



RSA

Opening minds

Project handbook

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Competences

COMPETENCES FOR LEARNING

Students would:

- understand how to learn, taking account of their preferred learning styles, and understand the need to, and how to, manage their own learning throughout life
- have learned, systematically, to think
- have explored and reached an understanding of their own creative talents, and how to make best use of them
- have learned to enjoy and love learning for its own sake and as part of understanding themselves
- have achieved high standards in literacy, numeracy, and spatial understanding
- have achieved high standards of competence in handling information and communications technology and understanding the underlying processes.

COMPETENCES FOR CITIZENSHIP

Students would:

- have developed an understanding of ethics and values, how personal behaviour should be informed by these, and how to contribute to society
- understand how society, government and business work, and the importance of active citizenship
- understand cultural and community diversity, in both national and global contexts, and why these should be respected and valued
- understand the social implications of technology
- have developed an understanding of how to manage aspects of their own lives, and the techniques they might use to do so – including managing their financial affairs.

COMPETENCES FOR RELATING TO PEOPLE

Students would:

- understand how to relate to other people in varying contexts in which they might find themselves, including those where they manage, or are managed by, others; and how to get things done
- understand how to operate in teams, and their own capacities for filling different team roles
- understand how to develop other people, whether as peer or teacher
- have developed a range of techniques for communicating by different means, and understand how and when to use them
- have developed competence in managing personal and emotional relationships
- understand, and be able to use, varying means of managing stress and conflict.

COMPETENCES FOR MANAGING SITUATIONS

Students would:

- understand the importance of managing their own time, and have developed preferred techniques for doing so
- understand what is meant by managing change, and have developed a range of techniques for use in varying situations
- understand the importance both of celebrating success and managing disappointment, and ways of handling these
- understand what is meant by being entrepreneurial and initiative-taking, and how to develop their capacities for these
- understand how to manage risk and uncertainty, the wide range of contexts in which these will be encountered, and techniques for managing them.

COMPETENCES FOR MANAGING INFORMATION

Students would:

- have developed a range of techniques for accessing, evaluating and differentiating information and have learned how to analyse, synthesise and apply it
- understand the importance of reflecting and applying critical judgement, and have learned how to do so.



Introduction

This short booklet is the result of an RSA research project in which a number of schools have developed ways of introducing a competence-led curriculum. The rationale was set out by Valerie Bayliss in the RSA publication *Opening minds* [1999]. The schools are:

- City Technology College, Kingshurst, Birmingham
- Eltham Green School, Greenwich
- St John's School and Community College, Marlborough
- Chafford Hundred Campus, Essex
- Castle Rock High School, Coalville
- The Philip Morant School, Colchester
- The Grove School, Market Drayton

(The letters used when referring to schools in the text do not cross reference to the list above.)

We define competence as the ability to understand and to do. The categories of competence itemised on the preliminary pages cover a wide range of learning. Developing competence is also about knowing how and when to employ or apply specific elements of what has been learned and the ability to make appropriate decisions based on this learning.

Many schools share a perception that the overloaded National Curriculum is stifling the creativity and initiative of students, and indeed of many teachers. The variety of ways which schools have found to introduce a competence-led curriculum is the subject of this booklet: it outlines what schools have tried and have made to work, as they have responded with imagination, vision and a good deal of determination to the concept.

A full report on the project will be published in June 2003. In the meantime project schools continue to develop and expand their work on their new curricula.

We are grateful to the staff and students of the project schools whose work is recorded here and to those students whose valuable comments on their experiences have been included.

Barrie Wyse

Project Team Member, Education Consultant and formerly Deputy Head of a large comprehensive school in Hull

‘ You know your best friend’s opinion and if that’s all you know it can stop you being open minded. You need to know what other people think as well.’



Developing a competence-led curriculum

In *Opening minds* five categories of competences are proposed. Each category contains a number of individual competences, which are expressed in terms of what a school student could achieve having progressed through the curriculum.

