

SABBATICAL REPORT

VALUES IN EDUCATION

VALUE ADDED EDUCATION

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SABBATICAL REPORT 2010

Introduction

The focus of the sabbatical was two fold. I planned to investigate Values in Education and Value Added assessment.

VALUES

The NZ Curriculum has an emphasis on Values. It states that values are deeply held beliefs about what is important or desirable. The values that are listed in the Curriculum document are:

Excellence, by aiming high and persevering in the face of difficulties

Innovation, inquiry and curiosity

Diversity as found in our different cultures, languages and heritages

Equity through fairness and social justice

Community and participation for the common good

Ecological sustainability, which includes care for the environment

Integrity, which involves being honest, responsible and accountable and acting ethically; and to respect themselves, others and human rights

Having worked in a Catholic School for the past 6 years a culture based on Values is not uncommon. Our school's values include Aroha (Love), Curiosity, Equity, Faith, Forgiveness, Hope, Humility, Integrity, Justice, Resilience, Respect and Service. These are currently the 12 values that form the focus of our developing culture.

The focus of the sabbatical involved the visiting of Catholic schools in Australia to discuss the values that they focus on and to how they incorporate the values within the day to day operation of the school so that students develop a strong sense of them.

In the United Kingdom I met with Dr Neil Hawkes. Neil is an International Consultant for Values Based Education in Oxford. He has worked with a number of Secondary and Primary schools in the UK and Australia assisting them to incorporate Values into their school culture. Values that these schools focus on include Responsibility, Peace, Honesty, Perseverance, Happiness, Co-operation, Tolerance and Respect.

I visited a number of schools with Neil to see first hand how schools worked these values into their day to day activities.

VALUE ADDED ASSESSMENT

The Advanced Level Performance System (Alps) is a nationally used A level, AS level and BTEC National analysis and training package for delivering quality improvement in schools and colleges. It was developed to raise standards in education on a national scale and to engage with teachers and educational professionals to give them practical tools to achieve this. In 2008-2009 over 1200 schools and colleges in the UK received Alps Analysis.

The program was developed by the past Principal of Greenhead College in Huddersfield. I visited Greenhead College and stayed with the current Principal Martin Rostron. The program is distilled from ideas which have been developed and put into place over the past 16 years at the college. The effects in the college have been described as “stunning”. The fundamental principle of the ideas is that every person is an individual, unique and exceptional, and is to be valued. What emerges from the program is a highly trained and focussed staff working annually with students who quickly become motivated themselves.

The ideas are simple and practical, but putting them into practice says much for the commitment, enthusiasm and motivation of the highly talented staff both teaching and non teaching. Their own journey through the process, not without pain at times, has increased their own self awareness and self belief, both in how good they are and in what they can accomplish with students.

For students the processes have allowed for real personal growth through raising expectations and self esteem in the knowledge that they are valued, one

and all, and have helped them make realistic maps of progression both in and beyond their time at the college.

(I) VALUES IN AUSTRALIAN SCHOOLS

One of the schools I visited focussed on three values:

Fullness of Life, Family and Learning

Fullness of Life is where they encourage students to pursue the truth, to discern a meaning and purpose for their existence and to enrich their spiritual lives. This is enhanced through their Religious Education programme that focuses on their Catholic tradition where truth, freedom, justice, love and service are the guiding principles of all relationships and social activities. Their religious celebrations, rituals, retreats and reflection days provide the students with the opportunity to reflect deeply on their personal faith journey.

Fullness of life includes:

- Understanding that true conversion of the heart best occurs within a community that reflects authentically in all its structures and lives the full richness of the gospel call to justice and to peace.
- Enrich the life journey of each person through a personal understanding of, and relationship with Jesus Christ.
- Recognise that we are part of a universe that is formed of an intricate web of relationships in which all is sacred and is valued.
- Affirm the school's religious rituals, liturgies and celebrations as significant events in the nurturing of faith of both the community and individuals.

The manner in which they answer the call to justice is very interesting.

