

MIDWHEB

Developing Policy and Practice in Gifted Education

PDT 4011 Module Handbook and Guide 2010-11

Programme Leader: Ruth Green

Module Leader: Sue Burgess with Hamish Scott-Brown

Purpose and status of your module handbook

The purpose of this module handbook is to provide you with information about your online distance learning programme of study on the 'Developing Policy and Practice in Gifted Education' module as part of the MA Inclusive Education programme:

<http://midwhebonline.org.uk/ma-inclusive-education> and
<http://midwhebonline.org.uk/ma-inclusive-education/gifted-0910i>

'Developing Policy and Practice in Gifted Education' can incorporate any school or LEA based professional development activities and any professional development focus. Previous 'Developing Policy and Practice in Gifted Education' module topics have included:

- higher order thinking skills
- curriculum provision
- extension work
- the management and coordination of Gifted and Talented provision
- effective strategies for teaching primary pupils

Please read this module handbook carefully as it is a guide to the learning programme and the assessment tasks. There is not a template as there is much room for individual negotiation and adaptation. *The only non-negotiable aspect is that the MA criteria of Middlesex University will need to be evident for successful completion.* To turn professional development activity into credit at Masters Level requires systematic planning, analysis, evaluation, reflection and evidence.

This module handbook must be read in conjunction with the Professional Development for Teachers Programme Handbook.

The module is based upon five assessed units with a suggested preliminary preparation unit as optional reflection.

The five assessed units comprising your portfolio are:

1. Audit of provision and needs analysis
2. Planning development (Learning, implementation and research)
3. Evidence collection
4. Impact evaluation
5. Ways forward

As preparation for your portfolio work, however, we ask you to carry out some background research and reflection and submit this for feedback. The preparation includes considering:

- a. key concepts and definitions associated with giftedness and talent
- b. policy, guidance, research and practice for Gifted and Talented pupils.
- c. the learning and teaching process for Gifted and Talented pupils.
- d. comparative case studies of provision
- e. management and coordination of Gifted and Talented provision.

Throughout the whole module you will require:

- self direction and motivation in carrying out the tasks and learning activities
- flexibility for learning through experience and through research
- commitment to sharing with the group in online discussion eg <http://midwhebonline.org.uk/ma-inclusive-education/gifted-0910i/conversations-and-discussion-area/hello-and-welcome-breaking-the-ice-may-2010> and taking part in 'Hotseats' with invited guests eg <http://midwhebonline.org.uk/news/belle-wallace-hotseat-on-thinking-skills-and-tasc>

We suggest that you appoint for yourself a work place advocate, i.e. someone at work who can support your study and enquiry.

The material in this handbook is as accurate as possible at the date of production and will also be available on the online learning community at: www.midhebonline.org.uk

Assessment of the Developing Gifted Education Module

Assessment is through the production of a portfolio of evidence of professional learning that meets the generic criteria for postgraduate, Level 4 work. This must be in five sections, which are:

1. Needs Analysis, (Why do we need this research and development?)

This might contain, for example: -

- self review and needs assessment.
- analysis of school needs based upon base line assessment and other school based data
- analysis of policies

2. Planning Personal Learning and Development (What are we going to do in our research and development?)

- An action plan for personal learning, development and research during the year covering a focus for the enquiry, learning activities, evidence to be submitted and timelines

3. The Programme of learning activities over three terms.

Evidence that learning and development has taken place. Evidence might include: -

- a learning log of activities undertaken
- a reflective learning journal
- a critical review of the literature (research, regulatory, policy, best practice, practical and professional)
- records and evaluations of peer support and coaching in selected areas
- practitioner research
- evidence that ethical issues have been taken into consideration
- a review of professional artefacts

4. Evaluation of impact and personal learning showing:-

- evidence of improved standards of learning (and leadership)

- review of personal professional learning outcomes in terms of knowledge and understanding and insight
- evidence of dissemination, embedding and developing sustainability

5. Planning the next steps showing:-

- follow on learning action plan for individual

The portfolio could contribute to applications for Threshold, AST and support performance management evidence and can be presented using a variety of media

Level Criteria for the MA Education Award

Below are the descriptors for a qualification at Masters Level which are included in the QAA's *Framework for Higher Education Qualifications in England, Wales and Northern Ireland*

Masters degrees are awarded to students who have demonstrated:

- a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice;
- a comprehensive understanding of techniques applicable to their own research or advanced scholarship;
- originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline;
- conceptual understanding that enables the student to:
- evaluate critically current research and advanced scholarship in the discipline; and
- evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses

Typically, holders of the qualification will be able to:

- deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences;
- demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level;
- continue to advance their knowledge and understanding, and to develop new skills to a high level;
- and will have the qualities and transferable skills necessary for employment requiring:
- the exercise of initiative and personal responsibility;
- decision-making in complex and unpredictable situations; and

- the independent learning ability required for CPD

Further details on the presentation of the portfolio

This module represents a year's work and is credit rated as 60 Level 4 credits. If the assignment were a traditional essay, this would be about 12,000 words or equivalent.

One format might be:

- Audit of provision and needs analysis 2000 words or equivalent
- Planning development (Learning, implementation and research) 1000 words or equivalent
- Evidence collection 4000 words or equivalent
- Impact evaluation 4000 words or equivalent
- Ways forward 1000 words or equivalent

It is therefore a substantial piece of practitioner enquiry based upon your needs and is independently developed.

Traditional, text based presentations are about the size of one lever arch A4 folder. However, we accept submissions that include video, multi media, and web based material and sound files. We also encourage the use of "artefacts" to be used as evidence of experiential learning in the form of minutes of meetings, lesson plans, and so on. If presenting this sort of material it must:

- contain clear indicators of which MA criteria it is demonstrating (e.g. application to practice of knowledge gained)
- be reviewed, analysed and reflected upon in a commentary that shows MA criteria (e.g. analysis, reflection etc)

Post it notes and annotations are permissible in this respect.

The portfolio approach is designed to make the transfer of evidence from practice to the assignment to be as easy as possible. You can be inventive about what you include from material that exists anyway such as school plans, performance targets, reading material (to which you add critical and analytical annotations, etc. *However, you must give clear indication of where you are showing MA criteria and what the material is supposed to show the examiner.* You are advised to make clear which criteria you are meeting through the inclusion of each item by the use of headings, post it notes, or text which forms introductions or conclusions to sections.

The portfolio should have a narrative running through the stages of your professional development and sections of the portfolio. You must design your portfolio to be easily read and understood by the examiners. It should therefore have clear signposts in the forms of sections, headings, introductions and conclusions. Your task is to explain each of the sections clearly and what you are trying to show. Appropriate use of appendices should be made for bulky material that may distract from the narrative.

Portfolio Unit basics

Each unit should:

- include your name, student number, course name and number
- have a cover page and contents list
- use Harvard referencing as standard:

<http://midwhebonline.org.uk/research/research-materials/literature/harvard-referencing/view?searchterm=harvard%20referencing>

Final portfolio compulsory front sheets

There are two compulsory front sheets for the final portfolio

1. an executive summary
2. a signed ethics statement

Templates for these are in the appendix to this module handbook and see

<http://midwhebonline.org.uk/ma-inclusive-education/welcome/?searchterm=ethics%20statement> point 8 re ethics.

The executive summary template is designed to summarise the portfolio so that we can disseminate your findings to others.

The ethics statement is so that we can be assured that you have discussed and considered the ethical considerations appropriate to your study and your context.

Assessment Tasks and Formative Activities

Throughout the module there are formative activities which are there to help prepare you for the completion of the Assessment Tasks.

You only need to submit the Assessment Tasks for feedback in your final portfolio submission.

Appendices should be in the final portfolio only and include materials which demonstrate:

- evidence of your learning cross referenced from your units
- evidence of your research methodology e.g. an example of a questionnaire
- your portfolio for submission has to be manageable, as you will have to submit it by post and should not include bulky documentation

Please note that appendices do not form part of your word count and should only be used for material to support your work

Deadline for Assessment and Preliminary Assessment.

The **final** deadline for the full submission is **one year after enrolment eg Sept 2010 leads to submission Sept 2011.**

We operate a preliminary assessment system and you are required to present work in progress during the year. This will give you set target dates, help you to plan your work over the year, and provide opportunities for feedback on progress.

The last dates for submission are:

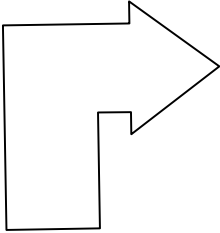
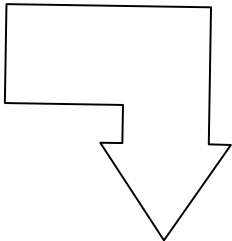
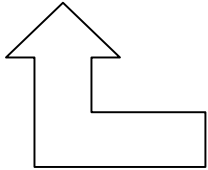
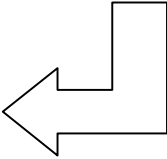
Preparation work	Week 8 (after beginning of programme)
Needs and Plan	Week 15 (after beginning of programme)
Evidence (Interim)	Week 22 (after beginning of programme)
Impact (1 st Draft)	Week 27 (after beginning of programme)

Final assessment will be on the basis of work seen by the end of the programme.

The first four phases of the programme are based around the first four sections of the portfolio and the model of experiential learning 'Plan- Do-Review' and models of practitioner action enquiry. (See www.midwheb.org.uk for details).

Clearly, at MA level you should be collecting data systematically and writing reflectively about your experiences and critical incidents.