Competences are taught through subject content, currently that required by the National Curriculum, and through a variety of teaching and learning styles. Subject-discrete content and skills continue to develop, but within the framework of the competence-led curriculum the separateness of subjects is no longer a key factor. Indeed the competence-led curriculum opens up opportunities for making the kinds of connections between subjects that are often hypothesised but rarely made or understood by students.

Schools have found it helpful to produce pupil friendly versions of these competences, e.g. 'I know how to make the best use of my own time', and to find ways to ensure that the competences are understood, are visible in the classroom and are clearly identifiable within the lesson structure. They are often displayed on classroom and corridor walls and are included in students' diaries, homework books and planners.

The more familiar the students are with the competences, the clearer their understanding of what they are doing, the more likely it is that this new approach to the curriculum will be successful.

'We're learning teamwork, tenacity, self-motivation, problem solving, self-determination and negotiation.'



Organisation of teaching

Project schools have developed a variety of structures to teach the competence-led curriculum. Where a complete year group or a significant part of a year group has been selected all schools have opted for a curriculum structure based on units, modules or projects occupying all or part of the timetable. Group work is an important element in all cases. The following models are currently being used:

School A is a new school that currently has years 7 and 8 only. The increase in staffing required for year 8 has allowed the school to develop more fully its plans for integrating work in year 7 with a Scheme of Work developed from the five categories of competence. All year 7 spend the majority of their time with their 'home tutor' with some time out for PE, elements of Performing Arts, Design and Technology and Modern Foreign Languages. The home tutors plan how the competences will be developed through input of content from different subjects in one of six half-term modules: *Where's the Evidence?; Let's Get Organised; Changes; One to One; Fit and Healthy; Communities.*

Year 7 home tutors feel that with their thorough knowledge of the students they are in a good position to observe and validate sustained development of the competences within a range of subject disciplines.

One of the outcomes of the first module is a students' Learning Journal which is then used along with a competence portfolio to record evidence of competence development. The quality of this evidence is determined by the home tutors whose role is to validate students' self-assessment.

Students have Planners in which the competences are listed in student-friendly language and are expressed in the first person: *'I have developed positive values and behaviour; I know how to make the best use of my time.'* The categories of competence have been arranged so that the acronym CLIPS acts as a helpful mnemonic for students.

The recording of this evidence by students is expanded through their use of the school's intranet. All students have their own laptop and work recorded here includes folders specifically

relating to the competences and to the evidence which supports the students' self-assessment statements.

Students meet weekly for a pre-school session with their personal tutor during which time there is an opportunity to discuss their progress in developing competence and for the personal tutor to monitor overall progress. In addition students review each other's work once a term in a 'fair' which is held in the main school hall.

Students understand that they are required to take significant responsibility for their own learning, as these three students observed:

'You're more relied on yourself. You know when you've done well without the teacher having to tell you all the time.'

'You have to be more organised here because you're relied on.'

'You begin them [competences] and then you work on them. You carry them on.'

In school B year 7 have 12 out of 30 periods allocated to *Opening minds* projects developed by a team of teachers: *Making the Band; Positive Image; Roman Around; Identity; World of Sport; Out and About*. The 12 periods are taught either by one teacher or by two teachers taking six periods each.

These projects have been developed by a team of subject specialists who have met together over several months to plan together and prepare the individual projects. The school's commitment has been demonstrated by the allocation of 'days out' for teachers in the team to develop their work. Although the projects have been designed and written by subject specialists, links with many National Curriculum subjects are identified in each, along with learning objectives and the competences which will be developed. A key feature of the *Opening minds* work here, and a particularly challenging one, is that each of the projects may be taught by any member of the team. There is therefore a

strong element of staff development and a willingness to move out of traditional specialist roles is fundamental to the successful development of the work.

Each project includes a weekly 'challenge'. Students have a Log Book in which their completion of each challenge to one of three levels is recorded. The competences developed by each challenge are indicated and progress recorded with reference to appropriate evidence. At the end of each project students undertake a review and record their comments in their Log Books. At the end of the school year the Log Books will give a valuable summary of the students' work on the *Opening Minds* projects.

