

THE WINSTON CHURCHILL MEMORIAL TRUST OF AUSTRALIA

Report by - ANNE R. JOHNSTONE – 2004 Churchill Fellow

THE NORTHERN DISTRICTS EDUCATION CENTRE (SYDNEY) CHURCHILL FELLOWSHIP TO EXPLORE AND EVALUATE THE LATEST RESEARCH, FINDINGS AND PROGRAMMES THAT RELATE TO THE INTEGRATION OF PASTORAL AND ACADEMIC DOMAINS IN SCHOOLS, IN ORDER TO ENHANCE STUDENT WELL-BEING AND LEARNING IN THE CLASSROOM, THROUGH USE OF STRATEGIES THAT FOSTER RESILIENCE.

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Signed

Dated

[Anne R. Johnstone]

[5 February 2005]

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1. INTRODUCTION

My involvement in a pilot programme run in a number of Sydney schools in the NSW Independent school sector, the 'Community Change project,' served to foster my interest in this area of research. Two schools in particular set about exploring ways in which teaching strategies may be used to create resilience enhancing learning experiences. This was in response to research (and observations) that had revealed an "absence of specific resiliency fostering teaching strategies"¹ in Australian schools.

Resilience may be defined as "relative resistance to psychosocial risk experiences."² Characteristics of resilient students include a sense of self-esteem and self-efficacy which enables a student to cope successfully with challenges; an active stance towards an obstacle or difficulty; the ability to perceive difficulties as problems that may be worked on, overcome, changed, endured or resolved in some way; reasonable persistence; and a capacity to develop a range of strategies and skills to bear on a problem that can be used in a flexible manner.³

In general, Australian schools keep separate the pastoral and academic domains, adopting a reactive approach to maladaptive behaviours, instead of recognising the vital role of teachers in strengthening protective processes in the academic arena⁴ (thereby enhancing learning *and* well being).

An outcome of the work undertaken by learning teams in The Community Change project is the development of the term 'Academic Care' which recognises the inextricable link between pastoral care and academic progress. Nadge explains the term as follows: "Academic Care involves promoting well-being through academic structures and processes which are sympathetic to adolescent needs. It is linked to Pastoral Care in its attention to positive learning and developmental outcomes including knowledge of self, self-efficacy, healthy risk taking, goal setting, negotiation, reflection and empowerment."⁵ Because this is a

¹ Henderson N., and Millstein, M., (1996): *Resiliency in Schools*, California, Corwin Press, p. 20

² Rutter, (1991) 'Pathways from childhood to adult life: the role of schooling.' *Pastoral Care in Education*, 9,3,3-10

³ See work of Carol Dweck, 2000 in McLaughlin, C. 'Exploring and Working with Self-Esteem and Resilience' Powerpoint presentation, University of Cambridge Faculty of Education, October 2004 and Nadge, A., (2005) 'Academic Care: Building Resilience, Building Futures' forthcoming in press *Journal of Pastoral Care in Education*, Vol. 23 no. 1, p4

⁴ See Nadge, A., (2005) 'Academic Care: Building Resilience, Building Futures' forthcoming in press *Journal of Pastoral Care in Education*, Vol. 23 no. 1, p4

⁵ *Ibid.*, p2

term devised in the process of recent research in Australia, it is not one used in the UK. However, the concept is one that is understood and supported so it will be used on occasion in this paper to refer to such incidences of effective integration of pastoral and academic domains.

The Churchill Fellowship gave me an opportunity to take the Community Change Project research further and explore and evaluate a range of action research projects, programmes and curriculum developments in education in the UK that relate to promoting student resilience in schools and classrooms, and 'Academic Care.' These yielded valuable insights and findings. Further, it enabled me to explore in detail significant work in this area undertaken in the UK by academics such as Colleen McLaughlin (University of Cambridge Faculty of Education) and Chris Watkins (University of London).

In a recent paper by McLaughlin, it is argued that a key goal for education in the UK in the 21st Century must be to connect the personal, social and cognitive worlds of young people. McLaughlin states:

*"...to be prepared for adult life young people need an education that builds on their personal, social and emotional development alongside their intellectual and not in a separate and fragmented way, as at present. We need to reconceptualise how young people learn and to see that how they learn impacts on deep challenges they face, such as those of emotional and social well-being"*⁶

Further, in a recent publication by Chris Watkins, the idea of classrooms as learning communities is propounded as an important feature of 21st Century schools where there is a "connectedness of outcomes – social, moral, behavioural, intellectual and performance."⁷ Learning is thus seen as a process of dialogue and negotiation in the context of the culture created by members of the community (e.g. students and teachers). "Here, social relations and knowledge-creation meet. Knowledge (both individual and shared) is seen to be the product of social processes."⁸

⁶ McLaughlin, C., (2005) 'Preparation for Adult Life – Connecting the Personal, Social and Cognitive Worlds of Young People. A Key Goal for Education in the 21st Century', University of Cambridge, Faculty of Education, *QCA Thinkpiece*, QCA London

⁷ Watkins, C., (2004) 'Classrooms as Learning Communities,' *NSIN Research Matters*, Autumn, No 24, Institute of Education, University of London, p7

⁸ *Ibid.*, pp 1-2

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My research in the UK and the inspirational and invaluable experiences I gained would not have been possible without:

The financial assistance and generous support provided by the Winston Churchill Memorial Trust and the sponsorship of the Northern Districts Education Centre Sydney.

The assistance of teaching colleagues, academics and other professionals I visited during the course of my Fellowship (in particular, Colleen McLaughlin, Senior Lecturer, Faculty of Education, Cambridge University). Each gave generously of their time and knowledge to assist with my research.

The support of St Catherine's School and in particular Ann Nadge who pioneered involvement in the Community Change Project.

My husband Andrew, and my family and friends for their support and encouragement throughout the experience.

Libby Hathorn for encouraging me to apply in the first place.

2. EXECUTIVE SUMMARY

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Project description: *The Northern Districts Education Centre (Sydney) Churchill Fellowship to explore and evaluate the latest research, findings and programmes that relate to the integration of pastoral and academic domains in schools, in order to enhance student well-being and learning in the classroom, through use of strategies that foster resilience.*

Highlights

- Faculty of Education, Cambridge University – having the opportunity to meet with Colleen McLaughlin on a regular basis to discuss recent work on 'Academic Care' and resilience in the UK, as well as to discuss my own research findings; and
- Visiting various schools, universities and other institutions to conduct research and finding each representative (teaching colleagues, academics, and other professionals) to be inspiring, enthusiastic, generous and motivated in helping me undertake my research.

Major lessons and conclusions

There is much to be learned from the work being undertaken in the UK in relation to building resilience in students through 'Academic Care.' Of particular interest/importance are:

- The action research projects Action Research in Teacher Education (ARTE) and SUPER Networked Learning Communities and their positive impact in school communities. The scale of the action research projects is broad and creates conditions for a 'critical mass for change' through involving teams within schools, a powerful network linking teams across schools and ongoing university support and training. These projects, and their outcomes in terms of promoting 'Academic Care' through fostering resilience in learning, provide highly effective models for Australian schools/universities.
- The Healthy School Standard and the Citizenship Curriculum. The development of a standard such as the UK Healthy School Standard, and curricula such as Citizenship would be an effective way of promoting and embedding resilience fostering teaching strategies, through 'Academic Care' in schools.