The Programme Diagram

	<p>Needs</p> <p>What do you need to be able to know and do? What evidence has you that this learning and development is needed?</p>	
<p>Review-Impact.</p> <p>What have you learned? What evidence have your that it has made a difference?</p>		<p>Plan</p> <p>What do you intend to do? What data do you intend to collect?</p>
	<p>Do</p> <p>Evidence of what you have done. Your experiences.</p>	

Further Material

The following Unit outlines are available as guidance and advice in this module handbook:

- Preparation: Introduction to the notion of giftedness and talent
- key concepts, terminology, definitions and processes
 - policy, guidance, research and practice
 - the learning and teaching process for Gifted and Talented pupils
 - comparative case studies of provision
 - management and co-ordination of Gifted and Talented provision
- Unit 1 The Audit of Provision and Needs Analysis Section
- Unit 2 The Planning Development Section
- Unit 3(a) The Evidence Section – collection of evidence/data
- Unit 3(b) The Evidence Section - implementation
- Unit 4 Impact evaluation
- Unit 5 Ways forward

MIDWHEB

Developing Policy and Practice in Gifted Education

PDT 4011 Module Preparation:
'Introduction and orientation'

Introduction

This unit is both an introduction to help you prepare for study at Masters Level and also an induction to the programme itself.

General introduction:

By the end of this section you will have:

- read the module handbook outlining the whole module so that each section has a context
- registered with the library
- ordered at least one book to help you with knowing more about conducting research for example. We suggest one of these –
Denscombe, M. (2007) The Good Research Guide Buckingham; Open University Press. You may like to access/download the electronic version of this book that is also available from the library catalogue
Hopkins, D. 4th Ed (2008) A Teacher's Guide to Classroom Research
London: McGraw-Hill Education
- logged into the online partnership community:
<http://midwhebonline.org.uk/ma-inclusive-education/gifted-0910i/conversations-and-discussion-area/hello-and-welcome-breaking-the-ice-may-2010> and contributed to the first conversation
- made yourself familiar with the 'hotseat' area:
<http://midwhebonline.org.uk/news/belle-wallace-hotseat-on-thinking-skills-and-tasc>
- read the academic writing module: <http://midwhebonline.org.uk/ma-inclusive-education/programme-materials/access-to-english-language-and-learning-support-ells/?searchterm=oasis>
and <http://www.24-7.mdx.ac.uk/oasisplus/>
- identified your strengths and weaknesses in learning in this style

Specific introduction:

By the end of this preparatory section you should also be able to:

1. outline the major features of:
 - policy, guidance, research and practice for Gifted and Talented pupils.
 - the learning and teaching process for Gifted and Talented pupils.
 - management and coordination of Gifted and Talented provision
2. compare two case studies of provision

General Introduction

Personal Learning Swot Analysis

After reading the module handbook and the other material for the module you need to consider what are your strengths and weaknesses in undertaking a largely self-directed programme of enquiry into your own work like this. We wonder what difficulties you see yourself facing and how you might overcome them. In other words - what opportunities and threats do you foresee?

The module requires you to be very self directed, self-motivated, etc (albeit with our support). Conduct a simple SWOT analysis by taking a piece of A4 landscape paper and splitting it into four sections labelled Strengths, Weaknesses, Threats and Opportunities.

Learning Resource Centre

This is an online learning course. Make yourself familiar with the systems for searching and retrieval of information at a distance. Please see:

<http://libguides.mdx.ac.uk/education>

and the link to Middlesex University Distant Learning Support Unit (DLSU):

<http://www.lr.mdx.ac.uk/dlsu/index.htm> and of further interest

<http://www.lr.mdx.ac.uk/dlsu/otherlibs.htm>

Focus on facilities for Distance Learning researchers as you are not expected to be able to visit the learning resource centre in person.

Set your own goals, targets and focus and construct a brief note on what you learned. Share this with the online group.

Access the Academic Writing module

Refresh your writing skills and familiarise yourself with the expectations for academic writing including ethics and Harvard referencing: <http://midwhebonline.org.uk/midwhebonline/programme-materials/access-to-english-language-and-learning-support-ells/?searchterm=oasis> and <http://www.24-7.mdx.ac.uk/oasisplus/>

Online Learning Community

Please familiarise yourself with the website. This is an online course and we encourage you to share your ideas, work, book reviews ... at <http://midwhebonline.org.uk/midwhebonline/gifted-0910i?searchterm=gifted>

Introduction to the module

Discussion and reflection questions:

1. What are the national, local and school policies for Gifted and Talented provision and what are the key features?
2. What criteria or descriptors are used to identify those who may be deemed Gifted and Talented?
3. What is recommended “best practice” in teaching and learning of Gifted and Talented provision?
4. What key management and coordination issues are there for Gifted and Talented provision?
5. What similarities and differences are there in provision in at least two case study examples? Consider different phases and type of schools or local authorities.
6. Are there any differences between definitions used to identify Gifted and Talented at the local authority level?
7. Are there any significant differences between different countries?
8. Do socio-economic factors influence strategies of Gifted and Talented Support?

9. What is the Impact of the Every Child Matters agenda or the new Professional Standards for Teachers (TDA, 2007)?

10. How has the LRC worked for you: what is useful and what could be improved?

A possible approach:

Use <http://midwhebonline.org.uk/> as much as possible in order to familiarise yourself with the site and what is available. Collect the material, record each item and create annotated evaluative commentaries.

Identify:

- sources of reports and surveys
- support associations and organisations for professionals
- support organisations for pupils themselves
- support for parents and careers, including those from the third sector
- sources of regular news bulletins and updates and on line forums
- specialist libraries and sources of surveys and data

i) Which policy documents/ guidance and research have contributed substantially to our current thinking in the field of Gifted and Talented? Are there any major changes since the new Government took office May 2010?

ii) Are there any noticeable trends in provision? How do current policies dovetail with other policy initiatives, now or in the future? Note any changes in terminology.

iii) Explore some examples of key theory and research and the impact on the development of provision at the local and national level for those identified as being Gifted and Talented.

iii) Write short summaries of different aspects of differing approaches to Gifted and Talented provision and the barriers to access to this provision for children and young people.

Prepare a visit to an institution that has specific Gifted and Talented provision

- Observe provision
- Engage in a learning conversation
- Identify barriers to access
- Identify the agencies involved

Create a brief case record of the visit.

Portfolio Activities

In your portfolio show evidence of

- the information you have collected (with annotations and evaluative commentary)
- consideration of ethical issues
- your on-going contribution to online discussions

MIDWHEB

Developing Policy and Practice in Gifted Education

PDT 4011

Unit 1: The Audit of Provision and Needs Analysis Section

Table 1: Example of a Portfolio

• Audit of provision and needs analysis	2000 words or equivalent
• Planning development (Learning, implementation and research)	1000 words or equivalent
• Evidence collection	4000 words or equivalent
• Impact evaluation	4000 words or equivalent
• Ways forward	1000 words or equivalent

Introduction

By the end of this unit you will be able to:

- Identify the core foci of your professional development during the year.
- Justify your professional development as meeting personal, professional, and school needs within a national context.

The needs analysis section of your portfolio both identifies your professional development needs and justifies why you are undertaking the development work. You are about to embark upon a year of professional development, to spend time and possibly other resources as well as energy. This section explains what you are focusing upon and why.

The heart of the needs analysis is:

- who you are
- what you have experienced and what you need to be able to do
- what you need to learn to be able to do it

There is also your school, its aims, policies, and plans. Embedded within these are school-based documents in the form of Ofsted reports, assessment and value added data (e.g. Panda/Autumn package), previous research and so on.

It is highly likely that what you wish to focus on developing during the year is going to be driven by a national agenda and policies. Typical of what has been mentioned in the past are:

- Primary/Secondary Strategies.
- The 14-19 Curriculum developments
- Workforce remodelling
- Multi-agency Working
- Policies for ICT
- Every Child Matters
- Personalised learning
- Extended schools and services

Figure 1: Examples of Focus and Evidence of Needs Analysis

Needs: At the end of this programme I will be able to:-	Sources of Evidence. (Selected Examples)
eg. demonstrate successful strategies for provision for Gifted and Talented	School Ofsted report Performance Management Targets Gifted and Talented Policy Personal Review
eg. demonstrate the effective use of ICT to enhance learning for Gifted and Talented	Internal reviews G and T Policies School Based Assessment data
eg. demonstrate the effective use of peer assessment in Gifted and Talented provision	Assessment Data in School AfL Guidance Material Performance Management Targets
eg. demonstrate the effective use of international links to enhance learning for Gifted and Talented	National Curriculum Aims. School Aims DCSF international strategy Job description Personal review
eg. demonstrate some selected strategies for Gifted and Talented in specific subjects i.e. science	School assessment data Science syllabus

You might consider that the needs analysis section focuses upon the question:-

“What is the focus of your development and how do you justify what you are going to do by reference to your personal, school and national needs and requirements.”

The scale of the needs section is typically about 1000 words (or equivalent), This first part of the portfolio should be fairly brief in a programme that lasts a year. However, it is vital before you can plan your learning activities you should identify the needs and have some supporting material as evidence.

This guidance material is only suggestive about what a needs analysis section of the portfolio for Gifted and Talented might look like. It contains no specialist detail for those focusing on the Primary or Secondary Strategies, or specialist themes.

You are at liberty to invent your own material and work. The needs analysis is an important part of professional development. The format is open to you but do stay within the approx word count and the time-line of assessment.

Assessment Criteria

In this section you are displaying many of the Level 4 criteria for MA study including:

- self-direction
- initiative and personal responsibility
- autonomy in needs identification and planning.
- analysis and evaluation
- knowledge of the field (especially policies and school performance)
- critical awareness of current problems
- techniques for advanced scholarship

Make sure your text and annotations clearly identify these criteria being shown.

Presentation

A suggested format for your portfolio might be

1. Cover Page: Summary Chart of Development Needs (Task 6)/Contents Page
2. Overview Summary (referencing the task material in the appendices)
3. Appendices
 - Task 1
 - Task 2
 - Task 3
 - Task 4
 - Task 5

These could contain annotated documents and excerpts from policies, reports etc.

Suggested Learning Tasks

Below are suggested activities you may wish to select and adapt to your own needs, context and focus.

