

**Conversational Uses of the Repertory Grid**

**for**

**Personal Learning and the Management of Change**

**in**

**Special Educational Needs**

**Appendix**

**A Thesis submitted for the Degree of Doctor of Philosophy**

**by**

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100

## **Contents of Appendix**

### **Chapter 1**

Original Material from OTIS & SENIOSH/H Course Handouts.

### **Chapter 3**

Original Evaluation Material from OTIS & SENIOSH/H Courses

### **Chapter 4**

Grid Print-outs and Notes about Learning Conversations with LEA staff and Schools S, T, U, UF.

### **Chapter 5**

Grid Print-outs and Notes about Learning Conversations in Schools W, X, Y, Z. Reflective Grid Conversations 1, 2, 3.

### **Chapter 6**

Grid Print-outs and Notes about Learning Conversations in Schools O, P, Q, R.

### **Chapter 7**

Action Research Notes.

### **Chapter 8**

Reflective Grid Conversations 4, 5, 6, and Analysis of Personal Learning.

### Appendices for Chapter One

- (i) Education Acts and DES Government Papers.
- (ii) Table showing roles held by OTIS course members (Primary & Middle Schools), and Project Titles.
- (iii) a) Original course proposal: extracts from appendix to Bedford Way Paper.  
b) Extracts from course handouts for OTIS.  
c) Extracts from course handouts for SENIOSH/H, showing project guidance notes.
- (iv) Extracts from Bedford Way Paper (Cowne & Norwich, 1987) showing the role of the LEA advisor.
- (v) Evaluation data from OTIS.
- (vi) Evaluation data from SENIOSH/H, including an extract from a sample Personal Evaluation, from written work of SENIOSH/H course member Case A4.

## Appendix 1(i)

### Education Acts and DES/Government Papers

#### Education Acts

- DES (1944). Education Act, London: HMSO.  
DES (1980). Education Act, London: HMSO.  
DES (1981). Education Act, London: HMSO.  
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DES (1988). Education Reform Act, London: HMSO.  
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#### Education White Papers

- DES (1972). *Teacher Education and Training (James Report)*.  
DES (1978). *Special Educational Needs: Report of the Committee of Enquiry into the Education of Handicapped Children and Young People (Warnock Report)*, Cmnd 7212, London: HMSO.  
DES (1985). *Better Schools*, Cmnd 9469, London: HMSO.  
DfE (1992). *Choice and Diversity: A New Framework for Schools*, Cmnd 2021, London: HMSO.  
DfE (1992). *Audit Commission and HMI: Getting in on the Act*, London: HMSO.  
DfE (1992). *Audit Commission and HMI: Getting the Act Together*, London: HMSO.

#### Statutory Instruments

- 1989 - No.1181: *The Education (National Curriculum)(Temporary Exceptions for Individual Pupils) Regulations 1989*, London: HMSO.  
1990 - *Local Management of Schools*, London: HMSO.  
1991 - No. 1511: *School Teacher Appraisal Regulations*. London: HMSO.

#### Circulars Related to Training

- DES (1983). *The In-service Teacher Training Grants Scheme*, (3/83), London: HMSO.  
DES (1984). *The In-service Teacher Training Grants Scheme*, (3/84), London: HMSO.  
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DES (1986). *The Local Education Authority Training Grant Scheme (LEATGS)*, London: HMSO.  
DES (1987). *The Local Education Authority Training Grant Scheme (LEATGS)*, (6/86), London: HMSO.

- DES (1987). *The Local Education Authority Training Grant Scheme (LEATGS), Monitoring and Evaluation (DES Note)*, London: HMSO.
- DES (1988). *The Local Education Authority Training Grant Scheme (LEATGS), (6/86)*, London: HMSO.
- DES (1991). *Grants for Education Support and Training (GEST)*, London: HMSO.
- DfE (1992). *Grants for Education Support and Training (GEST)*, London: HMSO.
- DfE (1993). *Grants for Education Support and Training (GEST)*, London: HMSO.

#### Related to Special Educational Needs

- DES (1983). *Circular 1/83: Assessments and Statements of SEN (Joint Circular with DHSS Health Circular HC(83) and Local Authority Circular LAC(83(2))*, London: HMSO.
- DES (1989a). *Temporary Exceptions from the National Curriculum, (Circular 15/89)*, London: HMSO.
- DES & DHSS (Sept 1989). *Assessment and Statements of Special Educational Needs: Procedures within the Education, Health and Social Services, (Circular 22/89)*, London: HMSO.
- DES (1990). *Staffing for SEN, (Circular 11/90)*, London: HMSO.

#### National Curriculum Council

- NCC (1989). *Curriculum Guidance No 2: a Curriculum for All - Special Education in the National Curriculum*, York: NCC.
- NCC (1989). *Circular No 5: Implementing the National Curriculum: Participation by Pupils with SEN*, York: NCC.
- DES (1988). *Task Group on Assessment and Testing*, London, HMSO.

#### HMI Reports and Papers

- DES (1977). *Ten Good Schools: a secondary school enquiry*, London: HMSO.
- DES (1978). *Making INSET work*, London: HMSO.
- HMI (1990). *Special Needs Issues: Education Observed*, London: HMSO.
- HMI (1990). *Provision for Primary Aged Pupils with Statements in Mainstream Schools*, London: HMSO.
- DES (1991). *The Work and Professional Development of Advisory Teachers for SEN*, London: HMSO.
- DES (1991). *School Effectiveness Research: its messages for school improvements*, Edinburgh: HMSO.

## Appendix 1(II)

Table showing roles of all OTIS course members from Primary and Middle Schools

<u>Role</u>	<u>1983/4</u>	<u>1984/5</u>	<u>1985/6</u>	<u>1986/7</u>	<u>TOTAL</u>
Head	6	5	3	1	15
Deputy	8	9	5	6	28
Scale 2/3	12	24	23	27	86
Scale 1	4	7	7	11	86
Other (Support or unit Staff)	-	5	-	5	10
Total	30	40	38	50	158

### Notes

The original intention was to recruit senior teachers only. It is possible to see that over the four years the recruitment pattern changed. Less senior teachers came to do the OTIS course and there was an increase in recruitment of potential Special Educational Needs Co-ordinators, usually on a Scale 2 (present A Allowance). The number of class teachers with no extra responsibilities also increased. These were often a poor choice, as they had too little status to affect change at their schools on return.

Range of Projects carried out by OTIS course members for Primary and Middle Schools.

#### a) Early years of Course

- \* Awareness raising projects on Special Educational Needs.
- \* Record keeping and dissemination of information -  
Developing monitoring for Special Educational Needs.
- \* Planning individual programmes for individuals.
- \* The role of the Special Educational Needs Co-ordinator/Teacher.

#### b) Later stages of Course

- \* Curriculum Development and Modification
- \* Behaviour Problems and Policies
- \* Whole school approaches for policy development
- \* Involving Parents

Appendix 1(iii, a)  
Proposal for original OTIS course in  
1983, from Appendix to Bedford Way  
paper 1987

Proposed Short In-service Training Courses with reference to  
Special Educational Needs in the Ordinary School. June 1983.

This paper has been modified after circulation to and discussion with special education tutors in the London area. In its present form it consists of an outline of the aims and objectives of a short in-service course with possible organizational forms still to be finalized. The aim of circulating it to LEAs is to invite comment and to use the proposal as a basis for the forthcoming meeting at the Institute.

Given the circumstances of the DES initiative and in view of the opinions expressed by HMIs about the initiative it is proposed that the short course be designed with the major focus being school-based, in-service training. (The principles of the course proposed here are derived from a course set up at University College, Cardiff, Davie, R. (1980).)

This kind of course would cover the three aspects specified by the DES in-service training Circular, 3/83, namely, (1) identification of special needs; (2) extending the curriculum; and (3) access to appropriate resources. The components of such a course are:

1. The individual school is the main focus.
2. The course objectives are concerned with the development of special needs provision in the light of current special education thinking.
3. There will be assessment and analysis of an aspect of the school's present special needs provision with a view to the school deciding on suitable objectives and implementing a plan of action.
4. The action will be monitored in terms of the agreed objectives.

Such a course would be distinct from the existing college and Institute based in-service courses in not dealing with a comprehensive range of competences and knowledge appropriate to in-service education and training of individual specialist teachers. As such, the short course would be seen as complementary to the existing longer courses.

#### **Aims**

The short course, it is proposed, would aim to help individual ordinary schools, primary and secondary, develop some aspect of their educational provision for

At both age levels the focus would be on relating these specific parts of the school to the wider school system in terms of the school's aims and goals.

## Objectives

### *Direct objectives*

1. The schools; represented by a teacher in a position of responsibility, will identify with guidance from the course, aspects of their provision for special needs children which require development.
2. The teacher seconded to the course will analyse these development needs, agree with the head teachers and other teachers involved on appropriate objectives and design in collaboration with them a plan of action.
3. The seconded teachers will be responsible for co-ordinating the implementation of the agreed plan of action and monitoring the action in terms of the agreed objectives.

### *Indirect objectives*

1. The schools will each have a teacher with additional competence at facilitating the development of special needs provision in the ordinary school at the course.
2. The schools will develop enhanced organizations which enable them to innovate in certain special needs areas.
3. The schools will have other teachers with competence in and experience of collaborating with the course teacher in developing new ways of teaching children with special needs.
4. The course organizers will have documented information about procedures which prove effective in school based in-service courses of this type.

## Organization and methods

1. Selection for secondment of teachers to the course will follow discussion and agreement between the LEA and headteachers about the general aims of the course. Headteachers will be expected to support the aims of the course and will be invited to an initial meeting of the course.
2. The seconded teacher would be in a position of responsibility in the school. This would be someone whose judgement and competence are respected by the headteacher and who has the ability to collaborate with other staff members and be respected by them.



Appendix 1(III, a)  
Proposal for original OTIS course in 1983, from Appendix to Bedford Way  
paper 1987

children with special needs. The course would link into some part of the school organization in cases where the head teacher, with an LEA officer, had identified a need for which outside resources in the form of training, advice and innovation were seen as useful in light of the Education Act 1981. The school's needs would be met by seconding a teacher in a position of responsibility who by participating in the course would increase her or his general understanding of special needs provisions as an introduction to focusing on some part of the school's special needs provision. In view of the short duration the course will restrict the focus to a limited part of the school's provision within the context of the overall school and LEA provision and support services.

Aiming to develop part of the school's special needs provision will take different forms in primary and secondary schools. In view of the fact that the Institute-based course will cover the particular needs of both primary and secondary school, it is proposed that where the aims for the two forms of the course are common there will be a common core dealing with the implications of the Education Act 1981 with reference to the three aspects of this DES initiative. The primary and secondary courses would be taught partly together and partly separately.

At the *primary* level the school-focused development could, for example, be in some of these areas:

1. The functions of the teacher with responsibility for remedial/support teaching.
2. The functions of the teacher who works with children with emotional/behaviour difficulties. Or, the role of the withdrawal/nurture unit.
3. The curriculum for infants with learning and/or behaviour difficulties in the reception class.
4. The functions of outside support services in the school.
5. Liaison with teachers in special provision where children are part-time in the ordinary school.
6. Parental support for children with special needs.

At *secondary* level, development could be in some of these fields, for example:

1. The curriculum for first-year children with special needs entering the school, e.g. different methods of grouping first-year children.
2. The functions of the remedial/support department.
3. Aspects of the pastoral system and its relationship to other parts of the school system.
4. The functions of the sanctuary/disruptive unit.
5. The functions of outside support services in the school.
6. Parental support for children with special needs.
7. Transition to post-school provision.

Appendix 1(III, b)  
Extract from course handouts OTIS

The Project Report

The project outline and its later adaptations agreed in consultation with the tutor, your adviser and head becomes a three way contract between yourself, the LEA and the Institute. This means that you should attempt to complete the required parts of the project by the suggested dates. These dates are given to help you spread the work across the term and give you sufficient time for each part of the course. It is very important that you keep to the dates suggested unless these are waived or changed for special reasons. In these special cases new dates will need to be arranged and agreed between yourself and the correct LEA adviser and the tutors at the Institute.

Should you not be able to complete your original plan because of difficulties within your school, adaptations will be discussed in tutorials. Please come to all tutorials offered and bring your most recent work with you. It only confounds your problems if you do not ask for help in time.

Appendix 1(iii, b)  
Extract from course handouts OTIS

SCHOOL FOCUSED PROJECT

During the first two weeks your initial project proposals will be discussed with you. From the third week onwards, Mondays and Wednesdays are allocated for time to be spent on your school in the negotiation, observation, planning and execution of your project. After week 6, Friday can sometimes be added as project time.

It will be expected that your school project is presented in a written form no later than April 3rd. The format of your written project will be discussed with you during the term. During the last week of term, time will be set aside for appraisal and sharing of project work by course members.

It may be of great benefit to course members if the initial stages of their project work is carried out in partnership with another course member. The outsider to your school may help you with your observations and investigations as a "fresh pair of eyes" to your system. It will help us all evaluate projects in our seminars if one other course member has visited your school. You may also wish to assist each other in your project work where this is possible.

Course members last term emphasised how valuable school visits to each others' school had been. They advise you to make these as early as possible in the course.

Usually, one discussion of your project will be held on the school site at which Head Teacher, and LEA Adviser will be present. Most other discussions with the co-ordinating tutor will take place at the Institute.

GUIDELINES FOR PROJECT

The methodology of each project will vary in its details depending on the scale and type of work undertaken. However, the following are some general points which may be useful as guidelines for course members.

Scope

Many projects will be innovative in nature and within the space of some 8 - 10 weeks cannot in any way get far beyond their initiation when it comes to the stage of implementation. Course members will have to be realistic about what they achieve whilst on the course itself. The second stage of execution may well take the next term or two or even longer. Because long term developments are anticipated a follow-up conference is planned for the following term. Course members will be invited to report progress on their projects at this meeting and some contact for course members with each other can thus be maintained.

Planning your project

1. Try to define your school's or department's needs in terms of areas for development. This stage will require consultation with your headteacher and colleagues to identify their expectations of the developments you propose.
2. Try to formulate the problem to be solved as clearly as possible, preferably with stated aims and objectives which will be possible to execute at some time if not this term.
3. Set yourself realistic goals which are planned to take place at stated stages of the projects development. A flow-chart format may be useful here. The flow chart may well have a check and feed-back loop for refining of the goals as stages of implementation progress. A weekly plan of action is very helpful.

Appendix 1(III, b)  
Extract from course handouts OTIS

4 Allow some time for maintenance of teacher motivation and/or resources. If your project requires materials to be designed and tested, this will take place at this stage. Allow yourself time to research and read.

5 Even though the project will often only be in initial stages of full execution allow time for evaluation at about weeks 8 or 9 to allow you to include some of the school evaluation stage to be written up in your final project file. Evaluation should, however, be continuous and part of the feedback loops mentioned above.

PROCESS FILE (leading up to your final report - see below)

Your final process file and verbal report to group should include:-

- 1 Initial assessment of needs for school
- 2 Report of types of consultations and outcomes. Who was consulted, about what, for whom?
- 3 A statement of the problems or areas of development as seen at this stage and objectives and goals to be achieved.
- 4 Description of development action/feedback stages.
- 5 An evaluation at end of project by yourself/your head/colleagues/Lea Adviser as appropriate.

It is not intended that the file part of your process report is fully written up in essay style. Choose a form of presentation which is easy to access and shows clearly what happened at each stage. Give examples of action in any appropriate way. The PROCESS of problem solving is all-important at this stage.

#### DIARY

Previous course members have found it very helpful to keep an informal diary of the course and, in particular, the project work to aid in planning and implementation. It may assist project tutorials if these can be completed weekly.

#### FINAL DOCUMENTATION OF THE PROJECT (summary of the above)

At the end of term you will be asked to write a summary report of your process file and add an evaluation of your work. This should not exceed 4,000 words. It should give the reader an overview of your project, its setting and outcome; it could include case study examples (please delete real names of children) or other appropriate material in the appendices. It should have a title and include a bibliography of relevant literature. Lightweight bindings are appreciated as is a title and your name on the cover.

A large part of the project seminar time will be spent on helping course members with all stages of the project and its presentation. Discussion will be at both group and individual level.

Appendix 1(iii, b)  
Extract from course handouts OTIS

PATTERNS OF PROVISION MODULE AND PROJECT

Main Themes of Patterns of Provision Module (Full briefing in Week 1)

The introduction to this module takes the form of two lectures. These cover a diverse range of topics from special education and discussion of disability/handicap. The module continues less formally in a series of seminars given by outside speakers who represent other professions ( e.g. AEO Special, Educational Psychologist, Speech Therapist, EWO) or parents, voluntary organisations, school governors or other support services. Participants' existing knowledge of the field will be further widened by visits to schools and units and by discussions with some of the professionals working in your own area. From this several themes should emerge for discussion. These might include:-

1. National and local changes in perspectives on meeting special educational needs; issues of integration / segregation.
2. multi-professional involvement in the provision of services for children with special needs;
3. the growing involvement of parents in this provision;
4. issues of human rights and equal opportunity;
5. involvement of voluntary organisations with parents of children with special needs.

The Patterns of Provision Project.

This project is designed as a short one taking no more than 1 1/2 days a week for the first half of term only.

The objectives of the project are as follows:-

1. To give course members some first hand experience of a variety of types of provision for children with special educational needs. You should try to visit the provision in your own area made for both children with severe and complex difficulties and those with more moderate difficulties. You should find out about, or visit, provision made for the needs of children with sensory or physical disabilities in your area. When visiting schools or units think about the curriculum on offer, the organisation of resources, the liaison with other professions and with parents. Ask yourself about the expectations made for pupils. How does all this differ from your own school's provision?
2. To build "bridges" between your school and other sources of expertise in your borough / division. You should plan to talk to a selection of other professionals or teachers from special schools who could be valuable to your school. This might include community and voluntary organisations representatives.

Appendix 1(iii, b)  
Extract from course handouts OTIS

3. To provide for your school an information chart / file / leaflet as appropriate. This should give basic facts and information for either teachers or parents of the services for children with special needs in your own locality. It might include some documentation published by your LEA showing these services and a chart of the relevant people to contact. The projects of previous course members are available as a possible source for some of this information, but must be checked for accuracy and brought up to date.

Your resources file / chart / booklet should be useful as a focus for future discussions with the staff of your school.

This project will be assessed in two ways:

A. You will be asked to submit a written account of visits and interviews carried out. This should consist of three components:

(i) A report in diary form giving accounts of each visit and interview made;

(ii) two or three visits and two or three interviews described in more depth and evaluated more fully;

(iii) a short discussion section linking your visits and interviews to one or more of the themes of the module (see above)

This work should be ready no later than March 3rd 1987 for discussion with the co-ordinating tutor. You need not leave copies of this at the Institute and this work does not need to be typed. It should, however, be clearly presented and indexed.

B. The production of a resource file / folder / chart for your own school or for parents. This should be ready by 3rd March 1987 for a seminar with other course members. You need not copy this resource to leave at the Institute. It is for your school's use.

#### NOTES

You should contact your LEA adviser well before the course begins to discuss this project and obtain general permission for your visits or interviews. Try to arrange some of these before the course starts. You can plan to carry out these visits on Mondays and Wednesdays from January 28th onwards (except for the day the tutor visits your school to discuss the school focussed project).

#### EXEMPTIONS

Alternatives to A. or B. above can be arranged in certain circumstances. Please discuss with the co-ordinating tutor during the first week of the course.

(v)

## C O R E L E C T U R E S

The theoretical input for the course will be given by members of the Institute and the West London Institute of Higher Education. These lectures will cover four main topics:

1. PATTERNS OF PROVISION
2. CURRICULUM
3. INVESTIGATION & INTERVENTION
4. CONSULTANCY

### 1. PATTERNS OF PROVISION - Mrs E A Cowne - Institute of Education- Wks 1&2

#### Children with Special Needs in the Ordinary School

In order that teachers from the ordinary sector should understand the wide range of special needs for which they may be expected to cater, it is felt important that they should have an awareness of the total range of educational provision available today. It is intended to give a brief overview of the development of special schools and their support services culminating in a discussion of the integration/segregation question. This will lead to an examination of the provision which needs to be made in the ordinary school, not only for these children with readily identifiable special needs, but more particularly for those children already in the ordinary school whose learning or behavioural problems give rise for concern. This examination will include the roles of the medical, psychological, social and educational support services in relation to the child, the school and the parents. (See also Provision Project (green sheet and seminar days (blue sheet)

### 2. CURRICULUM

#### a) Background

(Mr Harry Daniels - West London Institute of Higher Education)

This lecture aims to help course members consider curriculum development for children with special needs in a wider context. This will involve reviewing recent developments in curriculum theory in special education and relating these to the context of the ordinary school. The session will involve course members in structured discussions relating to specific curriculum issues.

#### References

- Ainscow M. & Tweedle, D.A. (1979) Preventing Classroom Failure Wiley  
Barnes, D. (1982) Practical Curriculum Study Routledge & Kegan Paul  
Brennan, W.K. (1985) Curriculum for Special Needs Open University Press  
Kelly, A.V. (1977) The Curriculum Harper & Row  
Stenhouse, L. (1975) An Introduction to Curriculum Research and Development Heinemann Educational

#### b) Planning - ( Mr Harry Daniels )

Introduction to the understanding of the various processes of evaluation and issues of who operates these processes and why. There will be discussion of the purposes of evaluation and the relationship between individual and 'community' evaluation. Course members' own materials from school will be called on for this session.

Appendix 1(iii, c)  
Extract from course handouts  
SENIOSH/H

Harrow & Hillingdon Outreach Course  
'Special Educational Needs in Ordinary Schools in Harrow and  
Hillingdon'  
Overview

Aims

For the participating teachers, the aims will be as follows:

- a) To consider the changing concepts of special educational needs in relation to recent legislation and practice, and to increase knowledge and awareness of the multi-professional network related to children with special educational needs and their parents, with particular reference to the teachers' own LEA.
- b) To update the teachers' knowledge and skills in relation to the recognition of the range of special needs found in children in ordinary schools.
- c) To enhance teachers' professional skills in the management of curriculum modification and differentiated assessment in mixed ability situations.
- d) To help teachers to identify and develop priority areas regarding policies or curriculum for special educational needs in their own schools, in co-operation with other relevant members of staff.
- e) To identify, extend and practice a range of interpersonal consultancy skills appropriate for the teacher's own role and school.

For the participating schools, the aim of this course will be to help to develop some aspect of their educational provision for children with special educational needs.

Course content

The course will consist of interrelated parts, each being taught by a mixture of lectures, workshops and seminars.

- a) The changing views of special children will be briefly examined from historical and sociological perspectives, and then related to current legislation and implementation of policy at local LEA levels. This part of the course will introduce the teacher to a variety of special needs provision and include visits to some. Provision in the teachers' own and neighbouring boroughs will be studied, and there will be an opportunity to meet with and interview a range of professionals from Health, Social Services and Education, as well as relevant voluntary agencies. These meetings are intended to explore different professional viewpoints relating to special educational needs. The views of parent organisations, disability pressure groups and parent governors will be examined.
- b) Consideration will be given to the identification of special needs, early screening techniques, record keeping and age-related assessment; the preparation of educational advice for a multiprofessional assessment, and annual review procedures for those with statements of special need. Attention will be paid to modification within the National Curriculum.



c) The course will deal with issues and strategies in mixed ability settings in ordinary classrooms. Various ways of using support teaching will be examined. Different pedagogical strategies and systems will be introduced. The concepts and skills will be applied to the evaluation of curriculum provision in the teachers' own classrooms; exercises in curriculum modification and evaluation will be carried out. The emphasis will be directed towards cognitive process models and strategies, e.g. negotiated learning, study skills approaches, problem solving, collaborative learning and computer-assisted learning. The organisation and resource issues will be examined, as well as interpersonal and systems features, all with the teacher's own school in mind.

d) Systems analysis will be introduced, together with the question of how this approach can help to identify problems in schools. The networks of support within and outside schools will be considered as systems.

e) Management and consultancy skills will be looked at, through a series of experiential workshops. The first will look at listening skills, the second at negotiating an entry. These exercises will be carried out in groups of three. The third exercise will look at group dynamics, and use a simulation exercise to examine what happens in meetings. Consultancy work will be extended to setting up whole-school approaches, identifying training needs and providing in-service training. Management style and management strategies will be examined.

f) The special needs of children with specific, mild and moderate learning difficulties, of those with behaviour problems, and of those with physical and sensory impairment will be considered. One session will examine the needs of the able child.

g) Some attention will be paid to the teacher's own study skills. Help is given in organising reading, structuring the school-focussed project and in writing the final report. An action research framework is used for the main project. Local tutors will give help in planning this; making sure it is feasible within the time available, and consulting on a regular basis with the headteacher, to ensure that the work is clearly seen as part of the school's development plan.

#### Course team

Co-ordinating Tutor - Mrs E.Cowne (Harrow)

Supporting tutors (Harrow) - Dennis Goldthorpe, Rosita Caspersz,  
Audrey Harwood (Hillingdon)

Other staff will be drawn from LEAs to support specific topics.

#### Assignments

Two formative assignments - 3-4000 words in total. 1) Child study, 2) LEA provision project.

One school-focussed project report - 5000 words.

## The Perspectives of Some LEA Officers and Headteachers

The need for the course to meet both the professional requirements of teachers as individuals at the same time as helping these teachers become change agents within their own school is brought out in the following contributions from LEA adviser and headteachers.

Various reviews of INSET and its effectiveness were discussed in Chapter 1 of this paper. The need was identified to change course content so that it both matched teachers' professional needs and helped them to carry this into practice with their colleagues. The school focus of the OTIS course has been found to be successful in the majority of cases (see Chapter 4).

### Special education advisers

In this Chapter three advisers discuss the different priorities which they identified for their LEAs. In Hillingdon the course was used to build a team of teachers from all stages to help lead the borough's development of special needs policies and eventually to link with curriculum development.

From Newham Chris Dyer warns that while college based INSET may help teachers to be enthusiastic about change, they must also exercise care and be aware of what can reasonably be achieved.

John Moore, writing at the time he was newly appointed as inspector for a large county, also emphasizes the need for projects and course orientation to meet identified LEA policies as well as being part of already defined school development needs. He points out the difficulty in selecting and supporting individual teachers in such a large LEA. Some authorities have solved this problem by delegating the supervisory role to either advisory teachers or, as in the case of Wiltshire, to educational psychologists. These support staff, who already have some responsibility for visiting schools regularly in relation to children with special needs are able to bridge the gap between the LEA policy and the schools' identified

Appendix 1(iv)  
Extracts from Bedford Way paper,  
1987, (Cowne & Norwich), showing role  
played by LEA Advisors

needs by making use of the LEA guidelines, at the same time as taking account of the local needs of a single school and its staff.

Close links with most LEA inspectors or advisory teachers for special needs have been built up by the co-ordinating tutor at the Institute. This partnership is an important aspect of the running of the course and one which is still developing. It becomes clear from our own work and the evaluation of a sample of one-term courses researched by the NFER (Hodgson, 1985) that schools can develop their own policies better when there is a guide given by the local education authority. Three inspectors write of their experience working with the course.

Judith Wade — Hillingdon

Hillingdon is a large outer London Borough. Judith Wade was appointed as special needs adviser just as the courses began. She has sent seven teachers on the course to date. She sees in-service work as very much part of building up practice and policy for special educational needs work in schools.

The start of these courses in the Autumn Term 1983 coincided with my own re-designation as Adviser for Special Needs within Hillingdon. Therefore, I came new to the scheme without the benefit of participation in the planning meetings, but nevertheless it fell to me to nominate course participants.

The position within the Authority at that time was one in which the formulation of a response to the 1981 Education Act was at a very early state, with the major focus placed upon the establishment of agreed procedures to satisfy the legal requirements of the Act. Generally, the approach to special needs provision within ordinary schools followed a fairly traditional 'remedial' approach. Therefore, suddenly to be faced with a request to nominate staff for the OTIS course led to an initial feeling of panic as one considered the question of 'where to begin'.

The availability of these secondments after the 1981 Act was a valuable resource, particularly when set against the climate of budget reductions which was prevalent in Hillingdon in 1983. It was, however, a very limited resource when considering the size of the in-service training task facing the Authority in respect of special needs. Obviously, it was necessary to plan to ensure that maximum advantage was gained from these secondments.

It was necessary to consider whether course attendance was to be viewed as being for the benefit of the individual teacher, of the school, or of the LEA. In this instance it was determined that the course should benefit all three parties. It was hoped that the secondment would provide an opportunity: (1) *For the teacher* to 'stand back' from the school situation for a term and to reflect upon her or his

**Appendix 1(iv)**  
**Extracts from Bedford Way paper,**  
**1987,(Cowne & Norwich),showing role**  
**played by LEA Advisors**

work, whilst at the same time acquiring further knowledge and an up-to-date viewpoint of special needs. (2) *For the school to focus upon its approach to special needs through the project work being undertaken by the course member.* (3) *For the LEA to take positive steps towards the implementation of a policy in respect of pupils with special needs in the ordinary school.*

For such aspirations to become reality it was necessary to consider carefully the method of selection of teachers for participation in the course. Key elements for consideration were: (1) The teacher's current level of understanding about special needs. The one-term course was not viewed as an initial training course and teachers were expected to have already an acceptable level of training and experience in this area of work. (2) The teacher's willingness and ability to modify existing practice in order to become a prime mover towards a whole school policy. (3) An awareness on the part of the headteacher of the full ramifications of a changed approach to special needs, and a commitment to initiate and support a new approach.

With these thoughts in mind it was agreed that course participants should be nominated by the LEA and used either to support an already changing situation in a school, or as a means of assisting a headteacher to effect change within her or his school.

In some instances the secondment has followed the appointment of a teacher to the post of a special needs co-ordinator; in others it has resulted from discussion of a school's provision for special needs, following issues raised in a local advisory inspection report on the school; and in a few cases the secondment has been proposed as a result of routine discussions with a headteacher about the development of special needs work.

The focus for all teachers seconded to date has been 'upon the development of the role of the co-ordinator for special needs within a school'. The choice of this brief has linked directly with the developing approach, and now stated policy, of the LEA in respect of provision for pupils with special needs in the ordinary school. Schools are beginning to formulate a policy for special needs based upon the 'whole school' approach and the co-ordinator is seen as the key person in guiding the supporting staff through the main issues to be considered.

The stated brief is deliberately very wide and serves to provide a context for the work of the student, thus satisfying the LEA criteria for selection. Within this, a more specific project is negotiated which is relevant to the needs of the teacher and of the school, and which will clearly be determined in the light of the particular stage of development of each.

Obviously, it will not be possible for the authority to second every teacher appointed as a co-ordinator for special needs. There must, therefore be an expectation that staff who are seconded will in due course contribute to LEA in-service

Appendix 1(iv)  
Extracts from Bedford Way paper,  
1987, (Cowne & Norwich), showing role  
played by LEA Advisors

raining sessions. With this in mind an attempt has been made to second 'pairs' of teachers from the same sector of education. To date co-ordinators from infant, junior, all-through primary and secondary schools have attended. This has proved beneficial to the staff whilst on the course as they have been able to discuss and explore issues of common interest, and has also aided follow-up work on return to school.

Experience is proving that, on return to school, staff need time to consolidate their ideas and to build a 'variety of bridges' before being able to take major steps forward. A 'year on' from the secondment, interesting developments are occurring in some schools and a contribution to local INSET is under way.

Where to next? If it is accepted that 'special needs' is not a discrete area, detached from general curriculum and organizational issues in the school, the next logical progression must be to involve senior management personnel. Initial consideration has been given to the role of senior management in respect of special needs, and to date one deputy headteacher has attended the course.

Chris Dyer — Newham

Christ Dyer was appointed as Special Needs Adviser during January 1984. He has chosen two teachers for the course himself for Spring 1985, although two had attended in Spring 1984.

The one term course offers the opportunity to pursue in-service objectives supported by the local borough and, at the same time, to sharpen the thinking of selected members of staff by exposing them to a wider perspective and less predictable opinions than those that might be 'controlled' by a local adviser's INSET. These two elements I perceive as crucial to a 'successful' use of the course. It is important that the work undertaken by teachers is in line with the Borough's general strategy. Without wishing to dampen a teachers's style or to preclude the evolution of a project within the realities of time and following the counselling of tutors from the Institute, the adviser has (in a highly urban Borough) to ensure some context that allows for a successful and useful piece of work to emerge amid the realities of the local situation.

The adviser has to be able to add reality to the situation; yet preserve enthusiasm. The message that teachers take from the course (albeit misperceived) that in some way the aim is to equip them to change education in a fundamental manner, at least in their school, has to be tempered by reality. Dramatic changes are seldom the order of the day and an adviser may not send teachers on courses from schools where changes might be occurring spontaneously! Local realities (both political and fiscal) enter into factors of change in a way that does not appear to be made explicit by the course itself. Advisers, appreciative of the generated enthusiasm

Appendix 1(iv)  
Extracts from Bedford Way paper,  
1987, (Cowne & Norwich), showing role  
played by LEA. Advisors

for change, have to be sensitive to the fact that, ultimately, institutes of education do not cause change, although they move thinking into the realms of ideas from which change can happen.

The mark of the success of a course will be the medium-term sense of reality that can be established; the use that can be made of teachers' increased breadth of knowledge and their ability, in turn, to sustain others in Borough initiatives. In a sense their own schools may be too 'close' for them to be able to evaluate and hence gain strength from undramatic changes that an adviser can perceive.

Nevertheless, the in-school project forms the core of the course. The real value is that the teacher has time to think; to concentrate on an aspect of need with some hope of gaining insights and devising strategies. It is probably less important that a dramatic initiative is taken up than that someone in a school has, simply, thought about learning difficulties in a particular context. It is not that teachers lack skills to deal with special needs. It is that everyday pressures do not allow them to put into focus what they know. If, along the way, a school's problems can be seen in the wider context of the Borough, its procedures and policies for all special education, there is room for optimism that a greater understanding and trust will develop between the classroom-floor and the mysterious 'they' who are supposed to find all the answers from somewhere. Informed teachers working with advisers and having tried out and evaluated practice in schools add a particularly valuable dimension to strategies for meeting special needs.

A word, then, about selection. If the opinions above are justified, it seems sensible to look for recruits whose personality is capable of the enthusiasm, yet the reality, needed. Obviously, enquiries from teachers anxious to go on the course must be considered and, maybe, the quality is there. But this is not, I feel, a 'course for course-goers'. Almost perversely, it is a course for teachers who might run a mile from a course but whose potential insight is what counts. In selecting candidates, pastoral advisers' opinions carry a lot of weight with me. Thereafter, the onus is on me to support the teachers. The initial days on a course can have shattering effects on the ego and the idea is not to demoralize anyone.

