eplc

Creating and sustaining **E**ffective **P**rofessional **L**earning **C**ommunities

Second Workshop Conference

Birmingham: 20th/21st November 2003

Theme: External and Internal Processes in Creating, Developing and Sustaining an EPLC

Conference Report

Contents

Appendices

Conference rationale and aims:

The focus for the second, twenty-four hour workshop conference was on practical methods and processes for creating, developing and sustaining a school as an EPLC. Several externally and internally initiated examples from the case study schools were presented and considered. There was a preliminary discussion about how such practical ideas and methods can best be shared with other schools

The workshop aims were to:

- present selected emerging themes from the research findings;
- review recent developments in schools;
- consider the implications of Workforce Remodelling as an externally initiated process;
- assess Investors in People as an internally initiated process;
- consider the production and dissemination of 'credible, accessible and practically useful findings';
- identify emerging issues and themes for follow up work.

Summary
Each of the case study schools presented a prepared position paper reporting developments since the last conference and reflecting upon the likely impact of Workforce Remodelling. Those schools that had worked on IIP were asked to also comment upon this experience.

Christina Woodroffe, Assistant Director of the NCSL and member of the National Remodelling Team gave a presentation on the national remodelling strategy and Angela Greenwood, EPLC team teacher researcher, responded by presenting a primary headteacher's perspective.

The project team presented some emerging themes from the case study data and invited comments. Dr Tony Bailey led a discussion to assess the potential contribution of IIP to a professional learning community. The remaining workshop sessions were spent in small group or plenary discussion about the development of plcs with particular reference to remodelling and IIP.

Finally there was a useful discussion about the forms of dissemination that participants felt would be most appropriate for a practitioner audience.

Session 1   Introduction and Project update *Facilitator: Ray Bolam* *Speaker: Agnes McMahon*

1.1. Introduction

Ray Bolam welcomed everyone to the conference and participants introduced themselves. The conference theme of "External and Internal Processes in Creating, Developing and Sustaining an EPLC" was explained and the aims were reviewed.

1.2. Project update and emerging themes

Agnes McMahon reviewed the team's working definition and key characteristics of an EPLC:

"An effective professional learning community has the capacity to promote and sustain the learning of all professionals in the school community with the collective purpose of enhancing pupil learning."

The key characteristics of an EPLC, from the literature review are:

- Shared values and vision directed to the learning of all pupils.
- Collective responsibility for pupil learning
- Reflective professional inquiry as an integral part of work
- Collaboration in developmental activities, to achieve a shared purpose and mutual professional learning.
- Group, as well as individual learning is promoted.

Agnes posed the question: do we see these characteristics in case study schools? She concluded that the prominence of each characteristic will vary in different contexts, such as size and phase, as these influence the nature of the plc. Thus, a department or group may form a sub-plc in a large school.

Emerging themes, generated from the literature, the survey, the qualitative data and the first conference, include the following:

1. Leadership;
2. Organisational networks;
3. Structures;
4. Staffing;
5. Relationships;
6. Collective as well as individual learning;
7. Human dynamics.

These themes were briefly explained, and illustrated with examples from the data.

Leadership emerges as a major, fundamental factor in developing plc's. Leaders are seen to be pro-actively shaping policy and practice and promoting learning in the school at all levels.

Leaders look beyond the school to link with community and other agencies. This includes seeking recognition and funding through IIP, Beacon schools, Chartermark, NCSL Network Learning Community and many other initiatives.

Structures are in place to create spaces for learning and sharing and there are opportunities for staff to learn and progress. Plc's are seen to be striving to reduce hierarchies and barriers between different groups of staff- a climate exists in which anyone can bring forward ideas about how to promote learning.

Staff of all types are involved. For example,

- Support staff [LSA, TA] are seen to be taking responsibility with teachers to promote learning and all staff work together in one large room/space (nursery school).
- Smaller plc's in larger schools follow a similar pattern, where groups of staff (subject department/pastoral leaders) each have a shared work/meeting space.