The students are actively encouraged to develop an awareness of and empathy with people in the wider community by involving themselves in community service programmes to assist those less fortunate and to develop a greater sense of social responsibility. Each of the four Houses in the school has adopted a community organization (e.g. Women's Refuge; City Mission, Retirement Village) and on one day every week students from the House will go to the place at 7:30am and assist in a practical way with serving food, taking food parcels or toys etc. The students are rostered throughout the year. The teachers "buy in" is that on those days some students will not arrive at school till 9am

FAMILY

“We honour the family and support it in a Christian context.

We promote a strong sense of community and the ideal of service to others”

This “Value” has two aspects. Firstly, the school as a community: The warmth and rapport between students and staff, which was most evident throughout my time at the school, the spirit and support through the religious connection and the enthusiastic involvement of the parents and wider community in school activities. The importance of the family in the development of the young people was evidenced in the importance that is placed on involving the parents through regular report evenings. Four times a year Parent, Teacher and Student meetings run from 2:30pm to 5:30pm and then from 6:30pm to 9:30pm or on two occasions to 10pm. A meal is provided for staff from 5:30pm to 6:30pm.

Bookings are for either 5 minutes or 10 minutes. Booking sheets are available on the night if a longer meeting is required at a later date.

The second aspect of the value of “Family” is the significance of the family home. Students in our schools come from varying family backgrounds. Some where education is valued and the home environment is stable and loving. At the other end of the spectrum are the homes where the family is dysfunctional and there is violence both between the adults and between adults and children. Between these two extremes are a plethora of scenarios: Single parent families, de facto relationships, families where the student has enormous responsibilities for younger siblings or for grandparents. No matter the situation we need to encourage our young people to “value” family. If they are fortunate enough to live in a loving family environment they need to be encouraged to contribute to it and to see it as a valued situation as they grow into adulthood. For those who are not so fortunate they need to realise that there is another way and with our support they need to be encouraged to break the cycle. For some this may require support from not only the school but from extended family.

MODELLING BEHAVIOUR

One can model appropriate relationships within the school environment. Respectful relationships between students and teachers that are supported by pastoral care programmes that encourage senior students to maintain reassuring

contact with and guidance of younger students. These younger ones need to be nurtured in a spirit of caring and concern that should be reflected in the community.

To support the sense of “Family” schools must:

- Develop a profound sense of respect for all.
- Nurture relationships and develop friendships among students, staff, ex pupils and their families.
- Celebrate family life as the embodiment of a deep spirituality, which nurtures the individual and promotes personal liberation.
- Acknowledge that for many members of the school family, the college is their primary faith and parish community.
- Value diversity and friendship within the community.
- Encourage a welcoming, happy secure, supportive and compassionate environment for all members of the college community.

LEARNING

The value of learning is very explicit. “Our purpose is to educate for strong, moral, disciplined individuals who strive for excellence and who develop their intellectual, social and creative talents in order to live as effective, responsible citizens”.

By means of a variety of teaching methods and an enlightened curriculum every student is challenged to achieve his or her best.

The school constantly strives to produce young people who will contribute to the life-giving elements of our society in the spirit of the school’s motto- All for God.

The school programmes are designed to empower all members, especially the marginalised, to participate with dignity and confidence.

To value learning schools need to:

- Assist all students to meet their potential academically, culturally, physically, socially and spiritually.
- Promote within the community a genuine love of learning
- Create programmes that are engaging.

- Recognise the issues that impact on society, open our eyes to global issues and encourage active citizenship.
- Ensure that learning is recognised as a means of empowerment and liberation in our world within a Gospel context.

Another college I visited had a strong Christian Community that was underpinned by the core values of Respect, Honesty, Support, Forgiveness, Trust and Justice.

Another school identified Spirituality, Inclusivity, Excellence, Service to others, and sustainability as the values that guide all that they do at the school.

Leadership

Fostering qualities of leadership and encouraging students to take up the challenge of additional responsibilities are an important part of the life of any school. Through this not only do students develop their skills in public speaking, organization and people management but also confidence which comes from actively participating in school events and having their voice heard.

At each level of the school there are positions in specific areas, enabling students to develop leadership skills in their areas of interest. The school has developed a formal leadership training course for Yr 10 and Yr 11 (NZ Yr 11 and Yr 12) students in preparation for their senior leadership roles. The program develops practical skills such as time management, planning and running meetings, and the ability to speak before an audience.