The course, then, offers great potential for widening perceptions within the Borough. It is, however, on the lines I have sketched out, very demanding of the adviser in time, thought and, indeed, emotional energy. It has to be set in perspective with other demands on time and INSET commitments.

The important thing is not quantity of uptake, but quality of result.

**John Moore — Kent**

John Moore ran a similarly funded course in Oxford before becoming Special Needs Inspector for Kent in 1984. Kent has sent eighteen teachers in all since 1983, but now uses Avery Hill College and Christ Church College, Canterbury, as a better geographical choice.

Appendix 1(iv)  
Extracts from Bedford Way paper,  
1987, (Cowne & Norwich), showing role  
played by LEA Advisors

The value of one-term courses for a large authority in receipt of reasonable numbers of places is twofold. First, and by far the most important, it provides the adviser with a practical response to requests for help. Since help is often requested by new headteachers or well established senior members of staff, the possibility of effecting real change in ordinary schools is high. This is more noticeably the case in secondary schools.

Second, but closely allied to the first, it provides the possibility of developing a response from the ordinary school which follows the LEA policy, which in Kent can be summed up as 'integrating levels of provision to provide a more flexible response to meeting individual needs'. In this respect, future secondments are likely to be attached to geographical areas which are participating in projects related to this aim.

When an authority is undertaking several large-scale initiatives, it is not feasible to support something in the region of 17 individual projects per year unless these are closely related to existing developments. The one-term course of itself cannot bring about a position whereby some 860 schools, across fifteen divisions, have the service of a well prepared teacher, capable of co-ordinating the school's response to meeting special educational needs. The LEA, by whatever means available, bears responsibility for achieving this goal, and within a reasonable period of time. The one-term course may serve in the future to develop and equip further those already designated to this role, but it cannot supply more than a tiny fraction of the initial input.

Within the context of a large LEA, it will only be possible to provide preparation for such courses if those chosen are already involved in professional discussion and/or activity with the adviser. Any other form of pre-course preparation, given the diversity of needs and interests of the teachers involved, is unrealistic. Likewise, support and follow up is unrealistic unless the project, and indeed the content of the course, is firmly embedded in current LEAs development.

The most successful projects to date, therefore, have been those where the adviser has visited the school in response to a call for help. Usually this is in the form of advice on more appropriate ways of organizing special needs provision, or more direct help in terms of in-service sessions with staff, or requests for allocation of resources. Where the headteacher has been centrally involved in defining the needs of the school, and where a senior member of staff in tune with the headteacher's perceptions has volunteered to use the course to develop him or herself as a change agent. This requires the special needs project to be integrated into the general development of the school. A plan for introducing well resourced mixed ability teaching, the development of designated support teachers from within subject areas, the development of an 'alternative' fourth and fifth-year curriculum, are examples of more recent successful projects within secondary schools. Within the primary sector, the most successful developments have been those where headteachers have

Appendix 1(iv)  
Extracts from Bedford Way paper,  
1987, (Cowne & Norwich), showing role  
played by LEA Advisors

asked for support to develop aspects of the LEA policy, such as those linked with the special needs action programme.

As someone who has recently moved into advisory work from lecturing in special education, and who has been responsible for the development and implementation of a Circular 4/84 course, I am in a unique position to appreciate that the adviser's viewpoint, as outlined above, may not easily accord with that of the tutor. It is important that the student widen his or her understanding of special needs, explore the various roles of the co-ordinator, develop some expertise in assessment and intervention, and appreciate the management skills involved, etc. These are areas already well understood as central to this type of course. Because the development of such courses is away from the traditional model of in-service training, i.e., out of the school setting, and towards a more precisely defined in-school in-service facility, the adviser is bound to view it in the context of practical help to schools, particularly in a time when, despite severe financial stringencies, more imaginative elements of the 1981 Education Act are beginning to take hold.

#### Advisory teachers

Two contributions are included from advisory teachers. Maria Cooper is the advisory teacher in charge of the language support service. She had sent four teachers from middle schools in Merton when writing this.

#### Maria Cooper — Merton

Merton uses the OTIS course only for our middle school teachers. Whilst our primary schools (5-9 years) use the Coventry SNAP (Special Needs Action Programme) in-service material focusing on the special needs of individual children, our middle school (9-13 years) teachers at the Institute use their projects to examine how the strengths or limitations of organizational patterns help or hinder the meeting of their pupils' special needs.

In-service courses often result in a 'washout' when teachers return to their schools — their enthusiasm for innovation soon wanes and they are quickly re-socialized into the existing system. This is decidedly not the case with the OTIS course. All three headteachers whose staff attended the course stated emphatically that changes have occurred in school as a direct result of the course and the projects started are continuing to develop.

Initially we seconded two teachers per year, one in the Autumn and one in the Spring term. This pattern has now changed and two teachers are seconded for the same term. This enables the teachers to support each other and to examine each other's schools in some depth, providing for cross fertilization of ideas. It also makes the LEA support for the school project easier and more effective. Joint 'tutorials' two or three times during the term have proved to be both practicable and valuable.

If one wishes the course to have the maximum impact, the preliminary negotiations



Appendix 1(iv)  
Extracts from Bedford Way paper,  
1987,(Cowne & Norwich),showing role  
played by LEA Advisors

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with the schools are of the utmost importance. Headteachers are approached for initial discussion. If heads are interested and nominate a teacher, a further meeting is held with the head and the teacher concerned and the nature of the project is discussed and, if possible, finalized. No project is accepted unless the head can give it his or her unqualified approval. This is felt to be essential as the teachers will need support from within the school as well as from the LEA in order to continue the project work over several terms. Follow-up visits to the school are important to maintain morale and momentum as well as to appraise the progress of the project.

So far, projects have looked at more effective integration of special needs pupils within the general curriculum and more effective ways of communication about special needs pupils within the school as well as with outside agencies. The professional development of the participating teachers enabled them to influence staff attitudes. One school reported that questions like 'What can someone do for this child?' now are more likely to be 'What can I do to help this child?'

The heads' enthusiasm for the course is matched by that of the participating teachers who were grateful for the tutorial support made available by the Institute and have enjoyed exercising newly developed skills when returning to school. In spite of the constraints of the one-term course, the necessarily telescoped theoretical input, the not negligible LEA support time, this particular pattern of in-service fully justifies the thought, time and effort it requires from students, schools and the LEA alike.

# Appendix 1(va) OTIS Evaluation form; Cohort 9

One Term In-Service - Special needs in ordinary schools - Questionnaire for Evaluation of Course Content Summer 1986 OTIS 9

The purpose of this questionnaire is threefold: 1) To focus your thinking on the objectives for the course and for you to evaluate how far you think these have been met for you; 2) to identify those parts of the course seen to have been particularly valuable to you in meeting these objectives. (For this reason each element of the course is listed below with an identifying letter to use for convenience in the answers.) 3) To give you an opportunity to evaluate the effect of the course as a whole by answering some general questions. There is an opportunity for you to mention shortcomings and highlights and to add your own personal comments. This form of course evaluation has been very helpful in helping us improve the quality of the one term course. Your answers are anonymous. Thank you for helping.

In your original course handouts there was a sheet called overview which listed course objectives. These are listed again below but divided into four sections which roughly fit the four course topics for the Tuesday lectures:- Patterns of Provision, Investigation and Intervention, Curriculum - Consultancy. All other parts of the course are also listed - Thursday seminar topics, optional visits and lectures, workshops, tutorials and projects. These will also have contributed to increasing your knowledge and skills. Please indicate as many sources as you feel apply for you by using the identifying letters in response to each question. Include your informal discussions and reading and add any aspect you feel may not be listed for you.

- |   |  |  |   |
|---|--|--|---|
| <p><b>A</b> Patterns of Provision<br/>Mrs E.A. Cowne</p> <p><b>B</b> Investigation and Intervention<br/>Prof. K. Wedell, Dr. B. Norwich</p> <p><b>C * Curriculum:</b><br/>a: Harry Daniels Lectures<br/>b: Liz Cowne / ...<br/>c: Irene Bowman<br/>d: Workshop Days - E A Cowne</p> <p><b>D * Consultancy</b><br/>a: Mrs E.A. Cowne<br/>b: Dr. Norwich - Systems Lecture<br/>c: Role Play</p> | <p><b>E.</b> LEA Project</p> <p><b>F.</b> Educational Psychologist<br/>Christine Cargill</p> <p><b>G.</b> AEO / Adviser - Croydon</p> <p><b>H.</b> Computer Workshop - Mary Shepherd</p> <p><b>I.</b> John Welton - Professional Networks</p> <p><b>J.</b> Joan Sallis - Parent Governors</p> <p><b>K.</b> Phillipa Russell - Visit to National Children's Bureau School based Project</p> | <p><b>M. Workshops:</b><br/>a: Learning Difficulties<br/>b: Behavioural Difficulties (Anne Rawlings)</p> <p><b>N.</b> Organised Visits</p> <p><b>P.</b> Optional Lectures<br/>a: Sheila Henderson<br/>b: Speech Therapist - Mrs Graham<br/>c: Geoff Ivimey<br/>d: Caroline Gipps</p> | <p><b>Q.</b> Tutorials</p> <p><b>R.</b> Own Reading</p> <p><b>S.</b> Self Help Groups<br/>Other - State any</p> |
|---|--|--|---|

\* In these sections use capital and small case letters to indicate divisions e.g. Da; Cb etc.

Completing the questionnaire will be of help in our discussions this week and with future planning. Thank you.

Appendix 1 (v, b)  
OTIS evaluation forms comments from  
Cohort 4, 1984

- 4 -

ANY OTHER GENERAL COMMENTS

"Support from the course tutors was sufficient and I felt that extra was available should I need it. The school meeting of Tutor/Deputy/Advisor/self did help to clarify the position."

"I certainly feel an increased awareness of recent trends in special needs and have many new ideas to develop in my department as a result. My special needs vocabulary has blossomed and I can report heightened self-confidence in dealing with colleagues."

"I felt there was a need for more answers - basic classroom strategies."

"More contact/advice to Head Teacher re course needed generally."

"Lack of time. I would have started the school focused project much earlier had I realised I would be on early recall (i.e. limited secondment). The writing up was an appalling strain in these circumstances, especially when a lot of initiation is under way in the school and needs accurate reporting. Positive aspect of the course - the high quality of course tutor."

"This has been great for me personally. Staff have found participation in project helpful. The course should be longer giving a second term for implementation."

"The course was stressful but well worth while."

"I feel that the organisational nature of the secondary school does not facilitate the type of project expected within the severe time restraints imposed. Inadequate counselling is given to course members and head teachers by LEA advisers prior to the course. Secondment of only 11 weeks is insufficient. Thought must be given to position and influence of the member of staff. I would have preferred more specific curriculum information."

"The course was valuable - but not for the reasons one expected beforehand. Not a "tips for special needs teachers" type of course - more a course for Evangelists - spreading the gospel of Warnock and the Act. To this end it was very stimulating. Much easier to become involved in the course if you are ambitious - not really a shop floor course. Much more looking at the way the school is organised with a view to special educational needs."

"It helped me to focus my thinking as I was able to spend more time as an observer. I am not yet sure of the practical value. I would have appreciated more help in dealing with the sort of question asked by colleagues - i.e. "What do I do?"."

"Extension by LEAS of secondment until at least 6 December (end of 11th week) needed. More emphasis on what to do with the problem. I valued what Prof. Wedell said."

"After an inspiring start I felt I was left very much to myself with little back up. I thought there was little support for the secondary side. My A. Hill part was of little assistance and I thought there was lack of tutorials and information relevant to my project (365 vocational). Support fell away as the term continued. I would have liked (needex) arguments for/against vocational courses. Overall I feel I have benefitted because of the inspiration of the early lectures. Considerable lack of research on behavioural/emotional side. Consultancy-intervention in the systems approach has been of prime importance to me."

Appendix 1 (v, b)  
OTIS evaluation forms comments from  
Cohort 4, 1984

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ANY OTHER GENERAL COMMENTS (continued)

"The course ought to be longer so that each area could be considered in more depth, particularly curriculum and strategies for identification and intervention. One needs more time to think about what one is doing on the school project. I felt that I had to 'get on with it' and didn't feel able to reflect and evaluate ideas to the extent necessary."

"I feel that a long essay of 5-8,000 words on procedures, current practices and identification of special needs would have given us more skill and genuine awareness to take back to school than a school project (which is limited by the extent of commitment of the school). Lectures with notes are a big plus."

"The school needs to know much earlier what is entailed."

"Is there some way in which the school (head teacher) could be made aware of the purpose and content of the course. I have been working very much alone in all this. For me this has been an awareness course for which I am very grateful. Lecturers who provide course notes get a gold star! It really did help to be able to listen without writing simultaneously. Could the questionnaire be worded so that someone with an IQ less of 500 can understand it please?"

"The course helped to establish my role in the school but did not give any real concrete suggestions as to what to do - in terms of curriculum - for unable children. Work programmes were made available for gifted children!

"The contact with teachers from other areas was very valuable because it helped to put our problems into perspective. I was very disappointed that the ed. psych. was such a poor speaker and that the speech therapist was so badly prepared."

"I have thoroughly enjoyed the course despite some problems. It has given me more self-confidence and helped me to look at my school objectively. My philosophy regarding special educational needs has been consolidated by talking to other course members, through lectures and seminars. I no longer feel isolated. I feel that my beliefs for the provision needed for achieving the full potential for these pupils are not just 'idealism' as believed by some of my school superiors but that they are perfectly possible to implement. Finding that provision is available in other schools has increased my determination to 'fight' if necessary to have such provision in my own school. Despite the possibility of being 'eaten alive' my chances of survival were enhanced by the constant advice, support and encouragement of Mrs. Cowie. Whatever unease I may have caused certain people by my efforts to fulfill the objectives of the course I have at least made them aware of special needs. Dr. Horwich has referred to this course as being only a 'drop in the ocean' and though he viewed this somewhat negatively I would like to say that in my case this 'drop' has caused ripples of awareness. (Please excuse me for getting carried away.)"

"Schools would probably gain more, particularly junior schools, if Heads or Deputy Heads were chosen."

"Time for the school project seemed too short, mainly because of split time at Avery Hill and the Institute, when travelling meant the loss of a day."

"This is an excellent course. The one design fault is in the school based project. It is not feasible to pop in and out of an ordinary busy school week with "gems" of survival - even with the best will in the world. Other staff can come to dread the arrival of the ONE WHO KNOWS. The school project MUST grow from the return to school as the course member becomes, once again, a member of staff. The

psychology is right for change - other staff then EXPECT it. Drips and drabs of information are insufficient, just as are the visits of any outside agency. The BACKGROUND information has to be given to provide other staff with a sense of participating, not of inadequacy."

"Too much in too short a time. Not enough time to assimilate data. Less emphasis on writing of projects, particularly school project. Suggest it is written p while being done and not summary of 3,000 words. You need to do another course to answer the questionnaire!"

**Appendix 1(vi)**

**Evaluation forms and data**

- a) Course objectives, Autumn & Spring terms.
- b) Autumn & Spring term components 1988-1989.
- c) Autumn term components, missing.
- d) Spring term components, cohort 2, 1989-1990.
- e) Autumn term components, cohort 3, 1990-1991.
- f) Spring term components, cohort 3, 1990-1991.
- g) Summary of highest choices from components,  
cohorts 2 & 3.
- h) Example of a personal evaluation, extracted from Project Report by  
Pilla (Case B3, School UF).

Appendix 1 (vi, a)  
Course objectives: Autumn and Spring  
terms

Using the list on the previous page, please indicate which parts of the course have increased your skill with regard to, or knowledge of:

1. Identification of learning difficulties and planning individual programmes, for children with a range of learning difficulties?
2. Using observation and other techniques of assessment to identify special needs?
3. Aspects of curricular innovation, and various models for organising and delivering the curriculum to meet SEN?
4. Identifying and developing priority areas for special educational needs in your own school, in co-operation with other members of staff?
5. Using consultancy skills appropriate to your role in school, and using a systems approach to the management of change?
6. Considering changing concepts of special educational needs, in relation to current legislation and practice?
7. Working with other professionals; understanding other perspectives; increasing knowledge and awareness of the multi-professional network which relates to parents and children with SEN (with reference to schools in your own LEA)?
8. Considering the position of parents, governors and the community, in relation to SEN?

Please list below any highlights.

Please list below any parts of the course you found difficult or inadequate.

Appendix 1 (vi, b)  
SENIOSH/H Evaluation forms Autumn &  
Spring terms 1988-1989

Components

- A. 3 seminars on Identification & Intervention
- B. 3 consultancy workshops
- C. Seminars & tutorials for project
- D. Lectures from Local Policy Advisors
- E. Learning support model (Bucks) & local
- F. Child study workshop & assignment
- G. Speech therapist's lecture (F.Graham)
- H. Education Welfare Officer's lecture
- I. Record keeping assignment
- J. Curriculum background (Dave Burns)
- K. Curriculum workshops (a. Dave Burns; b. Liz Cowne)
- L. Curriculum & policy (Harry Daniels)
- M. Sociological perspectives (Dennis Goldthorpe)
- N. Current Legislation & School Governors (Joan Sallis)
- O. Parental Involvement (Phillipa Russell)
- P. Follow-up seminar on parents
- Q. Role of educational psychologists
- R. Workshop on whole-school policy planning & inset
- S. A.E.O. for Special Education's lecture
- T. School-based project work
- U. Visits to schools & interviews
- V. Meeting others & talking informally
- W. Reading
- X. Any other (please state)

Appendix 1 (vi, d)  
SENIOSH/H Evaluation cohort 2 Spring  
term 1990

To help you to evaluate the course, the various components are listed below, labelled with letters. Please use as many of these letters as wish, to answer any question about your acquisition of the knowledge skills which the course aims to cover.

Course Components

- A. Systems approach: reading and workshop.
  - B. Child study: on-going work.
  - C. Bi-lingual services: talk by Nita and Wilma.
  - D. Sociological perspectives: Dennis Goldthorpe.
  - E. Workshop on curriculum differentiation.
  - F. Curriculum workshops: Jenny Reeves.
  - G. Language and literacy support: talk by LLSS.
  - H. The role of the educational psychologist: talks by 2 EPs.
  - I. Support systems, leading to the LEA project work.
  - J. Visits to special schools: interviews with professionals.
  - K. Writing educational advice, and issues relating to LEA policy.
  - L. Talk from two AEOs (client services).
  - M. Workshop on developing a whole-school policy.
  - N. Lecture from Joan Sallis.
  - O. Working with parents: seminar, and lecture from Phillipa Russell.
  - P. Meeting others and talking informally.
  - Q. On-going school-based project work and tutorials.
  - R. Reading.
  - S. Other (please state what).
-



Appendix 1(vi, e)  
SENIOSH/H Evaluation form cohort 3  
Autumn term 1990, course components

Course Components

- A. Seminars on identification and intervention.
- B. Consultancy workshops. (Critical incident, Role play 2s, Staff meeting role play,)
- C. Child study workshops.
- D. Study skills sessions and tutorial time.
- E. Visits to special schools.
- F. Talk from EWO
- G. Local Education Advisor's talk.
- H. Talk by LLSS and Primary Project
- I. Talk from portage teacher.
- J. Speech therapy talk.
- K. Reading.
- L. Meeting others and talking informally.
- M. Patterns of provision ,Multi professional approach
- N .Whole school policy workshop.
- O. Other( Please state )

Appendix 1 (vi, f)  
SENIOSH/H Evaluation form cohort 3  
Spring 1991, course components

Course components

- A. Curriculum input
- B. Bilingual talk
- C. Sociological process
- D. Statementing procedure
- E. Visits to special schools
- F. Workshop on parents
- G. Micro technology workshop
- H. Curriculum evaluation (Harry)
- I. Curriculum input (Rosita)
- J. Occupational therapist
- K. Governors responsibilities
- L. Meeting others & talking
- M. Reading & individual study
- N. Other

## APPENDIX 1(vi g)

### Evaluation Data from SENIOSH/H Cohorts 2 & 3

Using the proformas course members could fill in any number of letters (representing course elements) if they felt that part of the course had enhanced their learning about the area in question. (This method was used to evaluate OTIS also).

The results of these are summarised below:

#### Cohort 2 Autumn Term 1989 - Highest Ratings

Child Study	27
Workshops on identification statements	21
Reading	19
Meeting and talking with others in groups	18
Visits to special schools	15

#### Cohort 2 Spring Terms 1990 - Highest Ratings

Curriculum Workshops and Talks	25 & 20
Reading and Private Study	37
School Projects and Tutorials	37
Joan Sallis talk on Role of Governors	16

#### Cohort 3 Autumn Term 1990 - Highest Ratings

Workshops on Identification and Intervention	29
Child Study	26
Reading	26
Talking to others	19
Tutorial time on Project	14
Visits to special schools	14

#### Cohort 3 Spring Term 1991 - Highest Ratings

Reading and Private Study	27
Meeting others and talking/sharing ideas	25
Curriculum talks and workshops	18
Tutorial support	19

## Appendix 1(vi, h)

### An example of a personal evaluation extract from Project Report: Pilla (Case B4 School UF; see Chapter 4) for the SENIOSH/H Course Personal Evaluation

I find it almost impossible to separate the SENIOSH course from my own work in school. I cannot reflect on one without the other as each was a part of my life, and each affected me in various ways. At the beginning of the course I was full of enthusiasm, but my enthusiasm was curbed by the Head. I learnt that the Head has enormous power, not only in policies, organising and financing, but also on the whole ethos of the school, and how this affects the children and the parents as much as the staff. It creates a vicious circle; stressed Head causes teacher stress, stressed teachers cause children stress, and stressed children cause teacher stress - and so it goes on.....

I learnt that stress wears you away - on the sly - unbeknown to you - you think you're OK! - but you're not! You become negative - everything becomes an effort and you question yourself - your life and your job.

I understand now why so many teachers leave teaching. To believe in a policy, a philosophy - then, because of restraints, people, authority and finance, being unable to do the job properly - as you want to.

The course gave me the opportunity to gather myself and exchange views about education with other like minds. - and so help formulate my own plans and beliefs and philosophies. Reading and discussing and working through thoughts and actions strengthened by my own beliefs. I gained in confidence throughout the year - I began to value my own judgements - but it wasn't easy! I think the difficult position I held, up until the end of February when I moved to Elmgrove, was a very turbulent passage. I lost a lot on the way - but I also gained a lot.

Working so closely with welfares, teachers, and children, I built on my belief that we are all individuals and as individuals we are

whether adult or child, and look at my own role with them. The course brought me in touch with the Staff in a way I had not previously known. I was asking for their own opinions as well as how they worked. I was surprised how threatened some people felt when I asked how they recorded in class. Some were defensive, some dismissive, some not really interested.

#### What did I learn?

I learnt to go slowly - to encourage - to praise - to take small steps - to listen and to be POSITIVE.

I have always thought I listened to people, but the course taught me to 'LISTEN' - not just to the words - but what the person really means. People do not always use just words. It takes effort from the listener to decipher meaning - but it's worth it!

The course helped me to fit a few more pieces into the puzzle of Education but I don't think I've even got all the edges yet!

I think the course without the reading, without the group, without the school-based work, would be 'just another course'. Put all these together and it has power - to change attitudes - and self. It has brought separate issues together as one. It has shown me that basically the whole of Education and Health and Social Services are a team - which needs to knit together - to blend into one another - not to be stuck together with a dab of glue.

We can't get away from money - but can we?

Rational thinking (and my reading) tells me - NO - but it is not only the amount of money - but how it is spent and who spends it.

Money is, unfortunately, necessary. I did discover that! - but sometimes adversity pulls people together and if everything is handed on a plate, it can be too easy. Lack of money certainly raises issues - and priorities.

The course and you and the group have supported me throughout the year. I ask myself - where would I be had I not gone on SENIOSH?

That's a very good question - to which we'll never know the answer?

Appendices for Chapter Three

- (i) SENIOSH/H Group evaluation conversation: personal learning.
- (ii) SENIOSH/H Group evaluation conversation: schools benefit from SENIOSH/H.
- (iii) Projects carried out by all OTIS Primary & Middle School course members, 1983-1987
  - (a) in Harrow;
  - (b) in Hillingdon;
  - (c) in Merton.
- (iv) SENIOSH/H Group evaluation conversation: performed in Summer 1990, using research constructs.

Appendix 3(i)  
Summer term group evaluation from  
cohort 3 SENIOSH/H:personal learning

A consensus view of SENIOSH Evaluation

Personal Learning

The course helped me to pull together my own beliefs.  
It helped me to sort out everything, particularly in relation to  
my new job (interaction) with new role.

---

Differentiating the Curriculum - Specific sessions helped with my  
own class.

---

All my ideas about support teaching have expanded; I've learnt  
such a lot.

---

Revisiting the need to provide support for staff so they can  
support children.

---

Well! All the bits on Consultancy and managing people. Role  
play (Recap would be useful).

---

It gave me a clearer picture of borough provision - visits and  
visitors.

---

Reading - I'd come back each week and find out what I wanted to  
share with others.

---

Doing the task analysis was very useful.

---

I've learnt more from others and how other schools work/tick!

---

Putting the pieces together from 'Remedial Reading' onwards -  
I'd read and come back and crystallised what I think - Back up and  
support.

Appendix 3(1)  
Summer term group evaluation from  
cohort 3 SENIOSH/H:schools benefit.

Schools benefit from SENIOSH

They got rid of me every Wednesday afternoon!!!  
The project on Welfares that was done - both schools benefited  
Hand on about welfare information  
New school - team building

---

Special Needs Co-ordinator is a bit more clued up. More  
informed basis for questions in staff room.

---

As an SEN co-ordinator, I have a higher profile so people talk  
to talk to me more often.

---

Help the teacher to set up programme for keying in information  
and help the teacher/welfare - resource base.

---

Record keeping - More time to liaise - Time in summer term to talk  
- Better information from 1st school.

---

School project - Learning support and Bilingual teachers work  
together. Bilingual teachers being more valued in school.

---

More regular and organised discussions about children -  
Delegating responsibility to SEN co-ordinator... Parents could be  
more involved.

---

Observation side - Non contact time to observe in own classes.

---

I learnt how to copy discs - each year group had access to  
programmes not previously available.

---

I now have my own knowledge. I feel I know something and I can  
give advice to the head etc. Through project - positive  
support, within the class - not just assess.

---

To have the backing of the course. Special Needs in Reading 'On  
my course' - evidence of it - Comparative data!

---

Ann's talk about physical handicap helped me to understand  
children with disabilities.

---

My visits to Physical Handicapped/Special Schools gave me  
positive feelings about integration.

---

School has come to some agreement about learning support.

---

Welfares learned from task analysis - She learned and can use it  
- Children benefited.

---

Visiting Elmgrove and seeing the various options are perhaps not  
the only ways.

---

Having 2 tutors (Audrey and Liz) co-ordinating on the course and  
both so excellent (CREEP)!!!!



APPENDIX 3(III)a

OTIS Course Member Information - Extract from OTIS database for Harrow, Hillingdon and Merton Primary and Middle School Course members.

HARROW (7)(see p 41 main text)

	<u>NAME</u>	<u>YEAR</u>	<u>ROLE &amp; SCHOOL</u>	<u>PROJECT TITLE</u>
1	Cathy	Spr 1983	DH F & M	Re-evaluation of special needs provision.
2	Ronny	Aut 1984	SENCO F & M	Staff awareness/ improving record systems.
3	Monica	Sum 1985	SENCO F & M	Identification/ special.
4	Nye	Aut 1985	SENCO F & M	Welcome pack - Happy short term stay children settle (1st & mid.)
5	Julle	Spr 1986	SENCO M	Don't Panic - towards an understanding of failure in Maths.
6	Hilary	Spr 1986	SENCO F	Be positive - a look at behavioural problems
7	Doreen	Sum 1987	SENCO F	Working together on Earth.

-  
Appendix 3(III)b

Hillingdon - Primary (9) (plus 6 Secondary) (see p.42 main text)

	<u>NAME</u>	<u>YEAR</u>	<u>ROLE &amp; SCHOOL</u>	<u>PROJECT TITLE</u>
1	Charlotte	Sum 1984	SENCO INFANT	Development of individual learning and behavioural progs.
2	Lydia	Sum 1984	SENCO INFANT	Parental involvement with special needs at an infants school.
3	Maureen	Aut 1984	PRIMARY	In search of school policy for children with special needs.
4	Carol	Aut 1984	JUNIOR	Expanding the role of the special needs teacher.
5	Vivian	Aut 1985	PRIMARY	Objectives in writing for 4th year junior pupils.
6	Ann	Aut 1985	JUNIOR	Giving children a positive self image as a good speller.
7	Liz	Aut 1986	JUNIOR	Open Doors - Developing support systems for SEN.
8	John	Aut 1986	JUNIOR	Case studies for SEN
9	Judith	Spr 1987	PRIMARY	Towards a School Policy

~

Appendix 3(iii)c

Merton (12 + 1 Secondary) (See p.43, main text)

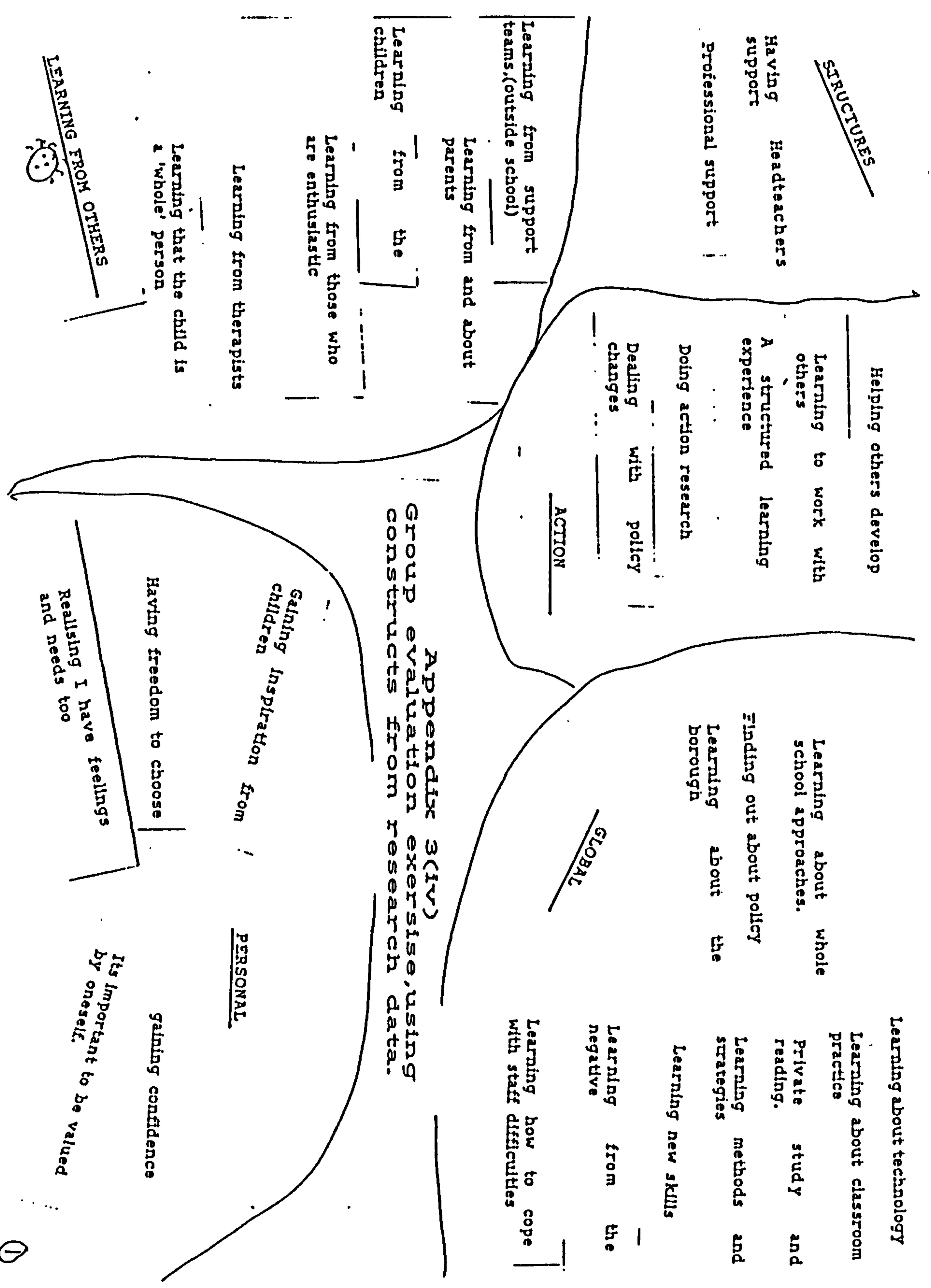
1	Barbara	Aut 1984	M	SEN Teacher - support teacher role.
2	Margaret	Sum 1984	M	Support of teachers and children w. sp nds in large mixed classes
3	Jo	Aut 1984	M	Awareness & commun. concerning children with SEN in middle school
4	Dave	Aut 1986	M	Mixed ability teaching in Social Science.
5	John	1986	M	
6	Joy	Aut 1986	M	Records for information - dust to dynamics
7	Jean	Spr 1986	M	In search of a reliable, relevant record keeping system
8	Joy M	Aut 1986	M	SEN in Science
9	Bob	Spr 1987	M	Learning difficulties identification in social studies
10	Linda	Spr 1987	LSS	Access to the curriculum through support - Study in Support in Science.
11	Chris	Spr 1987	M	Introducing Pupil Portrayal.
12	Sue	Sum 1987	M	Towards a whole school approach to curric. development

Appendix 3(iv) SENIOSH/H Group Evaluation Summer 1990  
using research constructs

Constructs from research grids of SENIOSH/H course members were written out on cards. Identical sets of these cards were then given to each of the three groups of course members. Each group worked together to group these cards into clusters which they agreed on, they then stuck these cards in clusters on a large piece of paper. Once these were stuck down they then write a label for each of the clusters and drew arrows or circles to suit themselves. This meant each group had the same original cards but could make their own cluster groups.

The product was not as important as the process. If a group didn't like what was written on a card they could agree not to use this idea and substitute something of their own.

Two mappings from these groups are shown below.



Learning about technology

Learning about classroom practice

Private study and reading.

Learning methods and strategies

Learning new skills

Learning from the negative

Learning how to cope with staff difficulties

Gaining confidence

Its important to be valued by oneself.