At an early stage in the development of this work the school held an Open Evening for parents of prospective pupils for the following year. A room was set aside for the presentation of *Opening Minds* work. Parents were impressed by the quality of the work and by the rationale behind it.

All staff have been kept fully aware of the new developments and there have been favourable comments about the impact of the work on the attitude and motivation of pupils in other lessons. On occasions when staff have had to cover for *Opening Minds* sessions – which they felt might prove difficult – they have been impressed by the students' capacity to organise themselves and apply themselves to their tasks.

Students are in no doubt:

'You're opening your mind, you're thinking about stuff.'

'We're able to see things better by discussing things.'

'We have debates and we have to take sides so you know different things to think.'

In school C year 7 have six sessions per week for project work developed through Science, Maths, D & T. three teachers work with two teaching groups, the inclusion of the third teacher allowing greater flexibility and variety. There are, in addition, separate Science and Maths lessons. Interestingly, a student commented that he understood Maths better when he did it as part of the project because he knew *why* he was doing it, whereas in a Maths lesson 'we just do it'.

Project titles include *Energy; Toys; Structures; Gardens*. Classes meet in adjoining rooms which allows for easy movement of both teachers and students. At the beginning of lessons students are asked to identify the competences that they think they will need to use and develop to fulfil the expectations of the lesson. As staff get to know the students they are more able to focus on the development of specific competences with individual students. This leads to a changing relationship between teacher and students.

Students review their progress regularly in class and group discussions and more formally halfway through and at the end of each project when a review sheet is completed. As part of demonstrating evidence of their development of competences – here called Personal Capabilities - students make presentations in the school's lecture theatre, using computerised slideshows and PowerPoint.

‘ We set ourselves targets and review whether we’ve achieved them – things like meeting deadlines. We’re graded on our project work.’

‘ It’s better when the subjects are together because it’s applied to real life – to practical situations. Sometimes we do things in separate lessons to support the project work and other lessons come in as well. Other subjects get brought into the project because of knowledge and information we need.’

This school has also initiated work with a number of primary schools developing a project called *Out of this World*. In these primary schools the entire teaching time in one year group is taken up by project work. All literacy and numeracy work is included in the project. A reduced and simplified list of competences has been developed and used and is displayed in all the project classrooms. Teachers were enthusiastic.

In school D year 7 have an integrated curriculum which occupies all the timetable time except for the PE allocation which remains

separate. Work is planned in half-term modules which, as well as identifying competences, also relate to multiple intelligences and preferred learning styles: *Being Unique; Making the News; Forests; Counting the Cost; Higher, Faster, Stronger; Going Places*. Teams of teachers plan and teach the modules. The Headteacher comments on the difference between learning subjects separately and learning through one of the modules: 'It's like reading one book chapter by chapter, rather than trying to read a dozen books at the same time'.

The school is now in its second year of what it calls its 'alternative curriculum'. In the first year only a third of the year group was involved so that there was a control group against which progress, attitudes, motivation and behaviour could be monitored. The results have been sufficiently positive for the school to continue with its alternative curriculum for all of year 7 in the current year and for the group from last year to continue their work into year 8, albeit in a modified form.

The school records dramatic changes amongst both teachers and students. Teachers are very highly motivated and feel 'released' by the opportunities to work together and regain some autonomy over their teaching. There is a strong emphasis on students understanding the need for and developing the capacity to take responsibility for their own learning. Teachers are now more prepared to hand over control to students and in so doing to develop their own and students' leadership qualities.

Students review their work regularly, both with each other and with teachers. They are encouraged to set their own targets for the continuing development of the competences and to produce evidence which is then validated by their tutors, leading in turn to new targets being set.

Parents are very supportive and some have commented on significant changes in the attitudes of their children in terms of motivation and commitment.

A range of questionnaires has been used to elicit valuable information and views from students and staff and a great deal of data has been collected. This has helped to inform the continuing development of the alternative curriculum and to support more objective views of its positive impact.

‘ The integrated curriculum works well because you have a chance to learn how to learn, which seems to make everything clearer than before and you do a lot of team building work that will help you in later life.’