The development of leadership comes through the leadership structure. The positions below are in NZ Year level equivalent.

School Captains Yr 13 (2).

Liturgy Captains and Vice Captains: Yr 13 and Yr 12 (4).

Special Character Leaders: Yr 13 (6), Yr 12 (4), Yr 11 (2), Yr 10 (2), Yr 9 (2), Yr 8 (2), Yr 7 (2).

Public Speaking Captains and Vice Captains: (2) at Yr 13 and (1) at each of the other levels.

Music Captains and Vice Captains: (2) at Yr 13 and (1) from each of the other levels.

Drama: As for Music.

Sport: As for Music and Drama.

Art: As for Music, Drama and Sport.

Yearbook: 4 from each of Yr 13, 12 and 11.

House Captains: One for each house from each level

Peer Support: 4 from each level Yrs 13 to 8.

The total number of students with specific responsibilities at each level is:

Yr 13:30; Yr 12:21; Yr11:13; Yr10:18; Yr 9, 8, 7: 10 at each level

Leadership training starts in the first year of the school with a concentration on oral skills through the English Department in Term1. The Year 7 speaking competition focuses on this as being an important leadership skill and this is developed as student's progress through the school.

Specific Leadership training is offered at lunchtime throughout term 3 for students from all levels and focuses on Christian Leadership and good communication and listening skills.

Other skills include: Planning and running meetings, Delegating authority, Conflict resolution, Fostering group cohesiveness, Initiating action, working well with others.

The important personal outcomes or benefits from leadership training include:

Helping others

Helping the school

Personal satisfaction

Security

Using Power

Respect from others

Self respect

Confidence

Working with others

Booklets for the leadership seminar enable participants to identify both what they feel are important and not so important and where they see their current strengths and weaknesses.

Through the leadership opportunities students develop responsibility, commitment, passion and resilience which are lifelong qualities that will enable the young men and women to make valuable contributions to the world of which they are an important part.

CITY EXPERIENTIAL LEARNING PROGRAM (CELP)

This program forms an important part of the year of transition that is the focus from Yr 10 students.

This school has purchased a room in the city centre and they use it as a base for this program.

The Yr 10 students move from the common approaches of middle years to a recognition that in Senior School they will be required to undertake individually challenging and time demanding learning tasks. For this they need to develop the independence required to use the various study skill strategies that make for a successful senior school student.

Each day for three weeks a class of Yr 10 students make their own way to and from the city campus/classroom and use the resources of the CBD as a rich source of learning. The students know at the start of the year which 3 weeks they have been rostered for. They go in homeroom groups which does impact on the “option” classes throughout the year. The programme is co-ordinated by the teacher based at the city campus and includes the opportunity to explore the city’s night environment and the programme concludes with a presentation to parents.

(II) VALUES EDUCATION IN THE UK

Two of the schools that I visited with Dr Neil Hawkes are schools that had not had a strong reputation within their communities and had received poor ratings from OFSTED (ERO). Both schools had in the past 3 years appointed new Principals who in a short time had transformed the schools. In spending time with both principals and talking to staff and students it became clear that the basis of the transformation was the concentration on values and high expectations. One school adopted the focus on the values of Aspiration, Learning and Achievement. These three words were evident everywhere around the school together with expanded descriptors. They were placed around every whiteboard in every classroom in the school. The descriptors are:

L: Listen to the teacher and do not talk when they are talking.

E: Enter the room on time with the correct equipment ready to learn.

A: Aim to produce work of the highest quality at all times.

R: Respect the rights of others by not disrupting their learning.

N: Not call out. Raise your hand to get the teacher's attention.

As part of the discipline process a student on a daily report will be graded on a 1 to 5 scale against these 5 expectations.

A: Aim to work independently.

C: Contribute to learning by leading discussion.

H: Help others to learn in Group tasks.

I: Improve learning by promoting classroom standards.

E: Exceed expectations by beating your target grade.

(Target Grade is explained in the Value Added section of this report.)

V: Volunteer to help around the school.

E: Extend your work. Do more than you are asked.