**Appendix 3(iv)**  
**Group evaluation exercise, using**  
**constructs from research data.**

Dealing with policy changes

Having support

Headteachers

DOING

Helping others develop

Having freedom to choose

Doing action research

Professional support

Learning from and about parents

Learning from support teams

Learning about the borough

Learning from therapists

OUTSIDE SUPPORT SYSTEMS

Learning how to cope with staff difficulties

CHILD

Learning that the child is a 'whole' person

PROFESSIONAL DEVELOPMENT

gaining inspiration from the children

A structured learning experience

Learning from the children

Learning relevance in classroom

Informal learning processes

Finding out about policy

like religion

PERSONAL DEVELOPMENT

gaining confidence

Realising I have feelings and needs too

Learning to work with others

Learning from the negative

Learning new skills

Its important to be valued by oneself.

Learning from those who are enthusiastic

Private reading.

study and

## Appendices for Chapter Four

### Repertory Grids:

- (A) Viv (LEA Inspector): grids a, b.
- (B) Judith (LEA Inspector): grids a, b, c.
- (C) Audrey (LEA Co-tutor): grids a, b.
- (i) School S
  - Theresa's grids (case A1): a, b, c
  - Leslie's grids (case C1): a, b
  - Ann's grids (case D1): a, b
- (ii) School T
  - Dorothy's grids (case A2): a, b
  - Kath's grids (case C2): a, b, notes
- (iii) School U
  - Kirsty's grids (case A3): a, b, c, d
  - Adrian's grids (case C3): a, b, notes
  - June's grids (case D2): a, b
- (iv) School UF
  - Pilla's grids (case A4): a, b, c, d
  - Notes relating to Pilla's CHANGE grid.

Note: grid (a) = First grid printout of SPACEd FOCUSed grid  
grid (b) = Feedback notes on SPACEd FOCUSed printout  
grid (c) = Other printout options  
grid (d) = CHANGE grids or further options

SPACED FOCUSED GRID

CONSTRUCT POLE RATED - 1 -		ELEMENTS										CONSTRUCT POLE RATED - 3 -		
		E	E	E	E	E	E	E	E	E	E	E		
0	0	0	0	0	1	1	1	1	1	0	0	0		
7	1	2	3	5	6	0	1	2	4	9	8			
*****														
COMPLETED OR STOP ACTIVITIES	C10	* 1	1	1	1	1	3	3	1	1	1	1	* 1	* C10 NEW ACTIVITY
CLIMATE	C2	* 1	3	3	1	1	1	2	2	1	1	3	* 3	* C2 DISCRETE EVENTS
RELATION TO COMMITTEE	RC5	* 1	3	1	1	2	2	2	2	3	1	1	* 1	* RC5 RELATION TO SERVICES
INSERVICE DEVELOPMENT	C3	* 2	3	1	1	2	1	2	1	1	3	2	* 2	* C3 MULTISERVICE DEVELOPMENT
INDEPTH INSET	C7	* 2	2	1	1	1	1	1	1	1	1	1	* 1	* C7 FACILITY TO VIRE
DEVELOPMENTS	C1	* 3	3	1	1	1	1	1	1	1	1	1	* 1	* C1 ENDINGS
CREATION	C6	* 3	3	1	1	1	1	1	1	1	1	1	* 1	* C6 DESTRUCTION
SIGNIFICANT INDIVIDUALS	C3	* 3	3	1	1	1	3	1	1	1	1	2	* 2	* C3 INDIVIDUALS NEGATIVE EFF
CLIMATE OF ANY KIND	RC9	* 1	2	1	1	3	3	3	1	1	1	3	* 3	* RC9 DEVELOPMENT OF PROCEDURE
ATTITUDE RELATED	RC4	* 1	1	1	2	3	3	3	3	3	3	3	* 3	* RC4 RESULTANT ACTIVITIES
FUNDING COORDINATED	C11	* 2	2	1	1	1	1	1	3	3	3	3	* 3	* C11 DEVELOPING OTH COORDINATION
*****														
		*	*	*	*	*	*	*	*	*	*	*	*	* ELEMENT 3
		*	*	*	*	*	*	*	*	*	*	*	*	* ELEMENT 9
		*	*	*	*	*	*	*	*	*	*	*	*	* ELEMENT 4
		*	*	*	*	*	*	*	*	*	*	*	*	* ELEMENT 12
		*	*	*	*	*	*	*	*	*	*	*	*	* ELEMENT 11
		*	*	*	*	*	*	*	*	*	*	*	*	* ELEMENT 10
		*	*	*	*	*	*	*	*	*	*	*	*	* ELEMENT 6
		*	*	*	*	*	*	*	*	*	*	*	*	* ELEMENT 5
		*	*	*	*	*	*	*	*	*	*	*	*	* ELEMENT 2



Viv CONSTRUCT POLE RATED - 1 -

CONSTRUCT POLE RATED - 3 -

E E E E E E E E E  
 0 0 0 0 0 1 1 1 0 0  
 7 1 2 3 5 6 0 1 2 4 9

COMPLETED OR STOP ACTIVITIES	C10	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	NEW ACTIVITY
CLIMATE	3	3	1	1	1	2	2	1	1	1	1	3
RELATION TO COMMITTEE	3	3	1	1	2	2	2	2	3	1	3	1
INSERVICE DEVELOPMENT	3	3	1	1	2	1	2	1	1	3	2	2

INDEPTH INSET	C7	C2	C1	C3	C4	C5	C6	C7	C8	C9	C10	NEW ACTIVITY
DEVELOPMENTS	3	3	1	1	1	1	1	1	1	1	1	1
CREATION	3	3	1	1	1	1	1	1	1	1	1	1
SIGNIFICANT INDIVIDUALS	3	3	1	1	1	3	1	1	1	1	1	2
CLIMATE OF ANY KIND	2	2	1	1	3	3	3	1	1	1	1	3
ATTITUDE RELATED	1	1	1	1	2	3	3	3	3	3	3	3
FUNDING COORDINATED	2	2	1	1	1	1	1	1	1	3	3	3

DEVELOPMENT OF PROCEDURE	RC9	RC4	C11	DEVELOPING OTH-COORDINATION
RESULTANT ACTIVITIES	3	3	3	3
INDIVIDUALS NEGATIVE EFF	2	2	2	2
DISCRETE EVENTS	3	3	3	3
RELATION TO SERVICES	1	1	1	1
MULTISERVICE DEVELOPMENT	2	2	2	2
FACILITY TO VIRE	1	1	1	1
ENDINGS	1	1	1	1
DESTRUCTION	1	1	1	1

Things that happened became the things in place

Mgmt. in service

Key elements in place

negative

LTS/ERA as mentioned

It didn't have an influence might the implementation

Appendix 4Ab Viv LEA SEN Inspector Harrow



53

46 70

40 56 63

40 50 56 63

56 50 50 56 56

66 53 43 50 56 63

63 63 53 43 50 56 60

66 73 63 53 56 50 60 66

73 76 73 63 60 56 53 66 63

70 76 76 73 63 60 60 60 56 53

76 73 83 76 80 63 56 66 50 53 56

83 80 80 83 83 80 66 76 56 46 63 60

83 93 86 80 83 76 76 73 80 46 56 73 73

76 93 100 86 86 90 80 90 83 90 56 80 93 66

E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
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1	4	2	5	3	3	5	9	7	0	1	8	2	6	4	
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*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*AUDRYS APPOINTMENT
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*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*HMI EXTERNAL EVALUATION
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
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*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*BIRMINGHAM CONFERENCE H11GT
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*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*1981 ACT MASTERS COURSE

53																
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40 50 56 63																
56 50 50 56 56																
66 53 43 50 56 63																
63 63 53 43 50 56 60																
66 73 63 53 56 50 60 66																
73 76 73 63 60 56 53 66 63																
70 76 76 73 63 60 60 60 56 53																
76 73 83 76 80 63 56 66 50 53 56																
83 80 80 83 83 80 66 76 56 46 63 60																
83 93 86 80 83 76 76 73 80 46 56 73 73																
76 93 100 86 86 90 80 90 83 90 56 80 93 66																
E 0 0 0 0 1 1 0 0 1 1 E E E E																
1 4 2 5 3 3 5 9 7 0 1 8 1 0 2 6 4																
*****																
C7	1	1	1	1	2	1	1	3	3	3	1	1	1	2	C7	66
C3	2	1	1	1	1	1	1	1	3	3	1	1	1	1	C3	26 60 20
C1	3	1	1	1	1	1	1	1	1	1	2	1	1	1	C1	26 0 53 -7 13
C9	1	1	1	1	1	1	1	1	1	1	3	3	1	3	C9	20 -7 20 53 6 26 26
C5	1	1	1	1	3	3	1	1	1	1	3	3	3	2	C5	40 26 46 26 46 46 33 46 -27
C8	1	1	1	3	2	1	2	2	1	2	3	3	3	2	C8	40 53 33 -7 -14 66 46 53 6 -7 -21
RC11	1	1	1	1	1	1	2	2	2	2	3	3	3	1	RC11	46 33 26 6 -14 80 33 6 -41 -14
C2	1	1	1	1	1	1	1	1	2	3	3	3	3	1	C2	53 -7 -34 -47 60 0 -34 -14
RC6	2	1	1	1	1	1	1	1	2	2	1	3	3	3	RC6	6 -41 0 46 -47 -7
C4	2	3	3	3	1	1	1	1	1	1	1	3	3	3	C4	-34 -27 6 -14
RC12	3	3	3	3	3	2	1	2	2	1	1	1	1	1	RC12	-14 53
C10	3	1	3	3	3	3	2	2	2	2	1	2	2	1	C10	

- \*LEATGS RESPONSIBILITY
- \*AUDRYS APPOINTMENT
- \*ASPEN ETC
- \*SEN TRAINING SUPPORTS MATCH
- \*CHANGING ASSISTANT DIRECTOR
- \*POSITION STATEMENT
- \*WORKING PARTY ON 18%
- \*1ST LEA CURRICULUM REVIEW
- \*INSPECTIONS CAUSE REFLECTIN
- \*H11 EXTERNAL EVALUATION
- \*OTIS INITIATIVE BEDFORD WPR
- \*WENE CONFERENCE
- \*DES REGIONAL
- \*BIRMINGHAM CONFERENCE H11GT
- \*1991 ACT MASTERS COURSE

Appendix 4Bc Judith LEA SEN Inspector Hillingdon

SPACED CONSTRUCT TRIPRINT

C7	EVALUATING SCHOOL PROGRESS V EFFECTING GLOBAL CHANGE	C7	66						
C3	EFFECTING CHANGE IN CLASRMS V MANAGE RESOURCE TO MKE POL	C3	60	26	20				
C1	PERSONAL DEVELOPMENT ON JOB V PERSON DEVOPMNT IN ISOLATON	C1	53	26	0	13			
C9	STARTING POINTS FOR DEVELMT V FEEDBACK FOR FUTURE DEVELOP	C9	53	20	-7	20	26	26	
C5	IDENTIFYING NEEDS IN CLASS V WIDEN OWN THINKING ON JOB	C5	46	40	26	46	46	26	-27
C8	PERSONAL SPACETO DEVELOPLRE V SPECIAL NEEDS WRK EFFECT NC	C8	66	40	53	33	-7	-14	-21
RC11	EVALUATION OF OTIS COURSE V TRAINING INTENSIVE NDSRESRC	RC11	80	46	33	26	6	-14	
C2	MONITORING OWN POSITION V INVOLVE SMONE WHO I TRUST	C2	60	53	-7	-34	-47		
RC6	USE AUDRY AS SUPPORT SPESCL V START SCHOOL BASED TRAINING	RC6	46	6	-41	0			
C4	HAVING SUPPORT GOING SOMEWH V WIDER SUPPORT BEYOND INSET	C4	6	-34	-27				
RC12	SPEAK WTH CNFIDENCE OWN LRN V EXPAND SUPPOR BOROUGH TEACH	RC12	53						
C10	HMI CONSISTANCY ABT TRAINING V PERSONAL GROUP SHARE IDEAS	C10							

Audrey

CONSTRUCT POLE RATED - 1 -

ELEMENTS

CONSTRUCT POLE RATED - 3 -

	EE	11	00	EE	EE	EE	EE	EE	EE	EE	EE	RC3	RC3	C1	RC9	C5	C6	RC4	C2	C7				
ABOUT JUST COPING AS SENADV	33	3	2	3	3	3	3	3	3	3	3	1	*											
WHOLE RANGE OF THG WTHOTGUD	22	3	2	2	2	2	2	2	2	2	2	3	*											
PEOPLE THOUGHT I AD SM TOFR	22	2	1	1	1	1	1	1	1	1	1	3	*											
EXPERIENCE OF SUPPORT NATUR	11	1	2	1	1	1	1	1	1	1	1	3	*											
LEARN BY MYSELF	11	1	1	1	1	1	1	1	1	1	2	3	*											
INFLUENCES IN CHANGING CURR	11	2	1	1	1	1	1	1	1	1	2	3	*											
LEARN FROM SPECIFIC PERSON	33	1	1	1	1	1	1	1	1	1	2	2	*											
LEARN HOW HELP OTHERS OUTSCHO	33	2	2	1	1	1	1	1	1	1	2	2	*											
ABOUT ORGANIZING	33	3	2	2	1	1	1	1	1	1	2	3	*											
*****																								
* ASKED TO TAKE OVER FOR JUDT	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
* SENT OUT TO HELP BEHAVIOUR	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
* COVER COURSES FOR JUDITH	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
* ELEMENT 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
* ORGANISE CONFERENCE COMPLET	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
* GOING TO HELP OR: OTIS	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
* SUPPORT CONFERENCE CAMERIDG	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
* LIZ FEELING VALUED & INFIRTN	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
* JUDITH WADE	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
* CLIFF SOME FREEDGM WTH CURR	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
**READING OTIS PROJECTS ISTLO	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	
* BEHAVIOR CAN CHANGE	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
* MARTYN ROUSE	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	

*What I could do*

*Management / Responsibility & Organisation*

*Facilitator / Role with others as support*

*Give me a value*

*Reading*

*Broader Knowledge - Boy - in school.*

AUDRY

SPACED FOCUSED GRID

CONSTRUCT POLE RATED - 1 -

CONSTRUCT POLE RATED		ELEMENTS										CONSTRUCT POLE RATED
E	EE	E	E	E	E	E	E	E	E	E	E	E
1	11	0	0	0	1	0	0	0	0	0	0	0
0	12	5	1	3	3	2	9	8	6	4	7	
*****												
33	33	2	3	3	3	3	3	3	2	3	1	* RC3
ABOUT JUST COPING AS SENADV												
22	22	2	2	2	2	3	3	3	3	3	1	* RC3
WHOLE RANGE OF THG WTHOTGUD												
22	22	1	1	1	2	3	3	3	3	3	3	* C1
PEOPLE THOUGHT I AD SM TOFR												
11	11	2	1	1	1	1	3	3	3	3	3	* RC9
EXPERIENCE OF SUPPORT NATUR												
11	11	1	1	1	1	1	2	3	3	3	1	* C5
LEARN BY MYSELF												
11	11	1	1	1	1	1	2	3	3	3	1	* C6
INFLUENCES IN CHANGING CURR												
33	33	1	1	1	1	2	2	2	2	2	2	* RC4
LEARN FROM SPECIFIC PERSON												
33	33	3	2	2	1	1	2	2	1	1	2	* C2
LRN HOW HELP OTHERS OUTSCHD												
33	33	2	2	1	1	1	1	2	3	3	1	* C7
ABOUT ORGANIZING												
*****												
**	**	*	*	*	*	*	*	*	*	*	*	* ASKED TO TAKE OVER FOR JUDT
**	**	*	*	*	*	*	*	*	*	*	*	
**	**	*	*	*	*	*	*	*	*	*	*	
**	**	*	*	*	*	*	*	*	*	*	*	* SENT OUT TO HELP BEHAVIOUR
**	**	*	*	*	*	*	*	*	*	*	*	
**	**	*	*	*	*	*	*	*	*	*	*	* COVER COURSES FOR JUDITH
**	**	*	*	*	*	*	*	*	*	*	*	
**	**	*	*	*	*	*	*	*	*	*	*	* ELEMENT 3
**	**	*	*	*	*	*	*	*	*	*	*	
**	**	*	*	*	*	*	*	*	*	*	*	* ORGANISE CONFERENCE COMPLET
**	**	*	*	*	*	*	*	*	*	*	*	
**	**	*	*	*	*	*	*	*	*	*	*	* COMING TO HELP ON OTIS
**	**	*	*	*	*	*	*	*	*	*	*	
**	**	*	*	*	*	*	*	*	*	*	*	* SUPPORT CONFERENCE CAMBRIDG
**	**	*	*	*	*	*	*	*	*	*	*	
**	**	*	*	*	*	*	*	*	*	*	*	* LIZ FEELING VALUED& INFRMTN
**	**	*	*	*	*	*	*	*	*	*	*	
**	**	*	*	*	*	*	*	*	*	*	*	* JUDITH WADE
**	**	*	*	*	*	*	*	*	*	*	*	
**	**	*	*	*	*	*	*	*	*	*	*	* CLIFF SOME FREEDOM WTH CURR
**	**	*	*	*	*	*	*	*	*	*	*	
**	**	*	*	*	*	*	*	*	*	*	*	* READING OTIS PROJECTS 1STLO
**	**	*	*	*	*	*	*	*	*	*	*	
**	**	*	*	*	*	*	*	*	*	*	*	* BEHAVIOR CAN CHANGE
**	**	*	*	*	*	*	*	*	*	*	*	
**	**	*	*	*	*	*	*	*	*	*	*	* MARTYN ROUSE

**Appendix 4(i)**  
**School S**



Appendix 4(i) School S Theresa Case A 1a

C.S.H.L GRID --THERESA-- A1a

SPACED FOCUSED GRID

CONSTRUCT POLE RATED - 1 -	ELEMENTS										CONSTRUCT POLE RATED - 3 -
	E	E	E	E	E	E	EE	E	E	E	
RICH SOURCES OF INFORMATION RC5	1	1	1	1	1	3	3	1	1	1	RC5 MY CONTROL OVER MY LEARNING
INTERACTIVE LEARNING C7	1	1	1	1	1	1	1	3	3	1	C7 PASSIVE STUDENT
CHOOSE INF ONE TO ONE C4	1	1	1	1	1	2	3	3	3	1	C4 FORMAL LEARNING SITUATION
ABLE TO BUILD RELATIONSHIPS RC10	1	1	1	1	1	3	3	3	3	2	RC10 NO POSS OF BUILDING RELASHS
FORMAL LEARNING PERSONAL C2	1	1	1	1	1	3	3	3	3	3	C2 GAVE ME DEAL INFORMATION
SPECIFIC IDEAS INFORMAL NAT RC6	1	1	1	1	1	3	3	3	3	3	RC6 ONE TO ONE
RELATIONSHIPS STAFF PERCEPT C9	1	1	1	3	3	3	3	3	3	2	C9 ONE OFF SITUATION OTHER SET
READ WIDER THAN INT PERSINF RC3	1	1	1	3	3	3	3	3	3	1	RC3 LEARNING COPE WITH STAFFINT
INCIDENTAL LEARNING RC8	3	1	1	1	3	3	3	3	3	1	RC8 FORMAL LEARNING
INFLUENCE EACH OTHER IN SCL C1	1	1	3	3	3	3	3	2	3	1	C1 SPECIAL SCL DIFF STRATEGIES
*****											
	*	*	*	*	*	*	*	*	*	*	* #DEALING WITH SEN PROFS MESO
	*	*	*	*	*	*	*	*	*	*	* #READING JOURNALS BOOKS
	*	*	*	*	*	*	*	*	*	*	* #INITIAL TEACHER TRAINING
	*	*	*	*	*	*	*	*	*	*	* **SNAP COURSE
	*	*	*	*	*	*	*	*	*	*	* #OUTSIDE PROFESSIONALS TALKS
	*	*	*	*	*	*	*	*	*	*	* #INTERVIEWING PROFS
	*	*	*	*	*	*	*	*	*	*	* #VISITING SPECIAL SCHOOLS
	*	*	*	*	*	*	*	*	*	*	* #THROUGH LIZ COWNE
	*	*	*	*	*	*	*	*	*	*	* #SENIOSH COURSE MEMBERS
	*	*	*	*	*	*	*	*	*	*	* #LEESLIE ONE TO ONE TALKS
	*	*	*	*	*	*	*	*	*	*	* #THROUGH OTHER COLLEAGUES
	*	*	*	*	*	*	*	*	*	*	* #INTEGRATION CASE SARAH



THERESA.....FOCUSSED GRID WITH TREES

CLUST.														70
* CLUST.														70
* CLUST.														75
* CLUST.														83
* CLUST.														83
* CLUST.														87
* CLUST.														91
* CLUST.														91
* CLUST.														95
* CLUST.														100
* CLUST.														
* CLUST.														
* CLUST.														
* CLUST.														
* CLUST.														
	E7	E1	E3	E4	E6	E2	E11	E5	E10	E12	E8	E9		
RP#5	1	1	1	1	1	3	3	1	1	1	1	1	LP#5	
LP#7	1	1	1	1	1	1	1	1	1	3	3	1	RP#7	
LP#4	1	1	1	1	1	2	3	3	3	3	3	1	RP#4	
RP#10	1	1	1	1	1	3	3	3	3	3	3	2	LP#10	
LP#2	1	1	1	1	1	3	3	3	3	3	3	3	RP#2	
RP#6	1	1	1	1	3	3	3	3	3	3	3	3	LP#6	
LP#9	1	1	1	3	3	3	3	3	3	3	2	2	RP#9	
RP#3	1	1	1	3	3	3	3	3	3	3	1	1	LP#3	
RP#8	3	1	1	1	3	3	3	3	3	3	1	1	LP#8	
LP#1	1	1	3	3	3	3	3	3	3	2	3	1	RP#1	
	E7	E1	E3	E4	E6	E2	E11	E5	E10	E12	E8	E9		



SPACED FOCUSED GRID

CONSTRUCT POLE RATED - 1 -

CONSTRUCT POLE RATED - 3 -

ELEMENTS		E		E		E		E		E		E	
		0	0	0	0	1	0	1	0	0	0	0	0
		7	3	6	18	2	9	1	0	2	4	5	
* ASK SPECIFIC EXTERNAL HELP	RC4	* 1	2	3	33	1	3	3	3	3	2	1	* RC4
* CONFIDENCE GIVEN EXTERNAL AG	C9	* 1	1	1	33	1	2	2	3	3	3	3	* C9
* SOMEBODY GIVE LEAD TO STF	C1	* 1	1	1	11	1	2	2	2	3	3	3	* C1
* CONSTRUCTIVE SUPPORT TO STF	C7	* 1	1	1	11	3	2	2	3	3	3	3	* C7
* FINDING PERSON WHO SUPPORTS	RC6	* 1	1	1	11	2	2	3	3	3	3	3	* RC6
* PLANNING FOR WHOLE STAFF	RC8	* 1	1	1	11	2	2	1	3	3	3	3	* RC8
* PLANNING STRUCTURE	C2	* 2	1	1	11	3	2	3	3	3	3	3	* C2
* RECEIVING HELP MYSELF	C5	* 1	3	1	11	3	3	3	3	2	2	2	* C5
* MEETING PEOPLE UNDERSTAND	C3	* 1	1	1	11	3	3	3	3	1	1	3	* C3

CONSTRUCT POLE RATED - 3 -

OTHERS BEGINTO STRUCTURE

RECOG THAT HELP IS NEEDED

LOOKING AT ONE CHILD

HELP TO ONE CHILD  
DEPTH LOOK WHOLE SCHOOLS ENH  
WHOLE STAFF INVOLVE ONE CHD

FLOATING IDEA SEN HELP

ACCEPTING OTHERS DNT ALLSND  
need me

LEARNING TO LET GO

STAFF STRESS CHRISTOPHER

POSSIBLE SUPPORT ALEX INSCH

EXPLAIN SUPPORT FOR SARAH

DEALING SARAH OTHER ACHEIV

STAFF PLAN OWN STRATEGIES

BEING AWAY THINGS GO ON

EVANA ASKING JOANS HELP

PLANNING ROLE THERESA SENCORD

STRUCTURING NEW SEN COORDPST

CONSTRUCTIVE YR INSET SUPT SGTN.

MEET ALAN J CONFIDENCE EP

MEETING LIZ

Staff growth.

Individual child  
Pulled staff together.

Team

not know how able  
to hold responsibility  
I tend over to other

not key figure  
Sahri factoring  
that people backward well

Staff manager  
with support  
for individual.

Others can cope  
good policy in school.  
staff can manage  
but need external  
agencies

Dealing with  
Individuals

Realising good management  
but need external  
agencies

Theresa's  
role.

Inset plan  
development  
of roles

Integrated  
curricula  
area

Internal support

Right Relation hips  
between support staff.  
Individuals who  
can spend time in  
school.  
gives schools  
confidence.  
Schools could do  
more for themselves.  
We'll try this out  
No one is worried  
schools will bother  
to try.

End of Developing  
period.

Support  
people.

Support  
development  
of roles



Appendix 4(i) School S Ann Case D 1b

CONSTRUCT POLE RATED - 1 -

CONSTRUCT POLE RATED - 3 -

ELEMENTS

	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	
BRD AWARENESS CHD IN OUT SC	C1	3	1	1	3	3	3	2	3	3	3	1	3	3	1	3	3	1	3	C1	LSPECIFIC HLP IN CLS PRACTC
BROAD AWARENESS ISSUES POLC	C2	3	3	1	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	C2	SPECIFIC HELP CHILD INDIVIDND
STAFF REACTIONS CLD PROBLMS	C3	3	2	2	3	3	3	1	1	1	1	1	1	1	1	1	1	1	1	C3	BRINGING POSITIVE IDEAS IN
AWARENESS INDIV CHILD GROWT	C4	3	1	1	1	3	2	3	3	1	3	1	3	1	3	1	1	1	1	C4	POS CONTRIB HANDLG CHILDREN
PPARTICULAR CHILD STRATEGIS	C5	1	3	3	3	1	3	3	3	3	3	1	3	1	3	1	2	3	3	C5	UNDERSTAND ISSUES INTERACN
OWN UNDERSTDG CHILDS GROWTH	C6	3	1	1	1	1	3	1	1	1	1	1	1	1	1	1	1	1	1	C6	INFORMATION SERVICES STRGTS
MANAGEMENT OF SEN ALL PEOPL	C7	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	C7	INDIVIDUAL NEEDS
HELP SPECIFIC PRACTICE DEPH	C8	1	1	1	1	3	3	3	3	3	3	1	3	1	3	1	2	3	3	C8	MANAGEMENT SENIOR TEAM SEN
PERSONAL IMPLANS OWN ATTUDS	C9	3	1	1	1	3	3	1	1	1	1	1	1	1	1	1	1	1	1	C9	IMPORTANCE TO SCHOOL
SUPPORT FOR STAFF	C10	3	3	3	3	3	3	2	2	1	1	1	1	1	1	1	3	3	3	C10	CONCRETE SPECIFICS USEFUL(STRATEGIS)
PROCEDURES FOR SEN DIFFERNT	C11	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	C11	PERSONAL FEELINGS UNDERSTD
MANAGEMENT	C12	1	1	1	1	1	3	1	1	1	1	1	1	1	1	1	1	1	1	C12	INFORMATION

line as a whole head  
overviews & links to outside

from an organizational  
Viewpoint

I dear.

Learning how to  
Manage  
either children  
or staff or  
relation is  
children.

insights  
into how children  
grow personally  
develop

MELLOY AD FOLLOW COURSE (First introduction)  
MY OWN CHILD  
LUXURY OF WELFARE IN CLASS Positioning  
of supporting

THERESAS COURSE (Policy links)  
CHRISTOPHER STAFFS ND FEELS  
SARAH AND THE STAFF  
GETTING TO KNOW SERVICEDEN (outside strategies)  
USE BOROUGH LRNG SPRT PROC  
WORK ON SCHOOL POLICY SEN - Same time factor

how procedures work  
& different inputs  
different viewpoints link together

people issues  
managing people  
feelings & relationships  
child as a whole person  
in front of school.  
providing an extra piece  
of the jigsaw - gaps filled  
in - working with outside  
agencies - if not filled in  
to connect

Secrets of children's life

111 || SNAP STRATEGIES

**Appendix 4(ii)**  
**School T**



Appendix 4(ii) School T Dorothy A 2a

A2a

C.S.H.L. GRID --DOROTHY--

SPACED FOCUSED GRID

CONSTRUCT POLE RATED - 1 -	ELEMENTS										CONSTRUCT POLE RATED - 3 -	
	E	E	E	E	E	E	E	E	E	E		
STUDY OWN INITIATIVE RC3	2	1	1	1	2	2	1	3	3	1	RC3	
VIEWS ACS LONDON PERSONAL RC4	1	1	1	2	1	3	1	2	2	2	RC4	
BACKUP PEOPLE BOOST CONFIDC C2	1	1	1	1	3	3	3	3	3	3	C2	
INVOLVE SOMEONE ELSE CHILD C1	1	1	1	1	1	3	3	3	3	3	C1	
PERSONAL ONE TO ONE INFLUC C5	1	1	1	1	1	3	3	3	3	3	C5	
MORE INTERACTION WTHPEOPLE C7	1	1	1	1	1	1	1	2	3	3	C7	
HELP GET TO KNOW STAFF SOCL C9	1	1	1	1	1	1	1	1	3	3	C9	
CLASSROOM RELEVANCE TO TRY C8	2	2	1	1	1	1	1	1	2	3	C8	
MAKING THINGS HAPPEN IN SCL RC6	3	3	3	1	1	1	1	1	2	2	RC6	
*****												
	*	*	*	*	*	*	*	*	*	*	*	
	*	*	*	*	*	*	*	*	*	*	*	*E241 OU COURSE
	*	*	*	*	*	*	*	*	*	*	*	
	*	*	*	*	*	*	*	*	*	*	*	*TALK AINSCOW OR TWEDDLE
	*	*	*	*	*	*	*	*	*	*	*	
	*	*	*	*	*	*	*	*	*	*	*	*TALK FROM CHARLES CRIPPS
	*	*	*	*	*	*	*	*	*	*	*	
	*	*	*	*	*	*	*	*	*	*	*	*BOROUGH REMEDIAL DIPLOMA
	*	*	*	*	*	*	*	*	*	*	*	
	*	*	*	*	*	*	*	*	*	*	*	*SENIOSH ANN RAWLINGS
	*	*	*	*	*	*	*	*	*	*	*	
	*	*	*	*	*	*	*	*	*	*	*	*FORMULATE SEN POLICY SENIOS
	*	*	*	*	*	*	*	*	*	*	*	
	*	*	*	*	*	*	*	*	*	*	*	*MEETINGS WITH EP REGULAR
	*	*	*	*	*	*	*	*	*	*	*	
	*	*	*	*	*	*	*	*	*	*	*	*WORKING WITH REGGY CLOSE BD
	*	*	*	*	*	*	*	*	*	*	*	
	*	*	*	*	*	*	*	*	*	*	*	*TALK TO MY OLDER SISTER SEN
	*	*	*	*	*	*	*	*	*	*	*	
	*	*	*	*	*	*	*	*	*	*	*	*DES REGIONAL CROSS BOROUGH
	*	*	*	*	*	*	*	*	*	*	*	
	*	*	*	*	*	*	*	*	*	*	*	*TALK OTHER COORDS BISHAMOUT

take everything in  
 once people value me  
 I take it up  
 Quietly working  
 Knowledge behind it  
 Helpful with hot air

C.S.H.L. GRID --DOROTHY-- A2b

SPACED FOCUSED GRID

CONSTRUCT POLE RATED - 1 -	E	E	E	E	E	E	E	E	E	E
CONSTRUCT POLE RATED - 3 -	0	1	0	0	1	0	0	0	0	0
ELEMENTS	4	1	5	1	2	3	0	6	8	9
*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****
STUDY OWN INITIATIVE RC3	* 2	* 1	* 1	* 2	* 1	* 3	* 3	* 1	* 3	* 1
VIEWS ACS LONDON PERSONAL RC4	* 1	* 1	* 1	* 2	* 1	* 1	* 2	* 2	* 2	* 2
BACKUP PEOPLE BOOST CONFIDC C2	* 1	* 1	* 1	* 3	* 3	* 3	* 3	* 3	* 3	* 3
INVOLVE SOMEONE ELSE CHILD C1	* 1	* 1	* 1	* 1	* 3	* 3	* 3	* 3	* 3	* 3
PERSONAL ONE TO ONE INFLUC C5	* 1	* 1	* 1	* 1	* 3	* 3	* 3	* 3	* 3	* 3
MORE INTERACTION WTHPEOPLE C7	* 1	* 1	* 1	* 1	* 1	* 2	* 3	* 3	* 3	* 3
HELP GET TO KNOW STAFF SOCL C9	* 1	* 1	* 1	* 1	* 1	* 1	* 3	* 3	* 3	* 3
CLASSROOM RELEVANCE TO TRY C8	* 2	* 2	* 1	* 1	* 1	* 1	* 2	* 3	* 3	* 3
MAKING THINGS HAPPEN IN SCL RC6	* 3	* 3	* 3	* 1	* 1	* 1	* 2	* 2	* 2	* 2
*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****
talking watching	*	*	*	*	*	*	*	*	*	*
whenever - doing	*	*	*	*	*	*	*	*	*	*
working with people	*	*	*	*	*	*	*	*	*	*
on the job	*	*	*	*	*	*	*	*	*	*
*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****
*E241 OU COURSE	*	*	*	*	*	*	*	*	*	*
*TALK AINSOJ OR TWEDDLE	*	*	*	*	*	*	*	*	*	*
*TALK FROM CHARLES CRIPPS	*	*	*	*	*	*	*	*	*	*
*BOROUGH REMEDIAL DIPLOMA	*	*	*	*	*	*	*	*	*	*
*SENIO SH ANN RAWLINGS	*	*	*	*	*	*	*	*	*	*
*FORMULATE SEN POLICY SENIOS	*	*	*	*	*	*	*	*	*	*
*MEETINGS WITH EP REGULAR	*	*	*	*	*	*	*	*	*	*
*WORKING WITH REGGY CLOSE BD	*	*	*	*	*	*	*	*	*	*
*TALK TO MY OLDER SISTER SEN	*	*	*	*	*	*	*	*	*	*
*DES REGIONAL CROSS BOROUGH	*	*	*	*	*	*	*	*	*	*
*TALK OTHER COORDS BISHAMOUT	*	*	*	*	*	*	*	*	*	*

Professional learning  
 private study, background  
 lead out it  
 Foundation Knowledge

talking watching  
 whenever - doing  
 working with people  
 on the job

Listening  
 Information Impersonal

Teacher on a career just out of probationary year 1st step  
 - High skills - outlook on life

working thru the system  
 practical working with the book  
 school level - involved in

Talk to other Learning from  
 teachers



Appendix 4(ii) School T Kath Case C 2b

KATH HILL C2b

CONSTRUCT POLE RATED - 1 -

CONSTRUCT POLE RATED - 3 -

ELEMENTS	E E E E E E E E								RC2	READING INFLUENCED POLICY						
	E	E	E	E	E	E	E	E		C1	C6	C11	C8			
ISOLATED EXPERIENCE	3	3	3	2	2	2	2	3	3	3	2	3	2	*	*	*
TIME IN POST KNOW WHR SUPRT LEAS SUPPT IDEAS DEVELOP	3	2	1	1	2	2	2	3	3	3	3	3	1	1	*	*
WRK WTH STAFF BECAME POLICY	2	2	1	1	2	2	2	3	3	3	3	3	1	1	*	*
BASIC PHILOSOPHY OF EXPERNC	1	1	1	1	1	1	1	3	3	3	3	3	2	2	*	*
ASSESSMENT OBSERVATION USE	1	1	1	1	1	1	1	2	2	2	2	2	2	2	*	*
ONE ASPECT OF SENPH PIECE	1	1	1	1	3	1	1	1	2	3	2	2	2	1	*	*
PEOPLE SPECIFIC INDIVIDUALS	1	1	1	1	1	1	1	1	1	3	2	3	2	*	*	*
DADS HANDICAP HELP UNDERSTD	1	1	1	1	1	1	1	1	2	1	2	2	2	2	*	*
SHARE VIEWS LEAD TO ACTIONF	1	1	1	1	1	1	1	2	1	1	3	3	2	2	*	*
PEOPLE TO CONTACT RE SEN	1	1	1	1	1	1	1	1	1	1	3	3	1	*	*	*
BACKGROUND KJOWLEGDE	3	1	1	1	1	1	1	1	1	1	1	1	2	2	*	*

Valuing people as individuals needs beyond opps

Base Philosophy

Knows what authority has to offer Policy

Staff Contribution

Medical Issues / lack of response for staff Emotional

Individualised understanding of observation

Support on Policy integration additional help Hospital

\*TALK EP HALFTERMLY SPINOFFS \*NO APE 9J INTERACTION\*

\*LINKS TO HOSPITAL OT&PHYSIO \*SEEING PARENTS WILDING CASE \*ASSESSING PUPILS IN PLAYGRN \*RINGING GPS OBSERVATION INV \*RESPECT TEACHERS DEPTHUNDG \*DEPUTY HEADSHIP IN 2 SCHOOL \*SEN POLICY LISTEN SENCO \*ARTICLES IN TES NOT DEEPLY \*KNOW AUTHORITY LBH COURSE \*EQUAL OPP BROADER ASPECTS \*MY DAD LEADS NORMAL LIFE

## Appendix 4(ii)

### School T: Kath, Headteacher (case C2)

#### Additional Analysis of Printout Options for Kath (Hill.)'s grids

##### SPACEd FOCUSed layout of grid

This shows a tightly construed cluster round elements 10, 12, 07, 13 and 11, of which 07 & 13 are identically construed at 100% correlation, 12 & 07 at 92%, 03 & 10 at 80%, and 13 & 11 at 88%. This cluster is about identifying individuals by observation, or teachers understanding and getting help from outsiders, either medical or EP.