School E has developed a comprehensive Citizenship course which is taught in years 7, 8 and 9. One teacher leads this work, a team supporting with specific input on particular topics. The school has an effective and valued peer mediation programme. Additionally students can gain community awards for which evidence is collected. Much of this work lends itself particularly to the *Relating to People* competences. These are embedded in the Citizenship course and their development is also recognised through the efforts of students outside formal lessons.

Many lessons begin with an opportunity for students to make a personal oral contribution which illustrates what they have learned or understood from previous lessons. Regular reviewing is undertaken through discussion and written comments. Each half term students complete an assessment sheet which includes self- and group assessment. Having measured their progress as one of four levels students complete a short statement that indicates how their learning will affect their future work. Teachers complete assessment sheets with nine points for assessment.

‘ Citizenship – it’s quite good because it teaches you things you don’t learn in other lessons. It makes it more interesting. You can’t be wrong. In some ways it’s the most important lesson because it’s much more to do with what you do after you’ve finished school.’

School F saw opportunities in *Opening minds* to develop a competence based programme as a motivational tool for an identified target group in Key Stage 4. Students for whom the traditional curriculum structure proved inappropriate valued the opportunity to work in new ways on a project which required them to work both independently and interdependently, to review what they were doing and to initiate ideas. This work was helped by the allocation of a specific teaching space to the project.

The school reports significant changes in attitudes, motivation, behaviour and attendance in the *Opening minds* group and also feels that the teaching and learning styles adopted through development of this work advantaged the school in general.

In school G, teachers are working together across subjects to develop common strategies to improve students' understanding of the learning process, whilst considering more radical future changes for Key Stage 3 which may include the development of competence-based projects. Specific work is being done on information retrieval which relates to the *Managing Information* category of competences.



Some implications

It will quickly be apparent that the above models adopted by secondary schools result in an organisation of teaching and learning that has many elements more commonly found in primary schools.

Students spend more time with fewer teachers and their need to move round the school to a large number of different rooms is minimised. During the week those who teach the project work meet pupils much more frequently than would normally be the case.

There is a much greater use of group work. Students are encouraged to work together for their mutual benefit, part of their learning being the development of a real understanding of group dynamics.

This leads to different classroom organisation and new demands on teachers, for many of whom this is a new and challenging way of working. There is a need to become accustomed to a level of (productive!) sound that is often outside the experience of the teacher who is 'in control'. Releasing some of this control to students is part of the process which allows them to understand their learning more fully and to take greater personal control over it.

'We're taught how to use what we're learning.'



Assessment and reporting

An important element in all schools is the opportunity for students to review with the teacher and with each other. Reviewing helps the development of self-assessment and peer assessment techniques. Recording is usually done twice a term. See appendix 1. This is an example from the Log Book developed by one of the schools. It provides a record of teacher assessment and student self-assessment, for both the projects and the competences and encourages students to consider where they need to improve.

The RSA has provided trial assessment materials which suggest appropriate end of Key Stage statements for KS3 and KS4 and ideas for developing students' insight and self-awareness through increasingly focussed questions. Schools have successfully used elements of this material. These trial assessment materials can be downloaded from the RSA website, www.theRSA.org.

Individual schools have adopted a range of means for collecting and recording evidence of the development of the competences:

- half-termly review sheets;
- one-to-one reviewing with a personal tutor before the formal school day begins;
- intranet accessed by students individually to record, store and build their competence portfolio;
- a students' Log Book to record development of competences, key elements of projects, review and forward thinking;
- development of a Learning Journal;
- Student Planner with details of the competences and space for students to indicate their own development of them.

For inclusion in reports on individual students schools have developed pages which refer specifically to the development of competences, giving details of those covered and an indication of how well individual students have progressed. See appendix 2. This is an example of a report form specifically designed to provide a means of recording assessment and reporting to parents on progress in a range of areas including the RSA competences. The emphasis is on assessment for learning with the action plan and comments. In addition students complete self-assessment forms during the course.

Under current assessment and reporting procedures project schools are obliged to continue subject-based assessment, and competence assessment is additional to this. However, project schools value this process as it results in a fuller, rounder profile of individual students.

