/watch?v=Yvg_9_S4boM)

Notes for the ceremony for the posthumous award of Diploma in Education to Sally Cartwright on the 14<sup>th</sup> April 2015 at the University of Bath.



I'm very pleased to accept the invitation from Elisabeth, in her capacity as the Director of Studies for the MA in Education, to say a few words about Sally's Academic Achievements.

I think these are best expressed in the title of one of her units, **How can I enable the gifts and talents of my students to be in the driving seat of their own learning?** Sally was concerned not only with helping her students achieve grades and develop skills but with an educational process that was humanising and social. Marie Huxtable and I, co-tutored Sally for her last master's units and we agree that Sally helped her students to value themselves and others for who they are, to enjoy and respond to their intellectual curiosity, their emotional and personal journey as well as their intellectual one. In the time we knew her, she helped us recognise and appreciate how an educator might both respond to the demands of the establishment, both school and the university, and stay true to the values that are at the heart of education - that is to enable her students to grow as educated, and not simply well trained, people. Because she was both generous and professional she researched her practice and offered the knowledge she created as a gift that continues to be influential. For instance, she offered her assignments for open access on the web ([actionresearch.net](http://www.actionresearch.net)) and her writings are in two issues of an international journal, Gifted Education International (GEI).

Evidence of her influence in the learning and lives of her students can be heard in the videos that are included in the notes you can access from <http://www.actionresearch.net>.

Evidence of her influence in the learning of others can also be found in GEI and her students' Extended Projects.

Evidence of her influence in the learning of the social formations can be seen in the legitimisation of her educational knowledge by the academy and in the dedication to Sally of the June 2015 issue of the Educational Journal of Living Theories. Here are the titles of Sally's Master's Units:

**1) GWIST Accredited Professional Development Programme. Educational Management – BANES, 2001.**

**2) How can I help my students understand and develop the skills of independent learning? 2007**

**3) A Pilot Project: The application of the TASC process across 5 subjects to Year 7 students**

**4) How can I enable the gifts and talents of my students to be in the driving seat of their own learning? 2008**

**5) How can leadership qualities improve my practice as a teacher? 2009**

**6) How can I research my own practice? 2010**

**7) A Critical Reflection On My Learning And Its Integration Into My Professional Practice. 2010**

In writings 7) above Sally demonstrates how Living Theory research enabled her to recognise and live more fully her values and to make a valuable contribution of the knowledge, she created through her masters research, to both the academic world and the world of professional practice.

Sally's strength as an educator and as a contributor to the knowledge-base of education, through her educational research, was in her capacity to clarify, share, deepen, extend and transform the educational knowledge she expressed in her educational relationships with her students. I had the privilege of video-taping many of Sally's classes with Year 11, Extended Project Students which she analysed in her masters programme. You can access at [actionresearch.net](http://actionresearch.net), video-clips of Sally talking about her values and addressing her students, parents and colleagues following presentations at the University by her Extended Project Students, as well as all of Sally's writings for her masters units.

You can access some details of these academic achievements in my notes about Sally at <http://www.actionresearch.net>. I shall highlight these achievements in Sally's own words from her final Masters writings on:

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

<http://www.actionresearch.net/writings/module/sc3ee3creditsall.pdf>

University of Bath, Three credit MA unit. January 2010.

### **Extract**

#### **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.)

### **(Sally's Headings)**

**Make critical use of the literature of the field of Education.**

**Make critical use of professional experience in the field of Education.**

**Analyse, interpret and critique findings and arguments.**

**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.**

**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.**

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

**Manage time, prioritise workloads and recognise and manage personal emotions**

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

### **Extract**

#### **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.

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Academic achievements are often evaluated by the spread of ideas from research. Sally's writings from her masters units are already published in the September 2013 issue of Gifted Educational International with her enquiry:

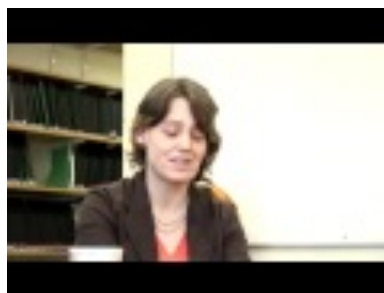
*How can I enable the gifts and talents of my students to be in the driving seat of their learning?*

The January 2016 issue of Gifted Education International also contains her writings on:

*How do I research my own practice?*

This issue is dedicated to Sally's contribution to the educational development of her students and to the knowledge-based of the profession, and I quote:

As she offered the knowledge she created during her masters enquiries freely as gifts you can access Sally's other masters writings in the Master Educators' Programme section of [actionresearch.net](http://actionresearch.net). Sally's professional development continues to have an educational influence and is contributing to the growth of the professional body of educators far and wide.



1.55 minute explanation of what Sally values in education  
<https://www.youtube.com/watch?v=YDqRGZ2uzzg>



1:23 minute introduction to the Extended Project  
<https://www.youtube.com/watch?v=lmE9dG0q6yQ>



2.12 minute thank you to the Extended Project students with a thank you from James  
<https://www.youtube.com/watch?v=sKJik05iVh0>

Here are the masters units completed by Sally and accredited by the University of Bath:

**1) GWIST Accredited Professional Development Programme. Educational Management - BANES.**

<http://www.actionresearch.net/writings/module/sallyMAGwist.pdf>

University of Bath, 9 credit MA unit, 2001.