I propose to disseminate and implement my research findings through a variety of channels, as follows:

- through my contribution to the next phase of the AIS 'Community Change Project';
- through my membership and involvement in the NSW Pastoral Care Network;
- through my membership and involvement in the NSW Teachers' Guild; and
- through my work with school students and teaching colleagues.

3. PROGRAMME

5 October – 9 November

- Cambridge University – Colleen McLaughlin, Senior Lecturer, Faculty of Education
- CSV (Community Service Volunteers) – Michael Hawkins, Deutsche Bank Project Coordinator
- Royal Borough of Kensington and Chelsea: Kensington and Chelsea Educational Psychology Consultation Service - Patsy Wagner, Educational Psychologist
- National Children's Bureau – Simon Blake, Assistant Director

11 November - 1 December

- Soham Village College – Howard Gilbert, Head of School; Chris Tooley, Deputy Head
- North London Collegiate School for Girls – Barbara Pomeroy, Deputy Headmistress (Pastoral); Michael Burke, Director of Studies; Penny Tabraham, Middle School Tutor
- Sharnbrook Upper School and Community College – Alison Gill, Student Voice Coordinator; Jennie Richards, Teacher/Research Coordinator
- City of London School for Girls – Patricia Restan, Deputy Head (Pastoral); Natasha Signeux
- City of London School for Boys – Aidan Tolhurst, Second Master

15 December

- University of London, Chris Watkins, Reader, Institute of Education

4. DESCRIPTION OF FELLOWSHIP RESEARCH AND FINDINGS

4.1 Exploring the Action Research in Teacher Education Project (“ARTE”) and the Cambridge SUPER Learning Community (“SUPER”)

I commenced the Fellowship by exploring two important action research projects. In doing so, I consulted extensively with Colleen McLaughlin (Senior Lecturer, University of Cambridge Faculty of Education, UK) who was actively involved in the ARTE project and who is a co-leader of SUPER.

4.1.1 ARTE Project

The first of these was ARTE, an international action research study involving teachers and teacher educators from Russia, Holland, USA and England. It focused on the teacher as guiding adult and had as its bedrock the concept of learning as dialogue.⁹ The English ‘arm’ was a three year project involving a partnership between university and schools. Importantly, ARTE was based on a collaborative model (both within the school as well as between the school and university partners) that acknowledged more was required than just research evidence to transform practices in schools and classrooms.¹⁰ Instead, teachers were given a central role in action research and were thereby able to investigate and draw meaningful conclusions about their own practice and the “personal, social and emotional dimensions of their own classrooms.”¹¹ In particular, the project was organised as follows:

- Teams within schools (so as to create a ‘critical mass for change’) ensuring that at least one member has experience of research and development, and that there was an in-school facilitator who was a senior member of staff (so as to affect institutional policy/changes where appropriate)
- Teams were linked across schools with the opportunity to seek advice and have critical discussions with other teachers/schools
- Cambridge University provided support in terms of theory and practice of guidance, research methods training, analysis and feedback on data and

⁹ See page 1 of McLaughlin C., and Gubb J., (unpublished) ‘Dialogues for Development: Facilitating Teacher Action Research in School Settings in Partnership with Higher Education’ – University of Cambridge Faculty of Education, UK

¹⁰ See Benne, Bennis and Chin, 1969 referenced Ibid., p.6

¹¹ See page 3, Workshop Materials pack from ARTE

interpretation, dissemination of outcomes in terms of workshops and publications¹²

A fundamental premise of the project, drawing from the work of Rudduck, was that the perspective and 'voice' of the student is as important as that of the teacher if the practice is to be developed.¹³ By pursuing and exploring this principle, a paradigm shift occurred whereby teachers viewed "learning as dialogue"¹⁴ and in this respect, listening to the 'student voice' became imperative to the teaching and learning process. The significance of such an approach is that it helps cultivate resilience in students by validating their perspectives and empowering them in their own learning.

Following is an outline of some of the methods, projects and findings made by various teaching teams during the course of their action research.

■ Using questionnaires to listen to the 'student voice'

As a starting point in their investigations, one teaching team asked the question: "*What is it that teachers do in the classroom that helps students to:*

Learn to learn;

Learn to live;

Learn to choose?"¹⁵

Questionnaires were one method used as a means of exploring students' perceptions. For example, students were asked what attributes made for a good teacher, and what attributes made for a good tutor. Students gave the same answer to both questions. They emphasized the personal, social and emotional qualities and competencies such as listening to, and respecting students. These teaching attributes thus became the focus of enquiry.

A 'listening' questionnaire was also administered and responses indicated that students felt "respected", "happy", "a good member of the class", "glad about myself" when they were listened to in class.¹⁶ Various students also made the following comments:

"...[if there was more 'listening' in the classroom] there would be more respect between teachers and pupils. The work would be of a higher standard and the school would have a friendly atmosphere. The pupils and teachers would enjoy school more." (Year 8 student)

¹² See McLaughlin and Gubb, op. cit., p.7

¹³ See Rudduck (1996) 2000 in McLaughlin and Gubb, op cit, p.7

¹⁴ Burbules, 1993 in McLaughlin and Gubb, op cit, p.8

¹⁵ See Action Research in Teacher Education –Video, directed by McLaughlin, C., University of Cambridge, Faculty of Education, ARTE, 2001, Ref RT 1/01/01

¹⁶ University of Cambridge, Faculty of Education, Workshop Materials Pack from ARTE, p.33

“If they don’t listen to you, then you will sulk and not listen. Just out of spite because you will feel unhappy and ignored.”¹⁷ (Year 8 student)

“Listening is important. If a teacher listens to you, even if you are wrong, then you feel valued. They’ll then take that further and develop on it....one likes to feel valued, it’s a human need.”¹⁸ (Year 12 student)

A more broad-ranging Pupil Questionnaire was administered by another school teaching team in which students were asked to comment on teacher qualities such as respect, humour, control and communication skills. In general, students indicated that:

- respect is essential to making a student feel valued and gaining a student’s respect, in turn;
- they not only enjoy friendly good humour but believe it assists with the learning process and creates a more relaxed atmosphere;
- They feel the need for authority to ensure learning is seen as a joint endeavour and expect professionalism from teachers and clearly defined rules to be consistently and fairly applied for the benefit of all students.
- Good communication involves clear instructions, the opportunity to clarify points, a friendly and personable approach to communication is valued (even sharing a little of their personal/social side so as to make them more approachable and build relationships)

■ **Re-designing coursework with student input: focusing on the learner instead of the topic**

Another teaching team involved students in a radical re-design of Geography coursework and at the end of the experimental period the students were asked to evaluate its effectiveness. Pupils emphasized the need for more feedback and individual responses from teachers and underlined the importance and benefits of individual attention.¹⁹ In order to put theory into practice and in response to pupils concerns about the demands of coursework, the schools’ team decided to “focu[s] on the individual learner rather than the material being learned”²⁰ In doing so, they concentrated on:

- Individual skills development – learning to learn
- Developing teacher-learner relationships to support coursework

¹⁷ Ibid., p.6

¹⁸ Ibid., p.8

¹⁹ Ibid., p.34

²⁰ Ibid., p.36

- Re-structuring coursework into manageable units of time
- Encouraging students to plan their own work
- Re-defining teacher's role as 'consultant'
- Teacher individually discussing and commenting on each part of the task with student on an individual basis throughout
- Assisting student with process of managing task
- Focused feedback (criteria, goals and student processes) through a number of channels – e.g. conversation and written feedback sheet²¹

The student feedback and results affirmed the benefits of this approach.