A key factor seems to be that everyone is respected - everyone can contribute. Staff initiatives are encouraged. For example,

- '... *staff openly talk about the opportunities to influence the direction of the school and talk about their ability to lead and the freedom they are given'.*
- "*Someone will start a project and capture their interest, another takes over and re-motivates them. It's not pressure and you do not get bored. It keeps you fresh.*"

Collective, and individual, learning has several features, and often centres on reflective inquiry. Examples include:

- staff have review meetings at the end of lesson/end of day to discuss what has worked or not, and including planning for next day and any needs adjustment (nursery school);
- videos of each child made each term are reviewed by the class team (teacher, 2 support staff) in discussions about the child's progress (special school);
- staff teach each other expertise (e.g. ICT); staff meetings have a learning focus, e.g. discussing a piece of writing, photos of an activity (primary school);
- staff use multiple sources of evidence about student learning - monitoring, videos, photographs, as well as analysis of SATS & GCSE scores, target setting etc.
- classroom observation and feedback is used as a form of school based research, with a learning focus (learning leaders) and there is evidence of sharing of lessons plans, teaching materials through school intranet/dept. website.

While such examples occur in a number of schools, it may be the particular inquiry orientation that distinguishes more mature professional learning communities.

Human dynamics play a significant part in developing and sustaining plc's. Key human activities are underpinned by trust, care and humour, and these are expressed within a framework of shared values.

"*It's a very friendly place to work; everyone is interested in everyone's professional development.*"

Kate Hawkey mentioned two examples of attempts to sustain an EPLC under changing circumstances. In one school, where the Head is retiring, she is seeking to ensure continuity by employing a coaching model. In a second school, which is moving to a new site where staff will be working alongside other agencies, the Head is negotiating to try to ensure continuity.

Louise Stoll gave an example of a Headteacher who both involves staff in school initiatives and also promotes and monitors staff members' own initiatives. In another school, some successful departments display the characteristics of a mature sub-plc, creating opportunities for staff to take leadership roles (such as chairing meetings), controlling their own budgets and where the HOD publicly praises colleagues.

Mike Wallace said that similar themes are seen across schools but there is variation in the way that CPD is seen to be effective in its impact and usefulness.

1.3. General discussion

It was important to check that these themes and their implications were valid. In the general discussion all participants expressed views.

- One Head explained how a cluster of schools (one of which has Beacon status), share a common vision about focusing on children's thinking, and are able to use the Beacon funds for joint INSET.

- However, they also have to respond to mixed messages: from the DfES document "Excellence & Enjoyment" on the one hand, and the requirement that targets be constantly raised, on the other hand. In this context, they are trying hard to keep going with their own, shared vision.

- Many 'leadership' activities may start out as management or even maintenance activities. For example, support for NQT's in the school may be used to stimulate older, inflexible staff. One school set rooms aside for department staff to use as a base; in practice, it became an area for informal learning, although not for all.

- The way a plc develops may be directly influenced by the dynamics of the school's external context. For example, many schools in one LEA, due to falling rolls, are facing redundancies. This has a profound effect on the sustainability of the EPLC through lack of motivation. Moreover, continuity of staff is directly linked to continuity of vision. Another school is to close in 2004, due to falling rolls, so sustainability is unlikely beyond that date and responsibility for the staff and children shifts to the local authority.

- The concept of structures seemed to embrace staff meeting areas, staff work areas or bases and incentives (eg free cakes and social activities) to gather together. These apply particularly to larger schools, where fragmentation can be the norm.

- Support staff, who follow the same children from class to class, are often invaluable sources of additional background information on those children.

- As far as LSA's are concerned, the size and phase of the school may have an influence. For example, in large schools LSAs may 'belong' to a sub-plc.

- Parents may play a significant part in the smaller school plc, such as a nursery school.

- In one residential special school there are two parts to the school's timetable and physical layout: day and residential. Both have distinct staffing and are separated, even though the curriculum is a 24-hour one. When the present principal took over, the school was in difficulties. Nobody talked to each other and he began by asking the question, "Why are we all here". They "looked at existing systems, threw most of them out and started again". All this was achieved through open discussion and consensus, which resulted in their "Own Method'. Now there is a universal view and a common system of agreed principles.

- A member of the steering committee said that lots of people in the case study schools are doing lots of things, but 'it is *why* they are doing it that matters.' 'You have to take risks, but this can only be achieved within a framework of trust'.

- Team members said they would like to capture the essence of what it is to be an EPLC so that this can be disseminated to other schools. This is a complex issue, difficult to capture in a list of processes or tasks. One participant suggested a model that likened the developmental stages of a plc to the activities of a retro-style lava lamp. The amorphous oil, representing the potential of the staff, lies at the bottom, only showing signs of working when energy, in the form of heat, is put into the system. As this energy is applied, the oil begins to rise, form, coalesce, break up, reform etc. Another model proposed was that of the pebble thrown into a pond, with the resultant ripples spreading out.