Task One: Needs Statement

1 hour

Begin to construct, or draft a "needs statement" which summarises what needs will be met by this programme of learning, and references the evidence of need. Needs may be personal, based upon your professional life or derived from school aims, goals, and plans. These may be influenced by national policies and directives. You could also include elements of your career ambitions.

Task Two: Evidence of Needs

1 hour

1. Collect together documents and evidence that support "needs" claim, select, annotate and highlight them to be placed in the portfolio as evidence of need.

These may be, for instance:-

Personal

- CV
- Performance management targets
- Outcomes of departmental or school reviews
- Personal Needs review (See below)

School Documentation

- School Handbook
- School/department development plans
- School self evaluation forms
- Assessment data (including Panda/Autumn package)
- Ofsted Report

National and Local*

- Local Authority data/Relevant Joint Area Reviews (Jars)
- National data

* This list might be added to (see below)

Task Three: Construct a professional autobiography

1 hour

This is a more reflective account of your professional life the issues and concerns that have faced you, and your interests.

You can use text or non-textual authoring such as digital film.

Discuss formats and experiences with your online learning group.

Task Four: Personal Analysis

1 hour

Create an analysis of your professional development needs in relation to Gifted and Talented provision

You may want to use a self-assessment checklist to do this (see Self Assessment pp 21-23 of this module handbook).

Alternatively it may be helpful to undertake a SWOT Analysis focused on your area of interest. i.e list your:

- Strengths
- Weaknesses
- Opportunities
- Threats

It is important to show how these needs and expectations are developed into learning needs and goals you set yourself. You may separate these into

1. Knowledge and 2. Skills

Task Five: Analysis of School Needs **2 hours**

Create an analysis of your school's improvement needs

Use school data, reports and other artefacts such as records, minutes etc

These may include for example:

- School Plans
- Provision mapping
- Assessment data
- Value added data
- Performance Management Targets

Task Six: National Needs **3 hours**

Create an analysis of national policies in your field of enquiry.

For this you might use: -

Ofsted Framework for Inspections See <http://www.ofsted.gov.uk/>

The DCSF Standards framework See

<http://www.teachernet.gov.uk/professionaldevelopment/guidanceandgoodpractice/wholeschoolcpd/standardsframework/>

You may wish to include here in some form any policies, literature or research that has stimulated your needs, for example:

Ofsted: <http://www.ofsted.gov.uk/>

QCA: <http://www.qca.org.uk/>

DCSF: <http://www.DCSF.gov.uk/>

School Leadership <http://www.ncsl.org.uk/>

Subject Associations:

<http://www.teachernet.gov.uk/professionaldevelopment/professionalassociations/subjectassociations/>

Task Seven: Summaries of Development Needs **1 hour**

Write a bullet point lists of the things that you would like to be able to do at the end of the year

You might use the phrase: *"At the end of this programme I would like to be able to..."*

Task Eight: Audit of Current Gifted and Talented Provision **3 hours**

Use the following mechanisms to audit current policy and practice in your chosen area of Gifted and Talented provision

- policy and documentary analysis
- observation
- asking questions (semi- structured interview, survey or other)

You might structure your audit around the following grid. It is developed from the work of Robert Stake (called “Stake’s Matrix”).

It also develops a standard “Curriculum in Action” technique (OU 1981) called the 6 questions*

Stake’s Matrix

	Intentions	Observed Reality
Aims and Antecedents	<ul style="list-style-type: none"> • What is the purpose of the policy and practice? • What events in the past have shaped it? • What external standards exist for this practice? (e.g. Ofsted criteria or best practice statements) 	What do people reveal about the real purpose and practice?
Processes (Practice)	<p>What processes and activities are intended (planned).</p> <p>What should happen?</p>	<ul style="list-style-type: none"> • What really happens? • What do you observe going on? • What do pupils do? • What do pupils learn? • Is it worthwhile? • What do teachers do? • What are you learning about practice? • What would improve practice?
Outcomes	<ul style="list-style-type: none"> • What are the intended outcomes? • What are the intended results or standards? • What success criteria are intended by the policies, plans and practice? 	<ul style="list-style-type: none"> • What are the observed outcomes? • What is the success?

Present a summary of this under the headings of

- intended and observed aims and antecedents
- intended and observed practice
- intended and observed outcomes

Compare and contrast what is intended and what is observed.

Compare and contrast the match between antecedents, processes and outcomes.

This can be represented in any media including text. If it is the latter it is about 2000 words or 1/6th of the whole module portfolio.

Planning a Critical Review of the Literature

A critical review of the literature may inform the “needs section” of your portfolio or be a planned learning activity in its own right. Reviewing what others say about your focus is a form of enquiry, and a professional development activity in its own right.

A literature review might enable you to show MA criteria such as:

- in-depth knowledge of best practice, research and theory in the field of gifted and talented provision
- the isolation, analysis and evaluation of the key concepts in gifted and talented provision
- analysis and evaluation of what is said by different people about gifted and talented provision
- the possible tensions between policy, guidance, theory and your practice (or your experience) with Gifted and Talented provision

The literature review affords you the potential of developing insights into the key works and ideas of a particular field.

Certainly, there is a danger of not displaying your in-depth knowledge of key works and ideas, which are commonly accepted as sources in your selected field. This makes the award of a Masters level pass very difficult.

You are strongly advised to plan to undertake a literature review as part of your learning. This might take the form of:-

A. Review of Policy Documents:

Construct a review of policy documents on your focus and using the DCSF websites, and other material.

This may be placed in your needs analysis section, in your context statement or in the review of literature.

In the review:

- show knowledge of policy
- analyse key ideas
- look for Strengths, Weaknesses, Opportunities, Threats
- undertake Gap Analysis
- compare and contrast

The definition of “policy” will include:

- DCSF statute, guidance
- Guidance by governmental agencies (QCA, Ofsted, LAs, Strategies)
- Guidance by non-governmental agencies such as GTCE, NCSL, Specialist Schools and Academies Trust.

B. Review of the Literature, Theory, Models

Show knowledge (of the key authors in your field)

Identify and analyse key concepts. (What Definitions are there? What different meanings are there? Meanings)

Compare and contrast.

Evaluate: Does it make sense?
Does it really happen as described?
Could it be applied to practice?

How important is it? (To you, to learners, to examiners)

Sources of Literature

Much of what you need is now on the Internet,

Use Google www.google.co.uk,

Google Scholar <http://scholar.google.com/>

The Electronic Learning Resources <http://www.lr.mdx.ac.uk/lib/emedial/index.htm>

Your school and local authority will have a number of useful policy documents and guidance material.

Use the University library or buy your own copies of material in your area. (Which you can often obtain online)

You will be very disadvantaged if you are unable to show your knowledge of easily available material on Google, or what has been sent to schools, for example the Assessment for Learning, and Pedagogy and Practice Material.

Formats for Presentation of Literature Reviews

Your literature review can be presented as a traditional text document (or the equivalent in video or tape). Alternatively, it could be in other forms such as

- A virtual tour
- A Grid of key works and concepts.
- A mind map of literature and concepts.

Further guidance on these formats:-

Creating a “Virtual Tour” of web-based literature

Use Google www.google.co.uk,

Google Scholar <http://scholar.google.com/>

The Electronic Learning Resources <http://www.lr.mdx.ac.uk/lib/emedial/index.htm>

Virtual Tours can contain the URL, Harvard referencing style for the title and author of the work, an outline of content, and an evaluative commentary.

Creating a grid of key work and concepts

Title	Author (Date)	Key Concepts	Comments		
Learning from experience	Kolb (1984)	Experience Reflection Generalisation Application Continuous Cycle Construction actively			

Mind Map the Key Concepts

Draw a mind map or concept diagram of the key concepts in your field of enquiry. Include the Harvard referencing material, some note of key concepts and some evaluative comments.

You can also download free mind mapping software such as that from:

<http://freemind.sourceforge.net/wiki/index.php/Download>

The conceptual model or framework

The end product of any form of literature review should be a conceptual model. This simplifies and summarises the review and forms a set of generalisations about what is important in your area of enquiry.

Synthesise the key concepts or elements into one diagram or model.

The model can be used to:

- Apply the key concepts in the practice of teaching and learning or managing.
- Develop some example lesson materials/activities/schemes of work.
- Compare the model one derived from your Research-Evaluation

This model can be used in the later section on impact, where you can reveal your new perspectives, derived from your enquiry and practice. This is a particularly high level criterion for the MA award.

Developing A Model of Gifted and Talented Provision					
Issue:	Theories of identification of Gifted and Talented	Context Phase of school Socio economic factors	Subject at which pupil is identified as being Gifted	Impact of Legislation, policies and strategies	Monitoring and evaluation
Key questions	What theories are relevant to your phase or age of pupils?	<p>What limits provision or progress of pupils?</p> <p>How does pupil mobility affect provision or Identification?</p> <p>How do different perceptions of Giftedness affect identification?</p>	<p>Are there variations in pupil performance in the curriculum?</p> <p>Will a pupil identified as being gifted musically, reflect that in science?</p>	<p>Does the model take into account emerging patterns of educational provision: extended schools etc?</p> <p>Can identification and provision take into account international dimensions?</p> <p>Are recently arrived pupils from other cultures and ethnic backgrounds provided for?</p>	<p>Can the model measure successful strategies?</p> <p>Does the model take into account historical trends and developments in measurable way?</p> <p>What are the indicators of successful policies?</p>

Developing Policy and Practice in Gifted Education

Code PDT 4011

Needs Analysis - Self Assessment

Name and student number:

School:

Please describe your areas of responsibility and experience:

Below are the Learning Outcomes of this course in relation to Knowledge. Rate your own knowledge and understanding against these, to assess your personal baseline. For each, assess from 1 to 4.

One -indicates confident of your knowledge, **four** -this is an area on which you wish to focus
Please provide evidence to justify your self-assessment.

1. Knowledge and understanding of current best practice research, policy, literature and theory in your area of work and focus in Gifted Education.