The other, less tightly construed, group is about E4 & E5, and loosely connects 02, 09 & 01. These are all about Kath's knowledge of the Borough's policy and provision and her past experience. The link between her idea of SEN and equal opportunities issues links also to this group.

##### Using the FOCUSed grid Trees Printout

These groupings are even clearer: E3, E10, E12, E13, E11 form a cluster, with E6 less tightly construed in this group. The other group, E8, E9, E2, E4, E5 & E1 shows up as a less tight group. The connection between the two clusters is low: 46%.

The construed tree is easier to interpret than the other forms of printout and shows the clusters best. C8, C10 & C3 form a loose cluster; C4, C5, C7 & C12 another. These two groups relate loosely to each other, leaving RC11 & RC1 as a loose pair and C9 & C2 as another. RC6 stands out on its own.

##### Returning to the SPACEd Construct TRIGRID

This printout has labels and shows both poles of the constructs. This is useful as a feedback tool: it is possible to use this as a springboard for a further conversation, asking for the meanings of these clusters.

**Appendix 4(iii)**  
**School U**

SPACED FOCUSED GRID

CONSTRUCT POLE RATED - 1 -	ELEMENTS											CONSTRUCT POLE RATED - 3 -				
	E	E	E	E	E	E	E	E	E	E	E					
EXPERIENCE OUT DOESNT HELP	RC9	* 3	3	1	1	3	3	3	3	3	3	RC9	3	*	MY EXPERIENCE GV INS CHD DF	
SECOND HAND LEARNING	RC1	* 1	3	3	3	3	3	3	3	3	3	RC1	3	*	FIRST HAND EXPERIENCE	
VALUE COOPERATIVE GRP LRNG	RC4	* 1	1	3	3	3	3	3	3	3	3	RC4	3	*	LEARN ABOUT LITERACY INDIVS	
PLANNED PROGRAM SUCCESSFUL	C3	* 1	1	1	3	2	2	3	3	3	3	C3	3	*	CHILDREN GAVE ME INSIGHT	
LEARNING FRM OWN EXPERIENCE	C2	* 1	1	1	1	1	1	1	3	3	3	C2	3	*	CHILD TOLD SMETHG ABT DIFFS	
MY ORGANISATION MATTERS	C5	* 1	1	1	1	3	3	3	3	3	3	C5	3	*	UNDERSTAND CHILDRENS DIFFCL	
ORGANISATION EFFECTS BEHVUR	C7	* 1	1	1	1	3	2	2	2	2	2	C7	3	*	PHYSICAL IMPAIRMENTEFF BEHV	
SUCCESS THRU WORKG TOGETHER	C8	* 1	1	3	1	2	2	2	1	1	1	C8	3	*	SUCCESS CHILDREN ON OWN	
SEEING FAILURE EMERGING	RC6	* 1	3	3	3	1	1	1	1	1	1	RC6	3	*	SUCCESS FR CHILDREN AD SELF	
MUST BARE THIS IN MIND FCHD	C10	* 3	3	3	3	1	1	1	1	1	1	C10	3	*	REMEMBER GOOD THIS WORKED	
*****																
	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*DARRON MNEMONIC FEL SUCCESS
	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*CARL REVSL PAUL RD INSIGHT
	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*LEE WRITING COULDNT LISTEN
	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*COPYING LET BY LET OBSERVING
	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*COPYING ARABIC
	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*LISTENING THRU HEARING AID
	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*BEHAVIOUR OBSERV SKILL LRNT
	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*ZABELLE MATHS FROG WORKED
	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*COLLABORATIVE LRN TYPE TEAC
	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*PRIMARY PROJECT ARTICLE HLP

A3(b) Feedback  
C.S.H.L. GRID --KIRSTY--

I'm beginning to get to grips with orgaminate. Strategies of orgaminate are helpful. It's still a specific effort. I haven't always been able to do collaborative learning.

③ where special need centre cause argument or distress but it can be remedied. (explain frequent) very difficult to help other colleagues.

First hand experience in class pre demands

SPACED FOCUSED GRID

CONSTRUCT	POLE	RATED	-	1	2	3	4	5	6	7	8	9	0	E	E	E	E	E	E	E
EXPERIENCE OUT DOESNT HELP	RC9	*	*	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
SECOND HAND LEARNING	RC1	*	*	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
VALUE COOPERATIVE GRP LRNG	RC4	*	*	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
PLANNED PROGRAM SUCCESSFUL	C3	*	*	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
LEARNING FRM OWN EXPERIENCE	C2	*	*	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
MY ORGANISATION MATTERS	C5	*	*	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
ORGANISATION EFFECTS BEHVUR	C7	*	*	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
SUCCESS THRU WORKG TOGETHER	C8	*	*	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
SEEING FAILURE EMERGING	RC6	*	*	1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
MUST BARE THIS IN MIND FCHO	C10	*	*	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3

arguing in a classroom situation with small group or melsons.

better but hardwork experiences. Planned activities.

Strategies that work

Other you should be accidental.

Observation

Child's eye view shows children's experience of difficulty.

practical experiences put in shoes of child.

we took her back to her. courage being brave.

PRIMARY PROJECT ARTICLE HLP







C3a

C.S.H.L. GRID --ADRIAN--

SPACED FOCUSED GRID

CONSTRUCT POLE RATED - 1 -	ELEMENTS										CONSTRUCT POLE RATED - 3 -		
	E	E	E	E	E	E	E	E	E	E			
I THOUGHT IT WOULD BE USEFL RC11	1	3	3	2	1	1	1	1	3	3	3	2	RC11 THINGS I DID CAUSE I WNTD TO CHANGED ROLE DIFF PERSPECTV
ASPECTS OF FORMAL PROF DEVT C2	1	3	3	3	1	1	1	1	3	3	3	3	C2
STAGES OF OWN AWARENESS & DEV C3	1	3	3	3	3	1	1	1	1	1	3	3	C3 ACTION ON LEARNING MOVED ON
PART OF GENERAL SELF AWARENES C7	1	1	3	3	1	1	1	1	1	1	3	3	C7 ACTION POINT ACT QUICKLY
PERSONAL REFLECTION ON PRAC C6	1	1	1	1	1	3	3	2	1	1	1	1	C6 PROF FORMAL EDUCATION
- SPURS OWN PROFESSIONAL DEVT C1	3	1	1	1	1	1	1	1	1	1	1	1	C1 NEGATIVE DEFICIT EXPERIENCE
POSITIVE EXPERIENCES ON LRN C9	2	1	1	1	1	1	1	1	1	1	1	3	C9 CURRENT THORNY ISSUES NEG
- SPURRED ON MY DEVELOPMENT C4	2	3	1	1	1	1	1	2	1	1	1	3	C4 A PROBLEM IN SPECIAL NEEDS
AWARE AS HEAD SEN IS ISSUE RC10	3	3	2	2	2	2	2	2	2	1	1	1	RC10 PEOPLE WHO IGNORED SEN ISSU
RELATED TO MY PRESENT POSTN C5	3	3	2	2	2	2	2	2	2	1	1	1	C5 NEGATIVE DEFICIT EXPERIENCES
I HELP OTHERS MANAGE SEN RC8	3	3	3	3	3	3	3	1	1	1	1	1	RC8 BASED ON CLASSRM EXPERIENCE
I FELT ON TOP OF CHALLENGE RC12	2	3	3	3	2	2	2	2	1	1	1	3	RC12 BOTH HUGE CHALLENGES
*****													
	*	*	*	*	*	*	*	*	*	*	*	*	* NATIONAL CURRICULUM
	*	*	*	*	*	*	*	*	*	*	*	*	* BECOMING HEAD DEVELOP ELMGV
	*	*	*	*	*	*	*	*	*	*	*	*	* BECOMING A DEPUTY TALK OTHR
	*	*	*	*	*	*	*	*	*	*	*	*	* WORK CAMPS FOR HANDICAPPED
	*	*	*	*	*	*	*	*	*	*	*	*	* PHYSICAL HANDICAP TWILIGHT
	*	*	*	*	*	*	*	*	*	*	*	*	* ENCOURAGEMENT VIV WK WT AMD
	*	*	*	*	*	*	*	*	*	*	*	*	* LEARNING FOR DIVERSITY
	*	*	*	*	*	*	*	*	*	*	*	*	* ONE YR MARLBOROUGH TALKCHRS
	*	*	*	*	*	*	*	*	*	*	*	*	* SSTEPHEN IN MY CLASS
	*	*	*	*	*	*	*	*	*	*	*	*	* MOVING TO PRIMARY SECTOR
	*	*	*	*	*	*	*	*	*	*	*	*	* TALK HEAD ABT ORGAN STAFF

ADRIAN HAREON  
CONSTRUCT POLE RATED - 1 -

C3b

ELEMENTS

CONSTRUCT POLE RATED - 3 -

	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
I THOUGHT IT WOULD BE USEFUL RC11	1	3	3	2	1	1	1	1	1	1	1	1	1	1	1
ASPECTS OF FORMAL PROF DEVT C2	1	3	3	3	3	3	3	3	3	3	3	3	3	3	3
STAGES OF OWN AWARENESS & DEV C3	1	3	3	3	3	3	3	3	3	3	3	3	3	3	3
PART OF GENERAL SELF AWARENES C7	1	3	3	3	3	3	3	3	3	3	3	3	3	3	3
PERSONAL REFLECTION ON PRAC C6	1	3	3	3	3	3	3	3	3	3	3	3	3	3	3
SPURS OWN PROFESSIONAL DEVT C1	1	3	3	3	3	3	3	3	3	3	3	3	3	3	3
POSITIVE EXPERIENCES ON LRN C9	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3
SPURRED ON MY DEVELOPMENT C4	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3
AWARE AS HEAD SEN IS ISSUE RC10	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
RELATED TO MY PRESENT POSTN C5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
I HELP OTHERS MANAGE SEN RC3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
I FELT ON TOP OF CHALLENGE RC12	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3

THINGS I DID CAUSE I WANT TO CHANGED ROLE DIFF PERSPECTV  
 ACTION ON LEARNING MOVED ON  
 ACTION POINT ACT QUICKLY  
 PROF FORMAL EDUCATION  
 NEGATIVE DEFICIT EXPERIENCE  
 CURRENT THORNY ISSUES NEG  
 A PROBLEM IN SPECIAL NEEDS  
 PEOPLE WHO IGNORED SEN ISSU  
 NEGATIVE DEFICIT EXPERIENCES  
 BASED ON CLASSRM EXPERIENCE  
 BOTH HUGE CHALLENGES

Developing an person  
 Becoming aware of  
 other people views  
 forming own philosophy  
 doing something about it

SEN views  
 part of prof. dev.  
 for you

has been quite important  
 challenge  
 on of right to kids

NATIONAL CURRICULUM  
 BECOMING HEAD DEVELOP ELMG  
 BECOMING A DEPUTY TALK OTHR  
 WORK CAMPS FOR HANDICAPPED  
 PHYSICAL HANDICAP TWILIGHT  
 ENCOURAGEMENT VIV WK WT AMD  
 LEARNING FOR DIVERSITY  
 ONE YR MARLBOROUGH TALKCHRS  
 STEPHEN IN MY CLASS  
 MOVING TO PRIMARY SECTOR  
 TALK HEAD ABT ORGAN STAFF  
 TEACHER TRAINING OWN EDUCTN

Management Responsibility  
 Positive

Bits of knowledge  
 history to them  
 experience - Questioning  
 - By present  
 position

contemporary

Negative felt I wasn't developing anything - Moved on because

## Appendix 4(III)

### School U: Adrian, Headteacher (case C3)

#### Analysis of taped conversation while eliciting elements and constructs

The transcript of the conversation was annotated in two ways:

- a) The role of the facilitator (Learning Coach).
- b) The style of the interview from the client's point of view.

Categories used were:

#### Role of the Learning Coach

Reflective listener

Clarifying points

Eliciting events

Distilling meaning

Adding material

Problem solving

Giving technical instruction

#### Tones and styles of the conversation

FACTUAL

EMOTIVE

REFLECTIVE

NEW (REVIEW)

SILENT

ANALYTIC

The transcript was marked by five minute intervals, but more than one style could occur within this time span. Adrian used *factual* for the first twelve minutes, and *reflective* for the next ten, while eliciting constructs. This was followed by a short interactive, reflective section. The Learning Coach distilled and helped elicit or gave technical advice. During the next five minutes there was silence, or technical advice. The last section was more interactive and jointly reflective. There was little analysis about schools - mostly about career and self. There were two interactive portions, about teacher training and educational psychology.

#### Comment

I said too much, and need to listen more.

D2a

ELEMENTS

CONSTRUCT	RC7	RC4	RC5	RC3	RC2	RC10	RC9	RC11	RC1	RC3	RC6
TEACHING & LEARNING STRATGY	3	1	1	1	1	1	1	1	1	1	1
BUILD ON SUCCESS PROUD THNG	3	1	1	1	1	1	1	1	1	1	1
EVERYONE HAS SOMETHING TO	3	1	1	1	1	1	1	1	1	1	1
BENIFITS ARISING FRM WELCOM	3	1	1	1	1	1	1	1	1	1	1
SOMEONE THERE AT SET TIMES	2	1	1	1	1	1	1	1	1	1	1
EACH CHILD IS IMPORTANT	1	1	1	1	1	1	1	1	1	1	1
PARENTS ADDED RESULT OF ROL	1	1	2	3	2	1	1	1	1	1	1
THESE CHLDN DONT GT PRAISE	3	3	3	3	3	1	1	1	1	1	1
INDIVIDUAL CHILDREN	1	3	3	3	3	1	1	1	1	1	1
LINKS FEELINGS OF POOR SELF	1	3	3	3	1	1	1	1	1	1	1
PROOF OF THE PUDDING	2	2	2	2	1	1	2	2	2	2	1
BEHAVIOURAL PROBLEMS	1	1	1	1	1	1	1	1	1	1	1
INDIVIDUAL INCIDENT SUCCESS	1	1	1	1	1	1	1	1	1	1	1
INCIDENCE OF SUCCESS	2	1	1	1	1	1	1	1	1	1	1
OBSERVED SUCCESS CHILD HIMS	2	1	1	1	1	1	1	1	1	1	1
MY OLDER VIEW ABT LEARN DIF	3	1	1	1	1	1	1	1	1	1	1
REINFORCE MY OWN IDEAS	3	1	1	1	1	1	1	1	1	1	1
ROLE WITH STAFF MATHS COORD	3	1	1	1	1	1	1	1	1	1	1
LOTS PRAISE IN PARTICIPATON	3	1	1	1	1	1	1	1	1	1	1
WHOLE SCHOOL FAMILY	1	1	1	1	1	1	1	1	1	1	1
DRAW SCHOOL TOGETHER WHOLE	2	1	1	1	1	1	1	1	1	1	1
REINFORCE BELIEF ABT VALUES	1	1	1	1	1	1	1	1	1	1	1
VAUGHAN MATHS COORDINATORLD	*	*	*	*	*	*	*	*	*	*	*
YOU COURSE MATHS THINK GROUP	*	*	*	*	*	*	*	*	*	*	*
BOROUGH COURSE TALK & LISTN	*	*	*	*	*	*	*	*	*	*	*
PARENTS NEEDS	*	*	*	*	*	*	*	*	*	*	*
CHILDREN WITH POOR SELF EST	*	*	*	*	*	*	*	*	*	*	*
BEHAVIOURAL PROBLEM PHONE	*	*	*	*	*	*	*	*	*	*	*
LEON AND SYLVIA	*	*	*	*	*	*	*	*	*	*	*
PAUL	*	*	*	*	*	*	*	*	*	*	*
VANESSA BEST IN GROUP WORK	*	*	*	*	*	*	*	*	*	*	*
CHOIR OF A 1000 VOICES SHFB	*	*	*	*	*	*	*	*	*	*	*
CHECK ON DISPLAYS EVERYONE	*	*	*	*	*	*	*	*	*	*	*
FRIDAY AFTERNOON DOING ROND	*	*	*	*	*	*	*	*	*	*	*
ROLE AS DEPUTY AT ELMGROVE	*	*	*	*	*	*	*	*	*	*	*
GREETING CHILDREN IN MORNIN	*	*	*	*	*	*	*	*	*	*	*
SIMON IS SINGING THINGS ASD	*	*	*	*	*	*	*	*	*	*	*

JUNE  
D2b

CONSTRUCT POLE RATED - 1 -

CONSTRUCT POLE RATED - 3 -

ELEMENTS

E E E E E E E E E E  
1 0 0 0 1 1 1 0 0 0 0  
0 5 1 9 1 2 4 2 3 6 8 7 5 3 4

CONSTRUCT POLE RATED - 1	CONSTRUCT POLE RATED - 3	ELEMENTS
TEACHING & LEARNING STRATEGY RC7 * 3	3 1 1 1 1	RC7 BEHAVIOURAL PROBLEMS
BUILD ON SUCCESS PROUD THNG C4 * 3	1 1 1 1 1	C4 INDIVIDUAL INCIDENT SUCCESS
EVERYONE HAS SOMETHING TO C5 * 3	1 1 1 1 1	C5 INCIDENCE OF SUCCESS
BENIFITS ARISING FRM WELCOM C8 * 3	1 1 1 1 1	C8 OBSERVED SUCCESS CHILD HIMS
SOMEONE THERE AT SET TIMES C2 * 2	1 1 1 1 1	C2 MY OLDER VIEW ABT LEARN DIF
EACH CHILD IS IMPORTANT C10 * 1	1 1 1 1 1	C10 REINFORCE MY OWN IDEAS
PARENTS ADDED RESULT OF ROL C9 * 1	1 1 1 1 1	C9 ROLE WITH STAFF MATHS COORD
THESE CHILDREN DONT GT PRAISE C11 * 3	3 3 3 3 3	C11 LOTS PRAISE IN PARTICIPATON
INDIVIDUAL CHILDREN C1 * 1	3 3 3 3 3	C1 WHOLE SCHOOL FAMILY
LINKS FEELINGS OF POOR SELF C3 * 1	3 3 3 3 1	C3 DRAW SCHOOL TOGETHER WHOLE

base  
Jaredst

9 groups

my own  
Personal  
development  
prior to being a deputy

Think I am dealing  
with daily

Learning about  
national  
things of great importance  
to me.

Try to raise morale  
Make a good place  
for children - to be

represents individuals  
SINCE IS SINGING THINGS

**Appendix 4(iv)**  
**School UF**



PILLA

SPACED FOCUSSED GRID

Alfa

CONSTRUCT POLE RATED - 1 -

ELEMENTS

CONSTRUCT POLE RATED - 3 -

CONSTRUCT POLE RATED - 1 -	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
LEARNING FROM THINGS THAT URON RC13	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
LOTS TO LEARN IN NEW JOB C10	3	2	1	1	1	3	3	3	3	3	2	2	2	2	1	2	3	1	3	1
CHILD HAS LIFE OUT OF SCHOOL C4	3	3	2	1	1	1	3	3	3	1	2	2	2	2	1	2	2	1	3	1
INFLUENCING OTHERS THROUGH TALK C3	3	3	2	1	1	1	1	1	1	1	1	2	3	3	2	1	1	1	3	1
OWN PERSONAL STRUCTURE EFFECT RC11	1	1	2	1	1	1	2	1	3	1	2	2	3	3	2	1	1	1	3	1
WHOLE CHILD THEY ARE PEOPLE C2	2	2	2	1	1	1	1	1	1	2	3	3	3	3	1	1	1	1	3	1
READING FOR A REASON MEANING C14	2	1	1	1	1	3	2	1	1	2	3	3	3	2	2	2	1	1	3	1
PUSHING MYSELF INTO THINGS RC12	3	1	1	1	3	3	3	3	3	2	3	3	3	3	3	2	1	1	3	1
HOW PEOPLE TREAT UNDERLEARNIN C3	3	2	1	1	1	3	3	3	2	3	3	1	1	1	1	1	1	1	3	1
PEOPLE GIVING ME SUPPORT C1	3	2	3	3	1	1	3	3	2	1	1	2	2	1	1	1	1	1	3	1
INFLUENCING OTHERS ADVERSITY RC8	2	2	2	3	3	3	3	2	3	2	2	2	1	2	2	1	1	1	3	1
VALUE OF LANG COORDINATOR RC7	3	1	2	3	3	3	3	3	2	2	2	2	2	3	1	2	1	1	3	1
LOSS VALUE TAKEN AWAY FROM M RC6	3	2	2	3	3	3	2	2	2	3	3	2	2	1	1	2	2	2	3	1
BOROUGH DIFFERENT ENVIRONMENT C7	2	1	2	3	1	2	3	3	2	2	3	3	2	1	2	3	2	2	3	2

#BEING LANGUAGE COORDINATOR SEN																				
#TALK STRONGS SCHOOL POLICY																				
#MORE I STOP MORE I THINK																				
#TOLD NOT LANGUAGE COORDINATOR																				
#MOVING TO HAWAII ISOLATION																				
#STAFF RELUCTANT IN CLASS																				
#CONVERSATIONS WITH PAUL																				
#MEETING LIZ																				
#COMING ON SENIORS																				
#E241 CRS TOO BROAD AT TIME																				
#SCHOOL BOOK FEEDBACK FROM																				
#VALUE CHILDREN WHAT I DO																				
#MAR BOXALL BUILD UP NURTURE																				
#SEEING CHILD AS WHOLE																				
#OWN SON REFLECTON CHILDREN																				
#TEACH HEARING IMPAIRED COIS																				
#BYRS READ AT CEDARSRELLIVE																				
#ESCAPE OLD RENEDIAL READING																				
#NEW JOB AT ELMGROVE																				

SPACED FOCUSED GRID

CONSTRUCT POLE RATED - 1 -  
TED - 3 -

ELEMENTS

CONSTRUCT POLE RA

	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	
	1	1	1	0	1	0	0	0	2	1	1	1	1	0	0	0	1	0	0	
	9	7	9	4	2	2	1	7	0	1	0	5	4	6	9	3	6	3	3	
LEARNING FRM THINGS THT WRON RC13 ABOUT PRACTIC	1	1	1	1	1	1	1	1	1	3	3	3	1	1	1	1	1	1	1	3
LOTS TO LEARN IN NEW JOB C10 EASIENCE	3	2	1	1	1	3	1	3	3	3	3	2	2	2	2	1	2	1	1	3
CHILD HAS LIFE OUT OF SCHOOL C4 OR-SEN	3	3	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
INFLUENCING OTHERS THRU TALK C3 OUT-CHARGE	3	3	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
OWN PERSONAL STRUCTURE & EFC T RC11 TAKEN AWAY	2	1	1	2	1	1	1	1	2	1	1	1	2	2	3	3	2	1	1	1
WHILE CHILD THEY ARE PEOPLE C2 P-IDEENCE	2	2	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
READING FOR A REASON MEANIN C14 ESENT-FR-THS	3	2	1	1	1	1	1	1	2	1	1	2	2	2	2	2	2	2	1	1
PUSHING MYSELF INTO THINGS RC12 ACCIDENTAL	3	3	1	1	1	3	3	3	3	3	3	3	3	3	3	3	3	2	1	1
HOW PEOPLE TREAT WIDERLRNIN C5 LEARNINGS	3	3	2	1	3	1	3	3	3	2	3	3	1	1	1	1	1	1	1	1
PEOPLE GIVING ME SUPPORT C1 ELMIM-CHEN	2	3	3	3	3	1	1	3	3	2	1	1	1	2	2	1	1	1	1	1
INFLUENCING OTHERS ADVERSIT RC8 SCAR-CHD	2	2	2	3	3	3	2	3	3	2	2	2	1	2	2	1	1	1	1	1
VALUE OF LANG COORDINATOR RC9 ALONG-LEA	3	2	2	3	3	3	3	3	2	2	2	2	2	3	2	1	1	1	1	1
LOSS VALUE TAKEN AWAY FRM M RC6 NEW THINGS	3	2	2	3	3	3	3	2	2	2	3	2	2	2	2	2	2	2	2	2
PROFHN DIFERENT ENVIRONMET C7 THINK MATIE	2	1	2	2	2	3	3	2	2	2	2	3	3	2	1	2	2	2	2	2

RC13 REASONS TO TALK  
*About Mary*

C10 I HAVE SOME EXP  
*ence*

C4 WIDER CONCEPTS  
*of SEN*

C3 BOROUGH WHIP IT  
*out*

RC11 STRUCTURE BEING  
*taken away*

C2 I WAS LACKING C  
*confidence*

C14 FELT I WAS DIFF  
*ent*

RC12 GROWTH POINTS  
*accidental*

C5 ABOUT HOW I FEEL  
*beginnings*

C1 POSITIV ACHIEVEM  
*nt with children*

RC8 NOT ONLY A HAND  
*trapped child*

RC9 IT DONT MATTER  
*as long as I learn*

RC6 ENTHUSIASM OVE  
*a subject*

C7 CONFIRMS WHAT I  
*think matters*

- \*BEING LANGUAGE COORD NT
- \*TALK STRANDS SCHOOL POLICY
- \*MORE I STOP MORE I THINK
- \*TOLD NOT LANGUAGE COORDINTR
- \*MOVING TO HARROW ISOLATION
- \*STAFF RELUCTANT INCLASBPRT
- \*CONVERSATIONS WITH PAUL
- \*N MEETING LIZ
- \*COMING ON SENIOSH
- \*E241 CR8 TOO BROAD AT TIME
- \*SNOWMAN BOOK FEEDBACK FRCHD
- \*VALUE CHILDREN DO WHAT I DO TO
- \*MAR BOXALL BUILD UP NURTURE
- \*SEEING CHILD AS WHOLE
- \*OWN SON REFLECTON CHILDREN
- \*TEACH HEARING IMPAIRED CD18
- \*BYRS READ AT CEDARSRELITIVE
- \*ESCAPE OLD REMEDIAL READING
- \*NEW JOB AT ELMGROVE
- \*GLYNIS DEVALUEOVERT CHANGE

CONSTRUCT TRIPRINT PILLA

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*****
*
*-----*
RC13 * LEARNING FRM THINGS THT WRONG V REASONS TO TALK ABOUT POLICY * RC13 15
*-----*
C10 * LOTS TO LEARN IN NEW JOB V I HAVE SOME EXPERIENCE * C10 40 15 5
*-----*
C4 * CHILD HAS LIFE OUT OF SCHOOL V WIDER CONCEPTS OF SEN * C4 40 0 20 5
*-----*
C3 * INFLUENCING OTHERS THRU TALK V BOROUGH WHIP IT OUT CHANGE * C3 40 35 25 -11 20
*-----*
RC11 * OWN PERSONAL STRUCTURE&EFFECT V STRUCTURE BEING TAKEN AWAY * RC11 55 35 5 -31 20
*-----*
C2 * WHOLE CHILD THEY ARE PEOPLE V I WAS LACKING CONFIDENCE * C2 50 25 -6 25 5
*-----*
C14 * READING FOR A REASON MEANING V FELT I WAS DIFFERENT FROTHERS * C14 40 10 -11 20 5 30 -11
*-----*
RC12 * PUSHING MYSELF INTO THINGS V GROWTH POINTS ACCIDENTAL * RC12 40 20 15 10 5 10 35 -11
*-----*
C5 * HOW PEOPLE TREAT WIDERLERNING V ABOUT HOW I FEEL BEGINNINGS * C5 40 -16 10 5 -16 -6
*-----*
C1 * PEOPLE GIVING ME SUPPORT V POSITIVCACHIEVMENT WTH CHDADREN * C1 35 20 5 10 0
*-----*
RC8 * INFLUENCING OTHERS ADVERSITY V NOT 'ONLY A HANDICAP CHIDD * RC8 45 25 20 30
*-----*
RC9 * VALUE OF LANG COORDINATOR V IT DOESNT MATTER AS LONG LEARN * RC9 65 15 0
*-----*
RC6 * LOSS VALUE TAKEN AWAY FRM ME V ENTHUSIASUM OVER NEW THINGS * RC6 55 30
*-----*
C7 * BOROUGH DIFFERENT ENVIRONMENT V CONFIRMS WHAT I THINK MATTERS * C7 50
*-----*
*****

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Pilla

65 50

67 62 70

75 65 77 75

70 62 70 77 75

75 72 67 75 72 65

70 72 72 77 75 62 72

72 67 72 72 67 65 80 67

62 75 67 77 57 67 77 65 57

67 75 60 77 57 62 75 77 65 65

62 70 60 65 62 57 65 75 72 67 70

65 60 75 60 60 57 65 60 70 65 72 70

65 70 65 65 57 70 67 55

75 72 77 60 70 72 75 65 57 62 70 67 62

67 72 57 57 70 60 77 82 70 57 67 67 75 70 62

52 75 62 62 77 80 67 77 77 57 72 62 67 82 70 52

67 65 65 67 77 82 77 57 72 65 67 62 67 80 77 60 77

71 70 65 70 82 82 80 67 67 75 70 72 72 80 75 67 75 80

67 75 60 60 95 62 80 80 82 80 75 85 87 85 85 75 77 87 87

E18 E17 E16 E4 E12 E2 E1 E7 E20 E11 E10 E15 E14 E6 E9 E3 E16 E5 E8 E13

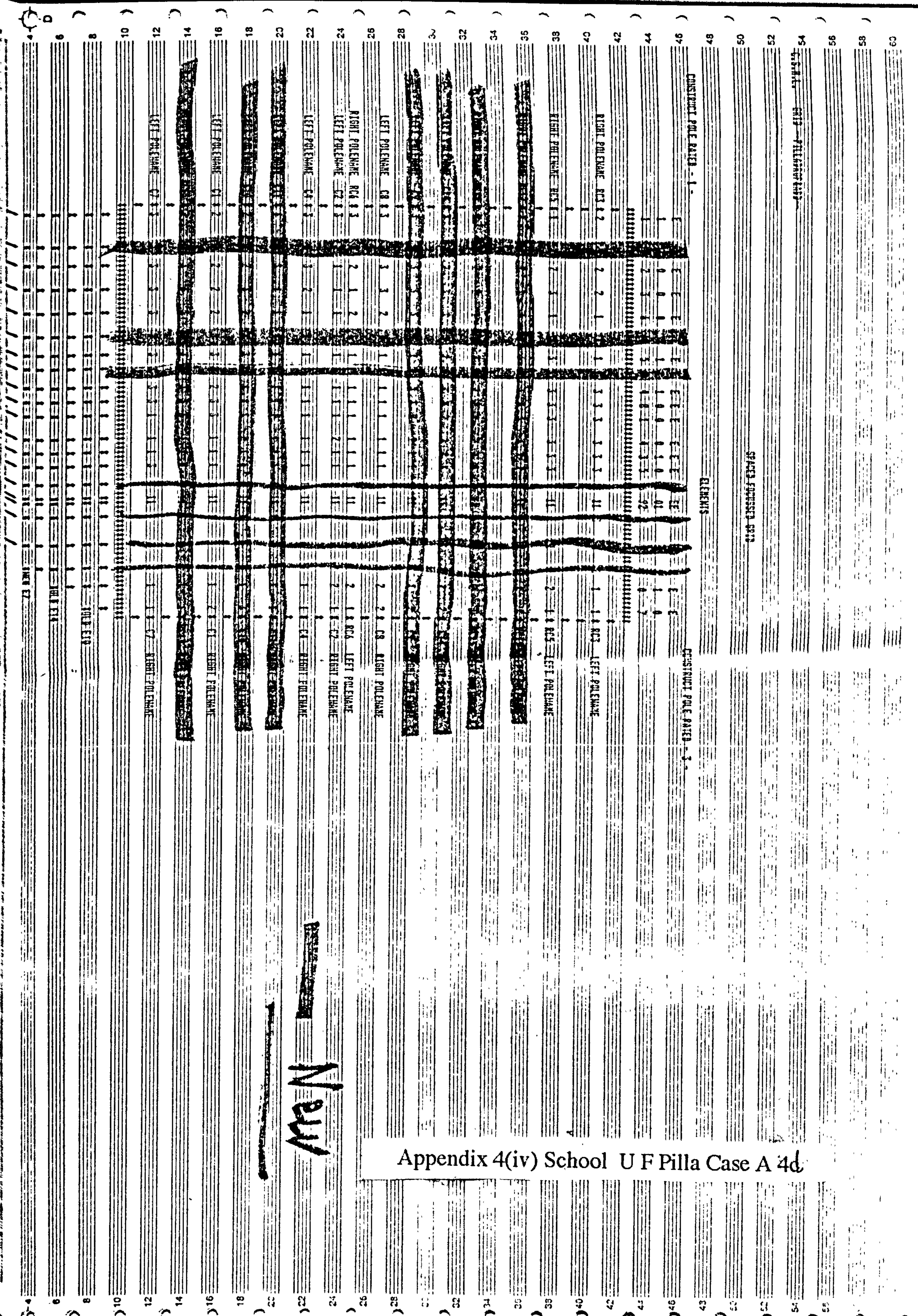
- \* BEING LANGUAGE COORD NT SEN
- \* TALK STRANDS SCHOOL POLICY
- \* MORE I STOP MORE I THINK
- \* TOLD NOT LANGUAGE COORDINTR
- \* MOVING TO HARROW ISOLATION
- \* STAFF RELUCTANT INCLASSUPRT
- \* CONVERSATIONS WITH PAUL
- \* IN MEETING LIZ
- \* COMING OF SENIOSH
- \* E241 CRS TOO BROAD AT TIME
- \* SNOWMAN BOOK FEEDBACK FRCHD
- \* VALUE CHILDRENDO WHAT I DOTO
- \* HAR BOXALL BUILD UP NURTURE
- \* SEEING CHILD AS WHOLE
- \* OWN SON REFLECTON CHILDREN
- \* TEACH HEARING IMPAIRED CDIS
- \* 3YRS READ AT CEDARSRELITIVE
- \* ESCAPE OLD REMEDIAL READING
- \* NEW JOB AT ELINGROVE
- \* CLYTHS DEVALUEDOVERIT CHANGE