■ **Work placements for vulnerable students**

Various other projects undertaken by teacher teams included action research in work experience placements for vulnerable students. One project focused on evaluating the difficulties encountered by vulnerable pupils causing non-attendance on work experience placements. The team engaged the assistance of six students in investigating this. Following the implementation of a number of new strategies, all students had successful work placements. A further project looked at placements of vulnerable students at risk of failing. After discussing their ideas with teams from the university, with the university's guidance, they examined other research in the area and found that use of the "action-reflection-action" model resulted in all students completing their work placements successfully.²²

■ **Exploring the benefits of technology in action research**

The participants in the ARTE project also explored the benefits of using video (as well as other forms of technology generally) for research. For example, one team asked students to select teachers who exemplified characteristics they valued (such as an ability to listen effectively to students and express their respect for students). These teachers' lessons were videotaped and questions were posed for reflection by teachers, such as:

- How does the teacher develop rapport with the students?
- How does the teacher foster relationships and build dialogue with and between the pupils?²³

This video was created (to accompany the ARTE portfolio pack, discussed below) with the aim of helping to transfer and develop skills and competencies exhibited by these teachers, and well as to generate debate. Video was also used extensively by teachers to tape and view their own classes. They reported

²¹ Ibid., p.36

²² Ibid., pp40-41

²³ See Action Research in Teacher Education –Video (2001) directed by McLaughlin, C., op. cit.

that seeing themselves, and their classes, on video was “useful, challenging and thought-provoking” while acknowledging the video itself was an important training tool for teaching.²⁴

■ Lessons of ARTE

Following involvement in ARTE, a Teacher Questionnaire was used by one teaching team to investigate teachers’ conclusions about the importance of Pupil Voice. In sum, they found that teachers now felt it essential to obtain pupils’ views and that “...listening to pupils provided a strong impulse for reflecting on teacher/learning approaches.”²⁵

A quote from a teacher participant demonstrates this reflectivity and consciousness of practice that resulted from involvement in the ARTE project, together with the paradigm shift described above:

*“In the past I had said to them, ‘Right we are going to do this’....But I thought No...I will say, ‘Right, now you go and work out what it is you need to do in order to get the information you want...and, do you know, it’s been the best thing I have ever done!.....What is meant is, you are my equal, we are in this together, we are moving forward together, we are reflecting together, we are collaborating”*²⁶

Conclusions drawn at the end of the ARTE project by a teaching team also demonstrated an appreciation of resiliency fostering strategies/elements, and the importance of ‘Academic Care’ as follows:

- “Students have a voice and teachers need to listen
- Students need to:
 - feel safe and included in their learning environment
 - believe they are successful
 - build relationships with staff and this may take a long time
- Staff may need to act as advocate for the student and should be listened to and taken seriously when taking on this role
- Many students see skill acquisition as their own responsibility (rather than a joint endeavour with the teacher) and of secondary importance to knowledge acquisition”²⁷

A set of workshop materials were produced as a result of the ARTE project. These materials detail the work undertaken, and conclusions reached by participants. Importantly it includes material (some of which is referred to above) that helps teachers put the personal, social and emotional at the centre of

²⁴ See pp 46 and 47 Workshop Materials Pack from ARTE, op. cit.

²⁵ See p. 31 Workshop Materials Pack from ARTE, op. cit.

²⁶ See pp 9 and 10, McLaughlin and Gubb, op cit

²⁷ See pp 11 and 12, McLaughlin and Gubb, op cit

teaching and learning. In addition to 'content themes' such as listening, teacher qualities, pupil voice and teacher research in action, 'process themes' are included such as collecting data, use of technology, importance of dialogue, sharing good practice and using university contacts as 'critical friend' in the process. Additionally, information is provided on becoming a research based school, the partnership between higher education as well as action research as it relates to professional development and school improvement. Such a resource has proved to be highly valuable. A similar project in an Australian context, with its own set of resources, would be highly beneficial.

4.1.2 The Cambridge SUPER Network Learning Community

The SUPER (Schools University Partnership in Education Research) network, established 3 years ago and involving 8 schools, has as its two (interconnected) key themes, the development of:

- student voice in both learning and in the use of evidence; and
- thinking and independence in learning (e.g. thinking skills, cognitive acceleration and ICT).²⁸

Again, by drawing upon the student voice, recognition of the importance of the pastoral dimension in the classroom is also achieved.

The SUPER Network aims to provide²⁹:

- Leadership development and its distribution – within each school there is a Teacher Network Coordinator (also a member of the senior management team and a 'critical friend' to other networked schools), designated to spend time on the work. They work closely with an internal steering group (which includes teacher representatives, other staff/governors, students and a critical friend from a university and another school. The university provides research training, mentoring and shares existing thinking and practice in relation to leadership for learning. A 'snowball' model is to be adopted where training and expertise is passed on to other groups in the school. Further, the network intends the core schools to expand out to satellite schools or partners (e.g. primary schools). Head teachers will develop learning about leadership through pairing activities etc.
- School-Wide Learning – e.g. departmental model where a member of each department investigates a theme which is school wide but department specific and this is then replicated by other staff.
- School-To-School learning through adoption of common research projects (and devising of a 'network plan' for collaboration); meetings involving

²⁸ Submission for a Networked Learning Community, p.5

²⁹ Ibid., pp 6-7

Teacher Network Coordinators and University partners; cross school termly newsletter; interactive website; short reports of evidence based practice; professional development day; use of facilities of Faculty of Education – e.g. themed workshops and conferences; matching and pairing of teachers/senior management teams across schools; expanding network through work with satellite schools.

The schools use BPRS funding and their existing allocation of staff and staff development time to fund internal work on SUPER; external funding is used to support work across through staff and student forums. The University also provides support and resourcing of activities. Funding is also received from NCSL.³⁰

■ **Undertaking SUPER School Case Studies**

At the advice of Colleen McLaughlin, Co-Leader of SUPER, I visited two schools involved in SUPER to research their work in promoting resilience in students and recognizing the pastoral, as well as academic dimensions of learning.

CASE A: Soham Village College (“Soham”) Teaching and Learning Group

In July 2001, Soham became part of the first SUPER Networked Learning Communities in the U.K. This enabled the school to obtain University expertise to guide research and attract funding. The school sought to foster a culture where teachers were reflective about teaching and best practice; where a gap could be bridged between theory and practice³¹. To commence this process, staff volunteers were sought (with time allocation/incentive allowance offered) and the Soham College Teaching and Learning Group (“the Group”) was subsequently established. Its aim was to research and introduce innovative classroom practice and “generate practicable knowledge which will have a positive impact upon the learning experiences of pupils.”³²

Since this time the Group has researched two main areas: improving student recall; and investigating multi-sensory learning.

