



**PURPOSE** to demonstrate your: Analytical Understanding of the  
Every Child Matters initiative

Diary notes:

- Plan for a consultation with your mentor
- No more than 2,000 words,
- Complete by October 15<sup>th</sup> 2009
- Email to: [ben@southendttp.co.uk](mailto:ben@southendttp.co.uk)

Objective is a **personal reflection** written to a high academic standard (following academic conventions); give examples and evaluate – try not to just describe.

Outcome should **link to your Needs Analysis/Training Plan** and contribute to  
**Q7(a) - Reflect & improve on practice** and **(b) Identify priorities for early professional development**

## ***APPROACH***

- Research background to ECM, its main aims and objectives.
- Identify the key principles and how it relates to the Children's Plan - *Building Brighter Futures?*
- Investigate how your local authority has responded.
- Investigate the policies and procedures in your school that especially address or link to the principles of ECM (some schools have an ECM named Policy)

## ***KEY OUTCOMES OF THIS TASK are to:***

- Reflect on how ECM links to or has relevance for your subject.
- Investigate how ECM informs the planning and teaching of your subject.
- Consider how ECM will inform your planning for teaching and learning?
- Reflect on what ECM will mean to you as a professional in the classroom and in developing your practice.

## ***A GOOD REPORT WILL DEMONSTRATE:***

- Your understanding of the principles and aims of Every Child Matters

### **Q3(b) – Awareness of policies & practices of the work place**

- Your understanding of how ECM relates to The Children's Plan and your local authority's regional response

### **Q3(a) – Awareness of statutory frameworks/professional duties**

- Your knowledge of policies and procedures for schools in relation to the key aims of ECM

### **Q21(a) – Understanding of current legal requirements, national policies for the safeguarding and development of young people**

- Your understanding of how the principles of ECM relate in the classroom and to your pedagogical practice

### **Q21(b) – How to support and progress young people developmentally**

- How ECM will inform your own *planning* for teaching and learning

### **Q22 – Plan for and design effective learning sequences and demonstrate subject/curriculum knowledge**



- **Being healthy:** enjoying good physical and mental health, living a healthy lifestyle
- **Staying safe:** being protected from harm and neglect
- **Enjoying and achieving:** getting the most out of life and developing the skills for adulthood
- **Making a positive contribution:** being involved with the community and society; not engaging in anti-social or offending behaviour
- **Economic well-being:** not being prevented by economic disadvantage from achieving their full potential in life.

- **SCHOOL ETHOS**
- **POLICIES AND PROCEDURES**
- **EVIDENCE OF BEING INCLUSIVE**

**BEING HEALTHY, STAYING SAFE**

- **LEARNERS ENJOY LESSONS**
- **LESSONS TAKE ACCOUNT OF LEARNING STYLES/ABILITIES**
- **A RANGE OF ASSESSMENT TOOLS ARE USED**

**ENJOY AND ACHIEVE**

- **TEACHING STRATEGIES ARE VARIED**
- **LEARNERS ARE GIVEN A VOICE**
- **THE CREATED ENVIRONMENT ENCOURAGES ALL TO PARTICIPATE**

**MAKING A POSITIVE CONTRIBUTION**

**ECONOMIC WELL BEING**

- **LEARNING IS CONTEXTUALISED**
- **LEARNING IS RELATE TO THE REAL WORLD**
- **LEARNERS SEE THE VALUE OF THEIR LEARNING**

## USEFUL LINKS

### GREEN PAPER

<http://publications.everychildmatters.gov.uk/eOrderingDownload/CM5860.pdf>

### WHAT IS EVERY CHILD MATTERS

[http://www.tda.gov.uk/upload/resources/pdf/e/ecm\\_lea\\_flet\\_01.pdf](http://www.tda.gov.uk/upload/resources/pdf/e/ecm_lea_flet_01.pdf)

### CHILDREN'S PLAN

<http://www.dcsf.gov.uk/everychildmatters/about/childrensplan/childrensplan/>

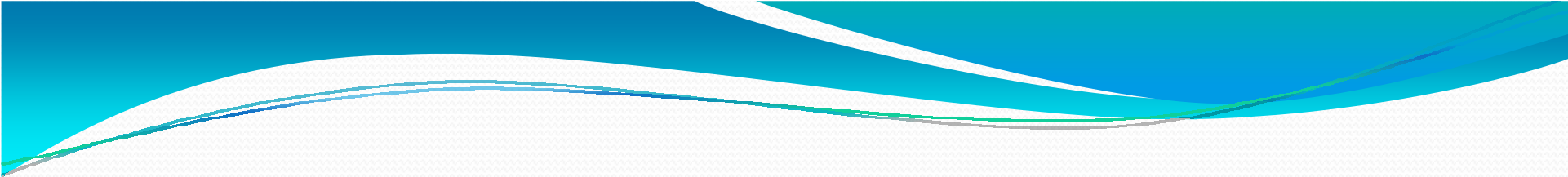
But more important is your reflection on how it impacts on your day to day teaching and practice!