ELEMENT  
TRIPPRINT  
FOR FIRST  
GRID

# PILLA CHANGE GRID A4c

SPACED FOCUSED GRID

RE PATED - 1 -		ELEMENTS																		CONSTRUCT POLE PAIR				
		N			N			N			N			N			N							
		E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E			
		1	2	0	0	0	1	1	1	1	0	0	0	1	0	1	0	1	2	2	1	0		
		1	0	2	3	4	7	5	8	4	8	1	4	3	5	6	7	2	7	1	2	0	7	
POLEWIE	RC3	2	1	2	2	1	1	1	1	3	3	3	3	3	3	1	11	3	3	2	1	1	RC3	LEFT POLEWIE
POLEWIE	RC5	1	2	2	3	1	3	3	3	3	3	3	3	3	3	1	11	1	1	3	2	1	RC5	LEFT POLEWIE
POLEWIE	RC12M	1	1	1	1	1	1	3	3	3	3	3	3	1	1	1	11	1	1	1	1	1	RC12	LEFT POLEWIE
POLEWIE	RC15M	2	3	2	2	1	1	2	2	2	2	2	2	2	1	1	11	1	1	2	2	3	RC15	LEFT POLEWIE
POLEWIE	C14M	3	2	2	3	3	2	2	1	3	2	2	2	2	1	1	11	1	1	2	2	2	C14	RIGHT POLEWIE
POLEWIE	C9	3	2	3	3	3	1	1	1	3	1	2	1	1	1	1	11	1	1	1	1	2	C9	RIGHT POLEWIE
POLEWIE	C8	3	2	3	3	2	2	1	1	1	1	1	1	1	1	2	11	1	2	2	2	2	C8	RIGHT POLEWIE
POLEWIE	RC6	3	2	2	1	2	1	1	1	1	1	1	1	1	1	1	11	1	2	1	2	1	RC6	LEFT POLEWIE
POLEWIE	C2	3	2	1	1	1	1	1	1	1	1	1	2	1	1	1	11	1	2	2	2	1	C2	RIGHT POLEWIE
POLEWIE	C4	3	3	3	2	1	1	1	1	1	1	1	1	1	1	1	11	1	3	3	1	1	C4	RIGHT POLEWIE
POLEWIE	C11M	1	3	3	1	1	1	1	1	1	1	1	1	1	1	1	11	1	1	1	1	1	C11	RIGHT POLEWIE
POLEWIE	C10M	2	2	2	3	2	2	3	1	1	1	1	2	1	1	1	11	1	1	1	1	3	C10	RIGHT POLEWIE
POLEWIE	C1	2	2	2	2	2	3	3	2	2	3	3	1	1	1	1	11	1	1	1	1	2	C1	RIGHT POLEWIE
POLEWIE	RC13M	2	3	3	3	3	2	3	3	3	3	3	1	1	1	1	11	3	1	1	1	1	RC13	LEFT POLEWIE
POLEWIE	C7	3	3	3	3	3	3	3	3	3	3	1	1	1	3	3	11	1	3	1	1	1	C7	RIGHT POLEWIE



Appendix 4(iv)

School UF: Pilla (case A4)

Information about CHANGE grid

New elements were:-

E1N Working with the welfare in my management role organising their timetable of support

E2N Working with teachers in class in a support role

E3N Singing the teddy bear song with the children. Realising that they saw themselves as handicapped

E4N The time I played the piano for the school. Realising the staff valued what I could give.

E5N Visits to Special Schools for Physically Handicapped

E6N Welfare Induction Borough training course

E7N Gaining confidence from SENIOSH/H

New Constructs were:-

Left Pole

C1N Being valued

C2N Look at whole child

C3N Looking at my role

C4N Accidentally learnt by myself

C5N Children made me see their emotional side

Opening up my perception

C6N Managing relationships with others

C7N Training experience for me

Right Pole

Being different/not being valued

Relativity

Allen place a shock

Learning from others

Opening up career opportunities

Being managed myself (or not)

Training others

The final CHANGE grid in its SPACEd FOCUSed version was unmanagably large. Some elements (pairs) and constructs which were similar were dropped in order to incorporate the new elements and new constructs. This shows that the new learning is well embedded along with the old. The new items are not out on the edge of the grid. Exactly which is which cannot be seen without verbal labels. The numbers are not reliably the same as on the first grid.

Although this CHANGE grid did not work completely, due to its size and its undifferentiated first grid, it still has some interesting developments to show, in the position of the new learning. It was not possible to feed this back to Pilla, but further conversations confirm her increasing confidence and competence in her work, managing the unit and leading INSET for welfares in the borough.



-

Appendices for Chapter Five

- (v) School W
- Notes on School W
  - Stella's grid (case C5): a
    - Cathy's grids (case C4): a, b, c
  - Jenny's grids (case A5): a, b, c,
  - Ronny's grids (case B1): a, b, c
  - Ronny's taped transcript
  - Preparation for group work in school W
  - Cards given back to school W, from Group conversation, to be used for INSET.
- (vi) School X
- Lydia's grids (case B2): a, b
  - Christine's grids (case C6): a, b, c,
- (vii) School Y
- Nye's grids (case B3): a, (TRIGRID), b
  - Debbie's grids (case D5): a, b
  - Len's grids (case C7): a, b, c, d
  - Sylvia's grids (case D3): a, b, and notes
- (viii) School Z
- Sharon's notes in preparation for conversation
  - Sharon's grids (case A6): a, b, c
  - Adrian's grids (case C8): a, b, notes
- Linda's grids (case D6): a, b
- Cards from Group Learning Conversation
- (D) Own Reflective Grids - 1, 1a, 2, 3.

**Appendix 5 (v)**  
**School W**

Appendix 5(v)

Notes on School W

First and Middle School. 5-12 years. Catholic.

250 on Roll.

1973: opened. First Head: Stella.

1989: second Head - Cathy - who was Deputy Head from 1984.

Ronny as SENCO: changed from Part-time to Full-time in 1984; had  
been a parent before that.

Jenny joined 1988.

Notes on Cathy's Future Plans for School W

Need to work with whole staff on Special Educational Needs and integration issues, through staff development day workshops. Whole staff need to meet visiting therapists and others, so they have used INSET funds to release them to do so.

Focus has been on classroom support differentiation and classroom organisation - assessment issues to follow.

The school is no longer a lead school, other schools have developed good practice.

Need to organise staff time

- for record keeping
- to acknowledge the importance of the job
- to outline records of achievement
- for flagging concerns
- to hear parents views

but be honest and positive.

I give time in recognition of this effort.

W.S.N.L. WKID --STELLA -- Retired Head  
Case C5a

Appendix 5v  
School W

SPACED FOCUSSED GRID

CONSTRUCT POLE RATED - 1 -				CONSTRUCT POLE RATED - 3 -			
				ELEMENTS			
EE	E	E	E	EEE	E	E	E
10	0	0	0	100	0	0	1
04	3	9	6	223	5	7	1
*****							
* 22	1	1	3	333	3	3	1
SCHOOL STAFF INJUSTICE C5	*						C5
*****							
* 22	1	2	3	333	3	1	1
ALLAYING ANXIETIES C9	*						C9
*****							
* 22	3	3	1	333	3	1	1
SYMPATHETIC OF SCHOOL SHARE RC1	*						RC1
*****							
* 33	3	3	1	222	1	1	2
ATTENTION PARENTS SAY NOTSY RC3	*						RC3
*****							
* 33	3	3	2	111	1	3	2
SUPPORT FROM PAEDIATRICS C3	*						C3
*****							
* 33	3	3	2	111	1	2	2
VALUE OF CLASSROOM SUPORT C7	*						C7
*****							
* 33	3	2	1	111	1	1	1
IMPROVE LIASON DOCTOR THERP C2	*						C2
*****							
* 33	3	1	2	111	1	2	1
EXTRA SUPPORT WITHIN OUT C4	*						C4
*****							
* 33	1	1	2	111	2	3	1
HEARING ABT BOROUGHES POLICY C6	*						C6
*****							
*	*	*	*	***	*	*	*
*	*	*	*	***	*	*	*RONNYS OTIS COURSE
*	*	*	*	***	*	*	*
*	*	*	*	***	*	*	*EXTRA STAFF RONNY RELEASED
*	*	*	*	***	*	*	*
*	*	*	*	***	*	*	*MRS.ANXIETY
*	*	*	*	***	*	*	*
*	*	*	*	***	*	*	*DR.WILSONS CLINIC TRANSFER
*	*	*	*	***	*	*	*
*	*	*	*	***	*	*	*LIASON WITH THERAPISTS
*	*	*	*	***	*	*	*
*	*	*	*	***	*	*	*
*	*	*	*	***	*	*	*J.MANN APP. C.E.O.
*	*	*	*	***	*	*	*
*	*	*	*	***	*	*	*MEDICAL REP NORTHWICK PK
*	*	*	*	***	*	*	*
*	*	*	*	***	*	*	*APPOINTMENT BOR COORDINATOR
*	*	*	*	***	*	*	*
*	*	*	*	***	*	*	*BOROUGHES DEAL NICOLAS
*	*	*	*	***	*	*	*
*	*	*	*	***	*	*	*STAFF UPSET
*	*	*	*	***	*	*	*
*	*	*	*	***	*	*	*R.AS ANTAGONIST
*	*	*	*	***	*	*	*
*	*	*	*	***	*	*	*STATEMENT ADVICE DISREGARD

Appendix 5 (v) School W Stella Case C 5

Appendix 5 (v) School W Cathy Case C 4a

C.S.H.L. GRID --KATHY-- C4a

SPACED FOCUSED GRID

CONSTRUCT POLE RATED - 1 -	ELEMENTS					CONSTRUCT POLE RATED - 3 -
	E	E	E	E	E	
MANAGEMENT ROLE IN SCHOOL RC5	3	3	3	1	1	1 22 * RC5 THEORETICAL KNOWLEDGE INCRS
MANAGEMENT ACTIVITIES C7	2	1	1	1	2	1 1 3 33 * C7 DESPAIR
LEARNING THROUGH OTHERS C6	1	1	1	1	2	1 2 3 33 * C6 EMOTIONAL REACTION
WIDER VIEW RC3	1	1	1	2	2	2 2 1 33 * RC3 PERSONALREACTION
COMPARISONS OTHER SCHOOLS C4	1	1	1	2	3	3 3 3 33 * C4 REALISTIC EXPECTATIONS
SEEN THROUGH OTHERS EYES RC2	1	1	2	1	2	3 3 3 33 * RC2 INVOLVMENT IN ACTION
PEOPLE AS ROLE MODELS C3	1	1	1	2	2	3 3 3 33 * C3 PRACTICAL EXPERIENCE
BENEFIT OTHERS EXPERIENCE C1	1	1	1	1	1	3 3 3 33 * C1 PRIVATE EXPERIENCE
PERSPECTIVES FROM OUTSIDE C9	1	1	1	1	1	3 3 3 33 * C9 REALISTIC EXPECTATIONS SCL
*****						
	*	*	*	*	*	**SIMON FEELINGS
	*	*	*	*	*	*SIMON ANGER
	*	*	*	*	*	*ANTIGUA FLOOR STERIOotyping
	*	*	*	*	*	*TIMETABLELING LRNG SUPPORT
	*	*	*	*	*	*F3 2 TERMS STREET CRED
	*	*	*	*	*	*LILY % SIMON EXPECTATIONS
	*	*	*	*	*	*1ST CONDUCTED TOUR SCHOOL
	*	*	*	*	*	*LISTENING TO STELLA
	*	*	*	*	*	*OU CRSE NEW PERSPECTIVE
	*	*	*	*	*	*BEDFORD VISIT
	*	*	*	*	*	*VISIT PIELD HEATH
	*	*	*	*	*	*SPECIAL NEEDS ONE DAY COME

C.S.H.L. GRID --CATHY-- C4b  
Feedback

SPACED FOCUSSED GRID

CONSTRUCT POLE RATED - 1 -

CONSTRUCT POLE RATED - 3 -

ELEMENTS		CONSTRUCT POLE RATED - 1 -				CONSTRUCT POLE RATED - 3 -			
CONSTRUCT	POLE	RATED	1	2	3	RATED	1	2	3
MANAGEMENT ROLE IN SCHOOL	RCS	3	3	3	3				
MANAGEMENT ACTIVITIES	CS	2	1	1	1				
LEARNING THROUGH OTHERS	CS	1	1	1	1				
WIDER VIEW	RCS	1	1	1	1				
COMPARISONS OTHER SCHOOLS	CS	1	1	1	1				
SEEI THROUGH OTHERS EYES	RCS	1	1	1	1				
PEOPLE AS ROLE MODELS	CS	1	1	1	1				
EMPHASIS OTHER EXPERIENCE	CS	1	1	1	1				
DIFFERENCES FROM OUTSIDE	CS	1	1	1	1				
*****									
OPERATE	CS	1	1	1	1				
EMOTIONAL REACTION	CS	1	1	1	1				
PERFORMANCE REACTION	RCS	1	1	1	1				
*****									
REALISTIC EXPECTATIONS	CS	1	1	1	1				
KNOWLEDGE IN ACTION	RCS	1	1	1	1				
PERSONAL EXPERIENCE	CS	1	1	1	1				
PRIVATE EXPERIENCE	CS	1	1	1	1				
REALISTIC EXPECTATIONS SC	CS	1	1	1	1				
*****									
SIMON FEELINGS	CS	1	1	1	1				
SIMON ANGER	CS	1	1	1	1				
MATIGUA FLOOR STERILISING	CS	1	1	1	1				
TIMETAKELING LONG SUPPORT	CS	1	1	1	1				
2 TERMS STREET CASE	CS	1	1	1	1				
Lily (Aurora)	CS	1	1	1	1				
SIMON EXPECTATIONS	CS	1	1	1	1				
FIRST CONDUCTED TOUR SCHOOL	CS	1	1	1	1				
LISTENING TO STELLA	CS	1	1	1	1				
YOU CASE NEW PERSPECTIVE	CS	1	1	1	1				
SECFORO VISIT	CS	1	1	1	1				
MUSIC FIELD HEATH	CS	1	1	1	1				

SPACED CONSTRUCT TRIPRINT

Spaced Construct Trigrid  
Appendix 5 (v) School W Cathy Case C 4c

RC5	MANAGEMENT ROLE IN SCHOOL V THEORETICAL KNOWLEDGE INCRS	RC5	16
C7	MANAGEMENT ACTIVITIES V DESPAIR	C7	0
C6	LEARNING THROUGH OTHERS V EMOTIONAL REACTION	C6	50
RC3	WIDER VIEW V PERSONALREACTION	RC3	50
C4	COMPARISONS OTHER SCHOOLS V REALISTIC EXPECTATIONS	C4	41
RC2	SEEN THROUGH OTHERS EYES V INVOLVMENT IN ACTION	RC2	66
C8	PEOPLE AS ROLE MODELS V PRACTICAL EXPERIENCE	C8	75
C1	BENEFIT OTHERS EXPERIENCE V PRIVATE EXPERIENCE	C1	83
C9	PERSPECTIVES FROM OUTSIDE V REALISTIC EXPECTATIONS SCL	C9	100

16

0

50

50

75

66

75

83

100

41

50

50

66

75

83

56

50

66

50

75

100

34

50

50

66

75

100

17

50

50

66

75

100

25

50

50

66

75

100

34

50

50

66

75

100

17

50

50

66

75

100

25

50

50

66

75

100





Jenny feedback  
A5b

consistent children  
to maintain children  
At The bottom of New  
Event.

Knowing the other side  
of the coin with our  
daughter.

Learning from bad  
regime examples  
That is not the way  
to do it.

Learning to think deeper.  
Influences to help that process.

Learn from children:  
Individual  
children

Ideas

Stellar influence  
Whole school philosophy  
Ideas permeated  
teaching & non teaching  
using children handbooks

wanting to know more.  
From frustrations more to  
need to know & strategies

High level awareness  
of individual needs  
out of handup children.  
It is not until you are done  
that you know you need  
more help -



JENNY CHANGS-GRAD  
FEEDBACK

SPACED FOCUSSED GRAD

CONSTRUCT POLE RATED - 1 -

CONSTRUCT POLE RATED - 3 -

A5d

of strategies involved

knowledge change

ELEMENTS	N		E		E		E		E		E		E	
	N	E	N	E	N	E	N	E	N	E	N	E	N	E
WIDENING KNOWLEDGE MAINSTREAM	1	1	1	1	1	1	1	1	1	1	1	1	1	1
MADE ME THINK DEEPER	1	1	1	1	1	1	1	1	1	1	1	1	1	1
EXPERIENCE MADE ME LEARN	1	1	1	1	1	1	1	1	1	1	1	1	1	1
VERY POSITIVE FORWARD APPRECIATION	1	1	1	1	1	1	1	1	1	1	1	1	1	1
GOOD EXPERIENCES WANT TO LEARN	1	1	1	1	1	1	1	1	1	1	1	1	1	1
GET HELP FOR IDENTIFIED PROBLEM	1	1	1	1	1	1	1	1	1	1	1	1	1	1
ED AREAS NO PREVIOUS EXPERIENCE	1	1	1	1	1	1	1	1	1	1	1	1	1	1
INSTANCES INFLUENCING ME	1	1	1	1	1	1	1	1	1	1	1	1	1	1
OWN EXERS DEALING SEN INADQ	1	1	1	1	1	1	1	1	1	1	1	1	1	1
INCREASED DESIRE TO LEARN SEN	1	1	1	1	1	1	1	1	1	1	1	1	1	1
ANDREWS BEHAVIORAL INDIVIDUAL	1	1	1	1	1	1	1	1	1	1	1	1	1	1
FEELINGS OF FRUSTATION	1	1	1	1	1	1	1	1	1	1	1	1	1	1
NOT COPING FEEL INADEQUATE	1	1	1	1	1	1	1	1	1	1	1	1	1	1
LEARNING THRU UNSUCCESSFUL EXPERIENCE	1	1	1	1	1	1	1	1	1	1	1	1	1	1

RC1+N EXTENSION OF SPECIAL NT WATERMOUNT HIGH  
 C7 BAD MODEL OF TEACHING  
 C4 BAD TEACHING STRATEGIES  
 RC11 NEGATIVE FEEL ABT PERSUSION  
 C6 THOUGHT I HAD IT CRACKED BUT  
 WC10 NOT KNOWING HOW TO GET HELP  
 RC7 INTIMATE KNOWLEDGE JULI PROBLEM  
 C5 STELLAS PHILOSOPHY INFLUENC  
 C2 OVERALL INFLUENCE OF STELLA  
 C3 INTERGRATING JAMES FISHER  
 RC1 TEACHING IN ASIAN SCHOOL  
 C3 FIRING ENTHUSIASM Techniques for  
 LEARNHOW TECHNIQUES LEARNHOW  
 LEARNING THRU READING TALKS  
 then structure is immediate  
 GOING FOR SEN JOB - (work) (work)  
 ESL GUJERATI TEACHER - bad vibes I wanted to do  
 OWN DAUGHTER PROBLEM MATHS strategies for help  
 ANDREW DISRUPTIVE YR00 from around problem struggling  
 JAMES SMALL PROGRESS GUERIS I wish I knew about how to integrate  
 JAMES FIND DIFFICULT HANDLE I been often in trouble  
 CULTURE SHOCK PREVIOUS EXPER  
 COVERING FR RONNY FLT INADQ felt quite inadequate - wanted to know more  
 FIRST EXPERIENCE SEVERER LD  
 VISITS TO SPECIAL SCHOOLS  
 RONNYS INFLUENCE WITH OWLS through the year with my own class E3 feedback  
 KINGSTON FRIENDS GROUP IMPT about the way I  
 STELLAS INFLUENCE ON THOUGHT about work in integration  
 CURRENT READING SENIOSH MAT  
 LEARN HOW TO MODIFY TECHNIQS CURRICULUM

E3 feedback  
8 August

Ronny B1a

SPACED FOCUSED GRID

CONSTRUCT POLE RATED - 1 -	ELEMENTS										
	E	E	E	E	E	E	E	E	E	E	E
FINDING I CAN HELP OTHERS C4	3	1	3	3	3	3	2	3	1	1	2
MYSELF FINDING OUT FOR ME RC1	3	1	1	3	3	3	3	1	1	1	1
USING LEARNING TO LEARN MRBA C5	3	3	1	1	3	3	3	1	1	1	3
WORKING WITH OTHERS C7	3	1	1	1	1	1	3	3	1	1	3
ONGOING RC10	1	1	1	1	1	1	1	3	1	3	3
ACTIVE RESEARCH ACTIVITY C6	1	1	1	1	2	1	3	1	1	1	3
POSITIVE ASPECTS OF OUTSIDE C3	2	2	1	1	1	1	1	2	2	1	3
OPEN MINDED IMAGINATIVE C3	1	1	2	2	1	1	1	1	2	2	3
PERSONAL DEVELOPMENT C11	1	2	2	1	1	1	1	1	1	3	3
WORKING IN EDUCATION RC12	2	2	3	1	1	1	1	1	1	3	1
STRUCTURED LEARNING PROCESS C2	3	3	3	3	1	1	1	1	1	3	3
OTHER BOROUGHGS PERSPECTIVE RC9	3	3	3	3	3	1	1	1	2	3	2

FINDING BOROUGHS POLICY C4

MYSELF BEING TAUGHT RC1

LEARNING THRU DISCUSSION C5

ONE TO ONE DEVMT C7

ONE OFFS RC10

TRANSFER OF INFORMATION C6

NEGATIVE ASPECTS OUTSIDE C3

NARROW PERSPECTIVE C3

HELPING OTHERS DEVOPMENT C11

WORKING OUT EDUCATION RC12

INFORMAL LEARNING PROCESS C2

LEARNING AT BOROUGH LEVEL RC9

\*\*\*\*\*

\*ELEMENT 9 VISIT TO WHITTLESEA

\*LINC CONFERENCE

\*WELFARE TRAINING

\*VISIT FROM KLAUS

\*VISIT JOHN CHILTON

\*DU E241 MATHS

\*OTIS TOTAL

\*DU E306 COURSE

\*CURRICULUM PLANNING GROUP

\*DR WILSONS CLINIC

\*CHILDREN IN SCHOOL JENNY

\*STELLA INTERVIEWS PERSONAL

**B2b**  
**RONNY FEEDBACK**

UNCLASSIFIED

CONSTRUCT POLE RATED - 1 -	ELEMENTS														CONSTRUCT POLE RATED - 3 -
FINDING I CAN HELP OTHERS C4	3	3	3	3	3	2	3	1	1	1	1	2	3	C4	FINDING BOROUGHS POLICY
MYSELF FINDING OUT FOR ME RC1	3	1	1	3	3	3	1	1	1	1	1	1	1	RC1	MYSELF BEING TAUGHT
USING LEARNING TO LEARN M36 C5	3	3	1	1	3	3	1	1	1	1	1	1	3	C5	LEARNING THRU DISCUSSION
WORKING WITH OTHERS C7	3	1	1	1	1	3	3	1	1	1	1	1	3	C7	ONE TO ONE DEBATE
ONGOING RC10	1	1	1	1	1	1	3	1	3	-	3	3	3	RC10	ONE OFFS
ACTIVE RESEARCH ACTIVITY C6	1	1	1	1	1	2	1	1	1	1	1	1	3	C6	TRANSFER OF INFORMATION
POSITIVE ASPECTS OF OUTSIDE C3	2	1	1	1	1	1	2	2	1	2	2	1	3	C3	NEGATIVE ASPECTS OUTSIDE
OPEN MINDED IMAGINATIVE C3	1	1	2	2	1	1	1	2	1	2	2	3	3	C3	NARROW PERSPECTIVE
PERSONAL DEVELOPMENT C11	1	2	2	1	1	1	1	1	1	1	1	3	3	C11	HELPING OTHERS DEVELOPMENTS
WORKING IN EDUCATION RC12	2	2	3	1	1	1	1	1	1	1	1	3	1	RC12	WORKING OUT EDUCATION
STRUCTURED LEARNING PROCESS C2	3	3	3	3	1	1	1	1	1	1	1	3	3	C2	INFORMAL LEARNING PROCESS
OTHER BOROUGHS PERSPECTIVE RC9	3	3	3	3	3	1	2	3	1	2	3	1	2	RC9	LEARNING AT BOROUGH LEVEL
*****															
															#ELSEBET (Visit in hutter area)
															#LINC CONFERENCE
															#WELFARE TRAINING
															#VISIT FROM KLAUS
															#VISIT JOHN CHILICI (2 days) (same)
															#YOU E24/MATHS
															#OTIS TOTAL
															#YOU E306 COURSE
															#CURRICULUM PLANNING GROUP
															#OR WILSONS CLINIC
															#CHILDREN IN SCHOOL JENNY

Appendix 5 (v) School W Ronny Case B1b

Personal Learning Direct  
 Open to Closed Not Rules  
 People systems Pigeon hole  
 From People  
 Absorption with people  
 Caught Incidentals

Visit in hutter area

YOU E24/MATHS

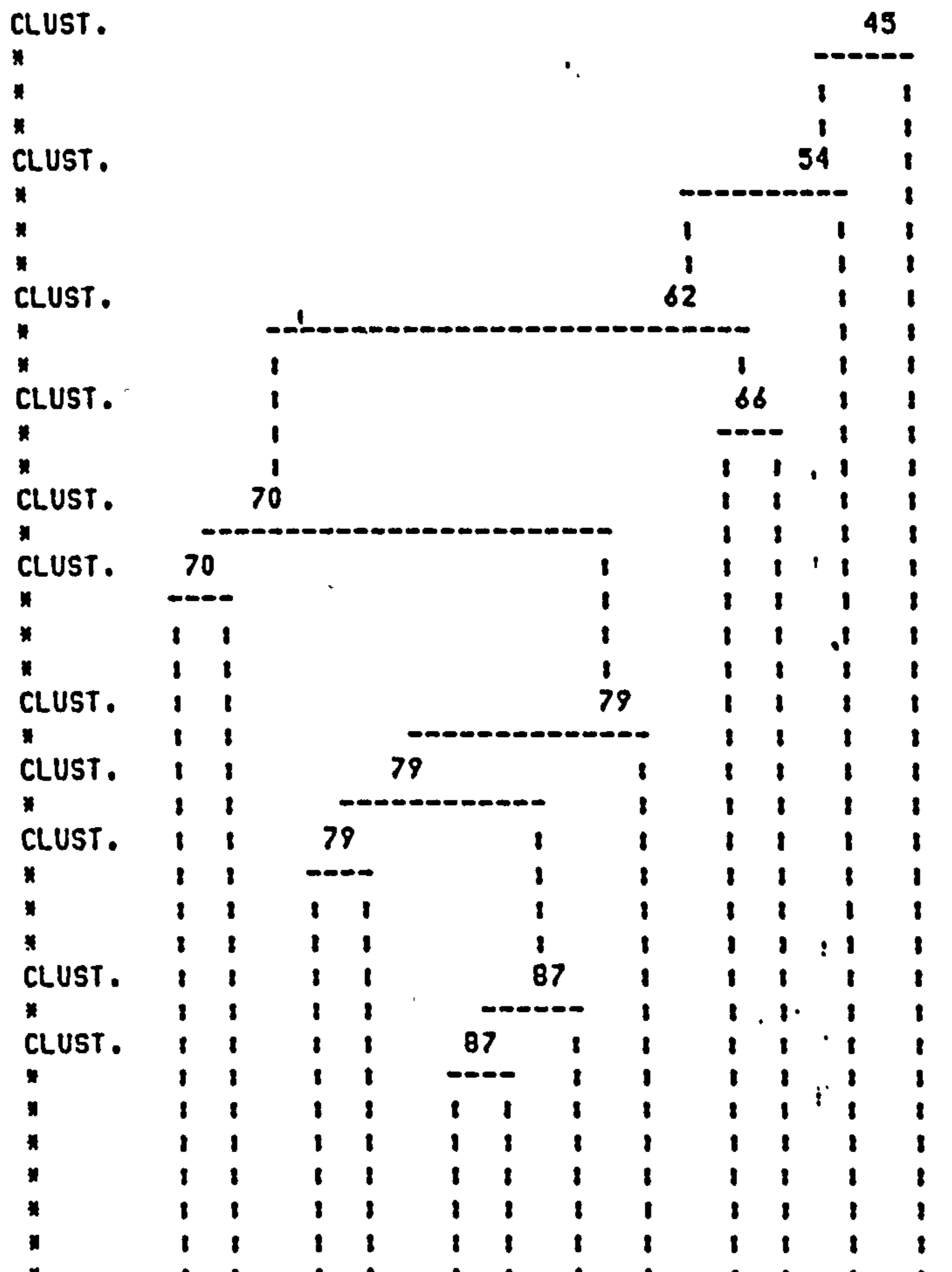
CURRICULUM PLANNING GROUP

OR WILSONS CLINIC

CHILDREN IN SCHOOL JENNY

Appendix 5(v)

RANNY FOCUSSED GRID WITH TREES School W B1c



	E2	E1	E7	E11	E6	E3	E4	E8	E5	E10	E12	E9	
LPE4	3	1	3	3	3	3	3	2	3	1	1	2	RPE4
RPE1	3	1	1	3	3	3	3	3	1	1	1	1	LPE1
LPE5	3	3	1	1	3	3	3	3	1	1	1	3	RPE5
LPE7	3	1	1	1	1	1	3	3	3	1	1	3	RPE7
RPE10	1	1	1	1	1	1	1	3	3	1	3	3	LPE10
LPE6	1	1	1	1	1	2	1	3	1	1	1	3	RPE6
LPE3	2	2	1	1	1	1	1	1	2	2	1	3	RPE3
LPE8	1	1	2	2	1	1	1	1	1	2	2	3	RPE8
LPE11	1	2	2	1	1	1	1	1	1	1	3	3	RPE11
RPE12	2	2	3	1	1	1	1	1	1	1	3	1	LPE12
LPE2	3	3	3	3	1	1	1	1	1	1	3	3	RPE2
RPE9	3	3	3	3	3	1	1	1	2	3	1	2	LPE9

Appendix 5(v)

School W: Ronny, Case B1

Analysis of taped material on feedback of SPACED FOCUSED grid.

Looking at clusters of elements

Ronny:

*I think it is still important. You cannot put people into pigeon holes - you can't have rules; you have to look at where a child is and work from there.*

*Personal development for me is not planned, it's incidental. I never sit down and plan a career. I think I'm frightened of making decisions.*

*This is about personal learning.*

*That is a one-off - personal learning.*

Looking at the poles

*I learn through negatives*

*I learn a lot through the children*

*I learn by helping others*

*I learn by doing action research*

Other pole

*I used learning to learn more. That was finding out for me - working with others.*

*Action research with yourself, not others, but near others - building up new experience - writing-up, noticing new techniques, things don't disappear, you just do it.*

*These go together - positive attitudes, open perspectives - out-borough perspectives offer ideas.*

Reflection on grid

*It shows personal learning*

*I learn through doing*

*I look at open and closed thinking*

*Information and facts are useful*

*Learning from and with people matters*

*Action research builds on your own experience by working with others*

LC's comment:

*It's a very well differentiated grid, showing a sophisticated level of learning and reflection.*

LC's question about types of learning:

*Do you use factual knowledge?*

Ronny:

*There's a place for being taught as well as the action research. Direct learning matters as well.*

*From my own point of view, I need something to hold onto - there must be others like me who need the groundwork. It depends on your stage of development. At the beginning, you've had the groundwork, you can then go on. But of course the type of person you are and school you're in will matter. I need to work with others, perhaps not every one does.*

*I couldn't have done the later action research if I hadn't done OTIS first, and I don't think I could have done it without the experiences at school.*

*Personally, I'm very influenced by outside influences and other peoples' perspectives.*

LC: *Do you mean other people's perspectives on your work at school or you yourself?*

Ronny: *I can't grow without other people's attitudes affecting me.*

Comments The feedback conversation started with a work dialogue about mutual concerns of other children. We then progressed into the task of having feedback from the SPACED FOCUSED grid. We then took ideas from the grid conversation on into an open discussion of how Ronny learned, and implications this might have for training others.