The background colours to these posters are consistent throughout the school. The school had a focus on celebrating student success. One noticeable way was through professionally produced photos throughout the school that reflected positive aspects and achievements. The principal produces a weekly newsletter that concentrates on achievements and developments within the school. This is emailed to all staff and students.

Each member of the Senior Leadership Team has targets to achieve each term. These are agreed to in a one on one meeting with the principal who then meets with each member of the SLT each fortnight to discuss progress towards the targets and any other relevant issues.

This school had a comprehensive work skills programme that was based in a newly constructed Technology block. The block included substantially sized areas for students to develop their skills in Car Maintenance, House Painting, Brick and Block making and laying, and the usual food technology and computing. Of interest is the ability of the principal to employ non teachers such as mechanics, painters and bricklayers to work in these areas.

A second school that was transformed was in Slough. The first impression that a visitor to the school gains is that this is a student focussed school. In reception, in fact everywhere around the school including the hall, staffroom, hallways and classrooms there are massive photos suspended from the ceilings of students involved in numerous activities. The principal's aim in doing this is to remind everyone at the school of the reason as to why the school exists. The school has a diverse ethnic mix representing different nationalities and religious beliefs. The school embraces the multi faith make up of the students the school serves.

If we are looking at values this is a school that values students. There is a "benevolent zero tolerance" policy at the school that staff and students respect. There is a school uniform that is strongly enforced and this is linked to a high standard of dress code for the staff. Male staff wear collared shirts and ties. The school has both a Prefect system and a Student Council. Being a prefect does not necessarily place you on the school council except for the Head Boy and Head Girl who chair the council. The council are part of the process for interviewing applicants for teaching positions.

The school values its community. It pays for a teacher in the Community Centre to work after hours with six and seven year olds to enhance their literacy skills. The school also offers free Literacy courses for mothers.

The success of the school according to the Principal is “consistency based on Values” The values are based on respect and must be modelled by the staff. Some staff objected to the student photos in the staff room however they need to be constantly reminded of why the school is there. The senior students I spoke to, who I came across in the grounds, spoke positively of the new culture in the school. They felt safe, valued and supported. They appreciated the leadership opportunities and the trust that was given to them.

The diverse nature of the school community is a real strength of the school and allows everyone to learn from each other’s background and experiences.

The school promotes high self esteem, encourages high expectations and maximises achievement. The school assemblies consider humanitarian and spiritual issues that concern everyone and although they are based on Christian principles they are designed to value and not exclude any other faith.

The success of this school is based on the drive and passion of the principal who is supported by key senior staff. His presence in the school grounds is its key to its success. The values of respect, tolerance and valuing difference are evident in the school. The relationship between staff and students, based on respect is evident. This school demonstrates that with clear expectations of behaviour and achievement and a consistent approach to modelling high values an environment can be developed where everyone feels safe and valued.

It is clear from the outset that the school is there for the students.

PRIMARY EDUCATION

A primary school that I visited was one of the first schools to develop the Values based approach to education. The school had developed 22 values that they concentrate on.

Year 1: Respect, Responsibility, Tolerance, Thoughtfulness, Friendship, Love, Courage, Appreciation, Honesty, Understanding, Co-operation.

Year 2: Quality, Unity, Peace, Happiness, Hope, Patience, Care, Humility, Simplicity, Trust, Freedom.

These values were based on the qualities or dispositions that the school considered were important for the pupils to understand and develop.

These values create a common vocabulary for pupils and staff to explicitly consider ethical issues concerning self and others.

Each value is given a focus for a month over a two year cycle. They call it the “Value of the Month”. The value is introduced to the students through the school assembly and then is developed further in the classroom. A lesson a month is devoted to developing understanding. All staff is trained on aspects of the value in the previous month so that there is a consistent approach. The value of the month becomes a focus in the school newsletters, the website and on notice boards around the school. The Staff is expected to demonstrate the values in their relationship with one another and with the students. Pupils are encouraged to reflect on their behaviour in the light of the values. They are helped to understand that, if they think carefully about the values, their behaviour will then be more positive and the quality of their learning enhanced.

Applicants for teaching positions at the school are given the values prior to the interview and are asked which 2 they would take out and what values would they replace them with.

What the school is aiming to achieve is to give the students an ethical vocabulary. In the discussions with the children limiting values (e.g. greed and jealousy) are also discussed.