Rating: 1 2 3 4

Evidence

2. Knowledge and understanding of school development needs in the context of national strategies, requirements and standards in Gifted Education

Rating: 1 2 3 4

Evidence

3. Knowledge and understanding of best practice in your area of work and focus in Gifted Education.

Rating: 1 2 3 4

Evidence

4. Knowledge and understanding of practical strategies in your area of work and focus in Gifted Education.

Rating: 1 2 3 4

Evidence

Knowledge and understanding of the statutory requirements of your area of work and focus in Gifted Education.

Rating: 1 2 3 4

Evidence

Rate your own skills against these to self assess your personal baseline, For each, assess from 1 to 4. **One** indicates that you are confident of you ability, **four** that this is an area on which you wish to focus. Please provide evidence to support your self-assessment.

A. Reflect on and evaluate your own practice in Gifted Education
 Rating: 1 2 3 4
 Evidence

2. Evaluate and apply best practice research, policy, and literature in your area of work in Gifted Education
 Rating: 1 2 3 4
 Evidence

3. Use evidence to inform practice in Gifted Education
 Rating: 1 2 3 4
 Evidence

4. Articulate your philosophy and make it more explicit to other colleagues, parents and other stakeholders in Gifted Education
 Rating: 1 2 3 4
 Evidence

5. Plan, implement and evaluate an appropriate small scale enquiry and development project in your own school in Gifted Education
 Rating: 1 2 3 4
 Evidence

6. Provide evidence of effective practice for performance management, threshold application or other relevant to in Gifted Education
 Rating: 1 2 3 4
 Evidence

Other Needs

Are there Learning Outcomes, which you feel, are pertinent to your professional development and enquiry, which you want included?

What are your personal targets for achievement as a result of this course?

How do these targets relate to your School's Development Plan?

How do think following this course will help raise the achievement of your pupils who may be deemed to be Gifted and Talented?

Have you any initial ideas about the aims of your school based enquiry project for Gifted Education?

If there are particular issues you wish to discuss with the tutor, you should do so before the course begins.

You might conduct a similar evaluation midway through the programme to help you reflect on whether you are beginning to meet your objectives and at again at the end of the programme to see if they have been achieved.

MIDWHEB

Developing Policy and Practice in Gifted Education

PDT 4011

Unit 2: The Planning Development Section

Introduction

The planning development part of the portfolio sets out your individualised learning programme in Gifted Education. You will plan your own learning, implementation, and evaluation research to show impact. Being only a **plan** this section is relatively short, precise, and to the point (1000 words or equivalent).

Figure 1: Example of a Portfolio

- | | |
|---|---------------------------------|
| • Audit of provision and needs analysis | 2000 words or equivalent |
| • Planning development (Learning, implementation and research) | 1000 words or equivalent |
| • Evidence collection | 4000 words or equivalent |
| • Impact evaluation | 4000 words or equivalent |
| • Ways forward | 1000 words or equivalent |

It will be useful to allow your tutor and workplace advocate to see what you are trying to do and advise you.

By the end of this unit you will be able to:

- identify the professional development activities you will engage in
- identify the forms of evidence and reflection you will include in the portfolio
- see the portfolio as a tool for enquiry as a practitioner-action researcher and learning from experience

Professional Development Activities / Opportunities for Professional Learning.

The planning section asks you to plan a series of learning activities for yourself, to meet your identified needs. You have a wide variety of opportunities including:-

- going on a course, workshop
- visit to another school/department.
- discussion with experts in the field.
- reading best practice research, literature and guidance.
- learning through evaluation and research e.g. conducting a “Student Voice” or parental survey
- learning through observation
- learning through mentoring, coaching etc
- through creating a personal learning journal
- learning through reflective authoring/writing
- learning through the experience of doing

Your portfolio in section three ‘Evidence’ will show that you have carried out these planned activities by presenting records, notes, data etc. and you will show the ‘Impact’ in section four.

You might therefore distinguish between:

- learning how to do things better (i.e. to implement your learning)

- learning about what impact you are making (i.e. to evaluate the impact of learning)

Assessment Criteria

In this section you are meeting many of the Middlesex University Assessment criteria, and QAA criteria for MA study including

- self-direction
- initiative and personal responsibility
- autonomy in planning
- creative solutions to problems
- critical awareness of current problems
- techniques for advanced scholarship

The following material is suggestive guidance about what the planning section of the portfolio for Developing Gifted Education might look like. You are at liberty to invent your own material and work. However do bear in mind the assessment time-line.

Presentation

The plan created using the format suggested by Appendix A should be the core of this section in the portfolio labelled “Planning Professional Development”

All the other activities in this section should form an appendix to the section.

Learning from experience and the Portfolio of Evidence

You should consider yourself as ‘a practitioner action enquirer’. That is that you are learning through acting in your role as teacher, manager and educator. You are making enquiries through research, and through other activities such as going on a course, meeting people, discussion, observation etc. This model of action and enquiry is found in table one.

Wherever you gain insights, whether it is through reading, talking, observing or reflecting, you will be putting new strategies into your practice. You should collect evidence and reflection on these to see if it improved what you do.

All these things, when linked to your Developing Gifted Education focus, are “learning activities” or at least opportunities for learning.

Table 1: Example of a Portfolio

Sections	Portfolio contents
Needs Analysis	<p>Focus</p> <p>The Identification and Support of Gifted and Talented Pupils</p> <p>Needs Evidence</p> <ul style="list-style-type: none"> • School Ofsted Report • School data • Policy Documents (DCSF, HMI Ofsted) • Personal experience and autobiography
Plan	<p>Learning Aims</p> <ul style="list-style-type: none"> • A review of the identification and provision for Gifted and Talented pupils using web search, literature review, visits to schools, review of policies, • Discussion with experts: interviews with key personnel such as coordinators, local authority officers, school improvement advisers, inset sessions). • Defining the model of Giftedness (literature review) • Survey of the identification of , and provision for, Gifted and Talented pupils in different contexts • Evaluation of relevant international dimensions • Research on student /pupil experience and learning outcomes
Evidence	<ul style="list-style-type: none"> • A catalogue of examples of how Gifted and Talented pupils are identified and provided for. • A review of the literature and definitions including a model of Giftedness • The survey report • The application of the literature in lesson material or policy provision • The learning experience and outcomes report.

Impact	<ul style="list-style-type: none"> • Impact on Student experience and learning Outcomes. • The lessons learned about Giftedness and its provision in one case study. • The revised definition and model you may propose in view of your research.
Ways Forward	<p>Further research Further scholarship and progress to MA Education.</p>

Figure 1: The Action Research Cycle

Figure 1, shows the stages of action enquiry as a continuous process of reflection, action, observation, and further reflection. For the assessment purposes you need to systematise this cycle and create evidence that shows the MA criteria.

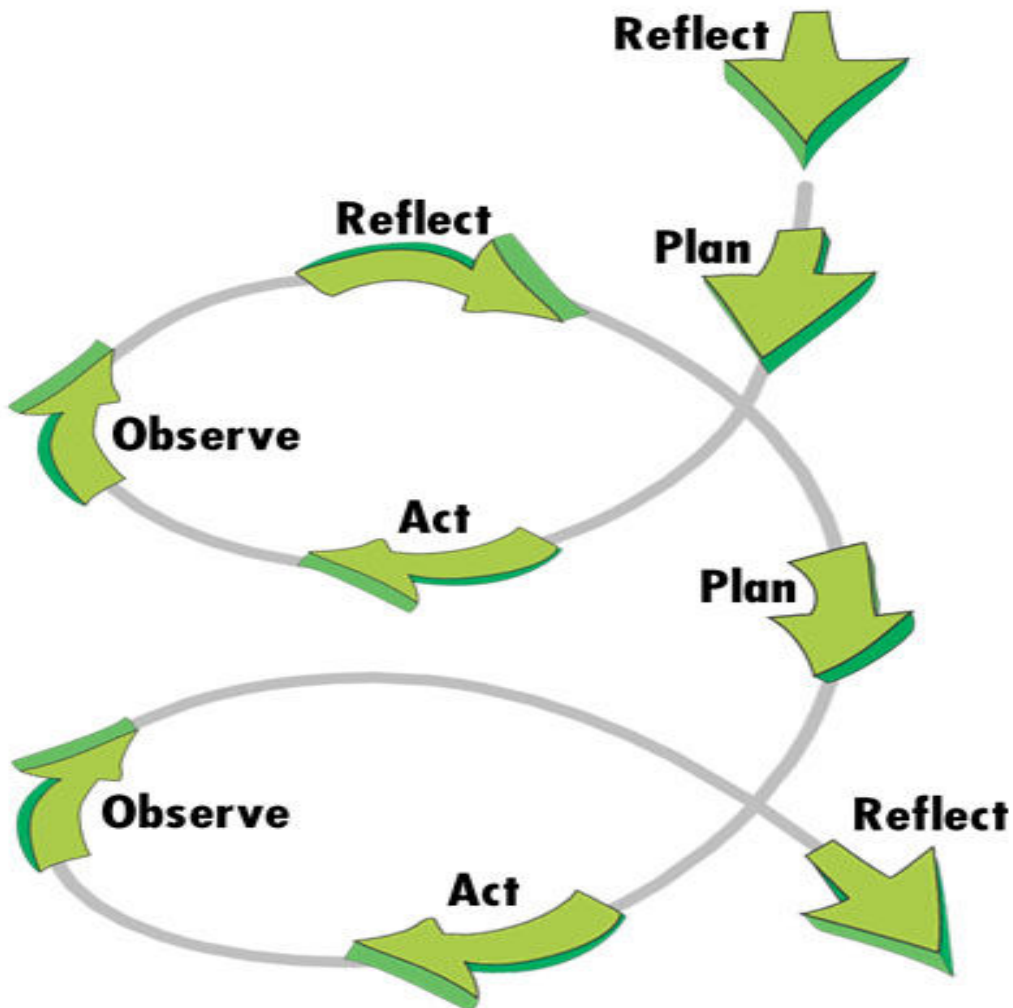


Table 2 below is an example of one portfolio showing how this learning through experience/action enquiry has been planned by one person focusing upon monitoring and feedback as a means of developing staff. Note how the plan combines attendance at workshops, with developing practice, reflecting and collecting data. These activities provide the material to create an overview report “stitching” together all the evidence of learning and impact.