## Appendix 5(v)

### Preparation for Group work in School W

#### My elements related to School W

- E 1 Meeting to set up original OTIS project with Stella, Viv and Ronny
- E 2 Stella asked to write for BWP
- E 3 Ronny does E806
- E 4 Arrival in Harrow - visit Stella
- E 5 Libby case - Stella leaves
- E 6 Jenny on SENIOSH
- E 7 Ronny helps me run Borough Welfare Training course
- E 8 Ronny helps other LEA activities
- E 9 Ronny leaves - post to be filled by LEA
- E10 Jenny goes for post and is unsuccessful
- E11 I help set up building alterations with LEA architect
- E12 I leave Harrow

#### My constructs elicited from School W elements

- |     |  |   |
|-----|--|---|
| C1  | About Stella's influence on myself                                   | About me teaching Ronny and my influence on her           |
| C2  | Stella as a support and helper to others through her ways of working | Stella needed support for herself - I gave this sometimes |
| C3  | Staff development at School W opportunities                          | To support children and building by alteration            |
| C4  | Working with staff<br>Develop various ways                           | Part of the community                                     |
| C5  | Conversations within the school                                      | Outside the school with one teacher                       |
| C6  | About endings  | About beginnings of endings. Challenges                   |
| C7  | Stella's thoughts and philosophical issues on discussing my ventures | Practical help and support from me to school              |
| C8  | Community events group<br>- sense of identity                        | Expertise of school being used to help other schools      |
| C9  | Activities as co-ordinator   | Passive social role<br>Being with school                  |
| C10 | Viv's positive influence on Borough                                  | Out-of-school decisions                                   |

Appendix 5(v)

Cards given back to School W

Having a whole school policy helps reinforcing own beliefs by listening to other people.

Having confidence about coping, going on courses and studying was part of gaining knowledge and skills - important, gaining new experiences outside of school.

Genuine belief in what we are doing.

Frustrations when others cannot see positive.

Every person is valued here.

The school is accessible to all parents.

Learning from creative expertise can take place.

The whole community leads to a feeling of support for school.

Everyone rallies round to support each other.

The church and community support us.

The borough's policies reinforce what we are doing now.

The school likes to look out and take part in what is going on.

It is important to know you can get help from outside when needed.

A sound philosophy of education.

A whole person is valued here.

Stella's conviction of belief was practically applied.

Reinforcing own beliefs by listening.

Special Needs are everybody's needs.

Having a whole school policy.

Everyone has a need to learn some new skill.

Being positive even when things seem negative.

Expectations here are high. High expectations can cause pressure for staff.

This school has influenced Borough policy and practice.

Training develops experience and confidence.

Need to constantly develop and share strategies.

Stella's influence - influence of other people for support.

Good practice influence.

Valuing individuals. Using life experiences.

Individual children help us.

**Appendix 5 (vi)**  
**School X**

B2a  
 S.S.H.L. GRID --LYDIA--

SPACED FOCUSED GRID

CONSTRUCT POLE RATED - 1 -	ELEMENTS										CONSTRUCT POLE RATED - 3 -
	E	E	E	E	E	E	E	E	E	E	
MANAGEMENT SEN BOROUGH LEVEL	3	3	3	3	3	3	3	3	3	3	SPECIFIC CURRICULUM AREA
ALL CHILDREN HAVE POTENTIAL	3	3	3	3	3	3	3	3	3	3	MUST BE CHILDS FAULT? FIC
POSITIVE VIEW ENVIRONMENT	3	3	3	3	3	3	3	3	3	3	NEGATIVE ENVIRONMT CLD BDI
BOTH SUPPORT HOW I WAS FEEL	3	3	3	3	3	3	3	3	3	3	DEAL WTH CHILD DAILY NO SF
PERSONAL DEVELOPMENT CONFIRM	3	3	3	3	3	3	3	3	3	3	REAL PEOPLE INDIVIDUAL NL-
CHECK MY VIEWPOINT ON RIGHT	3	3	3	3	3	3	3	3	3	3	WHAT IS A SUCCESSFUL PERSC
MOVE AWAY FM LABELING	3	3	3	3	3	3	3	3	3	3	PERSONAL EXPERIENCE ABT BE
OVERVIEW OF SEN PHILOSOPHY	3	3	3	3	3	3	3	3	3	3	SPECIFIC BTS OF CURRICUL
PERSONAL PERSPECTIVES	3	3	3	3	3	3	3	3	3	3	FRACTICAL CHANGE INTO PRAC
*****											
	*	*	*	*	*	*	*	*	*	*	**TONY DESSENTS BOOK ECHOES
	*	*	*	*	*	*	*	*	*	*	*MARTYN ROUSE RANG BELLS
	*	*	*	*	*	*	*	*	*	*	*OTISCOURSE ORDINARY FM SPCL
	*	*	*	*	*	*	*	*	*	*	*HUSBANDS COURSE READING EKS
	*	*	*	*	*	*	*	*	*	*	*FRANK SMITHSTHINK ABT READIG
	*	*	*	*	*	*	*	*	*	*	*HOME SCHOOL READINGLINKS
	*	*	*	*	*	*	*	*	*	*	*CHILDREN WHOSE PARENTS ITGT
	*	*	*	*	*	*	*	*	*	*	*3 CHILDREN MARK JASON DAVID
	*	*	*	*	*	*	*	*	*	*	*ANOTHER DAVID HE DIDNTFIT
	*	*	*	*	*	*	*	*	*	*	*YRS. AGO WRKED SUBNORMAL HOS
	*	*	*	*	*	*	*	*	*	*	*OWN CHILD AT SCHOOL

FEEDBACK

SPACED FOCUSSED GRID

CONSTRUCT POLE RATED - 1 -	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	CONSTRUCT POLE RATED - 3 -	ELEMENTS
MANAGEMENT SEN BOROUGH LEVL C8 * 1 .2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	SPECIFIC CURRICULUM AREA
ALL CHILDREN HAVE POTENTIAL CE * 3 3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	MUST BE CHILDOS FAULT? FINOT
POSITIVE VIEW ENVIRONMENT C2 * 3 3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	NEGATIVE ENVIRONMENT CLO BODIF
BOTH SUPPORT HOW I WAS FEEL C9 * 2 2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	DEAL WTH CHILD DAILY NO SPT
PERSONAL DEVELOPMENT CONFIRM RC: * 2 3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	REAL PEOPLE INDIVIDUAL NEED
CHECK MY VIEWPOINT ON RIGHT RC7 * 3 3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	WHAT IS A SUCCESSFUL PERSON
MOVE AWAY FM LABELING C4 * 3 3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	PERSONAL EXPERIENCE AST SEN
OVERVIEW OF SEN PHILOSOPHY RCS * 3 2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	SPECIFIC BOTS OF CURRICULUM
PERSONAL PERSPECTIVES C6 * 1 1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	PRACTICAL CHANGE INTO PRACT

Use The  
 Advantial.  
 Here  
 Changing the practice,  
 Balance of the  
 Curriculum  
 Perhwelement  
 of NC.  
 Personal Knowledge  
 Deserve to find out  
 more  
 Continuing my  
 Philosophy

Expectation again - Parental  
 A must  
 believe  
 expected  
 I knew from the special school  
 Expectation again  
 Individual children  
 Key situation  
 people in "boxes" labelling | peoples expectations of "we"  
 Danger of  
 HOME SCHOOL READINGLINKS  
 \*CHILDREN WHOSE PARENTS ITGT  
 \*HUSBANDS COURSE READING BKS  
 \*FRANK SMITHSTHINK AST READO  
 \*3 CHILDREN MARK JASON DAVID  
 \*ANOTHER DAVID HE DIDNTFIT  
 \*YRS AGO WRKED SUBNORMAL HCS  
 \*CULT CHILD AT SCHOOL

CHRISTINE (HILL) C6b  
 CONSTRUCT POLE RATED - 1 -  
 Feedback

SPACED FOCUSED GRID  
 CONSTRUCT POLE RATED - 3 -

CHRISTINE  
 C6b

ELEMENTS

E E E E E E E E E E E E E E E  
 1 0 1 1 0 0 0 0 0 0 0 0 0 0 1 1  
 1 3 2 3 2 5 9 1 4 7 3 3 0 4

\*\*\*\*\*

SEN COORD ADMIN & MANAGEMENT	C3	1	2	2	3	2	2	2	2	2	2	2	2	3	3	1	1	C3	ROLE TO SUPPORT TEACHERS
DEAL WITH KNOWLEDGE INFO SUP	C2	1	1	1	1	3	3	3	3	3	3	3	3	1	1	1	1	C2	TRIGGER FOR OWN ACTION
INVOLVED OTHERS HELP ADVICE	C1	1	1	1	1	1	1	1	1	1	1	1	1	2	1	2	1	C1	INSTIGATION CAN ACTION TRGR
DIFFRNT TYPES SUPRT IN SCL	C9	1	1	1	1	1	1	1	1	1	1	1	1	2	2	2	2	C9	SUPPORT TO PARENTS BY SCHOOL
ACTION IN SCHOOL SUPPORT SF	C5	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	C5	SYMPTOM OF TYPE EVENT TO COP
OUTSIDE SUPPORT SYSTEM FOR SL	C10	1	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	C10	CAUSE FOR BACKUP
MANAGEMENT ROLE OF SEN COOR	C11	1	1	2	2	3	3	2	2	1	1	1	1	2	2	2	2	C11	LOCAL EXPERT KNOWLEDGE
CHANGE ROLE SEN COORD SPECI	RC7	2	2	2	2	3	3	2	2	2	2	2	2	1	1	1	1	RC7	USE OF LONGSTANDING LOCAL KN
DEVELOPMENT CONSULT ROLES SEN	RC4	3	3	3	3	2	2	2	2	2	2	2	2	1	1	1	1	RC4	USE OF OUTSIDE AGENCIES
DEVELOP POLICY ROLE SEN COOR	C3	3	3	3	3	3	3	3	3	2	2	2	2	1	1	1	1	C3	PRACTICAL BACKUP
POLICY OF THE SEN COOR ROLE	RC6	3	3	3	3	3	3	2	2	2	2	2	2	3	1	1	1	RC6	SUPPORT IN OUT BACKUP
CONSULTATIVE ROLE OF SEN CR	C12	3	2	3	3	3	3	3	3	3	3	3	3	1	1	1	1	C12	HIGHLIGHTS DIFFTS OUTSIDE AG

OUT



**Appendix 5 (vii)**  
**School Y**







DEBBIE D4a

SPACED FOCUSED GRID

DEBBIE CONSTRUCT POLE RATED - 1 -		ELEMENTS										SPACED FOCUSED GRID CONSTRUCT POLE RATED - 3 -	
E	EE	E	E	E	E	E	E	E	E	E	E	E	E
1	00	1	0	0	0	0	0	0	0	0	0	101	0
1	87	4	3	2	4	1	6	350	9	2			
*****													
3	33	3	3	3	1	1	2	2	2	2	2	111	3
SWIMMING AGAINST TIDE WOTEK RC12 * RC12 LEARN WORK WHOLE SCHOOL PAN													
1	33	3	3	3	3	1	1	1	1	1	1	111	3
WITHDRAWAL SITUATION RC9 * RC9 LEARNSEN IN MAINSTREAM SETG													
1	33	3	3	3	3	3	3	3	3	3	3	111	3
TEACH THE CHILD RC11 * RC11 ADULT SUPPORTEVERYONE AVAIL													
3	33	3	3	3	3	3	3	3	3	3	3	111	1
DEEP NEED OF CHILD RC5 * RC5 CANT WORK IN ISOLATION													
3	33	3	3	3	3	3	3	3	3	3	3	111	1
ADAPT TO INDIVIDUAL NEEDS C4 * C4 YOUR JOB HAS TO BE VALUED													
3	33	3	3	3	3	3	3	3	3	3	3	111	1
STIMULATING WORK ONE CHILD RC7 * RC7 WORK AS A TEAM PERSONNELSPT													
3	33	3	3	3	3	3	3	3	3	3	3	111	1
I CAN DO IT-HAVE STRATEGIES RC3 * RC3 WORK AS TEAM GET SUPPORT													
2	22	2	2	2	2	2	2	2	2	2	2	111	1
LOOK FOR METHODSLEARN FROMC C3 * C3 TECHNOLOGY OTHR METHODS USE													
1	11	1	1	1	1	1	1	1	1	1	1	111	1
THERAPISTS PART OF TEAMSKIL C2 * C2 DIFFERENT KIND LEARNINGTENS													
1	11	1	1	1	1	1	1	1	1	1	1	111	1
LEARNING ABOUT SEN MAINSETG C1 * C1 THEORETICAL LEARNING NT PROC													
1	11	1	1	1	1	1	1	1	1	1	1	111	1
TEACH INDIVIDUAL WITH SEN C10 * C10 NOT WANTING ECL WORK													
3	11	3	3	3	3	3	3	3	3	3	3	111	1
PEOPLE WHO CARE FOR EACH OR C6 * C6 RESPECT ANOTHER METHODOLOGY													
*****													
*ALL CHIDREN HELP ME TO LEAR													
*****													
*RICCI AND SIMON BEHAVIORFRO													
*****													
*DANNY TOOLITTLE TOO LATE													
*****													
*NICOLE													
*****													
*CHRISTOPHER GUINEA PIG EVNT													
*****													
*CONCEPT KEYBOARD COURSE													
*****													
*DIPLOMA COURSE PEOPLE METSP													
*****													
*ELEMENT 4													
*****													
*RUN A MINI UNIT FIRST SCHOOD													
*****													
*SUPPORT THEN JOB AS UNIT TR													
*****													
*BRIAN(TEACHER)													
*****													
*NYE AND I WORK TOGETHER.													
*****													
*LINDA WELFARE WORK AS TEAM													
*****													
*LEN/ ATTITUDE: PUPILS, TEACHERS													

DEBBIE D4b

SPACED FOCUSED GRID

CONSTRUCT POLE RATED - 3 -

ELEMENTS

E	EE	E	E	E	E	E	E	E	E	E	E
1	00	1	0	0	0	0	0	0	0	101	0
1	87	4	3	2	4	1	6	350	9	2	
RC12	33	3	3	1	1	2	2	111	3	3	
RC7	33	3	3	3	1	1	1	111	3	3	
RC11	33	3	3	3	3	3	1	111	1	3	
RC5	33	3	3	3	3	3	3	111	1	1	
RC4	33	3	3	3	3	3	2	111	1	1	
RC7	33	3	3	3	3	3	1	111	1	1	
RC3	33	3	3	1	1	1	2	111	1	1	
C8	22	2	1	1	1	1	1	111	1	1	
C2	11	1	1	1	1	1	2	111	1	1	
C1	11	1	1	1	1	1	3	111	1	1	
C10	11	1	1	1	3	1	1	111	1	1	
C6	11	3	3	3	3	3	3	111	1	1	

Parents  
LEARN WORK WHOLE SCHOOL PAN 7  
BEHAVIOUR  
LEARNSEN IN MAINSTREAM SETG  
ADULT SUPPORT/EVERYONE AVAIL  
CANT WORK IN ISOLATION  
YOUR JOB HAS TO BE VALUED  
WORK AS A TEAM PERSONNELSPT  
WORK AS TEAM GET SUPPORT

Work as whole  
School team  
(I didn't  
want to work  
in special school)

Know how  
of staff  
I CAN DO IT HAVE STRATEGIES  
DEEP NEED OF CHILD  
C-ADAPT TO INDIVIDUALS NEEDS  
C-STIMULATING WORK ONE CHILD

leant most from  
Integrated

Individual  
children  
were hard work.

Training  
elements  
- Techniques + Practiced in a Special School

Working in isolation  
not working in isolation  
Integrated requires  
support of teachers  
to team

#ELEMENT (work with AT)  
#RUN A MINI UNIT FIRST SCHOOL  
#SUPPORT THEM JOB AS UNIT TEACHER  
(teacher)

#BRIAN (TEACHER)  
#RYE AND I WORK TOGETHER  
#LINDA WELFARE WORK AS TEAM

Team

#LEN ATTITUDES PUPILS / TCHER



SPACED FOCUSED GRID

LEN (HT School Y)

CONSTRUCT POLE RATED - 3 -

CONSTRUCT POLE RATED - 1 -

C7b  
Feedback

ELEMENTS

Element	1	2	3	4	5	6	7	8	9	10	11	12
IN A POSITION TO MANAGE SEN	3	3	3	3	3	3	3	3	3	3	3	3
EFFECT LEA DECISION TEACHERS	3	3	3	3	3	3	3	3	3	3	3	3
THEORETICAL BASIS FOR DEALING WITH CHILDREN	3	3	3	3	3	3	3	3	3	3	3	3
DEVELOPMENT SCHOOL POLICY FRAMEWORK IN WHICH TEACHERS WORK	3	3	3	3	3	3	3	3	3	3	3	3
2 ROUTES INTO TEACHERS CLASS	3	3	3	3	3	3	3	3	3	3	3	3
ABOUT WHERE ACCESS TAKES PLACE	3	3	3	3	3	3	3	3	3	3	3	3
LEARNT ABT HOW SUPPORT FLINT	3	3	3	3	3	3	3	3	3	3	3	3
THINGS I DECIDED TO DO	3	3	3	3	3	3	3	3	3	3	3	3
INFLUENCE OUTSIDE INSTITUTIONS	3	3	3	3	3	3	3	3	3	3	3	3
MOTIVATION ELSEWHERE I SYOK	3	2	2	2	2	2	2	2	2	2	2	2
INFLUENCE ON ME ANTHR TEACH	3	2	2	2	2	2	2	2	2	2	2	2

Policy Theory / Children / Children

C12 ESB AND FLOW OF CHILDREN  
 C9 EFFECTS PARTICULAR CHILDREN  
 RC1 DEALING PEOPLE CHILD TEACHERS INDIV. NEEDS  
 RC4 CHILDREN CAN DEVELOP THEIR OWN RESPONSIVE TO CHILD NEEDS  
 C7 HOW CHILDREN RESPOND TO SCHOOL  
 RC10 ABOUT RANGE OF CHILDREN NEEDS  
 RC3 LEARNT ABT SPECIFIC DIFFICULTIES  
 C11 SOMETHING I HAD NO CONTROL GIVEN (underlined)

Policy just higher acting in certain ways.  
 Do it in a way than justify for policy  
 Policy grounds for experience

home right knowledge - rightly for children / philosophy with say commitment

Class teachers less important early on  
 As Subsequent down teachers come later if talking few years on would be different

Historical Picture perhaps

N.A. P. ... call...

C8c

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C.S.H.L. GRID ---- LEN

TRIGRID LAYOUT OF FOCUSED GRID

54

58 16

45 12 25

58 0 20 25

62 12 8 20 20

45 25 12 8 33 50

54 25 25 12 20 62 66

50 50 25 25 25 50 70 75

54 79 50 25 29 54 75 62 79

54 71 87 50 37 50 79 75 83 83

54 71 100 87 54 75 66 79 87 87 79

E4 E1 E11 E12 E9 E2 E8 E3 E10 E5 E7 E5

\*\*\*\*\*

C12 \* 2 3 3 3 1 1 2 1 1 1 3 \* C12

\* \* \* \* \* 53

C7 \* 3 3 3 3 2 3 1 2 1 1 2 \* C7

\* \* \* \* \* 58 16

RC1 \* 3 3 3 3 3 1 1 1 1 3 1 \* RC1

\* \* \* \* \* 58 50

RC4 \* 3 3 3 3 3 1 1 1 1 1 1 \* RC4

\* \* \* \* \* 66 58 50 33

C3 \* 3 3 3 3 3 1 1 1 1 1 1 \* C3

\* \* \* \* \* 102 41 41 33

C7 \* 1 3 3 3 3 3 1 2 1 1 1 \* C7

\* \* \* \* \* 75 66 66 58 41 33

RC10 \* 1 3 3 3 3 2 2 1 1 1 1 \* RC10

\* \* \* \* \* 75 66 66 50 8 25

RC8 \* 1 3 3 3 3 2 2 1 1 1 1 \* RC8

\* \* \* \* \* 100 75 50 25 25

C11 \* 1 3 3 3 3 3 1 1 1 1 1 \* C11

\* \* \* \* \* 83 66 25 33

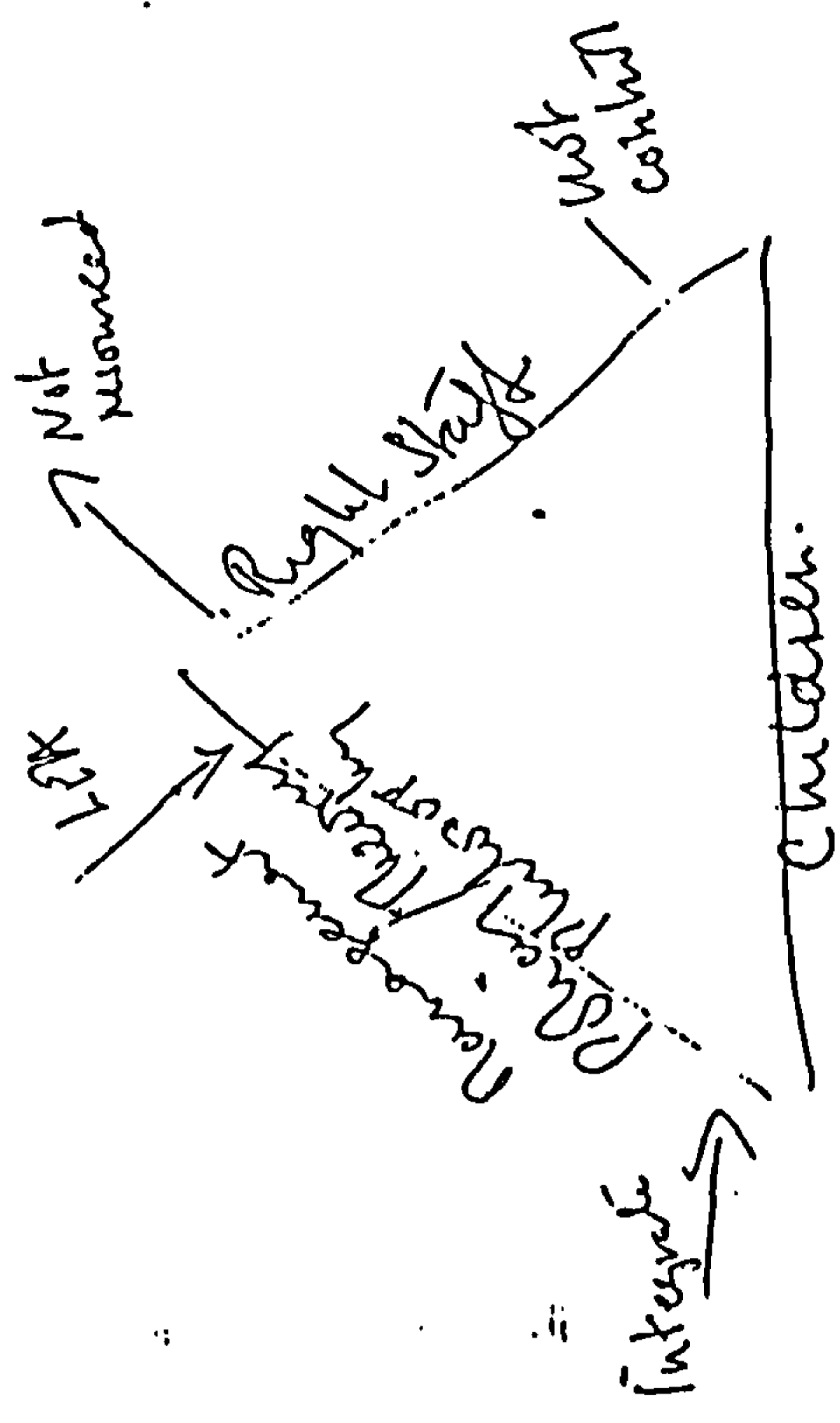
C5 \* 2 3 3 3 3 2 2 1 2 1 2 \* C5

\* \* \* \* \* 50 25 41 41

Appendix 5 (vii) School Y Len Case C 7c

remains

Not Messian Calling  
Responding to events



C8d  
 CONSTRUCT TRIPRINT

CONSTRUCT	TRIPRINT	RC	LEN
C12	DEALING PEOPLE CHILD TEACHERS V THEORETICAL BASIS FOR DEALING	C12	58
C9	MOTIVATION ELSEWHERE I SYOK V ME WHO MADE IT HAPPEN	C9	16
RC1	RESPONSIVE TO CHILD NEEDS V FRAMEWORK IN WHICH TEACHERS WORK	RC1	58
RC4	DEVELOPMENT SCHOOL POLICY V CHILDREN'S OWN DEVELOPMENT IN SC	RC4	66
C3	INFLUENCE OUTSIDE INSTITUTIONS V TRAINING BY CHILDREN	C3	75
C7	INFLUENCE BY LEA V INFLUENCE ON ME ANOTHER TEACHER	C7	66
RC10	HOW CHILDREN RESPOND TO SCHOOL V 2 ROUTES INTO TEACHERS CLASS	RC10	75
RC8	LEARNED ABOUT HOW SUPPORT FUNCTION V LEARNED ABOUT SPECIFIC DIFFICULTIES	RC8	83
C11	EFFECT LEA DECISION TEACHERS V EFFECTS PARTICULAR CHILD LEA	C11	66
C5	ABOUT RANGE OF CHILDREN'S NEEDS V ABOUT WHERE ACCESS TAKES PLACE	C5	8
C2	THINGS I DECIDED TO DO V SOMETHING I HAD NO CONTROL	C2	25
RC6	ESB AND FLOW OF CHILDREN V IN A POSITION TO MANAGE SEN	RC6	50

\*\*\*\*\*



Schooly

SPACED FOCUSED GRID

D3a SYLVIA

	C8	C7	C6	C5	C4	C3	C2	C1	C0	E	EE	E	E	E	E	EE	E	EE	E	EE			
MIDDLE SCHOOL BETTER RESOU	1	1	1	1	1	1	1	1	1	1	11	1	1	1	11	3	33	3	3	3	C8	WHOLE AGE RANGE ACCESS CUR	
GIVING ME INFORMATION	3	3	1	1	1	1	1	1	1	33	11	2				3	33	3	3	3	C11	CHILD SUCCESS FR INTEGRATI	
MANAGEMENT ISSUE SUPPLIES	3	3	3	3	3	3	3	3	3	33	11	3				3	33	3	3	3	RC9	PEOPLE WORK TOGETHR BENIFI	
MAINLY FINANCE	3	3	3	3	3	3	3	3	3	1	11	3				3	33	3	3	3	RC6	I CAN HELP THE SUPPORT IDE	
LACK OF RIGHT POFLE&STRATG	3	3	3	3	3	3	3	3	3	1	11	1				3	33	3	3	3	C4	CHD WHO BENIFITS FRMINTIGN	
INDIVIDUAL VER CLASS NEEDS	3	3	3	3	3	3	3	3	3	1	11	1				3	33	3	3	3	C7	ABOUT GETTING RIGHT PEOPLE	
CRISIS & HOW TO AVOID IT	3	3	3	3	3	3	3	3	3	1	11	1				1	33	3	1	1	C10	ECL	
LINK WARNOCK TO PRACTICE	3	3	3	3	3	3	3	3	3	1	11	2				1	11	1	1	1	C2	FRM MULTILINGUAL THRU TOSE	
EQUAL OPPS FOR CHILDREN	3	2	1	1	1	1	1	1	1	11	11	2				1	11	1	1	1	C12	EQUAL OPPS FOR STAFF	
NEW THINKING ALL PRT OF CLS	3	1	1	1	1	1	1	1	1	22	22	2				1	11	1	1	1	C1	MARGINALIZATION OFSEN	
DEVELOPMENT OF TEAM FOR SEN	1	1	1	1	1	1	1	1	1	33	11	1				1	11	3	3	3	C3	INDIVIDUAL SENSE OF WORTH	
ITS ALL RIGHT BUT	1	3	2	1	3	3	3	3	3	11	11	1				1	11	3	3	3	C5	BENIFITS TO CHD & AND STAF	
*SIMON NEGATIVE BUTSHOWS KING																							
*UNIT CHD OUT ON OUTING FRTY																							
**DEVELOP JOINT RESOURCE AREA																							
*CHANGE OF STAFFING SUE &MLR																							
*CHD ANOTHER LEA PRIMARYPRJT																							
*LUNCHTIMES WTH SPECIAL CHDN																							
**STAFF ABSENCE KNOCK ONEFT																							
*LMS BUDGET ISSUES 1ST DAYCV																							
**STATEMENT CHD VIOLENCE TOTR																							
*CHD WITH SPINA BIFIDA NOSPT																							
*CHILD FRM ALEXANDRA AWARENE																							
*BOROUGH LEARNING SUPT POLIC																							
*HEAD REPORTS TO GOVERNORS																							
*LANGUAGE DEVELOPMENT BIL CR																							
*SUPPORT IN CLASS FR BILIGAL																							
*MRS THACKER & OTR BILIGUALT																							
*2 DAY SEMINAR FOR ECL																							



## Appendix 5(vii)

### School Y: Sylvia (case D3)

#### Notes from Sylvia's first conversation

Sylvia's way into special needs was through bilingual issues. She was glad when policy changed and children with mother tongues other than English were to be supported in class. She was also pleased when the school could recruit Asian speakers as teachers. Over the years, three bilingual teachers were appointed, speaking a variety of Asian languages. Sylvia thought this was very important, particularly in the first school - to be able to see if a child understood a concept in its mother tongue, even if not in English.

#### Changes in the unit's management

Sylvia also welcomed changes in policy which allowed the integration of the unit with the mainstream. This went better when Sue, the new teacher before Debbie, was appointed, and then the new welfare. The older welfare retired, which Sylvia thought was a good thing for integration, because she was too jealous of her children. Nye and Debbie were able to use the room as a joint resource for all children with special needs, those in the school and those in the unit, and to work together.

As a class teacher, Sylvia welcomed class support - she felt that the children in the unit could take their place in the school, go on outings and not be seen as oddments by other children. It can be difficult to spread one teacher and one welfare across 8 classes and 12 children.

**Appendix 5 (viii)**  
**School Z**

Appendix 5(viii)

School Z: Sharon (case C6)

Sharon's notes in preparation for the grid Learning Conversation

June 1991.

Incidents which opened my eyes to and furthered my understanding of Special Needs:

1 At School:

Play groups - emotionally disturbed children - two weeks in summer holidays: me, a friend, plus one helper. I found I enjoyed the rewards and was patient enough to get through the sticky moments.

2 At Work (1981):

One week in summer holidays working with children having an assortment of sensory handicaps; blind, deaf, Rubella victims, language difficulties. One of the mothers related a tale of how she had taken her blind, deaf child on holiday and he had a screaming fit. The reaction of a nearby group of holiday makers appalled me. They asked her to stop hurting him. It upset her to tell me and it made me very aware of the alienation some parents with disabled children can feel. I absolutely loved working with these children and wanted to train to teach the deaf initially. However, I didn't have the appropriate grades - A levels.

3 At College:

I chose Special Needs as my Year 4 option along with creativity. The lectures were unfortunately dull - they rarely called for interaction. My fourth year study was, however, very enlightening. I was attached to a unit and went in for 2 months - one morning per week. The children had emotional and behavioural difficulties. Quite frankly I wasn't impressed. There was little evidence to suggest the children were being moved forwards, curriculum-wise. Teaching was on a daily basis and most of the children had "the pressure taken off", which meant in practice they chose all their work. Art work was tackled in a 'copy me' way and all black and purple paints had been removed. I was attached to a withdrawn, depressed child. While I was there she

was at her worst. I only had to talk to her to find out why - the dog had been put down but she was told it had been sent to a farm. The issue cropped up in an argument and she heard. She thought the Vet clubbed the pets to death, so she was understandably upset, and worried sick about her rabbit. There was little talk by anyone. It really made me think about the value of that particular unit and what else could be done with a 1:5 ratio.

4 School:

Inventing different tactics to deal with educating children whose development stage was behind others. Dean Dupree: learned to speak at 3 - at 7 wouldn't answer, just smiled. I found it very frustrating and I didn't know how to cope. No one was around at that time. Feeling was "it's your problem", by asking, it was almost as if you were saying you were a bad teacher. Concentrated on sounds.

Excellent at drawing - so S.N. were only in verbal communication, not totally across board.

5 Nicola and Jay:

Nicola felt culturally different as a black child and I had to spend a lot of time counselling her. A success! Jay, I discovered, had specific learning difficulties with language. By this time we had a S.N. Co-ordinator who has been on a long course at Kingston Poly. She introduced me to Teaching and Reading through Spelling. That opened my eyes to the pros and cons of such programmes. The relevance of learning (nt) as a sound was not obvious to Jay. His personality hampered this approach, although another child may have received it better. The best motivator for him was being accepted as normal.

6 Martin:

Martin arrived from the States without any sustained formal education at 6. At 7 he couldn't identify any letters, sounds or numbers, but was able to join in practically-based activities, e.g. making a circuit, and

succeed. The challenge there was knowing where to start.

7

I went on a Pre-SENIOSH course. That put the information gleaned at college into a framework I could use, as I was then able to relate to it in a practical way. I noticed that the able children were not being looked for at school. The course helped me gain confidence, and I was consulted by the S.E.N. Co-ordinator and treated as a kind of apprentice. This has been, and still is, very valuable in seeing how to deal with the different situations and where to get help. It has brought me in touch with reality. Some children have S.E.N., but in certain circumstances, e.g. the slow learner, outside help cannot be gleaned and the emphasis is totally on the classroom teacher.