Long term staff at the school spoke positively of the impact of the programme. The way that the values are best learnt by the children is through staff modelling the values on a daily basis and through staff consistently referring to the values including through the discipline process.

According to Dr Hawkes (2003) modelling “is the single most important feature of the relationship between teacher and pupil. Your state of being is more important than your state of doing” He urges educators to consider why they want to introduce values in their school or classroom, and to pay attention to caring for themselves. Teacher resistance to Values Education can occur when educators realize the higher standard to which they are being held by students.

Values Education and Quality Teaching

A book that I read as a result of my visit with Dr Neil Hawkes is “Values Education and Quality Teaching, The Double Helix Effect” edited by Terry Lovat and Ron Toomey (David Barlow Publishing). The book reports on the results of two of the major projects in the Australian Government’s Values

Education Program. These results point to the fact that Values Education can no longer be seen as marginal to the main role of teaching and schooling or as a venture merely for religious schooling. The results show that Values Education sits at the centre of teaching and schooling wherever it occurs. The importance of Values Education is in its potential to refocus teachers and schools on their essential purpose, namely the holistic betterment of the students in their care.

Research tells us that student achievement is more assured when those values of care respect and trust that underpin the learning relationship are made explicit in all aspects of teaching and schooling, including the curriculum.

In this aspect Values education may be described as the ‘other side of the coin’ to Quality Teaching. Values based education can strengthen students’ self esteem, optimism and commitment to personal fulfilment; and help students exercise ethical judgement and social responsibility.

The nine values that are articulated in the framework for Australian Schooling are:

1. Care and Compassion.
2. Doing your best.
3. Fair Go---Pursue and protect the common good where all people are treated fairly for a just society.
4. Freedom---Enjoy rights and privileges free from unnecessary interference or control and stand up for the rights of others.
5. Honesty and Trustworthiness.
6. Integrity---Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds.
7. Respect.
8. Responsibility---Be accountable for one’s own actions, resolve differences in a constructive, non violent and peaceful ways, taking care of the environment.
9. Understanding, Tolerance and Inclusion---Be aware of others and their cultures, accept diversity within a democratic society, being included and including others.

In order for Values Education to be successfully implemented in a school the following must occur:

- Whole school planning including how the school will encourage reflective practices that will lead to values based behaviour.
- Formation of partnerships with the school community.
- A whole school approach where Values Education priorities are incorporated in structures and policies, procedures and rules, decision making arrangements, disciplinary procedures and student welfare/pastoral care approach.
- The provision of a safe and supportive learning environment. Schools use Values Education to build students social skills and resilience.

Quality teaching procedures are evident where teachers are skilled in good practice Values Education.

Values Education focuses on strong, positive relationships, positive dispositions to learning (learning to love learning), emotional and spiritual space and a calm teaching and learning environment.

Quality Teaching allows for intellectual depth, communicative competence, a capacity for reflection, self management and self knowledge.

STUDENT INFORMATION

In creating a values based approach to teaching and learning, it is considered vital that students who are new to the school are given basic information about appropriate behaviour as soon as they begin. Aspects of training should include:

- How to be calm, sit still and listen to the teacher.
- How to be relaxed, yet alert, in order to learn effectively.
- Understanding that we all use body language to express ourselves.
- How to use imagination through visualization.
- To be aware of emotions and to develop emotional literacy.
- How to behave in the school in a quiet, purposeful and peaceful way.
- Showing respect for self and others.

All students need to be enabled to develop an attitude to learning that is positive and encourages high personal achievement.

Boundaries of behaviour need to be set otherwise the student is not free to develop self discipline.

The basic training in values based behaviour comes about, not by Draconian imposition, but by teachers giving positive reinforcement to students who are displaying positive behaviour.

Finally, the review of the literature undertaken provides evidence for suggesting a link between values and quality teaching. Research from diverse sources has been mustered to show that values and quality teaching together provide a teaching and learning environment which enables students from diverse backgrounds to develop to their full potential. The research literature points to the role of values in quality teaching in creating a climate where student potential for learning is engaged through the positive dynamic interplay of intellect and affect.

The introduction of Values Education into a school, whether it be Primary or Secondary requires a number of important aspects.