Strategies aimed at enhancing levels of recall amongst students

Four departments employed a variety of approaches to research this area. These included the introduction and evaluation of:

- the effectiveness of a 10 minute review at the end of lessons (Religious Education)
- the benefits of mind maps as a learning tool (Science)

³⁰ Ibid., p.11

³¹ See Video ‘Teacher Inquiry: Soham Inquiry’ Be Production, Off-line Edit 20 October 2003

³² Soham College, ‘Teaching and Learning Group – Report Autumn 2004’

- the use of visualization techniques (Physical Education)
- the effectiveness of a 5 to 10 minute review at the beginning and end of each lesson using coloured diagrams, key words and quick revision questions (Technology)

Various evaluation criteria was used to test the effectiveness of these strategies such as a comparison of module test results; teacher comments regarding motivation and learning; and the value of each model. Students' perceptions were also sought on the impact these models had on their motivation, confidence and learning and performance. Their comments were elicited by questionnaires and interviews.

Departments have thus far trialled and implemented their various 'methods' for bolstering student recall over the past three years, to great success. Their approach has been to annually implement, evaluate, make findings, record 'actions' taken and outcomes - with a perpetuation and development of this cycle each year. Additionally, the scope and training for the implementation of each faculty's model has broadened throughout the three years so that more pupils, teachers and departments are able to use them.

Students' results and feedback have attested to the effectiveness of the various recall methods learnt. For example, a class of Year 8 Technology students improved in their module results by 20%. Further, 83% of 74 students taught mind mapping in Science provided very positive feedback on the benefits. Other students described use of a Review Book as helping to "restart our brain" also commenting "[w]hen I draw something, I think of that picture to help me remember the things we have learned." Moreover, in PE, students reported that visualization gave them "more confidence to try new moves" helped them "imagine what [you] want [your] new routine to look like" and in general helped them to really take charge in their learning. In addition, these students were encouraged to "visualize their own success during lesson" and visualize the routine at home to bolster their sense of self efficacy and reinforce the skills learnt.³³

This empowerment of students does much to increase their resilience in the classroom.

Department heads in Business Studies, Geography and History have also subsequently commenced implementation of recall enhancing methods such as recording review work in notebooks; use of electronic whiteboards to model and guide pupil led review activities; confirmed use of "fresh effective and stimulating lesson openings;" and reported positive results from both staff and students.³⁴

³³ Soham College, 'Teaching and Learning Group – Report Autumn 2004'

³⁴ Ibid., p2

Exploring Multisensory (VAK) learning

After considering research evidence that indicates that new learning occurs through visual, auditory and kinesthetic modes (“VAK”), three departments: Mathematics, English and Expressive Arts sought to maximise their students’ learning by exploring, and engaging with their preferred learning styles. VAK questionnaires were undertaken by students and a variety of tasks were offered to enable students to explore each modality. Mathematics and English concluded that strategies for whole class teaching could not be formulated with reference to VAK questionnaires, but that students’ learning is certainly enhanced by presenting information in as ‘multi-sensory’ a manner as possible³⁵ and noted the overwhelmingly positive response of students to opportunities to engage their kinesthetic intelligence.

Accordingly, staff have created a range of multisensory activities and all commented on the positive impact of these. Expressive Arts (such as Drama) recorded the empowering impact of allowing students to choose to respond to tasks in any of the VAK modes. One student commented on the effect of being able to respond to a task kinesthetically (freeze frame) rather than auditorily (spoken), stating they “didn’t want to speak my thought aloud” but they “wanted people to know how I felt” or that by not speaking it would “show that I was too scared to speak.”³⁶ Many students reported that through use of different modalities they could learn their lines and scenes more easily: “because everyone learns differently it gives everyone a chance to learn,”³⁷ and that they were more satisfied with the diversity and ‘entertainment value’ of their self-devised projects. Furthermore, statistically, the work produced by students yielded higher preparation and performance results than in previous assessments.

Soham has reported what they describe as an “extraordinary domino effect”³⁸ in terms of both the adoption amongst staff of the strategies described above and the willingness of students to utilise the methods introduced as a result of the research undertaken through the SUPER project. In their report of 2003, OFSTED stated “...current work on improving teaching and learning...is having a very good impact on provision for the students.”³⁹ Soham believes the result of this research thus far has been to develop teachers’ understanding of the learning process, its application into classroom practice and pupils’ own understanding of their individual learning potentials.”⁴⁰

³⁵ Ibid., p10

³⁶ Ibid., p12

³⁷ Ibid., p12

³⁸ See Video ‘Teacher Inquiry: Soham Inquiry’ Be Production, Off-line Edit 20 October 2003

³⁹ Soham College, ‘Teaching and Learning Group – Report Autumn 2004’, op. cit., p1

⁴⁰ Soham College, ‘Teaching and Learning Group: Report Autumn 2004’, op. cit.

Soham's goals for the forthcoming year include: the continuation of research projects in all faculty areas; introduction of College Teaching and Learning Policy to showcase the outcomes of the Teaching and Learning Group within each faculty and define best practice; use of faculty review process to monitor teaching and learning; development of tutor roles and tutor time to interview students to negotiate targets and develop Individual Learning Plans; and focus on maximizing learning by, for example, seeking the whole year group input on key learning topics; and provision of further staff training.⁴¹

CASE B: Sharnbrook Upper School and Community College ("Sharnbrook")

Sharnbrook is a 14-19 school in Bedfordshire which has beacon status and is a media arts specialist college. There is a student population of 1695. A member of the SUPER project, Sharnbrook is also a Training School with a research focus that gives primacy to the 'student voice.' In accordance with the aims of SUPER, it seeks to promote and disseminate research and enquiry into three areas:

- Student Voice
- Development of Thinking and Independent Learning
- Leadership for Learning

Two executive staff positions reflect the school's focus: Teacher Research Coordinator; and Student Voice and Research Support Coordinator. In order to maximize research opportunities, the school has also founded a Research Steering Group which meets half-termly. The group is comprised of the Head of School, the Professional Development Leader, representatives from 'Student Voice' and Cognitive Acceleration, the Teacher Research Coordinator, a Governor and Critical friend from Cambridge University.

Projects: Student Voice

As the name suggests a central purpose of Student Voice is to ensure that students' voices are integral to research. It was decided that student voice had become fragmented and that it was imperative to find a means of integrating it into the fabric of the school. It was hoped that each form group could constitute a 'research bubble.' As a starting point, students were asked how they would like to be heard.⁴²

Students held elections via assemblies and 'broadcasts' (held daily by the Head of School), and subsequently set up a focus group which designed a

⁴¹ Soham College, 'Teaching and Learning Group – Report Autumn 2004', op. cit, p1

⁴² See Sharnbrook PowerPoint presentation: SUPER – Sharnbrook Upper and Community College – Student Voice

questionnaire for the student body to evaluate the effectiveness of student councils and other matters. As a result a Student Parliament was formulated and implemented. Importantly, students decided that a cluster member of staff would need to be available to attend, together with a faculty member if possible.

The structure of the parliament is based upon smaller cluster parliaments with 20 elected members, 4 from each year group with 2 delegates from each cluster forming the executive committee. Each cluster parliament provides students with an opportunity to explore and debate a particular area of concern at school. They will then collect student opinion from their cluster on these issues, through a methodology of their choice e.g. questionnaire; focus group etc.