Session 2:	Externally Initiated Processes: Workforce Remodelling
Facilitator:	Louise Stoll
Speaker:	Christina Woodroffe, National Remodelling Team.
Response:	Angela Greenwood, Head Teacher Researcher

2.1 Introduction and context

Louise Stoll introduced the session and set the Workforce Remodelling initiative within the context of externally promoted processes which impact on schools. She introduced Christina Woodroffe, the Assistant Director of the NCSL and a member of the National Remodelling Team (NRT). Questions were invited at any point in the presentation. Christina gave a presentation on Workforce Remodelling and Angela responded from the perspective of a serving Headteacher.

2.2 Workforce Remodelling Key points from the presentation

- "This is a unique opportunity to get things right"
- Workforce Agreement Monitoring Group (WAMG): group of national bodies working together for the benefit of all teachers.
- There are a number of significant (external) pressures that are driving change. These include Pupil assessment, employment legislation and technological changes.
- Educating youngsters for a future that we will scarcely recognise.
- There are recruitment issues, with early retirement and burn out being significant factors.
- The Price Waterhouse Survey showed that 30% of a teacher's week was spent on non-teaching activities.
- The NRT have a vision, but there are feelings in some schools that they cannot do things because of structures that are felt to be immoveable (e.g. exam board constraints etc).
- Schools and organisations "should be braver". This is supposed to be a self-directed approach.
- Mythology of what can and cannot be done, some schools do find their way round what seem to be insurmountable problems.
- Sustainable change driven from within, to deliver more time for teaching, more support for teaching and learning and opportunity to develop better leadership of teaching.
- Use a 'project' management team, not SMT, but representative across the spectrum.

2.3 Response and discussion

Angela Greenwood responded by presenting a paper, which she had used with her own governing body to inform them of the initiative. From a primary head's perspective, the key issues facing schools in managing WFR include,

- Changes in the traditional culture and focus of teacher's work
- Resistance to change
- Head teacher's shifting role
- Support roles will adopt a higher profile and will be subject to further change
- Logistical and financial implications, with no funding.

There is a real potential for the focus to be on teaching and learning, and a chance to develop creative approaches. This needs a reassessment of the structures and opportunities in the school in order to meet the professional learning of all staff. The link to the development of effective professional communities, therefore, is very clear.

However, there are tensions between the need to implement these changes and the financial ability to do so, and these financial difficulties lie at the heart of most school action plans.

There are issues centred on the 24 identified tasks that teachers are not contracted to carry out. Once innovative ways of restructuring staffing have been explored and tasks have been reviewed, there will be a need for an increased financial input for support staff unless their time in the classroom with children is to be compromised.

There are unanswered questions concerning how Heads and teachers can do less and not incur financial burdens. These financial implications are apparently not acknowledged. Solutions seem to focus on restructuring, undoubtedly an important element, but in many schools the goal of 10% non-contact time for teachers cannot be met in full by these means. As with the case study findings, funding is recognised as a potential inhibitor for the development of plc's, but remodelling has the potential to fuel this process even more.

There were many questions raised in discussion. There seems to be a two-tier impact, resulting in Primary schools (especially smaller ones) facing the greater difficulties, as a result of their lack of flexibility in use of "slack" and responsibility points. Secondary schools do have at least some opportunities to be flexible, due to non-contact time on the timetable and more flexible budgets.

In response to the question whether phase or size affected workforce re-modelling success, Christina placed fundamental emphasis on the 'culture' of the school. She concluded by saying that "NRT is in constant contact with schools, and have a huge knowledge of schools." Moreover, she pointed out, the characteristics of a remodelled school match the EPLC criteria that the team have identified to date.

Session 3:	Phase group discussions
Facilitators:	Project Team Members

Participants met in phase groups. The session was presented in two parts. In part a. schools presented their position papers with reference to workforce remodelling. Part b was a response to sessions 1 and 2, using the following discussion question:

What are your comments on the emerging themes presented in session 1? The 5 key features of an EPLC drawn from the literature and case study reports are:
  - *Shared values and vision*
  - *Collective responsibility for pupil learning*
  - *Reflective professional enquiry*
  - *Collaboration*
  - *Group and collective, as well as individual, adult learning.*

Session 4:	Feedback from Phase Group Discussions and Plenary Discussion
Facilitator:	Kate Hawkey

Kate Hawkey introduced the session and invited the phase groups to present a summary of their discussions.