Table 2

The Portfolio
<p>Needs Analysis</p> <p>Overview of Focus on Developing Gifted Education</p> <ul style="list-style-type: none"> • Professional Autobiography • CV • National Standards • School Ofsted Report <p>Plan of Enquiry Activities (and evidence in Portfolio)</p> <ul style="list-style-type: none"> • Attendance at sessions on Monitoring, Observation and Feedback • Discussion with SMT • Reading professional material on monitoring • Piloting Monitoring, Observation and Feedback with staff • Data Collection through reflective journal and research diary, • Data collection through interviews with staff • Data collection through analysis of artefacts (minutes, observation schedules, records, memos, notes) <p>Evidence of Learning:</p> <ul style="list-style-type: none"> - overview or “Stitching” account of the evidence and comparison with the literature on monitoring observation and feedback - conceptual model of monitoring, observation and feedback developed <p>Evidence of Impact:</p> <ul style="list-style-type: none"> - analysis of pupil performance data as a result of monitoring - analysis of teacher perceptions of improvements in practice as a result of monitoring <p>Ways forward</p> <ul style="list-style-type: none"> -account -what I would do next time -where I am going next

Figure 3, shows a different model of how learning from experience might be shown in the portfolio. Here Action Enquiry is broken into three types:

- Type 1 is a traditional type which many of you are familiar with. Here learning is through data collection in the form of asking questions in interviews, surveys etc, observation or the analysis of assessment data
- Type 2 is learning through the experience of doing and evidence here might be in the form of lesson plans, minutes of meetings, policies that were written etc. You should note that at best, with the right directions and annotations, this material might show application of knowledge. However, you can turn this material into better material if you use these artefacts to construct an analytical and evaluative commentary revealing what you have learned from this experience and to show other MA criteria.
- Type 3 is action research, which contains the learning activities of reflective writing (or authoring i.e. using video or sound recording). This can be of two types. First there are reflective journal or diary accounts of events, thoughts and feeling, or accounts of critical (i.e. important or significant) learning events. Then there is opportunity, for the really creative to author fictional accounts. These might play upon not what has happened but what might happen in various scenarios. Different genres such as poetry, newspaper accounts, or diary accounts might be used.

Whatever “data” is used, whether it is traditional forms, artefacts or reflective accounts an analysis needs to take place where you consider systematically what the data means, and what it shows you. The reflective models call this “stitching”.

Action Enquiry in Developing Policy and Practice in Gifted Education Portfolios

Figure 3: Models of Action Enquiry in Portfolios

Model 1	Model 2	Model 3
Traditional Model	Portfolio of Artefacts	Patchwork Text
"The Researcher"	"The Historian"	"The literary critic"
Data collected by Observation Survey Interview Focus group	Data in the form of a portfolio of artefacts such as Minutes Plans Accounts Policies Lesson Plans Schemes Records	Data is in the form of a portfolio of reflective writing or texts including Reflective Journal Critical Incidents Authored Fiction Poetry
Analysis is a description of the data and discussion of possible explanations	Analysis is a "stitching" narrative which reflects and analyses the main themes displayed by the artefacts	Analysis is in the form of a "stitching" account of the themes drawn from the patchwork of texts

Suggested Learning Tasks

These tasks are suggested activities in preparation for developing a plan of what you intend to do to show that you have undertaken learning through scholarship, action research and the experience of doing.

Task One: Listing Activities

1 hour

Consider the model above (Table 1, 2 and 3) and list the activities that you will undertake in the year to evaluate and review your developing practice. (Each of these may form a part of the "Evidence of Learning Activities and Research Section" of the portfolio.

Task Two: Mindmap

1 hour

Mindmap other potential professional development activities that will contribute to the focus of your development of practice this year. Include, Performance management, school inset, LEA and external inset opportunities, LIG group activities, Networked Learning Communities,

Some guidance on other learning and research activities

Below are some examples of learning and research activities that can turn your experience into useful material for your enquiry and evidence of learning. These are

optional tasks to undertake. Unit three contains some additional information about how to build MA quality into these activities, and some details of another activity, "Conducting a Review of the Literature" in your chosen field.

Task Three: Consider Fiction as Reflection

1 hour

Authoring Fictional accounts that touch upon your theme can be a means of reflecting on your experience. Look at the example of fiction in Table 5 and list the issues that it touches upon about work in schools.

Figure 4:

**Fictional Authoring as Reflection
Monitoring 2019**

"Thanks for meeting me, Degsy. This is really important."

What is it, old boy? You look really shaken."

"Well, Degsy, I have got to report that the data from ClassCAM has landed in the boss's office and its not good news."

"ClassCAM?"

"Yes. Yours stats are down again."

"Stats?"

"Yes. This time its serious. Look at the tables."

A print out was passed.

"Assessment for Learning: 25%"

"Social Inclusion..... 18%"

"18%! This cant be true Jonesey. I work really hard on those boys."

" Learning Styles 12%"

"They're rubbish figures, Jonesey."

"Hey, you know that ClassCAM never lies. It has picked up your teaching behaviours and assessed each one in the standard manner. It works the same in every classroom, for every member of the department. It's guaranteed by the Standards Authority, backed by the Teacher Scrutiny Panel, and complies with National Soc."

"Well what happens now, then?"

"Well I don't know. All I can say is that the Performance Auditor will be on my back when he gets round to looking at the departments figures. This means we will be moved up to "Action Red" on the indicator board, and all hell will let loose. Well have senior management all over us."

"Shucks, Jonesey, it won't be that bad will it?"

"I've seen it before. We could get a non-compliance label and be taken over by the hit squad."

"Look, Jonesey. I have taught here for years and my results have always been good."

"Times have changed, Degsy Its not just outcomes now. It's also about other deliverables. I am not sure I can save you this time. Degsy"

"Don't worry mate. I'll be OK. I'll probably take a written warning. The Teachers Audit Council won't give me Competence One grading, it will cost too much to reassess me to get my licence to teach back."

"I hope you are right, Degsy, Just try and trip a few more scores this week on ClassCAM, for all our sakes."

Task Four: Perception Gathering Techniques

1 hour

Select and list the techniques you will be using to collect perceptions using the grid below to classify whether the data you are collecting is ‘perceptions’, processes, such as learning, or outcomes.

Perceptual Data	Processes	Outcomes Data

Table 4 Techniques for Gathering Data

1. **Interviews** with teachers, stakeholders, about Gifted and Talented pupils
2. **Checklists** of skills, behaviours, abilities, movement, procedures, interactions, resources
3. **Portfolios** of a range of work around a particular topic; a collection of documents for analysis
5. **Diaries/journals** written by teachers.
6. **Field notes/observation records** - informal notes written by leaders or staff
7. **Logs** of meetings, lessons, excursions, school expectations, and material used
8. **Questionnaires** of attitudes, opinions, preferences, information
9. **Audiotapes** of meetings, discussions about data gathered, group interviews
11. **Videotapes** of meetings/leadership
12. **Still photography** of people working,
13. **Records** of Classroom Observation
14. **Minutes** of Feedback Discussions with teachers.
15. **Minutes** of leadership mentor or peer discussions on leadership.
16. **Authored reflective writing** or fiction (Poems, Short Stories, Films) from different standpoints (Staff, Parents, Students)

Task Five: Turning School Development Tasks into Enquiry

1 hour

So much of the tasks that you do can contribute to your professional development through reflection on your experience.

No doubt you are working to a school development plan that looks something like table 4 below.

Action Plan
<p>Targets <i>E.G.</i> <i>To raise achievement by using a variety of assessment to identify G and T</i></p>
Tasks/ Objectives
<p><i>Plan lessons for G and T using data from assessments</i> <i>Develop lessons using G and T using data from assessments</i></p>

<i>Teach using G and T using specific lesson plans</i>
<p>Success Criteria <i>E.G.</i> <i>That students are more motivated.</i> <i>That learning/achievement is progressed more rapidly than expected.</i> <i>Etc</i></p>
<p>Who <i>Department</i></p>
<p>When (Timeline)</p>

Include your plan for school, department and personal development in your portfolio plan.

List the data that will be used to evaluate the impact of the new activities on learning and standards in school. Add the ways that you will be recording your reflection on this.

You will need to show what you have learned from this experience of doing.

Task Six: The Final Plan

3 hours

Use the format in Appendix a to record your Professional Development Plan for the year, and timeline

Appendix A

Midwheeb Partnership

Developing Gifted Education Module PDT 4011

INDIVIDUALISED LEARNING PLAN

Name

Developing Policy and Practice in Gifted Education
--

Title and Focus of your learning <i>You should be as precise as possible here.</i> <i>You may consider activities as prompts e.g. a review of... an enquiry into... an analysis of...</i>
* * *

<i>Summary of Needs</i> Add here some bullet points to summarise where this focus is being driven. (As outlined in the first part of your portfolio.)

Learning Outcomes

You should aim to have between about three and five of these. Use one sentence each. They need to be at Masters level (see the MA criteria) and to articulate what you what to learn. Verbs like evaluate, analyse, critique are good ones to start sentences with. See also the examples in the conference.

They should implicitly reference Gifted Education , and lead readily into the Learning activities

By the end this module I will be able to...

1

2

3

4

5

Learning Activities

What will you do to achieve the Learning Outcomes?

Examples might include keeping a reflective journal, action enquiry, document analysis, literature review, research methods such as interviews, surveys etc visits to galleries, schools, discussions, online learning communities, production of resources.

These activities may include those already pre planned for you The activities can include school-based INSET etc

Activities should also include a means of

Evaluating the impact of what you have learned on the school and learners.