The clusters will then feedback to the Parliament and Executive Committee who will in turn feedback to their own cluster. This enables students to essentially become 'researchers' feeding their findings back to the school leadership team.

Currently being discussed by students are the following issues which relate to both pastoral and academic domains in school and in the classroom, all of which potentially impact upon resilience in learning:

- Vertical tutoring (in their exploration of this issue, students visited two other schools and organised a whole school debate on the issue)⁴³
- Changes in the school day
- Homework policy
- E Learning
- Academic Tutoring
- Establishing and evaluating student support network

Furthermore, since the establishment of the vertical tutoring system, research and development on Student Voice has been taking place in this forum as well.⁴⁴

The following groups are also actively involved in research at Sharnbrook:⁴⁵

- Gifted and Talented
- Cognitive Acceleration
- Assessment for Learning
- Eco Schools
- Use of IT
- Developing Autonomous learning in the 14-19 curriculum through the dissemination of research and information seeking skills⁴⁶

⁴³ See unpublished report, Sharnbrook: Report on research activity at Sharnbrook Upper School, 2002-2003

⁴⁴ See unpublished report, Sharnbrook: Report on research activity at Sharnbrook Upper School, 2003-2004

⁴⁵ See Research Opportunities at Sharnbrook Upper School brochure

⁴⁶ See unpublished report, Sharnbrook: Developing Autonomous learning in the 14-19 curriculum through the dissemination of research and information seeking skills (Alison Gill: Student Voice Coordinator)

As with other members of the SUPER network, Sharnbrook has used the opportunity to present their findings and further develop and refine their work at SUPER presentations regionally and nationally and at training days.⁴⁷

4.2 National Healthy School Standard⁴⁸

The National Healthy School Standard (NHSS) is part of the Healthy Schools Programme led by the Department for Education and Employment and the Department of Health. A range of papers and reports prefigured the introduction of the 'healthy schools' initiative by the Government. The White Paper on *Excellence in Schools* (1997), together with the reports: *Saving Lives: Our Healthier Nation* (1999) and the *Independent Inquiry into Inequalities in Health* (1998) each recognised "...the importance of a sound education in promoting better health and emotional well-being for all children and young people and, in particular those who are socially and economically disadvantaged"⁴⁹ with schools as the vital setting for achieving this.

Healthy schools therefore seek to provide a physical and social environment that is conducive to learning. Its three strategic aims are to raise student attainment, promote social inclusion and reduce health inequalities. Significantly, this initiative promotes the integration of pastoral and academic domains in the learning and schooling process.

The NHSS is designed to give schools practical support in creating "...an enjoyable, safe, productive learning environment [that minimizes] potential health risks."⁵⁰ It specifically supports and complements the Personal, Social and Health Education (PSHE) framework and promotes work on issues such as drug use and education, sex and relationships education, physical exercise, safety, bullying and healthy eating, in conjunction with "...strengthening an overall awareness of pupils' and staff's social and emotional well being."⁵¹ Importantly, it is intended that healthy schools activities are holistic in the sense that they are embraced and emphasised across all curriculum areas, and promoted by all sections of the school community - including students - (all of whom actively participate in such promotion) as well as external partners such as the local programme coordinator. By following national quality standards and demonstrating a commitment to becoming a healthy school by participating in a nationally accredited local programme, together with evidence of impact across a range of criteria that relate to social inclusion and health inequalities, schools are

⁴⁷ See Sharnbrook 'Students as Learning Partners' workshop paper, Monday 1 March 2004 (Pam Sutcliff)

⁴⁸ Department for Education and Employment UK, (1999) *National Healthy School Standard: Guidance*

⁴⁹ Ibid., p.2

⁵⁰ Department for Education and Employment UK, (1999) *Getting Started – A Guide for Schools*, p.1

⁵¹ Ibid., p.1

able to achieve recognition as a healthy school.⁵² A detailed examination of the NHSS programme and criteria for attaining status is beyond the scope of this paper.⁵³ However, some salient features of the NHSS relating to Academic care include⁵⁴:

- Giving students a voice. For example, students' needs assessment must inform curriculum planning; their views must influence teaching and learning in PHSE and citizenship; in the wider school context their views are to be reflected in school activities (including those with special educational needs and specific health conditions, disaffected students, young carers and teenage parents). Students are to take responsibility for some aspects of school life (e.g. keeping the grounds litter free, changing displays, gardens, break time snack sales etc). Further, mechanisms must be established for involving pupils in policy development (e.g. school councils and the healthy schools task group).
- Teaching and learning guidelines and criterion. For example, teachers are required to use a range of teaching styles (in accordance with students age and abilities) in PHSE and citizenship such as 'circle time' and debating forums; recognition must be given to different styles of learning and opportunities are to be provided whereby students may put their learning into practice (such as experience in community and workplace); peer support for learning is to be encouraged; a safe and supportive teaching environment is paramount where students have the opportunity to make working agreements with teachers and classroom layout is considered in order to promote health; students are encouraged to make informed judgments about their actions and consider levels of risk.
- A school culture and environment is created which is 'warm', welcoming, secure and clean, with well resourced facilities and amenities. Importantly, all students and staff are to be involved in developing and maintaining a positive school culture. Further, such culture and organization should support students' spiritual, moral, social and cultural development.
- Provision of students' support services such as academic mentoring and counseling as well as providing clear procedures on health conditions and information on local support services

⁵² Department for Education and Employment (1999) *National Healthy School Standard: Guidance*, op. cit., p. 7

⁵³ For further information see Department for Education and Employment (1999): *Getting Started – A Guide for Schools*, op. cit., and Department for Education and Employment (1999)- *National Healthy School Standard: Guidance*, op. cit.

⁵⁴ See Department for Education and Employment (1999) *National Healthy School Standard: Guidance*, op. cit., pp 12-13

- Assessing, recording and reporting students' achievements such as celebrating their achievements in the school community; involving them in setting new targets based on progress made; using assessment to inform the planning process and future teaching.

Another specific theme of NHSS is promoting students' emotional health and well being. Healthy schools are required to ensure that when students are unhappy, anxious, disturbed or depressed there are open channels for them to find confidential support. The school should foster an environment in which issues of emotional health and well being are openly addressed and students are encouraged to express and understand their and own feelings and support those of others (such as their peers). Further, students are to be given a voice and genuine decision making responsibilities in terms of school policies and codes of practice on these issues (including bullying). Moreover, healthy schools are to recognise the well being of staff is equally critical and reflect this in such school policies.⁵⁵

A further requirement of the NHSS is that the school provides a culture and environment that supports the PHSE and citizenship curriculum. In doing so a school must recognise that all aspects of school life impact the personal and social development of pupils, and have an impact on students becoming informed, active and responsible citizens. They should be encouraged to do their best and recognise their achievements as well as participate in broader school life and the local community.⁵⁶

■ What difference does a Healthy School make?