- ✓ Commitment from a visionary Principal.
- ✓ Staff believing in the link between Values Education and Quality Teaching and Learning.
- ✓ The whole school community being involved in the identification of the values that will be the focus for the school.
- ✓ Clear descriptors of what the values mean.
- ✓ Staff training.
- ✓ Staff modelling the appropriate behaviour and not just in the classroom.
- ✓ Values introduced at assemblies and reinforced through newsletters and websites.
- ✓ The Staff reinforce the assembly message. At Secondary school this could be done at Homeroom/tutor time.
- ✓ Students and staff reflect on their behaviour in relation to the values.
- ✓ Peer Support Programmes used to further enhance the Values approach.
- ✓ Where appropriate teachers incorporate the Values in the delivery of the Curriculum.
- ✓ Avoiding TBD - Too Busy Disorder!
- ✓ Adopt an attitude of “How do we care for each other in this place?”

Remember:

A value becomes a virtue when it becomes part of you.

Values education is about the quality of the people in the institution.

(III) MEASURING VALUE ADDED

Advanced Level Performance System (ALPS)

Greenhead College in Huddersfield is a sixth form college that specialises in A-level teaching. It gives students the opportunity to make a fresh start after GSCE in a new social environment. It has a national reputation for the quality of its examination results, not just for high pass rates and many high grades, but also for 'value added' the college accepts many students with modest GSCE grades and helps them perform outstandingly well at A-level. There is a warm atmosphere and a friendly environment. Personal tutors provide continuous pastoral support, looking after the welfare and progress of the diverse population of students and guiding them on to the next phase of their careers.

Each student meets his/her personal tutor in the first few days and becomes a member of a tutor group which meets regularly.

Each term time is put aside for each student to discuss progress first with subject teachers and then with the tutor for an overall assessment.

Using the ALPS system the school analyses students' GSCE results when they arrive. This information is then used to predict likely A-level results. This means that throughout the two years the school and the student can work together to achieve the individual's maximum potential.

The school's commitment is in the time allowance to the tutors. They have a team of 20 personal tutors who have ample free time to see students on an individual basis, as well as in their tutor groups throughout the year.

After the introduction of ALPS in 1987 the effects have been dramatic. With a minimum college entry requirement of 5 C's, the increase in the A-level pass rate from 70% to 99% and the percentage of grades A and B from 20% to 70%.

ALPS---Some Detail

The system measures the quality of teaching and learning in relation to the GCSE achievement of the student intake. It can be used to compare individual subject areas within an educational establishment or nationally. It can also be used to predict performance and to set targets.

Input Data:

The scoring is based on:

A*= 8pts A= 7pts B= 6pts C= 5pts D=4pts E= 3pts F=2pts G=1pt for each GCSE grade received.

Average GCSE score = Total points/Total GCSEs. As you can see this is a similar calculation to Grade Point Average in the New Zealand National Qualification NCEA.

E.g.:	Total Points	Total GCSEs	Average Score
2A*2A3B2C	58	9	6.4
5C 2E 1F	33	8	4.1
3B 4C 1D 1E	45	9	5.0

Using historical information the college can then predict students' performance in their A-level examinations:

TARGET GRADES

Band	Points on Entry	Minimum AS	Minimum A2
1	7.0+	AAAB	AAB
2	6.4-6.9	BBBB	BBB
3	5.5-6.3	CCCC	CCC
4	4.9-5.4	CCDD	CDD
5	4.3-4.8	DDDE	DDD
6	3.5-4.2	DEEE	DEE

Students tend to study 4 subjects at AS and 3 at A2. The college is working to encourage students to study 4 subjects at A2.

The school then takes these outcomes and on entry the student is assigned a predicted grade of:

A; A/B; B; B/C; C; or C/D

This is a single target grade covering **all** subjects.

By the end of Term1 subject teachers meet individually with each student in his/her class to discuss progress relative to predicted overall grade. This interview is carried out mainly during normal class time. Other students are set work to do. The process takes about 1 week.

