



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 15th 2009
- Email to: 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

CHILDREN'S PLAN

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

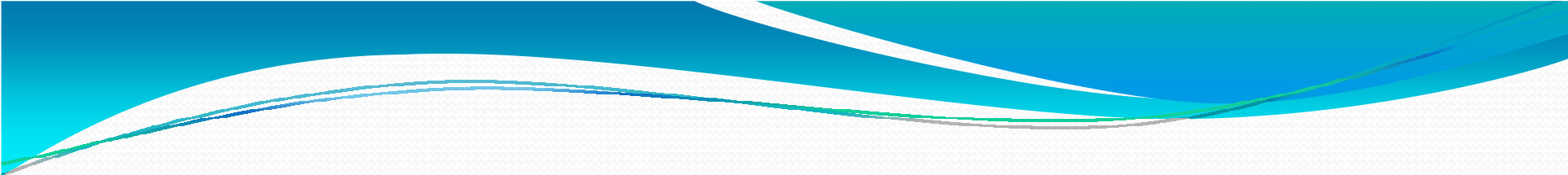
But more important is your reflection on how it impacts on your day to day teaching and practice!



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?

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- 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

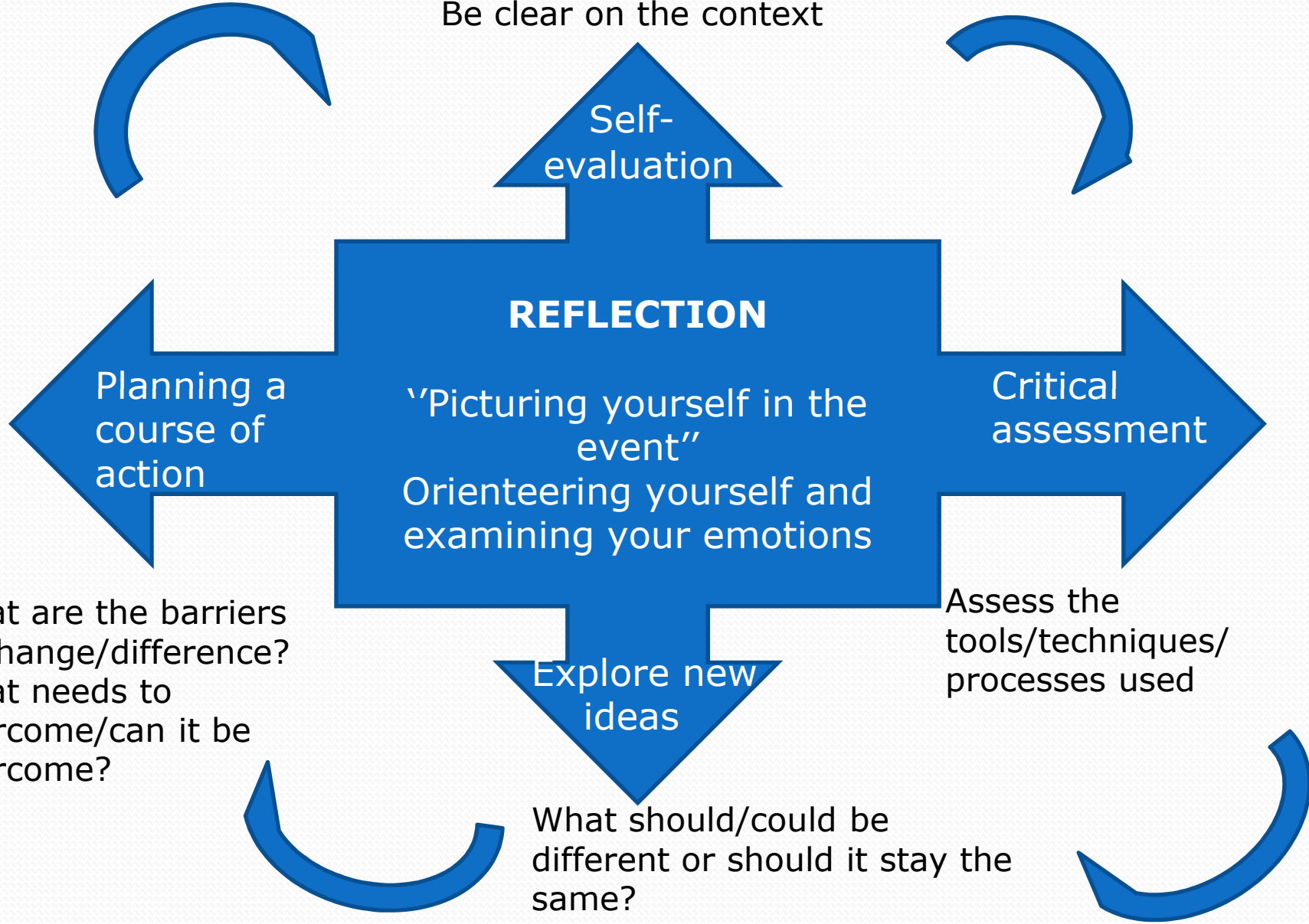
Critical assessment

Explore new ideas

Assess the tools/techniques/processes used

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)