Evaluating your personal learning

Indicating what you can say about your professional work that cannot be found in existing literature.

Activity	Date Completed
1	
2	
3	
4	
5	
6	
7	
8	

Continue on further pages

Resources <i>What resources will you need? Books, materials, visits, specific teaching/tutor input</i>
1
2
3
4
5

Draft number
Signed by student Date
Signed by tutor Date

MIDWHEB

Developing Policy and Practice in Gifted Education

PDT 4011

Unit 3 (a): Evidence/Data Collection

Introduction

At the end of this unit you should be able to:

- Plan a small-scale research enquiry.
- Plan the systematic data collection and analysis for your enquiry.

This is an optional unit within the Developing Gifted Education Module focused upon a brief introduction to some research methods, which may be useful to your enquiries on your specific focus.

The unit has two parts

- Planning a small scale enquiry
- Planning data collection

Planning a small scale enquiry

A Plan a Piece of Research Using a Research Proposal Format:

The suggested format is as follows:

1. Title

Your working title: try to be as precise as possible. It needs an introductory phrase such as: an enquiry into..., a critical investigation into..., a critical review of... an evaluation of..., a case study of....]

2. Rationale

[What is your research focus?

What is your purpose?

Why is your research important to you, to your institution, and/or to education?

3. Literature Review

Who are the major writers in this area of education?

What has been written already on this research topic?

4. Research Questions

What are you proposing to investigate?

How are you expressing the questions?]

5. Methodology

What research tradition or philosophy are you proposing to work within?

What research approach or strategies are you intending to use?

Provide a brief justification for this approach.

Explain why this approach is suitable for what you intend to research.

6. Data Collection Methods

What data collection methods are you proposing to use?

Provide a brief justification for these methods.

Explain why these methods are suitable for what you intend to research.

7. Resources and Support

What resources are you going to need?

Where will these come from? What support might you need from supervisors?

8. Ethical Issues

What ethical issues could be involved?

Consider permissions for access.

What issues concerning access and confidentiality could be involved?

How are you going to address them?

9. Timescale

Write a plan of how the various aspects of the research would be carried out. Consider: -

- Research Planning,
- Data Collection,
- Data Analysis and
- Report Writing.

Include a timeline for Writing

(a) Introduction and Context

(b) Review of Literature

(c) Methods and Methodology

(e) The Results

Planning data collection

The table below is a brief tour of some URL's linked to material on data collection on the web.

Suggested learning tasks

Task 1: Planning and Enquiry 2 hours

Use the format above to plan your enquiry part of your professional development. Pay particular attention to impact data and perceptions of impact by stakeholders. Include as detail in your portfolio plan section

Task 2: Planning Research Tasks 3 hours

Use the references below, selectively to construct your own data collection tools and methods. Include as a detailed section on methods in your plan section of the portfolio.

Material on Data Collection and Analysis

Surveys		
Questionnaire Design	http://www.cc.gatech.edu/classes/cs6751_97_winter/Topics/questionnaire-design/	This is an interesting web site describing some of the characteristics, and the topics to consider when writing your account of the methodology, and justification
NHS	http://www.ukmi.nhs.uk/Research/ResSkillsQDesign.asp	This NHS site has good layout and covers similar ground. You might like to search for more information regarding semantic differentials, Likert scales and so on, particularly as a means of identifying attitudes and beliefs.
Leeds (Burgess) Questionnaire Design	http://www.leeds.ac.uk/iss/documentation/top/top2/	This Leeds site is a comprehensive guide to the design of questionnaires. You should follow the instructions. Explain what you are doing in your account of your methods and justify it by quoting references like these.
This example from the Carter McNamara and the Free management Library	http://www.mapnp.org/library/evaluation/questionnaires.htm	This site is another good source of examples and information.
Statpac	http://www.statpac.com/surveys/	Statpac provide a useful and well laid out resource, which is fairly comprehensive.
Rojas and Serpa	http://www.pitt.edu/~super1/lecture/lec0971/	An online lecture on questionnaire design. Funky.
Interviews		
Murray	http://www.med.mun.ca/chps/Murray/Presentations%20-%20Winter2001/Interviews/sld001.htm	Interviews are similar to questionnaires!!!! Have you thought of that before? Well question design implications are sometimes similar but there are some differences in this 'live survey'. This site covers some of the main ground in a slide presentation. Again use the advice to structure your description of what you did and justification for doing it that way. (And reference this work, and others to support your case) You may have to adapt the ideas from the health context that Murray works in.
Conducting Field Research	http://www.writersatwork.us/www/research/fieldresearch/interviews/questions.htm	This develops the interactive nature of questioning live that is not possible with surveys. You can exploit the follow up,
Tips for Effective Interviewers	http://www.dinf.ne.jp/doc/english/asia/resource/apdrj/z13fm0300/z13fm0313.html	Some good tips here.
Interviewing in Qualitative Research	http://www.msu.edu/course/sw/832/units/04qua/1qin00.htm	Another slide show.
Lewis- Action Research Electronic Reader	http://www.scu.edu.au/schools/gcm/ar/arr/arrow/rlewis.html	Focus group interviews are reviewed by Lewis, in the area of Health Science.
Henthorne	http://www.berea.edu/library/BI-EVAL/Focus-Group.html	This is an actual example of a piece of research using focus group interviews. As such it can be quoted in your justification of the methodology. Of course, if you use other methods you need to find

Developing Policy and Practice in Gifted Education

Classroom Observation		your own examples to quote!!
Classroom Observation Tool	http://www.hamptonu.edu/onlineResources/forms/faculty/Classroom_Observation.pdf	This is one format for a recording device for Observing Classrooms. Of course your own can be developed depending upon what you wish to focus upon. It is a PDF
Template for ICT	http://www.sun-associates.com/eval/clsobsv.html	Here is another template. This is for ICT
Template for Literacy	http://www.sandfordfirst.dorset.sch.uk/school_improvement.htm	This template is for Literacy monitoring. Again You should adapt them.
Template for Literacy 2	http://instech.tusd.k12.az.us/balancedlit/handbook/blclassobserv.htm	This one has a set of criteria. Of course the criteria have to be correct/accurate/observable etc to be any good in research terms. Different observers might need to be trained and tested to observe and record in the same way.
		Theoretical analysis and justifications of observation techniques appear to be less widespread on the web. There are many issues, as there are with interviews and surveys.
Alun Rees-Segmenting Classroom Activities	http://www.aston.ac.uk/lss/research/prodd/TDTR92/tdtrar.jsp	This is one analysis of methods but quickly describe another version of observation as research.
Gabrielatos	http://www.gabrielatos.com/Observations.htm	This is a brief account of some of the issues especially the influence of the observer in changing reality.
SCRC Shadow Study	http://www.scre.ac.uk/spotlight/spotlight16.html	This SCRC study is long-lived but still very good.
Wynne Harlen	http://www.scre.ac.uk/rie/nl60/nl60harlen.html	This account by Harlen is an example of a piece of research using observation. You can use it to support your justification for using this methodology.
Research Diary		
Diary	http://www.scu.edu.au/schools/gcm/ar/arr/arrow/rdiary.html	Keeping a research diary or journal can be used as a method of data collection to supplement others. This site gives some useful hints.
Diary PDF	http://library.umd.umich.edu/research/guides/research_diary.pdf	Further advice is here in a PDF document.
Journal	http://summer-abroad.ucdavis.edu/programs/research_journal.php	Advice about a research journal from the "Davis summer abroad" programme of University of California

MIDWHEB

Developing Policy and Practice in Gifted Education

PDT 4011

Unit 3(b): The Evidence Section

Introduction

At the end of this unit you will be able to

- Construct a well-organised section presenting evidence of your learning processes.
- Apply the MA criteria to your evidence section
- Evaluate the quality of your evidence section at MA level.

So far these units have dealt with needs analysis and planning your professional development and placing evidence of this in a portfolio as a form of enquiry report.

This unit of work: -

- Provides guidance about the evidence section
- Suggests some tasks for you to complete

The portfolio should look and feel like an enquiry, taking the reader through the needs identification, plan, and evidence and impact sections in an engaging narrative or story, the journey of your learning.

It is your responsibility, and it is in your interests to ensure that the portfolio clearly takes the reader through your material so they can see the enquiry and your demonstration of the MA criteria. Experience has shown us that successful candidates guide the reader through the material they are presenting by:-

- Careful structuring through the use of sub sections and headings.
- Use of introductions and conclusions that point the reader and explain what material is.
- Selective about what is included (rather appearing as a mere repository of materials without consideration at MA level.
- Care over explicitly showing which MA criteria are being met with each piece of evidence.
- Show what has been learned from experiences (learning from doing)

This is vital in a practice-orientated enquiry like this and one, which is unconventional as a report. It requires specific skills of authoring

This unit is in sections covering:-

- 1 Format of the Evidence Section
- 2 Developing a Critical Review of the Literature
- 3 Weaving in the MA Criteria

Format of the Evidence Section

Your portfolio should contain all evidence of your learning from each of your planned professional development activities during the year

Thus a typical format might be:

1. Cover Page- Contents List
- B. Brief Summary of Contents, Criteria Shown and Stages in the Learning Journey.
- C. Planned Activity 1 e.g. Review of Literature and initial conceptual model
- D. Planned Activity 2 e.g. Lesson Observation
- E. Planned Activity 3 e.g. Minutes of Meetings about the project
- F. Planned Activity 4 e.g. Survey data.
- G. Etc
- H. Appendices.

You will need to label clearly what each piece of evidence is.

Unit two portrayed your portfolio as an action enquiry using a combination of three models. (See table 1 below). It would be helpful if you structured your evidence by using these three models.