In an independent evaluation of the NHSS conducted nationwide⁵⁷, students in secondary schools reported they had higher levels of self-esteem, while students in primary schools reported they were less afraid of bullying⁵⁸. The National Children's Bureau also conducted research into the impact of NHSS – focusing specifically on pupil participation.⁵⁹ Schools involved in case studies were enthusiastic and positive about the programme. They reported innovative approaches to involving students in life of the school such as peer led anti-bullying and mentoring schemes (e.g. "playground pals" and "squabble busters"), student self monitoring, school councils and healthy school task groups. Both students and teachers alike commented on the knowledge gained and skills learnt through such participation. Peer mediation schemes and clubs were reported to be effective in reducing isolation, loneliness and conflict while pupil

⁵⁵ Department for Education and Employment (1999): *Getting Started – A Guide for Schools*, op. cit., p 11

⁵⁶ Department for Education and Employment (1999): *Guidance*, p. 15

⁵⁷ See Confirming Healthy School Achievement report in www.wiredforhealth.gov.uk

⁵⁸ National Children's Bureau: *Spotlight- Promoting Emotional and Social Development* Issue 4, November 2004

⁵⁹ National Children's Bureau (Madge, N., Franklin, A., Wilmott, N.,)

(November 2003): 'Research Summary – National Healthy School Standard and Pupil Participation'

participation built confidence, self esteem and motivation. Qualitative evidence from case studies included reports by teachers of "...a happier and more creative learning environment.... [with] greater participation [producing] more focused [students] who settled into lessons more readily"⁶⁰ Moreover, teachers reported 'happier pupils, happier schools where children took part in a wide range of activities. The implication, often voiced was that happy pupils learned more than unhappy pupils.'⁶¹ Another report⁶² found that in the area of health:

Secondary students were:

- Less likely to have used drugs/opiates
- More likely to know where to get free condoms
- More likely to feel at ease with doctor
- Less likely to watch TV (in schools with focus on physical activity)

While in the area of social inclusion, secondary students demonstrated:

- Higher self-esteem
- Year 9 students less likely to truant
- Year 8 students more likely to participate
- Year 7 students more likely to have positive attitudes to teachers

4.3 Citizenship Curriculum

Community Service Volunteers (CSV)⁶³ was founded in 1962 in order to "create opportunities for people to play an active part in the life of their communities through volunteering, training, education and media." CSV helped pioneer the idea of teaching citizenship in schools and it became part of the National Curriculum in England in 2002. As a result, schools are now required to support the learning of their students in:

- Developing their 'political literacy' by helping them become informed citizens
- Developing their skills of enquiry and communication
- Developing their skills of participation and responsible action⁶⁴

⁶⁰Ibid., p. 3

⁶¹Ibid., pp5-6

⁶²The Thomas Coran Research Unit : Strategic Planning Seminar -PowerPoint Presentation, 1 April 2004 (Sandie Schagen and Ian Warwick)

⁶³ See website www.csv.org.uk

⁶⁴ See Barclays PLC, *Barclays New futures Citizenship in Action: A Guide for Teachers*, Community Affairs London, England

CSV Education for Citizenship was established to promote and support active citizenship education in schools (as well as other educational settings). For a number of years, Barclays New Futures in collaboration with CSV has been involved in a flagship programme for the development of this education and for dissemination of principles and practices across a full range of UK schools. In particular, they have been involved in practical projects led predominately by students (they are to generate ideas and action and make all major decisions while adults are available in a consultative capacity only). Such projects have been in campaigning for a range of causes and issues ranging from studying the effects of pollution, providing services for refugees, advocating the advantages of a healthy diet to campaigning for wheelchair access to the countryside.⁶⁵ However, a significant element of citizenship is that in developing skills of student participation and responsibility the students have a range of opportunities in school (which is of course a community in itself) where experiential learning can take place both on and off the formal timetable. Indeed, the design of some projects provides opportunities for academic work. For example a special school designed a sensory garden that encompassed resources for use across the whole curriculum.⁶⁶ A range of case studies of schools reveals the syncopation of academic and pastoral domains in promoting students learning and enhancing their resilience both in the classroom and in school⁶⁷. Importantly, each project provides opportunities for students to acquire general skills that can be applied to new learning; and raise their self esteem, self efficacy, social maturity and competence⁶⁸. In doing so, they are providing what Rutter describes as the two mediating pathways to adult life and fulfilling the dual goals of school in terms of important social features together with the transmission of education. Examples of such projects and their benefits are as follows:

■ **After School Club: support for refugees and asylum seekers**

Students in a school⁶⁹ in east London where more than 50 languages are spoken and 1 in 10 students arrives in the country as a refugee, launched an after school club (in partnership with a local charity Emmanuel Youth Project) which provides emotional, academic and legal support to refugees and asylum seekers. Students received training before undertaking work, and were provided with access to range of learning experiences and support both inside and outside school. This enabled them to help refugee partners assess their skills and abilities and set targets and action plans for working towards accreditation in certain courses as well as completing a national record of achievement. They

⁶⁵ Ibid., pp2-3

⁶⁶ Ibid., p4

⁶⁷ Barclays PLC, *Barclays New futures Citizenship in Action: Social Inclusion*, Community Affairs London, England

⁶⁸ See Rutter, 1991 Pathways from childhood to adult life: the role of schooling. *Pastoral Care in Education*, 9,3,3-10 in McLaughlin, C. 'Exploring and Working with Self-Esteem and Resilience' Powerpoint presentation, University of Cambridge Faculty of Education, October 2004

⁶⁹ Forest Gate Community School

were required to research their clients' interests and needs and communicate these to a wider audience –including politicians and campaigning on behalf of their peers enabled them to develop an understanding of legal and human rights, as well as an awareness of diverse religious and ethnic identities. Students were particularly motivated by active promotion of the club in the community via website, video and drama. The programme has been highly successful and engaged curriculum content of Personal and Social Education, IT, Drama and Sports. One teacher commented “[i]t’s amazing to see what a difference support and care can make to young people who come to the school with emotional trauma”⁷⁰ and it has been reported that “[t]he sense of pride in achievement and the quality of cross-cultural relationships is apparent to all.”⁷¹

■ Alternative curriculum projects

In one school, Year 10 students⁷² were involved in short term environmental projects as part of a social inclusion scheme, as part of an alternative curriculum to cater for those students with special educational needs and to prevent their disenfranchisement where they are experiencing difficulty with mainstream education. An example of such a project was improvement to school grounds – its success lead to a further council project. As well as improving their environment, these students receive accreditation for their work through a community service youth award scheme and the Duke of Edinburgh awards. School governors reported these projects had raised the self-esteem of students; contributed to the success of the alternative curriculum and developed students political literacy through their representation on Residents’ Association Committee.⁷³

Another school⁷⁴ offered a programme of study undertaken entirely in the community consisting of an ICT course at the local college and course modules in a range of areas such as life skills, enterprise education, first aid and child care. A range of community partners were also involved. As a result of their involvement, students improved their attendance, raised their attainment, developed a sense of pride and an awareness of community, and completed a course that prepared them for life after school.⁷⁵ The Project Coordinator commented: “this...has enabled a group of young people in their last year at school to achieve their potential. It has enabled them to enhance their community standing, develop their self-esteem and provided them with the life skills necessary for the next stage of development as young adults.”⁷⁶

⁷⁰ Barclays PLC *Barclays New futures Citizenship in Action: Social Inclusion*, op. cit., p.3

⁷¹ Barclays PLC *Barclays New futures Citizenship in Action: Social Inclusion*, op. cit., p.4

⁷² Ernulf Community School, St Neots

⁷³ Barclays PLC *Barclays New futures Citizenship in Action: Social Inclusion*, op. cit, p3

⁷⁴ Lochgelly High School, Fife.