<Note - GWIST was a unique partnership between 700 schools, three local authorities (Gloucestershire, Swindon and Wiltshire) and two higher education institutions (University of Bath and Cheltenham and Gloucester College of Higher Education) combining together to promote and to develop excellence in schools through professional development>

**Extract**

**Introduction**

The work, which is reported here, is located within the professional forum of education. I am Head of Year 13 in a non- denominational co-educational state comprehensive school 7 miles from Bristol. The Professional Development issue, which I have researched, is raising boys' performance.

**2) How can I help my students understand and develop the skills of independent learning?**

<http://www.actionresearch.net/writings/tuesdayma/sallycartwrightull07.htm>

University of Bath, Understanding Learning and Learners, 9 credit MA unit, September 2007.

### **Extract**

#### **Introduction**

The work outlined here combines an exploration of influences on my own learning and an investigation into how I can support school students to become more independent in their learning.

**3) A Pilot Project: The application of the TASC process across 5 subjects to Year 7 students.** University of Bath. First Educational Enquiry, 9 credit MA Unit, 2008. <http://www.jackwhitehead.com/tuesdayma/sceejan08.pdf>

### **Extract**

#### **The reasons for the enquiry**

The Christian concept of agape love (Lewis, 1960) has both driven and haunted me throughout my teaching career. There is a part of me that instinctively wants to give. Cho (2005) explores the concept of love within the context of a pedagogy and describes how it can include the aim to incite the student's desire to learn and pursue knowledge, not for knowledge's sake, but because that knowledge will be transformative for the student, in terms of how the student thinks about the world. In the giving, we often receive as teachers. However this positive aspect of love also has a counter side because in giving and making ourselves vulnerable we can have part of ourselves removed. What can be removed is our dignity, our authority, or even our freedom to be who we are.

**4) How can I enable the gifts and talents of my students to be in the driving seat of their own learning?**

<http://www.actionresearch.net/writings/tuesdayma/scgandtnov08.pdf>

University of Bath, Gifts and Talents in Education, 9 credit MA Unit, 2008.

### **Extract**

My most vivid childhood memories of learning at school were not what the teachers taught me but what I found out for myself. I remember at junior school completing a project on childhood games and feeling important when I discovered there was a museum devoted to the topic. In Year 9 in Geography a project on industry led me to interview a manager from a local company. In all these projects I remember the emotional engagement with the work because it was unique to me but what I did not appreciate was the research and thinking processes that underpinned my endeavours. Working individually and independently I lacked the constructive criticism of peers. It is these omissions that have led me to

me value not only the TASC framework (Wallace, B. 2008) the work of Bogner, B, and Zovko, M, (2008) but also the idea of a research community as shown by Whitehead, J. and Huxtable M. (2008) in their University of Bath seminars. Through employment of these strategies in answering the question: how can I enable the gifts and talents of my students to be in the driving seat of their learning, I have discovered new opportunities for these students. Concurrently I have also been given the confidence through working in a non - judgemental seminar environment to start to recognise that I too have gifts and talents as a teacher.

Into this narrative I wish to pull together strands that have been woven together, to form an exciting tapestry for both the student and teacher to develop their gifts and talents. For the student there is a new qualification from the English Examination Board AQA called the Extended Project Qualification, which appears to meet a need to develop the skills of independent and interdependent learning. For the teacher there is the opportunity afforded by the concept of an Educational Living Theory (Whitehead, 2008.).

#### **5) How can leadership qualities improve my practice as a teacher?**

<http://www.actionresearch.net/writings/tuesdayma/scee010109.pdf>

University of Bath, Second Educational Enquiry, 9 credit MA Unit, January 2009.

#### **Extract**

My narrative below is the beginning of an exploration of what I believe about leadership through my response to what I have read, observed, and experienced in my own practice. As part of my account I will draw on the concept of Living Educational Theory (Whitehead, 2007) to explain what I understand so far of my educational influence in my own learning and leadership roles and in the learning of others. In making my embodied knowledge as a teacher public (Whitehead, 2007 & 2008) I hope to engage in a discussion of leadership that can be explored by teachers at all levels of the education strata.

#### **6) How can I research my own practice?**

<http://www.actionresearch.net/writings/module/scrme010110opt.pdf>

University of Bath, Research Methods Unit, 9 credit MA Unit, January 2010.

#### **Extract**

This essay will show how my ideas about independent learning first explored in 2006 have been developed and put into practice between 2007- 2010, through the process of action research. Reflection and action have been intertwined and has been demonstrated not only publicly through the website <http://www.actionresearch.net> but also through speaking at four conferences on the subject in the local authority of Bath & North East Somerset in 2009 as illustrated in one example on YouTube (<http://www.youtube.com/watch?v=tMpaItNH7kg>). The reflections seen



in this clip are examples of how my students and I have developed our own practice through reflection that has informed further teaching of this course to later groups of students....

However a key part of this essay is to understand my own methods of research better and also to explore how I can improve the validation of my work. This process has initiated my exploration of claims of validation using a multi media format (Huxtable, 2009) to show a direct connection between educational theory and educational practice (Whitehead, 2008). (Appendix 8)

### **7) A Critical Reflection On My Learning And Its Integration Into My Professional Practice.**

<http://www.actionresearch.net/writings/module/sc3ee3creditsall.pdf>  
University of Bath, Three credit MA unit. January 2010.

#### **Extract**

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