Clearly the student will be strong in some subjects and therefore should be performing in advance of the predicted grade while in other subjects may be at a lower level. Grades allocated by the subject teacher are one of:

A; A/B; B/C; C/D; D/E; E/U; or U

These grades are assigned points of 10; 9; 7; 5; 3; 1; 0 respectively. The grades are forwarded to the tutor who then accumulates the grade scores and then relates the students' current position relative to their over all potential according to the table:

Band	AS-Levels	A2/A Levels
1	38 pts or more	28 points or more
2	32-37	23-27
3	24-31	17-22
4	15-23	13-16
5	9-14	9-12
6	8pts or less	8 pts or less

The tutor then arranges an interview with the student outside class time to discuss overall performance and each subject performance relative to the predicted overall grade. On a brief written report to the Tutor the subject teacher

has also recorded “Attendance” and “Lateness” figures. As a result of this meeting the student is then given a written report that includes the grade for each subject and an overall position. For example and overall position of 1, 3 means that the school believes that the student has Band 1 potential, but work at the present will lead to Band 3 results. The report also includes overall attendance and a tutor comment. The student takes this report home prior to Parent/Teacher meetings.

PREPARATION FOR THE MENTORING MEETINGS:

Prior to the meeting with the subject teacher the student is encouraged to consider and to have a response prepared to the teacher following:

- Are you satisfied with your attainment and progress so far?
- Is your motivation and confidence (a) high (b) OK (c) poor?
- Are you satisfied with your current study habits and skills?
- What difficulties have you experienced so far? What difficulties have you overcome?
- Your monitoring grade is based on all aspects of your performance so far. What do you expect your grade to be?
- Do you know the grades required for any careers you have in mind?
- Is any factor going to hinder your future progress?
- Have you set yourself an objective in this subject?
- Do you have any needs in this subject?
- Are there any questions that you would like to ask your teacher or clarifications that you seek?

In preparation for the interview with the tutor the students are requested to consider the following:

COMMITMENT

- Do you ever take time off college without good reason?
- Do you always make an effort to be punctual for lessons?
- Do you limit yourself to completing the minimum amount of work set?
- How often do you undertake extra work/research independently?
- Do you respond positively to advice/criticism from your subject teachers?

SUBJECTS

- Do you feel you are coping well with the work covered in your subject area?
- Do you meet deadlines for coursework assignments?
- Do you hand in homework regularly and on time?
- How well do you communicate with your teachers? For example do you ask for help when you need it? Do you discuss your work individually? Do you know how to improve your performance?

TIME

- Do you feel you waste time through bad organization and failure to plan?
- Do you allocate sufficient time for work in each subject?
- Have you established a sensible balance between work, job and your social life?
- Do you organise revision effectively or leave it until the last minute.

STRATEGIES FOR IMPROVING YOUR PERFORMANCE

- If you are worried about aspects of your courses make a note of your concerns and discuss them with your tutor.
- Decide what your goals are for the next half term and be prepared to explain them to your tutor.
- Think about some strategies to help you achieve your goals and ask your tutor for their professional opinion.

TUTOR TRAINING

Tutors are trained in the interview techniques and are given briefing papers on how to carry out the Monitoring Interview.

Do:

- Encourage student reflection before process.
- Find a private place.
- Give each student the time they are entitled to.

- Encourage student to engage in dialogue.
 - Ask open questions.
 - Ask what has been the best bit about the subject?
 - What has been the worst bit about the subject?
 - Use the opportunity to get feedback on our teaching methods – which worked best / least well?
 - Listen.
 - Discuss the agenda raised by students.
 - Respect monitoring as a chance for student to share anxieties.
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- Concentrate on the student perspective in order to build self-esteem.
 - Find something to praise.
 - Emphasise the positive.
 - Place emphasis on achievements, concerns and areas for actions.
 - Ask what they need to achieve their goals.
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- Invite student to consider grade first / ask student how they think they have done?
 - Ask what do you want to get? How do you think you are performing at the moment? How can we help you progress?
 - Link comments with Higher Education / career aspirations.
 - Use feedback, results, tests to back arguments. Provide evidence of marks etc as basis of discussion of work.
 - Use data to inform students of relative performance / put marks in context to rest of year group and context of target.
 - Be realistic with the monitoring grade.
 - Give constructive criticism.
 - Address comments to the student's work.