Donald A. Schon (2003),  
The Reflective Practitioner,  
MPG Books Ltd, Cornwall

**“When a practitioner becomes a researcher into his own practice, he engages in a continuing process of self-education”.**  
**(P:299)**

BUT WHAT DOES 'REFLECTING ON PRACTICE' MEAN FOR THE  
TRAINEE TEACHER?

- 
- What is the kind of knowing in which competent practitioners engage?
  - How is professional knowing like or unlike the other kinds of knowledge presented in academic text books, scientific papers and learned journals?
  - In what sense, if any, is there intellectual rigor in professional practice?

Adapted from Schon (2003) P:viii

# PROBLEMS WITH VALUING REFLECTION AS A WAY OF KNOWING

- Can we be honest with ourselves?
- Do we have the courage to step outside our comfort zone?
- Do we put up preconceived barriers?
- Do we lack imagination?

ARE WE IN FACT TOO CLOSE TO THE 'Action' ?

## HIS CONCLUSIONS

- Rejects the idea that thinking interferes with doing.
- Suggests the ‘self-limiting character of knowing-in-practice’ actually can be an advantage and ‘extend’ knowing.
- Speaks of intuitive theorising and or the judgement of ‘the skilled craftsman or expert’ as being “reflection-in-action on intuitive knowing”; and suggests that whilst some ‘reflections’ reproduced into actions may not prove very effective, the process may trigger a ‘re-framing of the problem’ (P:277) to produce new actions that will improve the situation.

Examine the incident/activity/event. Be clear on the context

Self-evaluation

# REFLECTION

“Picturing yourself in the event”  
Orienteering yourself and examining your emotions

Critical assessment

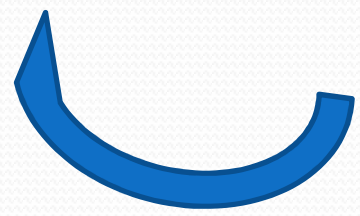
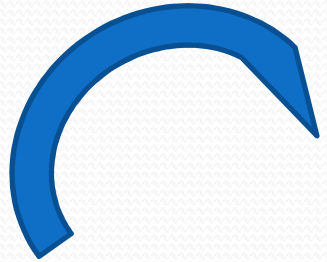
Explore new ideas

Assess the tools/techniques/processes used

Planning a course of action

What are the barriers to change/difference?  
What needs to overcome/can it be overcome?

What should/could be different or should it stay the same?



## Consider the following:

- Picture yourself in the event? Are you aware of any: feelings, emotions, reactions?
- How would you interpret the event? What happened; was the intention achieved? Examine techniques/methods used.
- How would you prefer this to be different ; what changes would you make for different contexts?
- What do you need to know, accomplish, or overcome - for this to occur?
- How will you know if you were successful?  
Evidence/measure



- Think of an activity, event, occasion you have experienced
- Share the activity with your group and between you decide on one specific event/occasion
- Position the group in the event – identify potential (real) emotions
- Examine the event around the 4 reflective areas:
  1. Understanding the Context;
  2. Identifying the Strategy/Approach used;
  3. What went well/what didn't, how could it be 'different';
  4. What were/are the Barriers to implementing 'change' – what as a group would you need to know/do to make it different (or to develop improve).
- Think about a possible course of action



## Where can you use this approach?

- Writing up a critical incident as a piece of reflective evidence – i.e. completing a Standards Evidence Sheet to justify your example
- Planning lessons, reflecting on delivered lessons

### **OUTCOMES CAN FEED INTO....**

- Needs Analysis
- Training Plan
- Your Everyday Practice!



## WHEN YOU REFLECT ARE YOU ALSO BEING REFLEXIVE?

“Teachers need to explore and be reflective as it is this habit of mind which is indeed a useful source of professional development however, to be also reflexive supports *critical introspection*. To be reflexive can actually nourish reflections as introspection leads to heightened awareness, change, growth and improvement of self and our profession”

**Thomas Ryan, Faculty of Education,  
Nipissing University**  
[http://www.nipissingu.ca/oar/PDFS/V812E.  
pdf](http://www.nipissingu.ca/oar/PDFS/V812E.pdf)