Nursery Group.

They were acutely aware of external pressures dictating the way they had to do things. One big change was that they now had to have governing bodies and delegated budgets. The major imminent pressure is the change to Children's Centres. These factors tended to throw the development of the plc off balance somewhat.

The 24 tasks have not made much of an impact on Nursery schools. They had all sorts of staff on site who were responsible to other bodies, like Children's Trusts. There was some confusion arising over non-teaching staff, such as NNEB staff, not being involved and so feeling aggrieved at being disenfranchised. There was no doubt that WFR will have considerable financial implications.

As far as the job is concerned, the consensus was that plc favours valuing the person, rather than the job, there are dilemmas about remuneration.

Primary/Special Group

Shared values and purposes were seen as the foundation for a plc. These provided a framework onto which processes and decision-making could be based. There has to be a genuine sense of ownership of policies.

Reflective enquiry was linked directly to teaching and learning, especially developing children's learning. It was felt that an EPLC could not develop without considering the implications for children's learning and teaching. There were difficulties in developing reflective communities, for example given the imposition of Numeracy and Literacy strategies, unlike the more democratic, well thought out Science strategy that has followed.

Now teachers are beginning to look at how they can do these things within their local framework, and this had implications for leadership. It was seen as important that the vision was not created, but that it was lead well, and kept going to sustain development.

Induction into the plc values and principles takes a long time and there were questions raised about who does this for an incoming, 'replacement' Head. It will be fascinating to observe the effects of a change in leadership on the plc. Will the new incumbent listen as much, and respond to the staff that want to carry on with the vision? Of course, this assumes that the school, in the opinion of the staff, is on the right track anyway. One piece of advice for an incoming head was: "Suspend change until you have fully understood the current culture"

Secondary/Special Group

Many schools had already thought of solutions to some of the problems that WFR would produce, such as the percentage of cover that staff are expected to provide. In some instances this could make the situation worse.

There are successful models of distributed leadership, which is no longer hierarchical. Empowering staff is linked to an understanding of what engages staff. Accountability remains with the delegator, even though empowerment is the objective.

Engagement and enjoyment are seen as key factors in successful plc development, as is the deliberate processing emanating from leadership: "It does not just happen by chance".

There is a trend towards using the expertise of the schools and confidence in their own staff, to run the CPD programme, and this extended into the local network community arrangements. There is a particular focus on using younger staff as trainers. This captured their enthusiasm and overcame the tendency for some older teachers to be negative.

To ensure sustainability, there has to be deliberate facilitation, based on coaching skills training, with a critical mass of 'leaders' committed to making it work.

Session 5:	Assessing Investors in People as an internally initiated process for creating, developing and sustaining an EPLC
Facilitator:	Agnes McMahon

5.1 Context

Agnes McMahon introduced the session by explaining that one aspect of the project brief was to identify processes which impact on effective professional learning communities. In the third round of case study visits there is an emphasis on studying such processes. *Investors in People* has been one such route in some schools. Several project schools had participated in it, and they had agreed to share their experiences in relation to EPLCs.

5.2 Presentations and Discussion

Tony Bailey gave a brief background to IIP, outlining the national standards. The first IIP standard, "Developing Commitment" was taken as a starting point. Discussion ensued and a number of issues and questions were raised:

- Can IIP act as the starting point for commitment? Is it a useful stimulus to start the plc process or does it mainly confirm and legitimate what is already there? The starting point for one school was to find one person who shared the Head's vision. IIP was not the starting point.
- One Head described how, in the face of OFSTED and other external inspection processes, IIP proved to be a positive process and a way of including people. IIP was very much a holistic approach in that many external agencies working with the school were included, for example the visiting Educational Psychologist. It involves self-questioning, helping you to strive in pursuit of excellence. The process showed the Headteacher how positive the ethos of the school was and just how far they had developed.
- There is a financial cost - one Head had paid £2000 – and this may be an inhibiting factor. Another Head described how the LEA (a small unitary authority) had funded the process and provided support to take schools through.
- Their experience was two years after an OFSTED inspection. She felt that staff were ready to do it at that point having been "damaged by the OFSTED inspection". It was a systematic process that, at the end, had positive effects. After a whole day, interviewing, the consultant's feedback confirmed the Head's vision for the school. This contrasted with another external process, that of the Threshold Assessment on the previous day, which produced a very negative feeling in the school.
- You need to consider how many adults work in your school. Are your staff broken down into teams? 'IIP challenges the school to make sure everyone, including governors, is on board'. IIP gave ownership to support staff, "since we have been IIP their skills level has shot up" (Headteacher). The larger, and more complex, a school the more difficult it is to get everyone on board. Another participant said that IIP enabled the school to focus on an important aspect of the EPLC process - the 'socio-emotional' dimension – 'it raises the spirit of people and encourages them to do more'.
- IIP is a means to an end. There are many ways that one can use it. For one school "it was badge collecting but it has had a subliminal effect in breaking down gaps e.g. development for administration staff. It felt clumsy and was expensive but provided an auditing process for the school - a time line.
- IIP is a useful audit - gaps will be found. 'It's an audit not a system. A secondary deputy head said that IIP 'taught us things- gave staff far more involvement.' However, he thought that the process was not as valuable now since they had moved to self-review using the OFSTED S4 form format.
- A school governor felt it was of importance because of involvement of all staff where performance management is only for teachers. It assesses you against your own aims & objectives. However, it wouldn't find a major issue if it had not been identified in the aims and objectives for the IIP assessment.
- A special school felt there was a connection between IIP and an EPLC. They could "tick the boxes" on the form but when this was checked out by talking to people it was apparent that people understood a great deal more about the community at a deeper level.

- How far does IIP, like EPLC, focus on children's learning? In IIP, the goals have to be connected with the learning of the children. Everything is planned and evaluated with respect to pupil outcomes. Staff development is linked to this. The point of the development is how it affects your pupil outcomes.
- The concept of EPLC is not value free, so how far would IIP go in promoting an EPLC? Do the characteristics, which define an EPLC, meet those which define IIP? There are differences between the two. Lots of schools have IIP but not all are EPLC's. 'Those schools will go for the kite marking'. There are mature EPLCs in our study that are not doing IIP. Would a focus on IIP help them to be a more effective plc?

5.3 Summary of the session
The following points were highlighted:
1. What is the purpose of an effective professional learning community? The literature has highlighted five characteristics about pupil and staff learning. In an EPLC pupil learning has to be the focus. In IIP schools, it may vary.
2. The IIP standard is a necessary but insufficient condition for an EPLC. An audit of an EPLC would inevitably reveal that the standard had been achieved. However, pursuit of the IIP standard would not in itself ensure that a school would focus on all five characteristics highlighted in the literature as being necessary to the development of an EPLC.
3. Who is part of an EPLC? The school may wish to engage people for example governors as part of the EPLC.
4. IIP requires an external assessor as part of the process. Usually the assessor helps the process). The notion of an EPLC is that it is internal. (Should we be asking people to use an external consultant to create an EPLC in the future?)

Session 6:	Project data collection and dissemination methods
Facilitator:	Mike Wallace
Speakers:	Ray Bolam, Malcolm Ingram

6.1 Data collection and dissemination
Mike Wallace introduced the session and summarised the data collection strategy. Ray Bolam then revisited the aims of the dissemination strategy. He explained that the project team were seeking to consult with the case study schools on the methods and materials most useful to practitioners. Ongoing dissemination is taking place via the conferences and the website. The website is available and could have areas of protected access. The project ends in July 2004. If the website is to continue after this it would need to be taken on by others, possibly our sponsors. The question was posed: would be feasible and ethical to collect photographs? Possible dissemination methods and products (see below) were outlined. David Crandall, the project's international consultant, had suggested adopting an integrated dissemination strategy.

6.2 Presentation
Malcolm Ingram demonstrated, through examples of various websites, how we could disseminate the project findings. He showed the NCSL website on Workforce Remodelling. This uses a technology called FLASH. An extract from a CD ROM from QCA was shown. If this method was used, there is a possibility of about 15 minutes of material.

Session 7:	Mixed discussion groups

7.1 Discussion in groups - agenda items
Three mixed phase groups focused on two areas:

Part 1 – What are the implications of adopting the IIP national standard for the development of an EPLC and how does it compare with other internal approaches?

Part 2 – What do you find best as a dissemination method?