Table 1 Models of Action Enquiry in Portfolios

Model 1		Model 2		Model 3
Traditional Model		Portfolio of Artefacts		Patchwork Text
Data collected by Observation Survey Interview Focus group		Data in the form of a portfolio of artefacts such as Minutes Plans Accounts Policies Lesson Plans Schemes Records		Data is in the form of a portfolio of reflective writing or texts including Reflective Journal Critical Incidents Authored Fiction Poetry
Analysis is a description of the data and discussion of possible explanations.		Analysis is a “stitching” narrative, which reflects, and analyses the main themes displayed by the artefacts.		Analysis is in the form of a “stitching” account of the themes drawn from the patchwork of texts.

We have assumed that the analysis and stitching of data will be in section 5 of the portfolio (The Impact Section). This is not the only model. You may want to analyse each part of the evidence separately and in turn.

Weaving in the MA Criteria

This section of the guidance outlines some tasks you might consider to weave through the portfolio explicit pointers to the reader that you are meeting the MA criteria.

The MA assessment criteria are as follows: -

Assessment Criteria (TDA Published List)

Descriptor for a qualification at Masters level, which is included in the QAA's Framework for Higher Education Qualifications in England, Wales and Northern Ireland

Masters degrees are awarded to students who have demonstrated:

- A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice;
- A comprehensive understanding of techniques applicable to their own research or advanced scholarship;
- Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline;
- Conceptual understanding that enables the student to:
- Evaluate critically current research and advanced scholarship in the discipline; and
- Evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.
- **Typically, holders of the qualification will be able to:**
- Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences;
- Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level;
- Continue to advance their knowledge and understanding, and to develop new skills to a high level;

And will have the qualities and transferable skills necessary for employment requiring:

- The exercise of initiative and personal responsibility;
- Decision-making in complex and unpredictable situations; and
- The independent learning ability required for CPD.

Suggested Learning Activities

Task One: Collate the Evidence Documents

1 hour.

Make a contents list matching the planned activities in section 2 of the portfolio. These should be documents that show evidence of your learning activities during the year. Order the material logically by time, type, models of action enquiry or by some other structure.

Task Two: Making the Achievement of the Criteria Explicit

1 hour

Construct a grid amending the one below indicating where each of the criteria are shown in your portfolio.

Criteria	Where in the Portfolio to look
A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice;	Look in the needs analysis and where this shown in the evidence section. Particularly look at the literature review. See if knowledge is applied to enhance practice
A comprehensive understanding of techniques applicable to their own research or advanced scholarship;	Look in the plan section and label this section clearly
Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline;	See in evidence section. See plan section and needs analysis
Conceptual understanding that enables the student to:	See literature review and impact section
Evaluate critically current research and advanced scholarship in the discipline; and	See literature review comments and analysis sections and impact
Evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.	See annotations to evidence, reflective journal evidence, impact section
Typically, holders of the qualification will be able to:	
Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions	See Needs analysis, plan, evidence section and impact.

clearly to specialist and non-specialist audiences;	
Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level;	See plan section and evidence section
Continue to advance their knowledge and understanding, and to develop new skills to a high level;	See Ways forward section (5)
And will have:	
The qualities and transferable skills necessary for employment requiring:	Whole portfolio completion
The exercise of initiative and personal responsibility;	Whole portfolio completion

Place this overview as a contents page to the portfolio.

Task 3: Headings and Annotations

2 hours

Review and amend your portfolio sections and headings to show clearly to an outside reader:-

- Coherence
- Logical development
- Systematic enquiry based upon Needs-Plan-Action-Enquiry-Conclusions.
- The MA criteria

Consider especially:-

Can you use the text of the criteria as headings, signposts, or annotations? If so please add them to your portfolio.

Can you develop pointers for the reader about what the material is, where it fits in the story of the research and what you are going to do next?

Task 4: Cover Sheet and brief summary

1 hour

This might be the contents list and a brief overview of what each item is as well as the part it plays in the enquiry, and what MA criteria it shows.

MIDWHEB

Developing Policy and Practice in Gifted Education

PDT 4011

Unit 4: The Analysis of Impact Section

Introduction

At the end of this unit of work you should be able to:

- Author a high quality, clearly structured outline of the impact of your professional development activities, supported by evidence, referencing the learning activities and meeting the MA criteria.

This unit and section in the portfolio focuses upon analysis of impact. It contains both guidance material and some suggested tasks to enable you to construct this important section.

The Unit is broken into

- Forms of Impact
- Analysis of Data
- Analysis of Artefacts and Reflective Writing

The most important MA criteria are shown in this section and it will pay to give it due attention. It is here that you will show among other things:

- An analysis of the data collected.
- The analysis of what the artefacts derived from practice illustrate and represent.
- The evaluation of what difference your new practice has made.
- The development of new insights into your high level knowledge of the focus area.

The section could potentially be the most important one and possibly 4000 words* long (or equivalent). Look at the criteria grid to see the criteria that you are likely to be able to display.

* This envisages a scale of:-

- | | |
|--|--------------------------|
| • Introduction and Orientation materials | 1000 words or equivalent |
| • Audit of provision and needs analysis | 2000 words or equivalent |
| • Planning development (Learning, implementation and research) | 1000 words or equivalent |
| • Evidence collection | 4000 words or equivalent |
| • Impact evaluation | 4000 words or equivalent |
| • Ways forward | 1000 words or equivalent |

The Criteria shown in this section of the portfolio.

<i>Framework for Higher Education Qualifications in England, Wales and Northern Ireland</i>	
Masters degrees are awarded to students who have demonstrated:	
Level 4 Criteria	• Commentary about what might be shown.

<p>A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice;</p>	<ul style="list-style-type: none"> • Mostly this criteria and especially new insights
<p>A comprehensive understanding of techniques applicable to their own research or advanced scholarship;</p>	<ul style="list-style-type: none"> • Some of this if not shown in the evidence and data gathering sections.
<p>Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline;</p>	<ul style="list-style-type: none"> • Mostly this criterion.
<p>Conceptual understanding that enables the student to:</p> <ul style="list-style-type: none"> • Evaluate critically current research and advanced scholarship in the discipline; and • Evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses. 	
<p>Typically, holders of the qualification will be able to:</p>	
<p>Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences;</p>	<p>Some of this criterion.</p>
<p>Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level;</p>	<p>Not necessarily shown here</p>
<p>Continue to advance their knowledge and understanding, and to develop new skills to a high level;</p>	<p>Shown here</p>
<p>And will have:</p> <ul style="list-style-type: none"> The qualities and transferable skills necessary for employment requiring: The exercise of initiative and personal responsibility; Decision-making in complex and unpredictable situations; and The independent learning ability required for CPD 	<p>Not necessarily shown here</p>

Forms of Impact

There are three main forms of impact, which will need to be noted

1. What you have discovered about your topic or focus.
2. Impact on you and your practice.
3. Impact on standards (especially learning of pupils, quality of leadership and management etc)

The first is an opportunity to provide evidence of improvements as a result of the professional development you have undertaken. You need to show both that you have in depth knowledge (derived from the literature review and practice), and that your enquiries have led you to new perspectives. This is where you may add new insights to your original conceptual model discussed in earlier sections. This is your claim of your own learning and your development of new perspectives on the focus of your enquiry. As such this is your major claim for MA level criteria and should go beyond what “the average” practitioner might know.

The second is an account both of what new practices you have adopted as a result of the learning activities. You need to show a close connection between activities and newly developed practice.

The third should be some evidence of what difference this new practice has made to standards. This might be shown through assessment data, observation, staff or student experience surveys or perception studies. Differences in standards of teaching, learning, leadership and management ought to be noted. You might distinguish improvements in what people do, as well as what they achieve. (For example, teaching is better and/or achievement of pupils is higher.).

You will need to make clear the criteria for saying standards are higher, that things are better, or worse. The source of the criteria might be our old favourite the review of best practice, literature and theory, including published standards.

It is not always necessary to show comparative groups or even base line assessment in this module, although you may have planned to do this from the outset.

The kinds of data contributing to this can be qualitative or quantitative. It is not always necessary to show major changes in pupil attainment data. This year-long development is but a short period to achieve such goals. However, you might need to at least show some indicators.

Model One: Analysis of Data

Unit two portrayed your portfolio as an action enquiry using a combination of three models.

Table 1 Models of Action Enquiry in Portfolios

Model 1		Model 2		Model 3
Traditional Model		Portfolio of Artefacts		Patchwork Text
Data collected by		Data in the form of a portfolio of artefacts such as		Data is in the form of a portfolio of reflective writing or texts including
<ul style="list-style-type: none"> • Observation • Survey • Interview • Focus group 		<ul style="list-style-type: none"> • Minutes • Plans • Accounts • Policies • Lesson Plans Schemes Records 		<ul style="list-style-type: none"> • Reflective Journal • Critical Incidents • Authored Fiction • Poetry
Analysis is a description of the data and discussion of possible explanations.		Analysis is a “stitching” narrative, which reflects, and analyses the main themes displayed by the artefacts.		Analysis is in the form of a “stitching” account of the themes drawn from the patchwork of texts.

This section of the unit gives guidance about analysing traditional forms of data.

Your aim is to:

Show that data collection **and analysis** has been **systematic and structured**.

Show that you have evaluated the methods you have used and are aware of their strengths and weaknesses.

You should

- Write a description of the method of analysis in the methods section.
- Show in the ‘results’ description the portrayal/description of the data.

Stages

The stages you will go through include:-

1. Collecting the Data

Data. Data Data Data Data Data Data: There is a lot of data both quantitative and qualitative. It exists as (selected partial) transcripts, databases, spreadsheets, and records.

2. Analysing the data

Collating

Putting all the data together

Immersion:

Becoming familiar with the data

Coding identifying categories to place data into.

Themes

Patterns

Progressive Focusing

Hypothesis testing

Grouping

Linking- Connecting

Pattern identification (see example coding)

Sorting - sorting which data belongs to which code.

Combining data sets: i.e. comparing observation, questioning and documentary data

Weighing –

Measuring/evaluating the weight of the evidence

Saying where there is strong and weak evidence, or non-at all. (See Example “Evidence Weight”)

Evaluating the data collection. – Coming to a judgement about how good the data is.