‘ We have a review sheet at the end to reflect on how we’ve improved, to know if we’re better in a team than we were before – things like that.’



Planning and preparation

The development of a competence-led curriculum makes considerable demands on time and energy but project schools have clearly demonstrated that with will and determination it is possible to develop ideas and the necessary structures to implement them in a few months’ intensive work. See appendix 3. This ‘timeframe’ indicates the planning sequence for a period of 12 months to include the initial planning and early implementation phases.

Schools agree on the need for an allocation of time for teams of teachers to plan together and meet regularly while they are developing individual contributions to the scheme. It is equally important that time is found once the new curriculum is underway for teachers to review progress, raise concerns and share successes.

The timetable should be the servant of the curriculum, not its master. The introduction of any radical change demands clear leadership, an understanding of the issues involved, and a willingness to take risks. Making a major change in the structure of one year group’s teaching is bound to impact significantly on what happens elsewhere in the timetable. Schools have worked through the inevitable problems and have found creative and workable solutions.

In order for plans to succeed teachers must be able to think outside their subjects and find the common ground that the development of competences opens up. Not all staff will be ready for this mental leap.



Making it known

Governors must be fully informed of any proposals for significant changes to the curriculum and the organisation of teaching. Their support is essential.

Parents, who have been fed on the National Curriculum diet for many years, should be involved in discussion both before and during the new developments. They will be able to give important feedback on their child's response to what is happening in school.

All staff in the schools, not just those directly involved, need to be aware of the work and to understand its rationale and organisation. Project schools have implemented the competence-led curriculum for some but not all students. This means that not all staff have been directly involved. However, evidence from project schools shows that this work has an impact on the totality of the student's experience and it is important that there are opportunities for all teachers to share information.

Expectations of, and demands on teachers directly involved in the teaching of a competence-led curriculum are high. Project schools have focused their in-service training on issues such as extending the repertoire of teaching and learning styles, collaborative working on the production and teaching of curriculum materials, reviewing and assessment strategies.



Keeping records and data

Any major change to the curriculum brings with it concerns about the attainment of students within the National Curriculum. The success of schools nationally is measured by a range of test and exam results, and by OFSTED inspections. Schools understandably feel pressure to demonstrate that they are being successful in relation to national expectations. Project schools have found it helpful to track all aspects of students' progress assiduously, in some cases comparing students in control groups with students participating in the competence-led curriculum.



Conclusion

This booklet includes a few examples of schools' own materials developed for this project. A broad range of planning documents and curriculum materials will be published separately.

The *project update* published in February 2002 is available on the RSA's website: www.theRSA.org.

The report on the project, which will be launched at a conference at the RSA in June 2003, will give details of the findings from the project schools and consider some of the far-reaching implications of the work that has been undertaken. Further information from the RSA will be available for interested schools.

'I think it's important to learn these things because you wouldn't be able to, for example, set goals, cope in life, understand things and get somewhere which you're proud to achieve.'



Appendix 1

Roman Around

Have you:

1 Interpreted the story of Romulus and Remus and produced your own version of the story in comic strip form?

- Completed to a basic standard
- Completed to an acceptable standard
- Completed to an excellent standard

Competences:

- Learning: b, d.
- Citizenship: a.
- Relating to People: b.
- Managing Situations: a.
- Managing Information: a.

Where is the evidence?

- Project book/folder
- Video
- Presentation
- Other

Signed/Date:

2 Using ICT (if possible) designed a 'Wanted' recruitment poster for a Roman soldier?

- Completed to a basic standard
- Completed to an acceptable standard
- Completed to an excellent standard

Competences:

- Learning: b, c, d.
- Citizenship: b.
- Relating to People: b.
- Managing situations: a.
- Managing Information: a.

Where is the evidence?

- Project book/folder
- Video
- Presentation
- Other

Signed/Date:

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3 Used sources to draw and label the process of building a Roman road?

- Completed to a basic standard
- Completed to an acceptable standard
- Completed to an excellent standard

Competences:

- Learning: a, c, d.
- Citizenship: d.
- Relating to People: d.
- Managing Situations: a, c.
- Managing Information: a.