⁷⁵ Barclays PLC *Barclays New futures Citizenship in Action: Community Partnerships*, Community Affairs London, England, p5

⁷⁶ Ibid., p5

■ Secondary students peer mentoring students in local primary school

A group of Year 11 pupils⁷⁷ who have had periods of exclusion from school are involved in the management and execution of a peer education project by becoming mentors to children at a local primary school. This involves curriculum content of basic literacy, numeracy and IT. Once a week they meet with a youth worker who assists them with planning and evaluating each session. They help their 'mentees with school work, read with them, play learning games or provide support to the teacher. In addition to the benefits for the primary students, teachers have reported an improvement in the Year 11 students' attitudes and in their work. It has also been observed that "previously anti-social behaviour has been transformed into responsible community action."⁷⁸ The project helps students consider other people's experiences and reflect on their own work – for example one student commented: "sometimes the students behaved really badly and made us think how our teachers felt when we behaved badly."⁷⁹

■ Community newspaper

Students from a school in Stoke-on-Trent⁸⁰ set up the production of a local newspaper, to be produced four times a year. The project involved curriculum content of Literacy, ICT and Art. A pilot newspaper was prepared to train a student editorial team and experiment with layout and design. Students attracted sponsorship and advertising from local business and liaised with all external agencies and groups who would contribute to the newspaper. They were required to keep a log book detailing their contributions and contacts. Staff observed the high levels of motivation demonstrated by students throughout, together with an increase in their self-esteem, confidence. There was also a noted improvement in relationships with teachers and adults. The relationship between the school and the community was also enhanced.⁸¹

While the subject of Citizenship is still in its early stages of development in schools, and there is room for growth and refinement in terms of the teaching, coordination and implementation of the subject, a 2004 survey of teachers at 68 schools and students from Year 7-11 was conducted and elicited some positive responses from students about the impact of the subject⁸². In response to the question "what effects have learning about citizenship had on you personally," students answered:

- More respect for the community (25%)
- Improved confidence (21%)

⁷⁷ Manning Comprehensive School, Nottingham

⁷⁸ Barclays PLC *Barclays New futures Citizenship in Action: Social Inclusion*, op. cit., p.6

⁷⁹ Barclays PLC *Barclays New futures Citizenship in Action: Social Inclusion*, op. cit., p.6

⁸⁰ Lochgelly High School

⁸¹ Barclays PLC *Barclays New futures Citizenship in Action: Community Partnerships*, op. cit., p.7

⁸² CSV (2004) *CSV Reports on Citizenship in the Curriculum Two Years On*, Summer 2004, No 16

- Improved communication skills (21%)
- Greater tolerance (17%)
- Improved learning (10%)
- Improved behaviour (6%)

Significantly, each of these represents important elements in fostering and developing resilience in students.

4.4 Kensington and Chelsea Educational Psychology Consultation Service

To extend further my research, I visited Patsy Wagner, Educational Psychologist at the Psychology Consultation Service division of the Royal Borough of Kensington and Chelsea, ("RBK&C") so as to investigate frameworks of support offered for pastoral care in schools. Their aims include "...to apply educational psychology to support the learning, development, participation, learning and achievement of all children and young people between the ages of 0-19 in RBK&C"⁸³, by endeavouring to provide a high quality consultation service to schools, families and other professionals. The Educational Psychologist ("E.P.") visits schools regularly to work with teachers (and parents/carers where appropriate) on consultations over individuals; groups or classes; organizational issues, in order to explore solutions in the area of the psychology of schooling. The E.P. will work with vulnerable children such as those identified as having special educational needs (a proportion of 1 in 5 students as identified by the Warnock report, with the proportion said to be even higher in Inner London), those with very special needs (who have the protection of a statement) as well as any other student who may be affected by a range of factors of psychological significance (e.g. migrations, separations or losses etc)⁸⁴.

Their consultation model is described as "...collaborative and based on interactionist, systemic and social constructionist psychologies."⁸⁵ Accordingly, where there is a concern expressed about an individual in a school setting, they do not simply focus on individual assessment based within the personal models of psychology. Instead, in order to assist schools to make a difference, they explore features of the context of the classroom and the school, the expectations of significant others (e.g. adults, other students etc.), the approaches taken to help a student learn and in the student's views of learning and self as a learner. In this way, they explore how context and situation may affect a young person's development, learning and progress. They engage teachers, children and their families in this process⁸⁶. They also ensure their practice is consistent with the requirements of relevant legislation and policies (such as the 1989 Children Act;

⁸³ Kensington and Chelsea Education Psychology Consultation Service (2003): *Frameworks for Consultation*, (reissued to schools September 2003).

⁸⁴ Ibid.

⁸⁵ Ibid.

⁸⁶ Ibid.

1996 Education Act; 1998 Data Protection Act; 2001 Revised Code of Practice on Special Educational Needs; 2002 Disability Act; RBK&C policies etc).

Such a model supports notions of 'Academic Care' and helps to bolster resilience in students. Furthermore, in 2004 the Royal Borough of Kensington and Chelsea ran a conference specifically addressing this entitled "A day of thinking, reading and discussion about Resilience."⁸⁷ Additionally, a number of Issues Papers are released annually for the information of to support teachers and schools, parents and children, that address, for example, themes such as 'Endings' - changing class and teacher, coping with the death of a pupil; coping with death – ideas for helping ourselves and helping others – ideas for use with children (both secondary and primary school levels).⁸⁸

4.5 Visiting 'public' schools in London

Though they do not form the focus of this report, I also visited three public schools in London, North London Collegiate School for Girls, City of London School for Boys and the City of London School for Girls.

Each of these schools is undertaking effective independent work to promote Pastoral Care to enhance learning in their schools and utilizes various strategies and programmes for bolstering student resilience.

Implicit each of these schools' statements aims for Pastoral Care is an acknowledgement of the importance, and role of, pastoral support for academic success. For example:

- A priority in North London Collegiate School for Girls' (NLSCG) pastoral work is described as being "...to ensure that all students are effectively supported, that no-one is written off and to create opportunities to recognize individual talent."⁸⁹
- City of London School for Girls describes itself as "...a school which seeks to support and to develop the whole persona and which recognizes that pupils will achieve their best academically if they are provided with the opportunity to take part in the widest possible range of extra curricular activities, which contribute to the development of confidence and self-esteem. The school also recognises that pupils will only achieve their best in an orderly and purposeful atmosphere, where they feel known, safe, valued and respected."

⁸⁷ The Royal Borough of Kensington and Chelsea SENCO Conference, 2004 with Chris Watkins

⁸⁸ Kensington and Chelsea Education Psychology Consultation Service (2004): *Working with teachers and schools and parents and children – Issues Papers no 1: 'Endings'* (reissued September 2004).

⁸⁹ NLSCG Pastoral Care in the School: document prepared for the Governors' Meeting 15 June 2004

- An aim of City of London School's Pastoral policy is "...to assist every boy so that he himself is able to deal successfully with those practical matters affecting his academic life, and to utilize to the full the academic, sporting, cultural and other opportunities offered by the School, including those leading to Higher Education and careers."⁹⁰

Some brief examples of work/structures in contributing towards the integration of pastoral and academic domains ('Academic Care') are outlined below.