- Interactive website?
- Video?
- Print?
- Digital photographs as case study data?
- Digital images as part of a CD ROM ?

- Would schools be willing to contribute to the content on CD Rom?
- Use of interview data.
- Video clips on the CD ROM
- A professionally produced video.
- The issue of images of children needs to be discussed.
- Written activities for staff development sessions.

Session 8:	Conclusions and next steps
Facilitator:	Ray Bolam

8.1 Feedback and discussion from session 7

In considering further *the implications of IIP,* there was consensus that:

- it promoted a whole school approach for all staff;
- external recognition ('badging') was an important element for schools;
- it could facilitate the development of an EPLC;
- however, it had not always been a success and had sometimes increased mistrust - a potential barrier to the development of an EPLC.

When considering the **characteristics of an EPLC the group considered that the following would** be present:

- seeking and welcoming an outside perspective in the spirit of critical friendship – using a coach to provide support for the headteacher was seen as particularly important;
- personal learning was pervasive and supported throughout structures. There were multiple mechanisms for opportunity/support;
- a culture that was supportive of risk-taking, innovative and creative;
- a climate of infectious involvement;
- leadership was distributed appropriately;
- governors were involved and empowering;
- all opportunities for 'skills' development were used –including community development;
- an awareness of adult learners' needs;
- internal learning communities were recognised;
- there was a learning environment – visual reinforcement which was celebratory and affirmative;
- everyone's contribution was valued – the 'person' was recognised.

The conclusions on *dissemination* are summarised here:

- **In order to make informed decisions about the dissemination strategy, the target** audience should first be identified. A strategy that won't lapse after a short time is needed. It will be important for the project sponsors to take over its management. Any material used needs to be helpful, as practitioners have limited time and are overloaded with initiatives.
- **An integrated website was favoured as video is now less used for staff development in** schools. Some schools may find difficulty accessing the website so a CD ROM would be beneficial. There is a need to consider how others can be attracted to the website. The

importance of realistic portrayals was stressed, as teachers are sceptical of the many training videos showing a small group of well-behaved children in a perfect classroom! A high profile public launch for example an article in the TES would give the site the publicity that is needed for others to use it. The team should be given permission to select materials used.

- **The structure of the website should be simple with a core that is capable of being added** to in future years, whilst retaining the original material. It has the potential to be used for teachers' and heads' development and training, perhaps by the NCSL.
- **Participants from the case study schools requested a secure area on the website to** share practical experience with other project schools, with a possibility of extending the network at some future point.
- **Consideration of ethical issues highlighted the need for children's images to be capable** of 'being dissolved' if enlargements were attempted. The technology for this is available. Children should not be named and there should be no 'close ups'. Commercial operation of a website would not be acceptable.

8.2 Future Action

Andy Coleman raised the issue of possible activities for the case study schools after the project ends. The EPLC project fits very well with the DFES' Professional Development strategy. It will be important to explore links with the DFES strategy and the workload initiative and to seek a sponsor for the website. These are items for the next steering group meeting on December 2nd.

8.3 Future Dates

| June/ July 2004 | Next workshop conference |
| October 2004 | National Dissemination Conference |

Conference Evaluation

Nine participants completed the workshop evaluation sheet. The conference sessions, with one exception, were rated as good (by the majority) or satisfactory. The exception was the session on workforce remodelling, one person commented that "it did not address the issues we need to relate to in this project". The conference accommodation and administration was also rated as good (by most respondents) or satisfactory. A few respondents added some general comments and suggestions eg.

- **Useful to re-focus and remind of core values. Networking between schools at** same/different phase as to "how do you do …" could be helpful."
- **Very useful process, not least in challenging and airing views about Learning Communities**
- **Well run, very organised, efficient and informative. I learnt a lot**
- **The conference flowed better, possibly as we know each other and trust/empathy/respect** as grown. We are also an EPLC as well as a group.

Workshop Conference 2
Hilton Hotel, Bromsgrove, Birmingham
20th/21st November 2003

Programme

Theme: External and Internal Processes in Creating, Developing and Sustaining an EPLC

Background and Rationale
Following the June conference, some important practical themes and issues are emerging from the case study visits. In this second conference we propose to focus on practical methods and processes for creating, developing and sustaining the school as an EPLC. Several externally and internally initiated examples from the case study schools will be presented and considered. We also wish to open up discussion on how such practical ideas and methods can best be shared **with other schools.**

Aims

1. To present selected emerging themes from the research findings.
2. To review recent developments in schools.
3. To consider the implications of *Workforce Remodelling* as an externally initiated process.
4. To assess *Investors in People* as an internally initiated process.
5. To consider the production and dissemination of *'credible, accessible and practically useful findings'*.
6. To identify emerging issues and themes for follow up work.