- Focus discussion around targets and negotiate new targets.
- Set achievable targets.
- Emphasise it is work and attitude so far that leads to a grade.
- Produce a succinct summary of targets over two years.
- Use an “action plan”.
- Be reassuring, emphasise comment rather than grade.
- Check that students record details in their student planner.
- Concentrate on how performance may be improved.

Do Not:

- Start with negatives.
 - Get their name wrong.
 - Criticise the person.
 - Do all the talking.
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- Focus on GCSE score.
 - Make comparisons with other students.
 - Use monitoring as a forum for criticism.
 - Use low grades as a stick.
 - Use monitoring to discipline students.
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- Prejudge outcome of year too soon.
 - Make student think there is no chance of improvement.
 - Surprise the student with criticism in monitoring.
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- Use monitoring to reduce class size and improve value added.
 - Use monitoring as a way of dissuading students from continuing with subject.

- Tell them your grade, arrive at it by negotiation.
- Be unrealistically generous in grading.
- Use a test result as a grade.
- Have a mainly mechanistic result based discussion – especially AB – ‘dummy run’.
- Let them make empty promises about future attitudes.

END OF YEAR

Described above is the internal operation that takes place at the college. Once the National Assessments are over the final results are then analysed on a national basis. This is carried out for every school that has signed up to the ALPS programme. In 2008 there were 880 schools, 87 sixth form colleges and 64 FE Colleges covering 335,186 A levels taken by 120,063 students. By using the GCSE scores as the base value each school then receives a detailed report on their Value Added performances. The report includes:

- ❖ Subject Data-Average performance per subject
- ❖ Student Data-Average performance per student
- ❖ Subject specific Value Added Scores
- ❖ Departmental trends over the past 4 years
- ❖ Gender and Ethnicity reports.

The target grades for each student are produced by the central agency using the criteria above. The end of year performance is then measured against the target grade. Reports to the school are colour coded. When a grade meets or exceeds a target grade, the grade is coloured RED. When the grade is one grade lower than the target grade it is coloured GREY. When the grade achieved is two or more grades lower than the target grade it is coloured BLUE. The aspirational objective for the student and for the school is to try and move to all RED pages.

Department reports are similarly coded. In terms of an ALPS analysis the definition of relatively poor 'BLUE' teaching and learning is when a group of students taking a subject achieve an ALPS subject grade of 7, 8 or 9, matching performance in the bottom 25% of the ALPS national database for that subject. A department which achieves that consistently over 3 years is defined as a BLUE poorly performing department. Each school receives a figure for BLUE teaching and learning for each year.

The school also receives an overall "Value Added" score which is compared with the national result. Meeting with Principals throughout the UK they clearly identified the significance that they and OFSTED place on the value added results. Detailed information allows the Principal to carry out analysis right down to the "Value Added" Score for individual teachers. This is of significant value for performance appraisal and goal setting for future years.

CONCLUSION

There are two components which make the ALPS system effective. The calculation of the base or targeted score and the comprehensive analysis in the measuring of the final results against this are vital to the process. Of even more significance is the mentoring that takes place during the year. This college has made a significant decision in resourcing the time that enables students to be mentored on a one to one and small group basis. The commitment to the process by the subject teachers is also worthy of note. The targeted score alone would not produce the outcomes that are clearly evident.

It would not be difficult to develop a similar system for NCEA using Level 1 as the base year to produce the target grade for Level 2 and Level 3. Predicted target levels could be along the lines of: Excellence; Excellence/Merit; Merit; Merit/Achieved; Achieved; Not Achieved/Achieved. Detailed analysis of student performance is required to be able to match Level 1 performance to Level 2 and level 3 outcomes. In many schools the role of the Yr 12 and Yr 13

Dean would need to be enhanced and time allocated. Homeroom or Tutor teaches would also have a more positive and constructive role to play.

This close mentoring fits in nicely with the other aspect of my report, Values Education. If we value the students as the school in Slough clearly identified and we genuinely believe in the holistic development of the student then a commitment to one on one mentoring should be a starting point.

I have included the “Preparation for the Mentoring Meetings” section in the belief that this alone may be of assistance to Senior Staff, Tutors, Deans and Teachers in our schools.

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