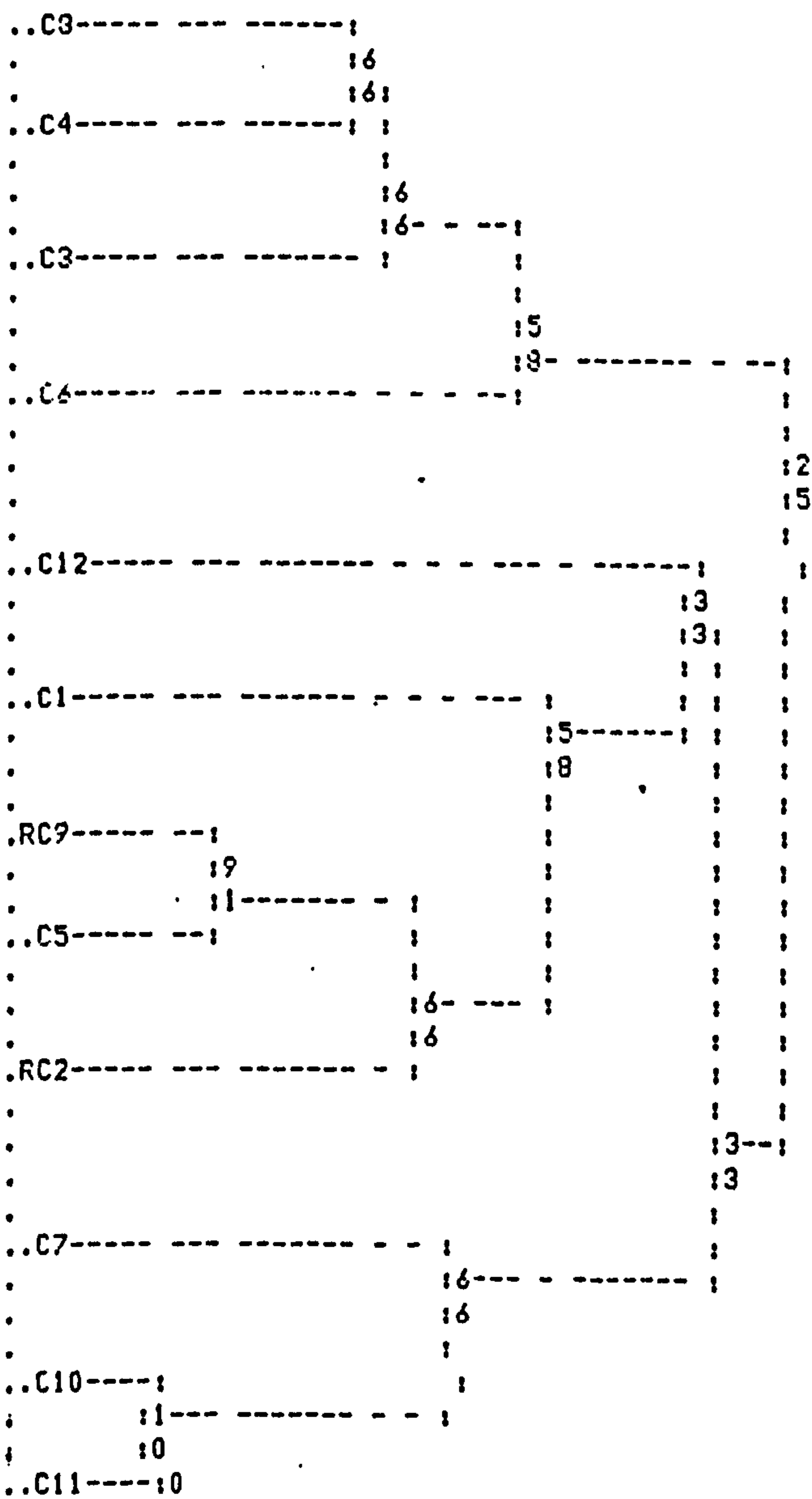


CLUST.	54												
*	-----												
*													
CLUST.	58												
*	-----												
*													
*													
CLUST.													70
*													
CLUST.	70	-----											
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CLUST.													75
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	E11	E5	E9	E12	E10	E8	E7	E6	E2	E3	E1	E4	
LP18	3	1	1	1	1	3	3	3	3	3	3	1	RP18
LP14	3	1	1	1	1	1	3	3	3	3	3	3	RP14
LP13	1	3	1	1	1	1	3	3	3	3	3	3	RP13
LP16	1	1	1	1	1	1	2	3	3	3	2	2	RP16
LP12	1	1	3	3	3	1	3	3	3	3	3	1	RP12
LP11	2	3	3	2	3	1	3	3	3	1	1	1	RP11
RP19	3	3	3	3	3	3	3	3	2	1	1	1	LP19
LP15	3	3	3	3	3	3	3	3	1	1	1	1	RP15
RP12	3	3	3	3	1	1	3	3	1	1	1	1	LP12
LP17	3	3	3	3	1	1	1	3	3	3	1	3	RP17
LP10	3	3	3	3	3	1	1	3	3	3	3	3	RP10
LP11	3	3	3	3	3	1	1	3	3	3	3	3	RP11

# Appendix 5 (viii)

## SIMPSON School Z Case A6c

### CONSTRUCT TREE





ADRIAN (HILL)

SPACED FOCUSED GRID

CONSTRUCT POLE RATED - 3 -

CONSTRUCT POLE RATED - 1 -

ELEMENTS

	E	EE	E	EE	E	EE	E	EE	E	EE	E	EE	E
C12 STAFF DEVELOPMENT FR INDIVL	0	00	0	00	1	0	1	0	1	0	1	0	1
C1 GET HELP FRM OUTSIDE SCHOOL	7	42	5	9	16	1	8	0	3	2			
C6 ALLOW PEOPLE PERSONAL TIME	33	33	33	33	33	33	33	33	33	33	33	33	33
RC3 PEOPLE WILLING TO BE CATLS	33	33	33	33	33	33	33	33	33	33	33	33	33
C7 RECOGNISE APPRECIATE TALENT	33	33	33	33	33	33	33	33	33	33	33	33	33
C9 CREATION NEW SCHOOL ETHOS	33	33	33	33	33	33	33	33	33	33	33	33	33
C2 INDIVIDUALS WHAT THEY OFFER WORKING WITH ADULTS CHANGE	33	33	33	33	33	33	33	33	33	33	33	33	33
C8 ACCEPTABLE FACE OF EDUCATN	33	33	33	33	33	33	33	33	33	33	33	33	33
C10 CONSTRUCTIVE WAYS OF TREATED	33	33	33	33	33	33	33	33	33	33	33	33	33
RC11 LEARNING FRM FORMAL COURSE	22	22	22	22	22	22	22	22	22	22	22	22	22

Individual needs

Whole school needs

Outstanding individuals/adults who are confident in their own approach  
 This is one way change is achieved  
 Character of like minded people who are actively involved

C12 CONTINUITY OF PHILOSOPHY  
 C1 PEOPLE COME TO SCHOOL THELP  
 C6 GIVING TIME TEACHERS ADULTS  
 RC3 CATALYSTS  
 C7 MANIFEST THIS IN PRAISE  
 C9 OTHERS BEING ATTRACTED SCHL  
 C2 PEOPLE LUMPO TOGTHR NVALUE BEING WITH CHILDREN  
 C4 STATUS QUO  
 C5 UNACCEPTABLE FACE EDUCATION  
 C10 DESRUCTIVE WAYS MT PEOPL  
 RC11 EXPERIENCE FROM THE CLASSRM

\*INDUSTRIAL ACTION TAUGHT CS  
 \*REMEDIAL CLASS 20 IN CLASS  
 \*REVEALING NOT PRAISE PERSON  
 \*NEW RECRUITS CHOSE THIS SCL  
 \*HALF DAY FR DH SET FRPARENT  
 \*NEW DEPUTY HEAD LINDA  
 \*NEW HEAD ADVISORS HELP CORD  
 \*LEARN FM TEACHERS REFLECT  
 \*STAFF OPENINGG NEW WAYS WRK  
 \*\*CORDINATORS WENT ON COURSE  
 \*SENCO ONE YR PT COURSE  
 \*\*MATHS COORD NEW ON DIME CRS

Appendix 5(viii)School Z

Analysis of Adrian's Grid

Cluster One

E7, E4, E2, E5

These elements construe largely to the left pole which is about:

- C12 staff development for individuals*
- C1 getting help from outside school*
- C6 allowing people personal time*
- RC3 people willing to be catalysts*
- C7 recognising and appreciating talent*
- C9 creation of new school ethos*
- C2 individuals and what they can offer*
- C4 working with adults*
- C5 change*
- C8 acceptable face of education*
- C10 constructive ways of treating people.*

Subsidiary elements to *Cluster One*:

E9, E1, E6 also construe to this role except for the top three constructs where they reach the right pole

- continuity of philosophy*
- people come to school to help*
- giving time to teachers and adults*
- catalysts.*

E11, E8 also construe to those and also to the right pole of C7, C9

- manifest this in praise*
- others being attracted to the school*

E3, E12 are construed differently as is C10 mainly to the right pole or as a (2) outside the range of his main constructs. These were lessons learnt from difficult situations. When there was industrial action, Adrian did much more teaching as he could not hold meetings. He saw the positive aspect of this as learning from the children and the classroom experience. E3 was a situation he met when he arrived and one he needed to change. E10 was a piece of negative feedback he had received about not giving staff praise. This was a lesson he hoped he had learnt. He construes these against ideas like:

- unacceptable face of Education*
- destructive ways with pupils*
- status*
- people who hinged everyone together and did not give time value*

RC11 is a separate idea as it is Adrian's own learning from two sources – one formal courses and the other experience in classroom. For five elements this is outside the range of convenience of his topic, which was largely about school development.

SPACED FOCUSSED GRID

CONSTRUCT POLE RATED - 1 -

ELEMENTS

CONSTRUCT POLE RATED - 3 -

E EE E E E E E E  
 0 01 0 0 0 0 0 0 01  
 1 60 9 3 7 2 5 4 81

ROLE OF DEPUTY HEAD

C7 \* 2 22

3 2 2 2 1 1 11 \* \*

C7 KNOWING WHEN WE CANT COPE

WORKING WITH PERSONEL IN SCH

C6 \* 1 22

2 2 3 1 1 1 11 \* \*

C6 OUT OF SCHOOL LEARNING

EXCITING DEVELOPMENTS HEADS

C2 \* 3 33

3 3 3 1 1 1 11 \* \*

C2 THINGS FROM PAST WHERE I VBN

COMMON MANAGEMENT OBJECTIVE

C8 \* 3 33

1 2 2 3 1 1 11 \* \*

C8 THIS DOES NOT FIT PHILOSOPHY

CRANFORD PARK PHILOSOPHY  
 PERSONAL VIEWS CONSOLIDATED

C1 \* 3 33  
 C4 \* 2 33

1 1 1 1 1 1 11 \* \*  
 1 1 1 1 1 1 11 \* \*

C1 UNCOMFORTABLE FOR WAYS DEV  
 C4 WHAT I WANT TO LEAVE BEHIND

WORKING WITH EBD CHILDREN

C5 \* 2 33

1 1 2 2 1 2 11 \* \*

C5 NEGATIVE VIEW OF EBD

USING MULTI AGENCIESTO SUP

C3 \* 2 22

1 2 3 3 3 2 11 \* \*

C3 SUPPORTING CHILDREN WITH THINGS

\*\*\*\*\*

\* \* \* \* \* SENIOR MANAGEMENT C POSTS

\* \* \* \* \* EMO FUTURE NETWORK EARLY ID

\* \* \* \* \* ADRIAN AS HEAD RESPONSIBLE

\* \* \* \* \* WORK WITH TEACHING ASSISTNS

\* \* \* \* \* NO LONGER CLASS TEACH SENCO

\* \* \* \* \* SAM

\* \* \* \* \* WORKING PARTY LEA ON GUIDE

\* \* \* \* \* MARTIN W

\* \* \* \* \* PAM

\* \* \* \* \* STEPH ROTHWELL SENCO

\* \* \* \* \* WORK AS CLASS TEACHER & DEPH

SPACED FOCUSED GRID

CONSTRUCT POLE RATED - 1 -

ELEMENTS

CONSTRUCT POLE RATED - 3 -

E E E E E E E E  
 1 0 0 0 0 0 1 00  
 1 5 2 1 9 8 7 6 0 34

CONSTRUCT	C8	C3	C2	C1	C9	RC1	RC7	C4	RC5	C6
MANAGEMENT SEN BOROUGH LEVEL	3	2	3	3	1	1	1	1	1	1
ALL CHILDREN HAVE POTENTIAL	3	1	3	2	1	1	1	1	1	1
POSITIVE VIEW ENVIRONMENT	2	1	2	2	1	1	1	1	1	1
BOTH SUPPORT HOW I WAS FEEL	1	1	1	1	1	1	1	1	1	1
PERSONAL DEVELOPMENT CONFIRM	3	2	1	1	3	2	2	1	1	1
CHECK MY VIEWPOINT ON RIGHT	3	2	3	3	3	3	3	1	1	1
MOVE AWAY FM LABELING	3	1	2	2	1	1	1	1	1	1
OVERVIEW OF SEN PHILOSOPHY	3	2	1	1	2	1	1	1	1	1
PERSONAL PERSPECTIVES	1	1	3	3	1	1	1	1	1	1

SPECIFIC CURRICULUM AREA  
 MUST BE CHILDS FAULT? FINOT  
 NEGATIVE ENVIRONMENT CLO BDIF  
 DEAL WTH CHILD DAILY NO SPT  
 REAL PEOPLE INDIVIDUAL NEED  
 WHAT IS A SUCCESSFUL PERSON  
 PERSONAL EXPERIENCE AST SEH  
 SPECIFIC BTS OF CURRICULUM  
 PRACTICAL CHANGE INTO PRACT

Use the potential here  
 Change the practices  
 Balance of the Curriculum  
 Personal development of NC.  
 Personal Knowledge }  
 Deserve to find out more }  
 Continuing my Philosophy  
 I know from the special school  
 Expectations again - Parents  
 Not much behavior expected.  
 Individual children }  
 Real situation }  
 People in "boxes" Labeling | people expectations of "7c"  
 Danger of  
 \*CAN CHILD AT SCHOOL

# Cards from Group Learning Conversation in School Z

white==differences green=similarities

L & CPG - Whole school  
m a n a g e m e n t -  
personal/class  
&  
management/development

CPG - Staff development  
view from Adrian.

CPG & Liz - Chalk face  
problems and learning  
from children.

Liz - Councllling EBD  
perspective, Linda.

Liz - SEN as part of  
Educational philosophy of  
leadership from staff.

\*\* White cards \*\*\*\*

S - Sharon's perspective  
is from a classroom  
teacher.

A - Classroom v whole  
school.

A & S - Individual  
children.

\*\*\*\* green cards \*\*\*\*

S - We have all learned  
from working with  
children.

S - Linda & Adrian share  
whole school approach. I  
subscribe to fostering it.

S - L & A recognise value  
of tapping support and  
resources of outside  
agencies. (I do too but  
its not on my sheet)



**Reflective Grids 1, 2, 3,**







L122 CSHL

SPREAD-FOCUSSED GRID

	E	S	E	E	E	E	E	E	E	E	E	E	E	E
WHOLE SCHOOL APRWORK BUTCOM C12	3	1	1	1	1	1	1	1	1	1	1	1	1	1
GRASP OF WHOLE SCHOOL APRCH C9	3	1	1	1	1	1	1	1	1	1	1	1	1	1
CONFIDENT POSITIVE SITUATIO RC7	2	1	1	1	1	1	1	1	1	1	1	1	1	1
POSITIVE UNOSTG SEN INTERDE C4	2	3	1	1	1	1	1	1	1	1	1	1	1	1
AM REALLY USEFUL KNOWLEDGE RC13	1	3	1	1	1	1	1	1	1	1	1	1	1	1
FEELING PERSONAL WORTH RC6	1	1	1	1	1	1	1	1	1	1	1	1	1	1
I USE SPECIALIST KNOWLEDGE C11	1	1	1	1	1	1	1	1	1	1	1	1	1	1
INDIVIDUAL SITUATIONRESOLVE C14	1	1	1	1	1	1	1	1	1	1	1	1	1	1
TREAT OF PENDING CHANGE C1	2	1	2	2	2	2	2	2	2	2	2	2	2	2
IN BOROUGH SCHOOLSSUPPORT C9	1	1	1	3	3	3	2	1	1	1	1	1	2	2
DIFFERENT WAYSWORK PARENTS C10	1	1	1	1	3	3	3	3	2	1	1	1	2	1
SUCCESSFUL PARTNERSHIPINBOR RC3	1	1	1	1	3	3	3	3	1	1	1	2	2	2
UNDERSTANDING WITH COLLEAGUE C13	3	1	1	1	1	3	3	3	1	1	1	1	2	2
BE LONGING TO A PEER GROUP RC2	1	1	1	3	3	3	3	3	1	1	3	2	3	3
WHOLE SCHOOL APPROACH UNDERSTO														
STRONG INDIV NOT ENGH TEAM C12														
NOT ENOUGH TO CONTRIBUTE C3														
TESTING SITUATIONS DOUBTS RC7														
CONFLICT IN POLICY MAKING C4														
WORRY ABT CORRECT DECISIONS RC3														
CAUSE ANXIETY RC15														
DECISION MAKING LOOSIG FLEX RC6														
UNABLE TO SHOW ABILITY C11														
I LEARN BUT AM OUTSIDER C14														
WIDER NON SEN CONTEXT C1														
OUTBOROUGH CONTRIBUTIONS C9														
POLICIES OUTBOROUGH WORKOUT C10														
SUCCESS WRK DEVELOP POLICY RC3														
SEN ISSUES WITH STRANGERS C13														
CHELTENHAM CONFERENCE														
INTERVIEW ETC														
PREPARING PANEL WORK														
ELMGROVE WELFARES														
CLERY PARK														
RESIGNS AS SEN ADVISOR														
INSET IN SUSSEX BRENT														
DECP PAPER WHOLE SCHOOL APR														
WORK IN HILLINGDON														
CAMBRIDGE EPS AT DECP														
PINNER PARK FEEDBACK														
ST JOHN FISHER FEEDBACK														
MORBURY														
MISS YEP														

RN113 PAULD

Appendices for Chapter Six

- (ix) School O - Barbara's grids (case B4): a, b
- (x) School P - Dave's grids (case B5): a, b
- (xi) School Q
  - Sources of information for School Q
  - Key ideas for School Q from Liz
  - Chris's grids (case B6): a, b
  - Jill's grids (case C10): a, b
  - Paul's grids (case D8): a, b
  - Christine's (LSS) raw grid
  - Ideas from own grid in preparation for Group Learning Conversation
  - Instructions for group conversation
  - Cards from Group Learning Conversation
  
- (xii) School R
  - Joy's grids (case B7): a, b
  - Tom's grids (case C11): a, b, c, d
  - Martin's grids (case D9): a, b
  - Group Instruction (as for School Q)
  - Cards from Group Learning Conversation, mapped by group to show similarities & differences

Appendix 6 (ix)

School O

SPACED FOCUSSED GRID

ELEMENTS

CONSTRUCT POLE RATED - 3 -

CONSTRUCT POLE RATED - 1 -

RC7	RC11	C5	C12	RC2	C10	C8	C3	C6	C9	C1	C4	Notes
3	3	3	3	3	3	3	3	3	3	3	3	NOT HAVING TO MAKE DECISION
2	2	3	3	2	2	1	1	1	2	1	1	THINGS I DID NOT KNOW
3	3	3	3	2	2	1	1	1	2	1	1	THINGS THAT DONT WORK NEGAV LOW TEACHER EXPECTATION
2	2	3	3	2	2	1	1	1	2	1	1	LEARN THRU A NEGATIVE
3	3	3	3	2	2	1	1	1	2	1	1	GIVES ME THE RESPONSIBILITY
3	3	3	3	2	2	1	1	1	2	1	1	SCHOOL NEEDS TO MOVE FORWAR
3	3	3	3	2	2	1	1	1	2	1	1	DEALING WITH SUPPORT ISSUE
2	2	3	3	2	2	1	1	1	2	1	1	TRY DIFFERENT WAYS OF WORKG
2	2	3	3	2	2	1	1	1	2	1	1	STAFF POSITIVE ATTITUDESEN
2	2	3	3	2	2	1	1	1	2	1	1	SEN CHILDREN TAUGHT ME
3	3	3	3	2	2	1	1	1	2	1	1	AREAS OF WORK
1	1	3	3	2	2	1	1	1	2	1	1	*LESLIE WHAT ARE YOU GOINGTO
3	3	3	3	2	2	1	1	1	2	1	1	*TOMYS TRANSFER TO SPECIALSC
3	3	3	3	2	2	1	1	1	2	1	1	*SUNDHAR
3	3	3	3	2	2	1	1	1	2	1	1	*01BS
3	3	3	3	2	2	1	1	1	2	1	1	*#E241 OU MODULE
3	3	3	3	2	2	1	1	1	2	1	1	**GOING ON OTIS
3	3	3	3	2	2	1	1	1	2	1	1	*#A SPECIAL NEEDS STUDY
3	3	3	3	2	2	1	1	1	2	1	1	*JOIN NARE SUPPORT FR LEARNIG
3	3	3	3	2	2	1	1	1	2	1	1	*K FAMILY MULTIPLE PROBLEMS
3	3	3	3	2	2	1	1	1	2	1	1	*MATHS TEACHER TEAMWK TO OTS
3	3	3	3	2	2	1	1	1	2	1	1	*#EILEEN SCIENCE SUPPORT
3	3	3	3	2	2	1	1	1	2	1	1	*LYNN ASKS HELP BT KEEP RESP
3	3	3	3	2	2	1	1	1	2	1	1	*LINDA SENCO CURRICULUM SUPT
3	3	3	3	2	2	1	1	1	2	1	1	*APPOINT AS C POST STATUS CH

Appendix 6 (ix) School O Barbara Case B4a





**Appendix 6 (ix)**  
**School P**

SPACED FOCUSED GRID DAVE

CONSTRUCT POLE RATED - 1 -		ELEMENTS		CONSTRUCT POLE RATED - 3 -	
WHOLE SCHOOL PROBLEMTACHSN	C3 * 2 1 1 3 3	1	1	1	1 3 3 3 * C3 MY JOB EFFECT SCHOOL POLICY
MY COURSE FEEDBACK SUPERPOS	RC10 * 3 3 3 3 3	1	1	2 2 1 1 1 2 * RC10 STAFF IDENTIFIED OWN NEEDS	
THINGS MISSED IN CHILDS NED	RC9 * 3 3 3 3 3	1	2	2 2 1 1 1 1 * RC9 EVALUATING THINGS MISSED	
MY OWN CLASSROOM STRATEGIES	RC5 * 3 3 3 3 3	3	3	1 3 1 1 1 1 * RC5 CLASSROOM WORK SUPPORTING	
CHILDRENS LOOKED AT AS INDS	C4 * 3 3 3 3 3	3	3	1 1 1 1 1 1 * C4 RESOURCES OF TIME NEEDJHSTF	
WORKING WITH CHILD & PARENT	C7 * 3 3 3 3 3	3	3	1 1 1 1 1 1 * C7 ME IN DEPT ROLE	
PERSONAL TEACHING&CLASS MAN	C1 * 3 3 2 2 3	3	1	1 1 1 1 1 1 * C1 WHOLE SCHOOL STAFF DEVELMNT	
CONFIDENCE BUILD FR STAFF	C2 * 1 1 3 3 3	3	1	1 1 1 1 1 1 * C2 RELATED TO HUMANITIES	
BUILDING PICTURESOF INDIVLS	C6 * 1 1 1 3 3	3	1	1 1 1 1 1 1 * C6 STAFF NEEDSNOT PERCEIVED	
ME HELPING OTHER PEOPLE	C8 * 1 1 2 2 3	3	2	3 1 2 3 1 1 * C8 ME BEING HELPED	
*****					
		*	*	*	*STUDENT ON T P NEED PRAISE
		*	*	*	*TEACH YR 4 WHO WERE WEAK
		*	*	*	*LEARN STRATEGIES TASK ANALS
		*	*	*	*FREDERICK WRK WTH PARENTS
		*	*	*	*CHANGE ROLE FRM 9-13 T08-12
		*	*	*	*CONVERSATIONS WITH MARGARET
		*	*	*	*SCHOOL RECORDS-FR SPECIALND
		*	*	*	*OTIS STUDY & REPORT BACK
		*	*	*	*WE THOUGHT GET HELP PLAN
		*	*	*	*EVALUATION OF HUMANITIES
		*	*	*	*IMPLIMENTATION OF NAT CURR
		*	*	*	*TEACHING STATEMENTED CHILDN
		*	*	*	*CLASS GROUPING INSET COOPWK

Appendix 6 (x) School P Dave Case B5a



Appendix 6 (xi)  
School Q

## Appendix 6(xi)

### Key Ideas for School Q from Liz

I have learnt what I know from:

- a) Chris' attendance on OTIS course and visits.
- b) Visits to the school during work in Merton including INSET done.
- c) Grid conversations.
- d) Conversations with Leslie and Chris Duckworth.

I have not visited classrooms, talked much to other teachers, pupils or parents. I therefore lack first-hand knowledge. I have not read much in the way of school documents.

I have a feeling for key history of School Q as seen by Head and Deputy Head.

I have a feeling for priorities of above three.

Issues range round two perspectives: school ethos and curriculum development.

Practical issues arising.

Curriculum access and resourcing and INSET. Support issues - management and development.

#### Events

- (1) Chris on OTIS - lively, social, humourous member of group; forceful - not very intellectual; project - Record of Achievement.
- (2) Visit to School Q while on OTIS; school threatened with closure. Met Jill - clear that emotional climate was high on list.
- (3) Got job in Merton. Christine from team works with School Q. Some sense of frustration and difficulty.
- (4) Met Chris, Jill and Leslie again on visit.
- (5) Leslie to SENCO meetings.
- (6) Request for INSET on reading with Christine.
- (7) Request for INSET on whole school policy.
- (8) Planning meetings for whole school policy.
- (9) Give INSET on whole school policy - priorities, differentiation and resources.
- (10) Christine re-establishes herself in relation to school. Somewhat better profile - working with Leslie.
- (11) Research conversations include Paul.
- (12) Feedback meetings on personal issues include Leslie. Questions need discussion with Christine now.

Appendix 6(xi)

Sources of information on School Q

- (1) Own knowledge of school - OTIS and Merton work.
- (2) Grid conversations with Chris, Jill and Paul.
- (3) Grid conversation with Christine D.
- (4) Group conversation.
- (5) Conversation with Leslie - SENCO.

Background

London Borough of Merton background (reference: Maria's tape).

OTIS background chapter.

Changes from DES: TES cuttings/in particular.

Facts about School

Size: roll Number. Staff number since amalgamation.

Any other documentation, policies etc.

Middle schools

9-13 > 8-12. Government papers.

LMS information.

SEN information.

School development information.





SPACED FOCUSED GRID

ELEMENTS

CONSTRUCT POLE RATED - 3 -

CONSTRUCT POLE RATED - 1 -

CONSTRUCT	POLE	RATED	CONSTRUCT	POLE	RATED
E	0	0	SELF IMAGE CONFIDENCE	C1	3
E	1	36	WAYS ADULTS EMPOWER CHILDREN	C6	1
E	1	1	ATMOSPHERE OF CONSIDERATION	C2	1
E	1	1	INDIVIDUAL DISAFFECTED NEEDS	C5	1
E	1	1	INDIVIDUAL TREATMENT	C8	1
E	1	1	MANAGING STAFFING CONFLICTS	C4	1
E	1	36	RAISING STAFF AWARENESS	RC3	3
E	1	3	HELP PEOPLE CONSIDER NEWWAY	C7	3
E	1	1	NEGATIVE FEELINGS DIDNT CARE	C1	1
E	1	1	RELATIONSHIP WITH COLLEAGUES	C6	1
E	1	1	GENERAL ACADEMIC LEARNING	C2	1
E	1	1	LEARNING ABT TEACH ENVIRMET	C5	1
E	1	1	EXPERIENCE FOR ME EXTREMES	C8	1
E	1	1	CULTIVATE ACCEPTABLE ENVIRMT	C4	1
E	1	1	SETTING APPROPRIATE TASKS	RC3	1
E	1	1	OWN VALUE OF PUPILS ROLE	C7	1
E	1	1	VISITS TO SPECIAL SCHOOLS		1
E	1	1	OTIS MEETING ADULTS REFLECT		1
E	1	1	PARENTS VIEWS BEING DISCUSD		1
E	1	1	MANAGING SENC0 ROLE		1
E	1	1	STAFF INSET VARIOS		1
E	1	1	PROBATIONER REPLACEMENT		1
E	1	1	HENRY H CONFLICT MANAGEMENT		1
E	1	1	LEE & BASKETBALL		1
E	1	1	ARTICLE TES FIRST DAY COMP		1
E	1	1	READING TO SERVE THEM ALLO		1
E	1	1	ROBERT LUDLOW		1
E	1	1	BILLY CURRICULUM MATCH		1

personal learning things that formed attitudes.

change staff attitudes habits & attitudes

developmentale

people feeling not good at anything unattainable goals finding things they are good at transference to them as things that went wrong - push them





PAUL

School Q  
Case D8a

Appendix (xi) School Q Paul Case D8a

CONSTRUCT POLE RATED - 1 -

CONSTRUCT POLE RATED - 3 -

ELEMENTS

	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	
STFF BASD PERCEPTION CURRI	2	1	1	2	1	1	1	1	3	3	1	1	1	1	1	1	1	1	3	RCS	INFO TECH BASED DIFFERENTIATION
CHANGE ROLE TO SUPPORTING	2	1	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2	2	3	C9	NON SUPPORT OF COLLEAGUES
STAFF NEEDS	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	C6	OUTSIDE OPTIONS
ROLE OF SUPPORT ? & DIFF	3	3	1	1	1	1	1	1	1	1	1	3	3	3	3	3	3	3	3	C3	ABT LACK OF RECORDS
ABT CHLSEN HOW PROVIDE CURRM	3	1	1	1	1	1	1	1	1	1	1	3	3	3	3	3	3	3	3	C1	ABT STAFF OUTSIDE INFLUENCE
ABT NEED TO DIFFERENTIATE	1	1	1	1	1	1	1	1	1	1	1	3	3	3	3	3	3	3	3	C4	STAFF BASED BUT NOT ONGOING
CURRICULUM DELIVERY	1	1	1	1	1	1	1	1	1	1	1	3	2	2	2	2	2	2	3	C7	RECORD & ANALYSE IND NEEDS
USE OF SPECIALIST KNOWLOGE	1	1	1	1	2	3	1	1	1	1	1	3	3	3	3	3	3	3	3	C12	ABOUT OVERALL POLICY
ABOUT INDIVIDUAL CHDS NEEDS	1	1	1	1	1	1	1	1	3	3	3	3	3	3	3	3	3	3	1	RC11	ABT LIST PERSONAL & SCHOOL
ABOUT PROCESS & POLICY OR MEMO	1	1	1	1	1	3	3	3	3	3	3	3	3	3	3	3	3	3	1	RC2	ABT INDIVID GET MORE HELP
SPECIALIST LEARN OUTSIDE IN	1	1	1	1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	1	RC3	CLAS ASD INPUT FROM EXPERTS
SLOW LEARNERS IN MY OPINION	1	3	1	1	1	3	3	2	1	2	2	2	2	2	2	2	2	2	1	C10	THE BRIGHTER CHILDS NEEDS
*****																					
	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*BECAME A SUPPORT IN YR ?
	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*HELP NC HISTORY & GEOGRAPHY
	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*SET UP SYSTEM FEEDBACK COUR
	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*QUESTIGN AT INTERVIEW ABT AB
	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*DELIVERY OF CONCEPT KEYSOAR
	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*COURSES ABT ARCHEMEDES COLS
	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*COURSE ON MONITERING & EVALU
	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*RECORDS OF ACHIEVEMENT XOT
	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*PUSH FOR BRIGHTER CHD MATHS
	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*YR7 NO DOCUMENTATION NEEDS
	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*INCREASE STATEMENTED AMENDS
	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*SOPHIE STATEMENTED INCLASS

PAUL

SPACED FOCUSED GRID

CONSTRUCT POLE RATED - 1 -

CONSTRUCT POLE RATED - 3 -

ELEMENTS

	E	E	E	E	E	E	E	E	E	E	E	E	E	E
STFF BASD PERCEPTION CURRI	1	1	2	1	1	1	1	1	1	1	1	1	1	3
CHANGE ROLE TO SOPPORTING	1	1	1	1	1	1	1	1	1	1	2	2	3	3
STAFF NEEDS	1	1	1	1	1	1	1	1	1	1	1	1	1	1
ROLE OF SUPPORT ? & DIFF	3	1	1	1	1	1	1	1	1	1	3	3	3	3
ABT CHLRN HOW PROVIDE CURRY	3	1	1	1	1	1	1	1	1	1	1	3	3	3
ABT NEED TO DIFFERENTIATE	1	1	1	1	1	1	1	1	1	1	1	3	3	3
CURRICULUM DELIVERY	1	1	1	1	1	1	1	1	1	1	1	3	3	2
USE OF SPECIALIST KNOWLEDGE	1	1	1	1	1	1	1	1	1	1	1	3	3	3
ABOUT INDIVIDUAL CHDS NEEDS	1	1	1	1	1	1	1	1	1	1	3	3	3	3
ABOUT PROCESS & POLICY OFMENO	1	1	1	1	1	1	1	1	1	1	3	3	3	3
SPECIALIST LEARN OUTSIDE IN	1	1	1	1	1	1	1	1	1	1	3	3	3	2
SLOW LEARNERS IN MYOPINION	1	3	1	1	1	3	3	2	2	2	2	2	2	2

OUTSIDE OPTIONS of children at School Q

ABT LACK OF RECORDS  
 ABT STAFF OUTSIDE INFLUENCE  
 STAFF BASED BUT NOT ONGOING RECORD & ANALYSE IND NEEDS  
 ABOUT OVERALL POLICY  
 ABT LIST PERSONAL & SCHOOL  
 ABT INDIVID GET MORE HELP  
 CLAS 8SD INPUT FROM EXPERTS  
 THE BRIGHTER CHILDS NEEDS

a lot of them started but stuck - frustration at lack of follow through due to outside pressures

ways in which my own perception was to adapt to meet needs of children changes of them -> watching the curriculum ways or means

Personal inset }  
 Development }  
 learning from outside course

different demands & how to meet them

history - events

Raw Grid

Name: Chr Duckworth

Date: April 2, 1992

Appendix 6 School Q Support Team Number

Pair (V)	E1	E2	E3	E4	E5	E6	E7	E8	E9	E10	E11	E12	E13	E14	E15	Singleton (X)
G1 Working with Teachers	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Working with Children.
G2 Sharing information with staff	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Staff sharing friendship
G3 SEN children seen at staff table of class	0	X	✓	X	X	0	X	✓	✓	✓	✓	✓	✓	✓	✓	Sharing requests for SEN children back in class
G4 Working with teachers sharing info	✓	✓	✓	✓	✓	0	✓	✓	✓	✓	✓	✓	✓	✓	✓	Working with Chris.
G5 Specific children leading to whole center long term	✓	✓	✓	✓	✓	0	✓	✓	✓	✓	✓	✓	✓	✓	✓	Working with Chris. long term change in teacher's behavior
G6 Finding out about day of effort	X	X	✓	X	X	X	X	X	X	✓	✓	✓	✓	✓	✓	Positive aspect of sharing.
G7 Teachers about being needed	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Children needing me
G8 Useful ways of using support	✓	✓	✓	✓	✓	0	✓	✓	✓	✓	✓	✓	✓	✓	✓	Use of support for purposes.
G9																
G10																
G11																
G12																

Work with Kerns (EP)  
 Work with G in class  
 Give children help related to Science  
 Report writing, sharing strategies & resources  
 Sharing birthday cake  
 Inset with whole staff  
 Inset with groups of teachers  
 Gain & Christopher  
 Talk to Crest staff with them to learn sharing information about SEN issues & children with behavior

Raw grid for Christine, LSS team member working in School Q

Appendix 6(xi)

Key ideas on School Q from doing own grid

Quite a lot about how Chris thinks, and his beliefs.

Quite a bit about key events in school's history

How important some of these events were to Jill and Chris.

Something about relationships in school of some individuals.

Something about ethos, philosophy, children and beliefs.