Recognition of the concept is found in NLCSG's tutorial system, where the role of the tutor is to take responsibility for the academic *and* pastoral care of students in their tutor group. As such, in addition to dealing with day-to-day pastoral issues, academic progress is also continually monitored within the framework of the 'whole student.' For example, before reports are taken home, each student spends time individually with her tutor. At the commencement of this process, students are required to provide written personal profiles of themselves (e.g. extracurricular activities inside and outside school, together with a reflection on qualities and skills developed by these, as well as their general interests) and these are discussed with the tutor. Their academic report is then read through with the tutor and students are given the opportunity to reflect on successes and consider targets for improvement. These targets and action plans are recorded and carried forward to the next year for review. The emphasis is on self-appraisal, which encourages students to take responsibility for their own learning and development. Further, each member of teaching staff is given training in pastoral care upon employment with the school and is given a pastoral role to play. The tutor pupil ratio is high at approximately 1:12.

In the 2002 Inspection Report for NLCSG, it was found that "...the close involvement of academic and pastoral staff in the provision of high quality pastoral care, support and guidance ensure that each girl's potential is maximized."⁹¹ Further, in addition to referring to the outstanding academic results and standards, the Inspection Report made note of the excellent quality of both learning and behaviour; the positive relationships between the students and staff; the very good provision for independent learning and personal and social development.⁹²

In the case of City of London School for Girls, the Form Tutor is once again the person who takes responsibility for the daily pastoral care of a pupil, having an overview of their academic progress, personal relationships and social development, while a House System exists to facilitate vertical integration, to offer informal pastoral support and opportunities to develop self-esteem and a sense of responsibility.⁹³

⁹⁰ City of London School: Pastoral Handbook, page 2

⁹¹ NLCSG Pastoral Care in the School, op. cit.

⁹² North London Collegiate School: Extracts from Inspection Report March 2002

⁹³ See City of London School for Girls Handbook - Pastoral Care and Discipline

5. CONCLUSIONS AND RECOMMENDATIONS

In evaluating the various action research findings, programmes and curriculum developments in the UK described in this report, it is useful to consider the work of a theorist such as Bernard who argues⁹⁴ that schools that are successful in promoting resiliency have certain common features. It is apparent that each of these elements is being developed, as follows:

- build on students' intrinsic motivation and interests through a varied and rich curriculum that encourages cooperation instead of competition and provides a range of arenas in which students may be successful (including arts, sports, community service work, apprenticeship, and in helping peers)
 - Citizenship curriculum
- validate different types of intelligences, strengths and learning styles;
 - Work of Soham through SUPER (multi-sensory learning)
 - Requirements of the National Healthy Schools Standard
- promote active student participation and decision-making in both the school and the classroom in terms of curriculum and evaluation as well as fostering students' responsibility and ownership for learning
 - Work of teaching teams in ARTE project in exploring the concept of learning communities and learning as dialogue; listening to the 'student voice'; and radically re-designing coursework with student input
 - Work of Sharnbrook through SUPER in terms of 'Student Voice' (and the appointment of a Student Voice Coordinator in the school)
 - Requirements of the National Healthy School Standard
- have teachers whose personal behaviour and attitudes convey the message: 'this work is important: I know you can do it; I won't give up on you' and who engage each students' 'strengths';

⁹⁴ Bernard, B., 'Fostering Resiliency in Kids' Educational Leadership, Volume 51, Number 3, November 1993, page 4

- An outcome of the participation of teachers in the ARTE and SUPER projects was a transformation of teacher perception, attitudes and methods in relation to teaching and learning in this regard.

The resiliency fostering features of each of these programmes and projects would translate well into an Australian context.

Further, a vital element of resilience is self-esteem. It is important because it is inextricably linked to achievement and learning as well as personal, social and emotional well being and positive mental health⁹⁵. Carol Dweck states that "...self esteem is not a thing you have or don't have – it is a way of experiencing yourself when you are using your resources well – to master challenges, to learn, to help others."⁹⁶It is perhaps unsurprising therefore that a common theme of the case studies of schools partaking in various citizenship programmes (above) is the development of self-esteem in students, as each of these 'resources' are engaged. Similarly, in the case of the National Healthy Schools Standard, where an independent evaluation of its impact upon students in participating secondary schools reported that they developed higher self esteem.

The various curricula in Australian schools could benefit from investigating this model further.

As stated in McLaughlin and Gubb, "[i]n the UK the desire to involve teachers in making educational research more useful and in shaping the research agenda is ongoing. It was Stenhouse in 1967 who said that only teachers could change education by understanding and researching it."⁹⁷The action research in both the ARTE and SUPER projects accomplished much to affect meaningful, beneficial and on-going change within schools, particularly in relation to teaching paradigms, perceptions and practices that result in enhancing student resilience both in classrooms and in schools. Moreover, evidence in the SUPER Network suggests that "...the professional development of staff through reflection and enquiry is a significant aspect of retention and motivation"⁹⁸ especially as it is a truly collaborative model that offers far more than 'remote' theoretical research.

While higher education partners in Australian schools also facilitate teacher development, the work of the Cambridge University Faculty of Education provides a strong example of an effective school-university model that could well inform similar projects in an Australian context.

⁹⁵ McLaughlin, C. 'Exploring and Working with Self-Esteem and Resilience' Powerpoint presentation, University of Cambridge Faculty of Education, October 2004

⁹⁶ Dweck, C., 2000 in McLaughlin, C. (2004) Ibid.

⁹⁷ McLaughlin and Gubb, op cit, p.22

⁹⁸ Submission for a Networked Learning Community, op. cit., p.5

Moreover, in addition to the ongoing university support and training, involving teams within schools and a powerful network linking teams across schools has vast benefits. During the case study of Soham, it was noted that “...schools are messy, problematic communities” but the SUPER network provided cohesion, a point of reference, and the opportunity to talk to other practitioners, swap methods and boost morale – aiding the transition from research to culture⁹⁹.

Again, Australian schools would benefit from networked learning communities such as these. Indeed, these projects, and their outcomes, provide a highly effective model for Australian schools/universities.

Underpinning all of these projects and programmes is a strong theoretical framework provided by leading UK academics in this field such as Colleen McLaughlin and Chris Watkins. Their work and insights are being used to help shape further curriculum developments in the UK in the 21st Century. In a recent paper, McLaughlin comments that, in the UK, the personal and social elements of learning are now being acknowledged but are still “...not a driver for the curriculum” and instead, they are still seen as “...separate lands inhabited by different tribes.” Accordingly, she urges that “[t]he experience of students is not so compartmentalized. Everything matters – all the transactions, all the curriculum and all the students. We need to develop active learners in an integrated fashion....”¹⁰⁰

Such advice is pertinent in an Australian educational setting as well, and serves as an appropriate final recommendation in this paper as the future of the integration of pastoral and academic domains in learning (‘Academic Care’) is contemplated, and as we ourselves seek to enhance teaching and learning in the 21st Century.

⁹⁹ See Video ‘Teacher Inquiry: Soham Inquiry’ Be Production, Off-line Edit 20 October 2003

¹⁰⁰ McLaughlin, C., (2005) op. cit., p.5

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