Thursday 20th November		
10.00am	Team meeting	*Bromsgrove Room*
12.00pm	Registration	*Business Centre Lobby*
12.30pm	Buffet Lunch	*Court Bar*
1.45pm	Session 1	
	Introduction: External and Internal Processes	
	Bromsgrove Room	
	Facilitator:	Ray Bolam
	1.45pm	Project update, Conference background, rationale and aims
	1.55pm	Selected emerging themes:
		Speakers: Kate Hawkey, Agnes McMahon and Louise Stoll
	2.25pm	General discussion of programme and emerging themes
2.45pm	Session 2	
	Externally Initiated Processes: Workforce Remodelling	
	Bromsgrove Room	
	Facilitator:	Louise Stoll
	2.45pm	Speaker – Christina Woodroffe
		Workforce Remodelling Team
	3.30pm	Response – one head's experience: Angela Greenwood
	3.45pm	Questions and discussion
4.00pm	Tea	

4.15pm	**Session 3**
	Phase group discussions: see briefing sheets
	Breakout rooms 1 & 2 (actual room numbers allocated on day)
	Facilitators: Project Team Members
	a. School position papers
	b. Responses to sessions 1 & 2
5.15pm	**Session 4**
	Feedback from Groups and Plenary Discussion
	Bromsgrove Room
	Facilitator: Kate Hawkey
6.00pm	**End**
	6.15pm Co-director's meeting *Bromsgrove Room*
7.30pm	**Dinner**
	Britisserie Restaurant

Friday 21st November

9.15am	**Session 5**
	Assessing *Investors in People* as an internally initiated process for creating, developing and sustaining an EPLC
	Bromsgrove Room
	Facilitator: Agnes McMahon
	Speakers: Contributions from Case Study Schools and Tony Bailey
10.30am	**Session 6**
	Project data collection methods and dissemination:
	Photographs, videos, web site, cd-rom and publications
	Bromsgrove Room
	Facilitator: Mike Wallace
	Speakers: Ray Bolam and Malcolm Ingram
11.00am	**Coffee**
11.15am	**Session 7**
	Stage group discussions: see briefing sheets
	Breakout rooms 1 & 2 (numbers allocated on day)
	Facilitators: Project Team Members
	a. I.I.P. as an internal process
	b. Other internal processes
	c. Project dissemination methods
12.20pm	**Session 8**
	Conclusion and Next Steps
	Bromsgrove Room
	Facilitator: Ray Bolam
	▪ **Feedback from groups**
	▪ **Review of workshop conference aims and outcomes**
	▪ **Evaluation sheets**
	▪ **Next steps: Key themes and next conference**
1.00pm	**End**
1.15pm	**Buffet lunch**
	Court Bar
2-3.00pm	**Team meeting**
	Bromsgrove Room

Conference Participants

Name	School
Richard Boyle	Muntham House School, Horsham
Hilda Dickinson	Carley Hill Primary School, Sunderland
Lizzie Maddison	Prudhoe Community School, Northumberland
Stephen Ratliff	Sir Charles Parsons School, Newcastle-Upon-Tyne
Kathryn Solly	Chelsea Open Air Nursery, London
Janet Snook	Camborne Nursery School, Cornwall
Jeremy Walden	Kirkley High School, Lowestoft
Sally Whittingham	Camely Primary School, Temple Cloud, Bristol
Phillippa Pettitt	Willows Special Nursery School
Keith Andrews	Steering Group
Meryl Thompson	Steering Group
Ron Glatter	Steering Group
Andy Coleman	Steering Group
Christina Woodroffe	Workforce remodelling group

Project Team

Name	Role
Ray Bolam	Project Co-Director
Agnes McMahon	Project Co-Director
Sally Thomas	Project Co-Director
Louise Stoll	Project Co-Director
Mike Wallace	Project Co-Director
Kate Hawkey	Researcher
Angela Greenwood	Teacher Researcher
Malcolm Ingram	Teacher Researcher
Kate King	Project Secretary