About how the school is received in the community, from Jill and  
Chris's viewpoint.

Something about staff needs - INSET and resourcing.

Something about development needs.

It seems to be around curriculum and differentiation setting high standards for both ends of spectrum. I realise emotional attachments of Jill and Chris and how this may change. Chris's feelings about failure; I actually feel I know aspects of Chris well, but he may be unable or find it difficult to accept failures and accept areas of development outside his own perspectives. Example: being put off LSS through Chris favourable comments on school C - denial of work at Special school - no mention of curriculum on his grid - no substantial follow-up of Records of Achievement - survival may have taken over.

Ways I have learnt

Through visits

Through doing INSET

Through conversations with staff

Through conversations with Christine

Things I don't know

How classrooms feel

What ordinary teachers feel

What kids, parents feel

What community thinks

I lack first-hand knowledge

Questions:

Should I track into classes, visit classes on invitation?

Target-setting meeting - needs identification?

What has been achieved/learnt - what is needed next?

This depends on who is appointed - 1 term only.

What effect has OTIS course and follow-up?

What effect has present INSET?

What effect has learning conversations (research)?

How important is follow-up long term - who to do it?

Talk to Maria about School Q and other schools.

Make her "story" relate to the OTIS course, training and follow-up.

These 4 school and other - key events for them.

Take her story on cards - construe from her point of view of learning about these schools and how to help them (i.e. my pattern).

What part could LSS play?

SENCO meetings play - follow-up?

OTIS tutorials - took form of finding out about school, finding out about person's role - needs and resources. Setting targets helps achieve this, so it's an action research model. LC is a follow-up role taking this on again. Involving HT and DH if possible. Evaluating personal learning and school development needs. In case of old history course content is lost to some extent - what is left?

Problems:

- memorising detail list over time
- general attitudes left in place
- knowledge impeded
- could be skills - tools.

Perhaps ask direct questions now of 4. What skills, tools and knowledge concepts did you take in from the OTIS course and have used - attitudes and beliefs? How far have you implemented your project at the time? How far on is your whole school policy in relation to Special Educational Needs? What needs to be done? What is Special Educational Needs about for you? What are the issues?



# Guidelines used for Schools Q & R Group Learning Conversation

Each person to have all three grids to 'read'  
plus list of Liz's main points.

## Step one

Look at each grid - pick out main points so you can 'read' what  
is in the grid.

## Step two

to 'read' grid main points.

a). to confirm validity of the reading - not to enter  
into discussion yet.

b). to 'read' grid main points:  
to confirm validity of that reading

c). to add any additional points missed by  
or

d). Liz to add observations

## Step three

Repeat as above for to 'read'  
to 'read' etc.

## Step four

Repeat as above for grid  
to be read by and

## Step five

Pull out main points in common - put on cards

## Step six

Pull out major differences - put on cards

## Step seven

Conversation

Appendix 6(xi)

School Q: Cards from Group Learning Conversation

The common ideas were:

- P. *Needs of all children as individuals - everyone*  
*Raising staff awareness - attitudes - needs*  
*Development of positive relationships*
- C. *Curriculum rights for all children*  
*Staff development is an issue (and a frustration)*  
*Whole ethos issue.*
- J. *Staff used* *About Paul & Self*  
*Closure threat*  
*Frustration with certain things* *Staff Development*  
*INSET - GEST*  
*Overall Policy*
- LC. *Staff Development seen as important*  
*Teachers' needs seen*  
*Childrens' rights important*

From this map of similarities it can be seen that meeting needs of children as individuals and giving them curriculum rights, as well as a common philosophy, was a common theme for all. Staff development through INSET and sharing, through changing attitudes, and resourcing teachers is also a common theme, along with some frustration at the lack of a more general positive partnership. The 'good ethos' aspect is seen as meeting everyone's needs, including teachers' needs.

Differences

- P. *Curricular focus opposed to personnel focus.*  
*Not so much interest in Community involvement as Jill and Chris.*  
*My frustration about negative external outside influences.*
- C. *Paul is alone in expressing awareness of high flyers.*  
*CK is alone in referring to individual incidents with children.*  
*CK mentions specialist experiences outside school.*
- J. *Talks about appraisal, Governors and parents.*
- LC. *I could see Paul as concerned more with the curricular focus,*  
*Jill with LMS and Chris and Jill with the community.*

These perspectives came from their roles, to some extent, but were ways in which different aspects of the school development could be covered.

**Appendix 6 (xii)**  
**School R**



Joy School R Case B7b  
Herton

SPACED FOCUSED GRID

CONSTRUCT POLE RATED - 1 -		CONSTRUCT POLE RATED - 3 -	
ELEMENTS			
E	E	E	E
1 1	1 1	0 0 0 0	0 0 0 0
3 0	1 2	5 8 9 7	6 3 4
*****			
3	3 3	3 3 3 3	C8 INFORMATION FLOW GOOD
3	3 3	3 3 3 3	RC7 SMALL STEPS TRUST NECESSARY 4 times(2)
4	3 3	3 3 3 3	RC3 VALUE OF MAINSTREAMING 4 times(2)
2	3 3	3 3 3 3	C5 EXTENDING FRM GOOD RELATION 2 times(2)
0	3 3	3 3 3 3	RC9 BEING CONSCIOUS OF ADULTS
3	3 3	3 3 3 3	C4 DOING THINGS IN SMALL STEPS
1	3 3	2 2 2 3	C6 HIGH EMOTIONAL CONTENT 6x(2s)
3	3 3	3 3 3 3	RC2 LEARN FRM CHILDREN 5x(2s)
3	3 3	3 3 3 3	C1 MY SKILLS GOING OUT USING About competence
*****			
3	3 3	3 3 3 3	*CHILD ABUSE TRAINING
3	3 3	3 3 3 3	**ELEMENT 4 Learning for the children
3	3 3	3 3 3 3	*WAYNE Learning backed up by practice Embedded in practice
3	3 3	3 3 3 3	*MICHAEL OVER 4 YRS
3	3 3	3 3 3 3	*JENNY AND LOUISE
3	3 3	3 3 3 3	*LET CHILDREN CHOOSE PRIORTS
3	3 3	3 3 3 3	*LISTEN TO PARENTS BROKE RLE
3	3 3	3 3 3 3	*LANGUAGE IN MATHS C/P project Action Research - Puhon chukina had communication
3	3 3	3 3 3 3	*CHRIS SALTER EP AFTER OTIS
3	3 3	3 3 3 3	*INFORMATION FLOW GOOD TO HED
3	3 3	3 3 3 3	*COVER TIMETABLE CHALLENGE I like things suited with management
3	3 3	3 3 3 3	*SMALL STEPS WITH TEACHERS

9 good management  
6 staff  
5 1 on loan with  
4 Gosh work  
3 Fall system  
4 high level  
for people what I do  
9 in 10  
reverts to my  
faith.

Based on  
OTIS  
builds dialogue  
Schooling research

Learning for the children

Learning backed up by practice  
Embedded in practice

Action Research - Puhon chukina had communication

Chris Salter EP after OTIS

Information flow good to head

Cover timetable challenge

Small steps with teachers

Appendix 6 (xii) School R-Tom Case C11a

SPACED FOCUSED GRID  
ELEMENTS

CONSTRUCT POLE RATED - 3 -

CONSTRUCT POLE RATED - 1 -

CONSTRUCT POLE RATED - 1 -	CONSTRUCT POLE RATED - 3 -	ELEMENTS														
ACTIVELY SUPPORTING CHILD	C3	1	3	3	3	1	1	1	1	1	3	3	3	3	C3	ADMIN SIDE OF THE SYSTEM
WHOLE SCHOOL ISSUES	RC7	3	3	3	3	3	2	2	3	3	3	2	3	3	RC7	ABT STATEMENTED CHILDRENSNS
RECORD KEEPING	C8	2	3	1	1	2	3	2	2	3	3	2	3	3	C8	ANOTHER GROUPS NEEDS
IN SYSTEM IDENTIFY NEEDS	RC10	3	3	1	1	2	3	3	3	3	3	3	3	3	RC10	ABT HISTORY OF SEN IDEASSCHL
VELOPMENT STAFF POSITIVE	C1	3	3	1	1	1	1	1	1	3	3	3	3	2	C1	PROBLEMS POOR DEVELOPMENT
ACTIVE IDENTIFY OF SEN	C6	1	3	1	1	1	1	1	3	3	3	3	3	1	C6	STUCK REACTIVE USE OF RESCE
SHORTENED NEEDS AWARE SEN	C2	1	3	1	1	1	1	1	1	3	3	3	3	3	C2	SHORTAGES OF RESOURCES VOP
VELOPMENT IDEAS FOR SEN	C4	1	3	1	1	1	1	1	1	2	3	3	3	3	C4	POLITICS & RESOURCES FOR SEN
ABT CHILDRENS LEARNING	C5	1	3	1	1	1	1	1	1	1	3	3	3	3	C5	HISTORY & RESOURCES
TERNAL AGENCIES INFLUENCE	C9	2	3	2	1	1	2	1	1	1	1	1	2	3	C9	NEEDS FOR RESOURCES
*****																
		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*SEN EXPENSE LMS BUDGET ISSU
		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*POST REMEDIAL NOT VRYGO CHG
		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*SECTION 11 PUT IN BID
		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*SHORT OF HELP STATEMENT SRT
		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*READING RESULTS LOWERED PRL
		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*WORK CHRIS SALTER INSET OBS
		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*JOY ON OTIS SCHOOL PROJECT
		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*SUPPORT SYSTEM VIEWS OF USE
		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*LOOK WIDER ABLE & GIFTED
		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*VALUE ADDED CONCEPT NFER TK
		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*RECORDS OF ACHIEVE TARGETS
		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*MEND FORMS POLICY BEGAN
		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*WICEN VEEB ANNA DEBBONE CMM





SEARCHED CONSISTENT TERMINI TOM School R HERTON

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C3 *	DEVELOPMENT STAFF POSITIVE V PROBLEMS POOR DEVELOPMENT	* C3	13					
PC7 *	SHORTAGES OF RESOURCES AND V WEIGHED NEEDS AWARE SEN	* PC7	-21					
C2 *	PERFORMANCE SUPPORTING CHILD V ADMIN SIDE OF THE SYSTEM	* C2	26					
PC10 *	POLITICS & RESOURCE SEN V DEVELOPMENT IDEAS FOR SEN	* PC10	24					
C1 *	AST CHILDREN'S LEARNING V HISTORY & RESOURCES	* C1	20					
C5 *	SEGNATIVE IDENTITY OF SEN V STUCK REACTIVE USE OF RESOURCES	* C5	53					
C2 *	AST STATEMENTED CHILDREN'S USE WHOLE SCHOOL ISSUE	* C2	26					
C4 *	RECORD KEEPING V ANOTHER GROUPS NEEDS	* C4	60					
C5 *	EXTERNAL AGENCIES PROVIDE V NEEDS FOR RESOURCES	* C5	33					
C2 *	AST HISTORY OF SEN IDEAS FOR V ADMIN SYSTEM IDENTITY NEEDS	* C2	40					

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---MARTIN--- School R Hexton  
 Deputy Head. D9

## Appendix 6 (xii) School R Martin Case D9a

### SPACED FOCUSED GRID

POLE RATED - 1 -	ELEMENTS										CONSTRUCT POLE RATED - 3 -
E	E	EE	E	E	E	E	E	E	E	E	C9
0	0	01	0	0	0	0	0	0	0	0	FACILATOR FOR SUPPORT&INSET
6	3	70	4	2	5	1	8	9			VISION ACTION
*****											
3	3	33	1	1	1	2	2	1	2	1	INTERNAL MONITOR TO IDENTIF
2	1	33	1	1	1	1	2	2	2	2	SOURCE FR DIFFERENTIATION
2	1	33	3	3	1	1	3	2	2	2	SOURCE FR STAFF SEN INSET
2	2	33	3	2	1	1	2	2	2	2	DETAIL MANAGEMENT FOR SEN
2	2	22	3	3	1	1	1	1	1	1	HOW OTHERS DEAL WITH NEEDS
2	3	22	3	3	3	1	1	1	1	1	SUPPORT PROG AVAILABLE
3	1	11	2	3	3	1	1	1	1	1	IDENTIFYING NEEDS OF COLLEGU
2	1	11	1	1	1	1	1	1	3	3	
*****											
*	*	**	*	*	*	*	*	*	*	*	*FORMALISED APPROACH YR GROU
*	*	**	*	*	*	*	*	*	*	*	*NEW PERCEPTION AS TEACHER
*	*	**	*	*	*	*	*	*	*	*	*INTERVIEW PARENTS INFLUENCE
*	*	**	*	*	*	*	*	*	*	*	*HOME READING PROGME 3 YRS
*	*	**	*	*	*	*	*	*	*	*	*SUPPORT TEACHING SYSTEM 23Y
*	*	**	*	*	*	*	*	*	*	*	*MEND SYSTEM 2'3 YRS
*	*	**	*	*	*	*	*	*	*	*	**SCL BASED INSET DIFFERENCIA
*	*	**	*	*	*	*	*	*	*	*	*SEN ON INSET AGENDA HY PRFL
*	*	**	*	*	*	*	*	*	*	*	*LME STAFF ALLOWS STAFF SUPT
*	*	**	*	*	*	*	*	*	*	*	*LSS SUPPORT & JOYS REFERRALS



## Cards from Group Learning Conversation in School R

white==differences green=similarities

white cards = differences

TOR - very global view;  
JP & MJB - very personal  
view.

Tom is more aware of  
wider (national)  
implications, influences,  
constraints.

Martin is less involved  
than Joy and Tom.

Tom sees SEN in terms of  
resources and constraints

Martin & Tom most  
concerned with supply  
and demand.

Tom sees SEN involving  
wider context of whole  
school needs, full range  
of needs.

JP strong emphasis on  
relationships at a  
personal level whereas  
TOR more issues than  
people.

JP looking at individual  
learning and development

Liz - Common philosophy  
and idea of SEN being  
wholist.

Joy has a very wholist  
'people' awareness view of  
SEN to do with  
counselling.

Liz - SEN is a  
management issue and  
given priority

Joy has a more  
sophisticated grasp of  
issues at both  
philosophical and  
pragmatic levels.

Liz - SEN is part of  
community needs for the  
school.

# Cards from Group Learning Conversation in School R

white = differences green = similarities

green cards = similarities

TOR & MJB  
SEN as a management  
issues

SEN is a large  
management issue -  
needs facilitating -  
support issues run as a  
theme

MJB & TOR  
Admin/management  
issues - broad school  
perspective

Admin view of SEN  
includes records -  
recording needs is a  
theme for T. J. & M. in  
developing the system

JP & TOR  
Support and growth  
from system - admin  
and management issues

Tom & Joy  
Philosophy & practice

MJB & JP  
Look at own  
development as part of  
the story

MJB & JP  
Staff INSET

JP & MJB  
Concern for colleagues

Martin & Joy  
Link SEN to staff  
development - INSET  
differentiation of  
curriculum

JP & TOR  
Chris Salter  
OTIS

Tom & Joy  
Using external agencies  
/ expertise

People outside school  
life can help

Joy & Tom & Martin  
Aware of resource  
limitations

Tom & Joy & Martin  
Concern for pupils'  
progress

Martin & Joy learn from  
children and parents on  
the job

JPM & JB  
Heavily dependent on  
personal interactions

## Appendix 7

### Action research timeline notes

#### Courses run

OTIS: Cohort 12, the last group of the Institute of Education courses, was completed July 1987, after I had taken up the Kingston job.

Poly Certificate: A version of OTIS, run as an evening course, as a module within the Polytechnic's Diploma in Learning Difficulties & Special Educational Needs.

SENIOSH/H Course: run on the same lines as OTIS, rewritten to be taught across a year for half a day a week. For primary teachers in Harrow & Hillingdon with responsibilities for SEN. Accredited by the Institute of Education, University of London, as part of a professional diploma.

SENIOS MKS Course: Revised version of SENIOSH/H, to be taught across twilight sessions once a week for one year. Open to primary teachers in Merton, Kingston and Sutton.

Access for All: Course based on similar lines to a module within the Open University course E806, for secondary teachers.

SENIOS (Sec): Similar course to Access for All, for teachers in Merton, Kingston and Sutton. Accredited by the Institute of Education.

During the period 1987-1989, I was planning and thinking about ways of studying the OTIS course's effectiveness, process and evaluation. In effect, the first cycle of thinking and planning was completed before enrolling at Brunel University. The first phase of the research took place during the school years of 1989-91, and ran to the end of July 1991. This was followed by a period of reflection and evaluation, and planning for the second phase. This Merton phase ended in 1993, with the final update conversations. However, once in place, action does not stop, and new openings occur daily.

## Appendix 8

### Analysis of Reflective Grids 4, 5 & 6

#### Grid Four

- Domain* About transition from Harrow to Merton
- Purpose:* To help me reflect on letting go and starting again.
- Elements:* 8 events about the end of Harrow job  
5 events about the new job  
2 about work in the Open University  
1 about tutorials at CSHL

In sorting for the review grid, I attempted to use four ranking points instead of three. This was to see if I could differentiate the number two choice to one or other pole. This means that four is the rank related to the right pole in this grid, one to the left as usual, two is nearer to the left and three nearer to the right pole. In the end, I do not think it added a great deal to the meaning.

The elements fell into three cluster groups:

#### Central cluster

E10, E9, E8, E16 together with E3 and E12

These are new activities or continued activities which have been particularly successful or supportive to my confidence.

#### Left cluster

E6, E5, E13 with E4 and E15

These are about farewells - people leaving in Harrow, Hillingdon and Merton.

#### Right cluster

E14, E7, E1

These are things I am happy to leave behind, two in Harrow and one activity I had to round off on arrival in Merton. E2, the new job, is amongst this group, marking the decision to take the job, which was not altogether comfortable.

This leaves E11 as a rather isolated event. This was a course I began as a student with the Open University but did not continue. However, E11 and E14 are connected, because they are types of courses based on content and learning knowledge, with little action research involved.

E12 was a particularly useful event, which had some echoes of work at CSHC and the more positive new tasks I was taking on when coming to Merton; so it also belongs in Cluster One, but is a useful comparison



with E11 and E14.

The positioning of the clusters is significant. The central cluster is about new positive parts of my professional life. The left and the right poles are about things from the immediate past: on the left, things and people I said goodbye to with regret; on the right, changes I was glad to make because of negative feelings.

The SPACEd element TRIGRID shows that the left and central clusters are fairly closely construed, with high matching scores between pairs and groups, line after line, in the printout. The right pole cluster of E14, E7, E1 and E2 is more discrete. Negative experiences are therefore much lower in number, and my feeling about myself is still integrated.

In the construct printout in the TRIGRID set, the full lists of bi-polar constructs can be seen. The right pole is used much less than the left - mainly for Cluster 3. C9 and C7 are different, however: C9 is about good and bad professional judgement. I use the 4 rating six times and the 3 rating twice, so I am using this construct to review this idea rather independently of some of the others. C7 is about teaching creatively or uncreatively; the ratings for this are incorrect, and do not reflect what I meant, as they should be exactly the reverse of what they are. This must be a fault in my ranking, or the way I fed the data in. If the numbers in the mid cluster are reversed then it fits my meaning correctly.

This shows that it is worth checking detail on printouts and not believing it implicitly. I needed to go back to my raw grid elicitation data and notes to see what had happened. The use of the 4 rating points adds very little, and loses the clarity of the rating 2 (when it represents "outside the range of convenience"), which can be discussed point by point for meaning if it appears. When using a four-point scale, does 3 represent a mid point and 2 another, or are there any ratings which should be construed as outside the domain of the grid reflection? Even though it is my own grid, I cannot tell. For this reason I did not use this scale again.

This grid was useful, as it helped me reflect on the mixed feelings I

had on leaving Harrow, and helped me to see which new things were taking me forward. The outside activity of the Open University and the research at Brunel were ways in which I was reassured I had something to give in the new job.

#### Grid Five - About Merton

*Domain:* learning on the new job and in research.

*Purpose:* personal development and new professional life.

*Element:* Events during the previous twelve months, relevant to managing change in my life - some of these are personal, most are professional.

#### Three clusters

E3, E5, E13, E15, E7, E6

(1) About teaching - mainly INSET, also teaching children

(2) About groups I run or work with

(3) About personal support or personal events.

These construe to four major clusters of constructs.

Left pole, top half:

Group 3 construe to left pole top or rated as 2.

Group 3 construe to left pole bottom, except for 2s, and construct 11 which does not fit some of the elements and is construed about learning to think on my own.

Group 2 also construes largely to left pole, except on RC3, C7, RC4 which construe to right pole and are about school policy development.

Group 1 construe largely to right pole top, which is about putting ideas into practice in teaching either INSET or pupils.

Group 1 construes partly to left and right on bottom half; it is about being supported or supporting others and working and learning with groups, teaching successfully.

The whole of this grid helped me to reflect my first six months in Merton, and to show how I was able to consolidate my learning, bringing much of it into practice and new situations. The learning came from teaching and tutoring SENIOSH/H, and from positive experiences learning about research. I had a great deal more confidence in everything I did, was more supported by others and able to give a great deal of support to other groups and individuals. It certainly showed that I had been wise to move from Harrow and use my skills elsewhere. In the Merton job, I was in a far more supported situation,

with a team of my own to run, and a line-manager who was professional, had integrity and behaved predictably.

Grid Six - End of 1992

*Domain:* Review of Action Research

*Purpose:* To reflect on my personal learning during the research.

*Elements:* Learning situations, events and activities within research or related to it.

This construed to three clusters of events in the SPACED FOCUSED printout.

- (1) E1, E14, E2, E13, E5, E15 - read, reflect, review research.
- (2) E12, E6, E10, E11 - follow-up Harrow and Hillingdon and OTIS - confirm ideas.
- (3) E9, E4, E8, E3, E7 - work with others in groups or pairs, in research or work situation.

These construe as follows:

*Cluster one*

Construes partly to the left pole on review:

*talking and thinking to myself*  
*history of research and background*  
*use history to plan ahead*  
*integration of ideas for last four years*  
*personal influences on research*

and to the right pole on aspects of theory:

*learn from grid conversation*  
*about action research and PCT*  
*theory of research method*  
*work inside with CSHL ideas*  
*contacts with related theory*  
*time for reading*

C7, C13, RC3 are largely outside the range of convenience, because they are solo activities and these constructs are about facilitating others.

*Cluster 2* construes mainly to the left pole on constructs to do with integrating research from my history and into my present work. The exceptions are about my own thinking and learning, and possible future ideas.

Cluster 3 construes on RC3, C1, C9, C10, C6 to the right-hand upper pole about:

*myself as a learner and tutor*  
*talking and thinking with others*  
*future glimpses*  
*use ideas from a job for next step*  
*new ways forward*

E3, E7 - work at CSHL with Sheila - construe almost entirely to the right pole, about my own learning from others and action research.

C11 is about time to reflect and read, as follows:

Group One is about reflection and reading, Group Two reflection mostly outside the range of convenience and Group Three reflection or outside the range of convenience.

C7 is another isolated construct and is about facilitation of others and by others. Cluster one lies outside the range or on the left pole, cluster two or left pole and cluster three is about facilitating others for growth.

Reading this grid was useful, to show how I had consolidated my personal learning from reading, reflection and research. It also showed how I was able to use this to facilitate other people's learning. I had brought my ideas together, and was beginning to get some idea of the future.

**Reflective Grids 4, 5, 6.**

U24

CONSTRUCT POLE RATED - 4 -

CONSTRUCT POLE RATED - 4 -

ELEMENTS

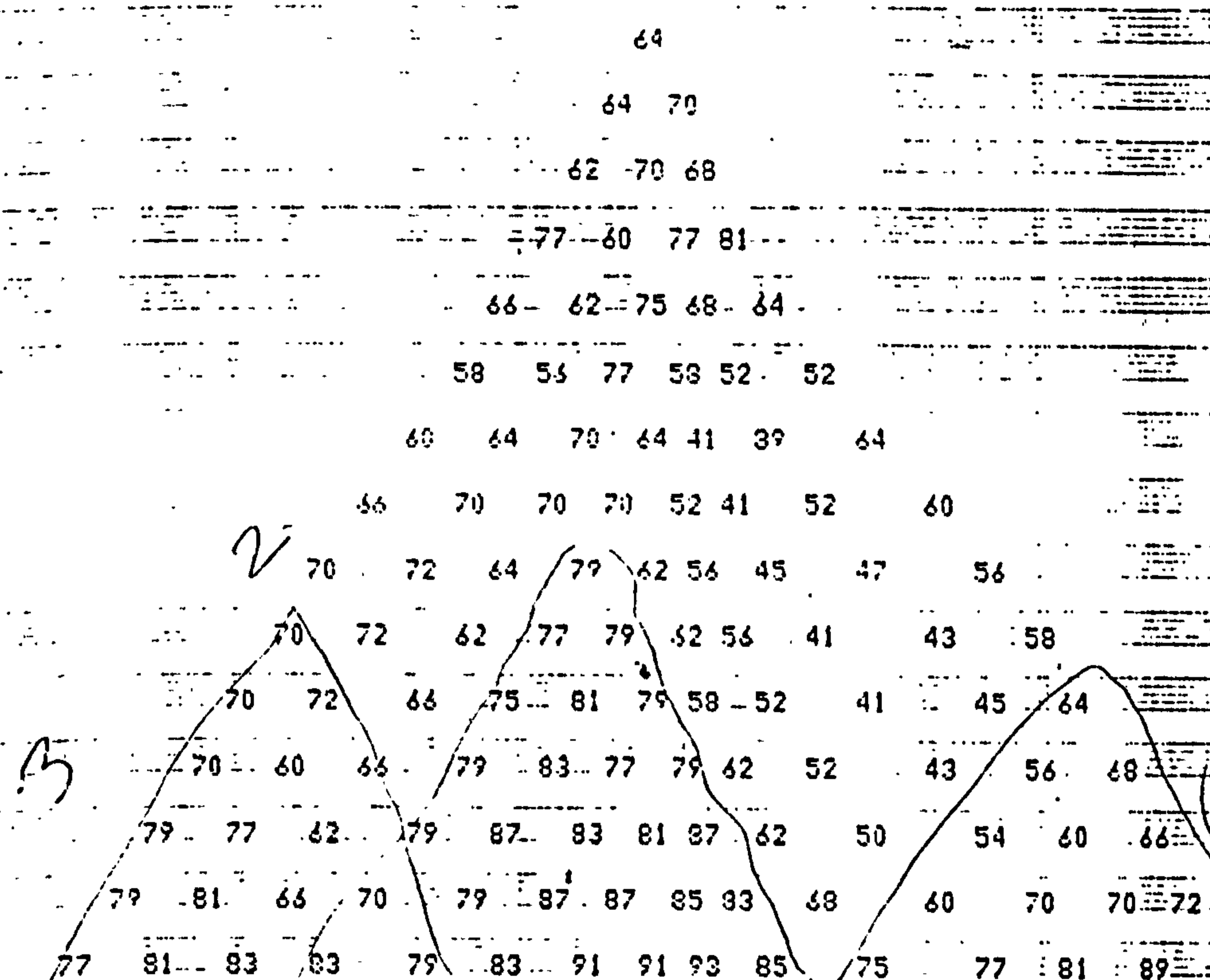
	C9	C6	PC6	PC3	PC1	C10	C11	C5	RC3	C2	C12	C7
SOLO DECISION MAKING	2	1	3	2	1	2	2	1	1	2	1	4
CREATIVE PROBLEMSOLVING	1	2	3	2	1	1	1	3	3	2	3	4
FACTS FROM BOOKS/SOLO RESOUR	2	2	2	2	1	1	1	1	1	1	1	1
EVALUATION FROM OUTSIDER	3	1	2	2	1	1	1	1	1	1	1	1
POOR PROFESSIONAL JUDGEMENT/SAUSEF	2	3	3	2	1	1	1	1	1	1	1	1
DEAL WITH STRESS POORLY	1	2	1	1	1	1	1	1	1	1	1	1
MAINTAINING/DEVELOPING	1	1	2	1	1	1	1	1	1	1	1	1
LACK OF SUPPORT FROM COLLEAGUES	4	3	4	1	1	1	1	1	1	1	1	1
WORK IN COMPETITION/STRESS	3	3	3	2	1	1	1	1	1	1	1	1
TEAMWORK CELEBRATION OF SUCCESS	4	4	4	4	1	2	2	3	2	3	4	4
TEACHING CREATIVELY WITH GRP	4	4	3	4	3	3	3	2	1	2	2	4
SUPPORT FROM COLLEAGUES	1	4	2	1	1	4	4	4	4	2	1	2

Appendix 8 D Reflective grid 4

# Appendix 8 D Reflective grid 4(b)

GRID LIZ4

## SPACED TRIGRID LAYOUT OF FOCUSED GRID



- (1) Ref Rd
- (2) Left Rd
- (3) Mhd

E1124 070102  
 0310 981612  
 15 6 5 134

E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
1	0	0	1	0	0	1	0	0	1	1	1	1	0	0
5	6	5	3	4	2	0	9	8	6	2	1	4	7	1

1	3	3	1	3	4	2	1	1	4	4	4	4	4	4	* C9	37
1	3	3	4	1	1	1	1	3	3	3	2	3	3	4	* C6	37
2	4	4	4	1	1	1	1	1	1	4	4	3	4	3	* RC4	45 37
3	1	4	4	1	1	1	1	1	1	4	3	4	4	4	* RC8	50 45 33
4	3	3	4	1	1	4	1	1	4	4	4	4	4	4	* RC1	58 45 16 45
1	3	4	1	1	1	1	1	1	1	1	4	4	4	4	* C10	62 45 41 29
1	1	4	1	1	1	1	1	1	1	4	3	4	3	1	* C11	54 50 25 -9
4	3	4	1	1	1	1	1	1	1	4	4	4	4	1	* C5	37 16 25 -30
3	3	3	3	1	1	4	1	1	1	4	4	4	4	4	* RC3	37 -13 -13
4	4	4	4	1	1	4	4	3	3	4	4	4	4	4	* C2	25 -42
4	3	4	4	3	3	3	4	1	4	4	4	4	4	4	* C12	12
4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	* C7	33

\*NEW JOB IN MERTON  
 \*ROW WITH JENNY  
 \*WRITING LAST STATEMENTS PAUL  
 \*CPP COURSE WITH ROEHAMPTON





CONSTRUCT POLE RATED - 1 -

CONSTRUCT POLE RATED - 3 -

CONSTRUCT POLE RATED - 1 -	ELEMENTS										CONSTRUCT POLE RATED - 3 -			
	E	E	E	E	E	E	E	E	E	E				
WK WTH ADULTS MANAGEMENT C2 * 2	1	1	1	1	1	1	1	1	1	1	3	C2	WORK WTH CHILDREN IN SCHOOL	
LEARN HOW TO HELPPOLICIES RC6 * 2	1	2	2	1	1	1	1	1	1	1	3	RC6	LEARNING FRM OTHERS ABT OIF	
WIDENING LEAS UNDERSTANDING RC5 * 1	1	1	2	2	1	1	2	1	2	2	3	RC5	DEVELOPING IDEAS ON DIFFERC	
LEARN THRU RESEARCH ACTS C10 * 1	1	2	2	1	3	1	2	1	3	3	3	C10	LEARN THRU COURSE DELIVERY	
NETWORK& NEW IDEAS FRMOUTSD RC3 * 1	1	2	2	1	3	3	3	1	3	3	3	RC3	PUT INTO PRACTICE SYNTHESIS	
LEARNING ABT BOROUGH POLICY MANAGING & DEVELOPING TEAM RC4 * 2	1	1	2	2	1	3	3	3	3	3	3	C7	LEARN ABT SCHOOL POLICIES	
	1	1	2	2	1	3	3	3	3	3	3	RC4	HELPING SCHOOLS DEVELOP SEN	
LEARN TO WORK THRU GROUPS C11 * 2	3	3	3	1	1	1	1	2	3	3	1	C11	LEARN TO THINK ON OWN	
DIVERSE CONVERSATIONS C13 * 3	2	3	3	1	1	1	1	3	3	2	1	C13	EASY CONVERSATIONS	
POSITIVE HEALTH MY FUTUR E C1 * 3	1	1	1	1	1	1	3	3	3	1	1	C1	FINISHING OFF EVALUATION	
LEARN TO BE CALM THRU SUPRT C9 * 1	2	1	1	1	2	2	3	3	3	3	1	C9	HELP OTHERS BY SUPPORT	
POSITIVE PARTNERS C14 * 1	1	1	1	1	1	1	1	3	3	3	3	C14	POSITIVE GROUPS TO LEAD	
COMPLEX OWN LEARN CHALLENGE C12 * 2	1	1	1	1	1	1	1	1	3	3	3	C12	MANAGE OTHERS LEARNING	
LEARN ON JOB DAILY WORK RC8 * 2	2	1	1	1	1	2	1	2	3	3	1	RC8	LEARN THRU MARKING STUDENTS	
*****														
	*	*	*	*	*	*	*	*	*	*	*	*	*	*WORK AT POPLAR TEACHING
	*	*	*	*	*	*	*	*	*	*	*	*	*	*RUN COURSES WTH PAUL GSEN
	*	*	*	*	*	*	*	*	*	*	*	*	*	*HISTORY PROJECT DIFFERENCIN
	*	*	*	*	*	*	*	*	*	*	*	*	*	*SCHOOL INSETS DIFFERENCIAN
	*	*	*	*	*	*	*	*	*	*	*	*	*	*PLAN SENIOS WORK RUN 1991**
	*	*	*	*	*	*	*	*	*	*	*	*	*	*FINISH HARROW SENIOS DU WK
	*	*	*	*	*	*	*	*	*	*	*	*	*	*RESEARCH WRK WTH LIBERTY
	*	*	*	*	*	*	*	*	*	*	*	*	*	*MIDDLE SCL SENCO GROUP WORK
	*	*	*	*	*	*	*	*	*	*	*	*	*	*BOROUGH WIKING PARTIES=ONSEN
	*	*	*	*	*	*	*	*	*	*	*	*	*	*TEAM DEVELOPMENT MEETINGS
	*	*	*	*	*	*	*	*	*	*	*	*	*	*BRUNEL SEMINARS & TUTORIALS
	*	*	*	*	*	*	*	*	*	*	*	*	*	*MOVE HOUSE 7JOB
	*	*	*	*	*	*	*	*	*	*	*	*	*	*STEVE H AS BOSS SEN POLICY
	*	*	*	*	*	*	*	*	*	*	*	*	*	*SEISSA CONFERENCE LMS'SEN
	*	*	*	*	*	*	*	*	*	*	*	*	*	*OINER WTH AUDRY & JUDITH

Appendix 8 D Reflective grid 5