Where is the evidence?

- Project book/folder
- Video
- Presentation
- Other

Signed/Date:

4 Visited Lullingstone Villa to gain insight into life in a Roman villa and recorded your findings?

- Completed to a basic standard
- Completed to an acceptable standard
- Completed to an excellent standard

Competences:

- Learning: b.
- Citizenship: a.
- Relating to People: b, d.

Where is the evidence?

- Project book/folder
- Video
- Presentation
- Other

Signed/Date:

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5 Made a 3D chariot?

- Completed to a basic standard
- Completed to an acceptable standard
- Completed to an excellent standard

Competences:

- Learning: a, b, c.
- Citizenship: a.
- Relating to People: b, d.
- Managing Situations: a, c.
- Managing Information: a, b.

Where is the evidence?

- Project book/folder
- Video
- Presentation
- Other

Signed/Date:

6 Investigated the disaster in Pompeii and discussed the causes and effects of a volcano?

- Completed to a basic standard
- Completed to an acceptable standard
- Completed to an excellent standard

Competences:

- Learning: a, b, d.
- Citizenship: c, d.
- Relating to People: b, d.
- Managing Situations: a.
- Managing Information: a, b.

Where is the evidence?

- Project book/folder
- Video
- Presentation
- Other

Signed/Date:

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Roman Around Review

During this unit I have developed my competences for;

- Learning
- Citizenship
- Relating to People
- Managing Situations
- Managing Information

The activity I enjoyed the most was...

Because...

The activity I enjoyed the least was...

Because...

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The piece of work I was most pleased with was...

Because...

The areas I need to improve for my next project are:

1.

2.

3.

Teacher's comment:

Signed _____
(student) (teacher)

Date _____

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Appendix 2

Year 8 Citizenship Report

Name _____ Form: ____ Date: Mar 2002

The Citizenship/PSHE programme consists of:

C1: This has a focus on "Relating to People competences"

Topics covered: Emotional Literacy, 'Knowing Yourself', Drugs Education, Health Education, Family Life Education, The Real Game (Careers Programme) and Peer Education.

C2: This is a rolling programme covering units on: Parliament and Government, The Law, The Media, Diversity, The Economy and Personal, Moral, Social, Spiritual and Cultural issues.

Programme of Studies to date

<i>Parliament and Government</i>		<i>The Law</i>		<i>The Media</i>	
<i>The Economy</i>		<i>Diversity</i>		<i>P.S.M.S.C</i>	

	Good	Satisfactory	Variable	Poor
<u>General Study Skills</u>				
Follow instructions.				
Arrived on time.				
Presented work well.				
<u>Citizenship, Skills, and 'Relating to People' competences</u>				
Expresses and justifies options with respect and tolerance.				
Listen attentively.				
Shows an interest in the values associated with citizenship e.g. social morality.				
Shows understanding of the issues involved.				
Contributes to discussion and debates.				
Participates responsibly in activities.				
Reflects on the process of participation.				
Co-operates with others to agree, plan and meet objectives.				
Undertakes different roles within a team.				
<u>Emotional Literacy</u>				
Confidence.				
Ability to articulate feelings.				
Empathy				

Action Plan & Comments:

Signature:



Appendix 3

Date	Action
November 2000	External speaker was invited to lead a staff development day. Staff were challenged to justify their role in the curriculum. SMT considering the curriculum structure at KS3.
January 2001	Staff were asked to justify their subject-based contribution to the curriculum. There was a critical look at year 8, was it challenging the students sufficiently. Staff challenged to make year 8 lessons more demanding and more exciting. Student views were collected as part of this review.
March 2001	SMT considered proposals for re-modelling the curriculum. Inset based upon the need to re-think the curriculum in terms of what students moving into the 21 st century actually need to become active citizens capable of meeting the changing demands of a technological society. This was outlined in a document issued to staff and formed the structure of discussions and an opportunity to brainstorm the barriers to 'real education' as we would wish to see it develop.
April 2001	A follow-up document was produced asking staff interested in helping to look at new curriculum approaches to make their interest known. Further Inset took place led by the headteacher and deputy.
May 2001	Logistical and procedural issues identified prior to establishing the planning team. Meetings were held to look at ways in which the timetable and curriculum could be structured to enable development to take place more effectively. The idea of using the students' experience as a journey through their education was established. The second key issue was to start all planning with the competences at the forefront. A modular approach was adopted.
June 2001	A two-day planning session was set up to address the issues of team management and delivery of the curriculum. The nominal teams met to develop their learning journeys. Three tutor groups were selected to represent a cross section of the year group. Parents were invited to a meeting with the senior staff leading the initiative.
July 2001	Formats continued to be developed to record the continuity of experience for the student - against a map of the curriculum content, and identification of the competences and learning styles to be addressed. An initial module - <i>Tools of the Trade</i> - was developed to give a common baseline experience. The meetings for the Pilot group were to be included within the normal framework in the five week rotation.

Persons involved	Follow-up
All staff and Governor representatives	
All staff	Inset and production of the 'Wow' pack giving exemplars of good practice
All teaching staff and Governor representatives	Discussion within Directorates to look at how they might make changes to develop within this ethos.
All staff and Governor representatives.	A Planning group was created.
Planning group	Ideas were put in place to create a pilot group of 1/3 of year 7 with dedicated teams of staff teaching them within a modular frame.
<p>Planning group and some of the other staff who were to form the delivery teams.</p> <p>Senior staff and parents.</p>	<p>Formats for planning were developed to record the learning journey with the module.</p> <p>With full support from the parents it was agreed to proceed.</p>
Delivery teams overseen by Team Leaders.	Production of materials.

Date	Action
<p>September 2001</p>	<p>The first cohort began. 2/3 of the year group remained on the conventional curriculum.</p> <p>A key part of the pilot was to make sense of the ways in which learning develops, staff were seen to be making links and using good practice to inspire and motivate students.</p> <p>A steep learning curve! Anxieties and issues were addressed on a daily basis as staff became more familiar with and confident in this new method of learning and teaching. Beyond the normal meetings there was constant dialogue across subject boundaries between the team members.</p> <p>A parents meeting was held in which feedback was very positive, the only issues raised were ones relating to the normal issues of transition. Beyond that there was a very clear message from parents that their children had a different attitude to school and were finding it stimulating and were talking about it!</p> <p>LEA Link Advisor invited to act as a critical observer to pose questions and challenge decisions made.</p>
<p>November 2001</p>	<p>Our usual residential was held at an activity and adventure centre. It was clearly evident which groups were following the new curriculum approach. Their team work, problem solving and support for each other was evident throughout.</p> <p>RSA conference '<i>Opening minds, Increasing opportunities</i>' - a formal presentation was made with intense interest from educationalists.</p> <p>Additional parents meeting to share observations on the pilot and discuss issues. Main complaint was that files were not suitable, would we use books instead. Some parents still confused by the inability to spot discrete subjects within the learning experience.</p>
<p>December 2001</p>	<p><i>Myself as a learner tests</i> (NFER Nelson) administered. Module review schemes rewritten to reflect the developing practice. The second module was being planned to start in February.</p> <p>Initial responses from the students were very positive; classes were more vibrant; learning was exciting and staff were exhausted! Directorate involvement was invited by including the pilot on agendas for meetings.</p>

	Persons involved	Follow-up
	<p>1/3 of the year was to be taught by discrete teams</p> <p>Parents and tutors</p>	<p>Logbooks were adopted to follow the class round and give a clear record of the learning focus to enable staff to create effective links.</p> <p>Residential 3 day experience to be held in November.</p> <p>Report written and responses put in place.</p>
	<p>Students and tutors</p> <p>Senior staff and students</p> <p>Staff and parents</p>	<p>Do we need to change our focus in the residential? Are we not already developing the skills within the school context?</p>
	<p>Students Delivery teams</p> <p>Ongoing monitoring</p>	<p>Mapping of attitudes to learning Modular units extended.</p>

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