Discussing: Reliable, Valid, Scope, Sufficiency, etc.

Suggesting new data collection tools. (See example

“new tool”)

Portraying/ Displaying – showing all the data, in

- Charts
- Text (which uses the grouped categories)

(See example “Display”)

Model Two and Three: Analysis of Artefacts and Reflective Writing

This section of the unit gives guidance about analysing the artefacts, and the reflective writing or “stitching”. The artefacts and pieces of reflective writing, such as the reflective journal, critical incidents, and some authored fictional accounts are in the evidence section of the portfolio.

You might immerse yourself in your artefacts and reflective writing and begin to ask yourself these questions: -

- What do the artefacts and reflective writing show you?
- What have you learned from your experience?
- What important factors or concepts are revealed?
- What do the artefacts and reflective writing reveal about practice in comparison to the best practice, theory and research literature?
- Are there common patterns revealed?
- What beliefs and values are illustrated?
- Are the multiple perspectives revealed?
- Are there tensions between what people say and what happens?
- What is revealed about the key concepts (from the review of literature)?
- What might you tentatively generalise from your experience and reflection?

We recommend strongly that each set of artefacts or reflective writing undergoes this second (or double loop) analysis separately and in the order that you presented each item in the evidence section.

Suggested Learning Tasks

The following are suggested tasks to be carried out to complete this important section. We suggest that this might be undertaken over two or three weeks.

Task One: Analyse the “traditional” data **4 hours**

Analyse the data using the guidance material above and write a description of what it shows. (Perhaps 1000 words dependent upon specific projects)

Task Two: Analyse the Artefacts and Reflective writing **4 hours**

Create a second level (double loop) reflection on the artefacts and reflective authored material. (Perhaps 1000 words dependent upon specific projects)

Task Three: Summarise what you have learned. **4 hours**

Write the summary of your learning (perhaps 1000 words dependent upon specific projects)

Use the headings

1. What you have discovered about your topic or focus.
2. Impact on you and your practice.
3. Impact on standards (especially learning of pupils, quality of leadership and management etc)

You were invited to undertake a literature review either in your needs analysis or as a learning activity in its own right. In constructing a literature review you are best advised to conclude it with a summary, particularly in the form of a model, diagram or even simple mind map of the key components/factors or concepts.

Redraft your original conceptual diagram derived from the review of the best practice literature and theory, adding your new insights and discoveries.

In this section you should return to this work and describe for instance,

- What you have learned about the focus/topic.
- What new insights you have developed.
- What new factors have been revealed?
- What factors have grown or declined in importance.

Discuss issues that remain.

Task Four: Summarise the Impact **4 hours**

Complete the Self Analysis survey below and include this in your evidence section. (Include 2 copies so that we can use the information to evaluate the module)

Write a summary of your impact on practice and standards (perhaps 1000 words dependent upon specific projects)

In this section you might

- Note (and if necessary list) the ways in which your practice has changed.
- Note or list the effect on other staff.
- Impact on Standards (especially learning of pupils, quality of leadership and management etc)

You might in this section

- Describe the data that you have collected on impact on standards in some detail.
- Justify your claim that this module/learning activity has made a difference to standards with reference to the data you have presented.
- Include as much of the data in table form, summaries, or appendices.

Task 5: Introduction and conclusion section.

1 hour

Add an introduction and conclusion. (About 300 words each, maximum).

This part should outline what you will do (at the beginning) and what you have done (at the end), including which MA criteria have been met.

Impact Analysis - Post-programme Review-Self Analysis				
Name				
School				
Please describe your areas of responsibility and experience.				
You have enrolled on: Developing Policy and Practice in Gifted Education Code PDT 4011				
Below are the Learning Outcomes of this course in relation to Knowledge. Rate your own knowledge and understanding after the programme For each, assess from 1 to 4. One indicates that you are confident of you knowledge; four that this is an area on which you wish to continue to develop. Please provide evidence to justify your self-assessment.				
1. Knowledge and understanding of current best practice research, policy, literature and theory in your area of work and focus in Gifted Education.				
Pre Course Rating:	1	2	3	4
Post Course Rating:	1	2	3	4
Evidence				
2. Knowledge and understanding of school development needs in the context of national strategies, requirements and standards in Gifted Education.				
Pre Course Rating:	1	2	3	4
Post Course Rating:	1	2	3	4

Evidence				
3. Knowledge and understanding of best practice in your area of work and focus in Gifted Education.				
Pre Course Rating:	1	2	3	4
Post Course Rating:	1	2	3	4
Evidence				
4. Knowledge and understanding of practical strategies in your area of work and focus. In Gifted Education.				
Pre Course Rating:	1	2	3	4
Post Course Rating:	1	2	3	4
Evidence				
5. Knowledge and understanding of the statutory requirements of your area of work and focus in Gifted education.				
Pre Course Rating:	1	2	3	4
Post Course Rating:	1	2	3	4
Evidence				

Rate your own skills against these to self assess your personal baseline, For each, assess from 1 to 4. **One** indicates that you are confident of you ability, **four** that this is an area on which you wish to focus. Please provide evidence to support your self-assessment.

1. Reflect on and evaluate your own practice				
Pre Course Rating:	1	2	3	4
Post Course Rating:	1	2	3	4
Evidence				
2. Evaluate and apply best practice research, policy, and literature in your area of work				
Pre Course Rating:	1	2	3	4
Post Course Rating:	1	2	3	4
Evidence				
3. Use evidence to inform practice				
Pre Course Rating:	1	2	3	4
Post Course Rating:	1	2	3	4
Evidence				
4. Articulate your philosophy and make it more explicit to other colleagues, parents and other stakeholders				
Pre Course Rating:	1	2	3	4
Post Course Rating:	1	2	3	4
Evidence				
5. Plan, implement and evaluate an appropriate small scale enquiry and development project in your own school				
Pre Course Rating:	1	2	3	4

Post Course Rating: 1	2	3	4
Evidence			
6. Provide evidence of effective practice for performance management, threshold application or other			
Pre Course Rating:	1	2	3 4
Post Course Rating: 1	2	3	4
Evidence			

Other Impacts

Are there Learning Outcomes, which you feel, are pertinent to your professional development and enquiry, which you want included?
What personally have you achieved as a result of this course?
How has your work contributed to targets related in your School's Development Plan?
How do think following this course has helped you raise the achievement of your pupils?
Other impact information.

MIDWHEB

Developing Policy and Practice in Gifted Education

PDT 4011

Unit 5: *Ways Forward*

Introduction

At the end of this unit you should be able to:

- Construct a “ways forward” section of your portfolio.

The first four sections of the Developing Gifted Education Portfolio focused upon:-

- Needs Analysis
- Plan of learning activities and the enquiry.
- Evidence
- A study of impact (on your knowledge, beliefs and skills, and on your school, including students)

The fifth section is entitled “Ways Forward”. The purpose of this is to outline your future plans and intentions.

This Unit has two sections

- The Suggested Format
- The Content of the Ways Forward section

The Suggested Format

Below is a suggested format.

A. An Overview Statement

B. Appendices

The following documents (if available), even in draft outline might support the overview:-

- A self assessment of your portfolio and how it meets the MA criteria
- A peer assessment of the portfolio and how it meets the MA criteria.
- Performance Management Targets for the next year. (Proposed if necessary)
- Future targets, tasks and success criteria for the school or department development plan.

The Content of the Overview Statement

Such a statement might be no more than 1000 words*

This should outline a number of areas.

- a) An overview of what you have done, starting with your focus and objectives, leading through what you have shown in the portfolio, and what you have found.

- b) An outline of what you have not covered, and any gaps or uncertainties in your enquiry and what might be covered in future work in the field.
- c) Your future work as a practitioner and researcher in the field you have selected, and rationale for continuation.
- d) Your future progress in terms of the MA programme, and some details of what areas of scholarship and research you need to develop in future work.
- e) An overview of future practical work in the field. (or development from it)
- f) Your performance management targets (even if they are suggested)
- g) An outline of the developments in practice you plan (referencing the school development plan, if available)

* This envisages a scale of:-

- Introduction and Orientation materials 1000 words or equivalent
- Audit of provision and needs analysis 2000 words or equivalent
- Planning development (Learning, implementation and research) 1000 words or equivalent
- Evidence collection 4000 words or equivalent
- Impact evaluation 4000 words or equivalent
- Ways forward 1000 words or equivalent

The Criteria shown in this section of the portfolio.

The criteria shown in this section are outlined in the following table.

<i>Framework for Higher Education Qualifications in England, Wales and Northern Ireland</i> Masters degrees are awarded to students who have demonstrated:	
• Level 4 Criteria	• Commentary about what might be shown.
• A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice;	• Some of this section of the portfolio may show this criteria
• A comprehensive understanding of techniques applicable to their own research or advanced scholarship;	• The account of future scholarly development will show an awareness of this area.
• Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline;	• Applying the findings of the enquiry in future plans will show application of knowledge.

<p>Conceptual understanding that enables the student to:</p> <ul style="list-style-type: none"> • Evaluate critically current research and advanced scholarship in the discipline; and • Evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses. 	<p>New areas for enquiry (hypotheses may be shown in this section)</p>
<p>Typically, holders of the qualification will be able to:</p>	
<p>Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences;</p>	<p>This might be shown in this section.</p>
<p>Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level;</p>	<p>This is the main criteria shown in this section</p>
<p>Continue to advance their knowledge and understanding, and to develop new skills to a high level;</p>	<p>Evidence of the intended continuation of advancement in knowledge and skill is shown in this section.</p>
<p>and will have:</p> <ul style="list-style-type: none"> the qualities and transferable skills necessary for employment requiring: the exercise of initiative and personal responsibility; decision-making in complex and unpredictable situations; and the independent learning ability required for CPD 	<p>This area is shown especially the autonomous, independent learning abilities for continuing professional development.</p>

Suggested Learning Activities

Task one The “Ways forward Section 2 hours
 Draft the “Ways forward section using this guidance