



“His music teacher says he has van Gogh’s ear for music.”

Practitioner Enquiry - Instrumental Music Teachers

Session #2 - March 2021

Outline of the Session

Brief overview of session #1

“Okay, so what?”

What’s your “itch”?

From “itch” to enquiry





Last time,
we covered...

Why Professional Registration?

Long-standing EIS Policy

Professional Recognition

Embeds professional standards in practice

Empowers IMTs to take decisions about professional learning and development

Promotes the contribution which IMTs, as skilled and trained professionals, make to Education as a whole.

Professional Values

Students at the Centre

A grey downward-pointing arrow indicating a flow from the first box to the second.

Leadership of Learning

A light green downward-pointing arrow indicating a flow from the second box to the third.

Continuous Professional
Improvement

Exploring your professional learning why

1. I chose to become an IMT because...

2. A leader/colleague that has made a difference to my professional learning is

because.....



3. Professional learning that has made a difference to me is

because.....

4. I'm focusing my learning on

because.....

Learning by enquiring

There is an ethical prerogative to taking an enquiry stance, to try to improve outcomes for children, young people and adult learners:

- Asking critical questions about self, and learners within your context
- Reflecting on professional practice, learning and the learning of learners within your context encourages metacognitive knowledge and skills
- Supporting dispositions around risk-taking, being open to change and ready to innovate
- Critically examining a wide range of sources of information to inform knowledge and understanding
- Asking questions about impact, about the progress of learners and their learning
- **Enquiry based professional learning encourages informed decision making and clearer articulation of 'why' we are teaching and learning in the way we are, promoting voice around the 'so what?' and 'what now'?**
- Develops professional agency and voice – educators as leaders of change

Finding the focus: the professional 'Itch'!

- problem
- conundrum
- provocation
- puzzle
- critical incident
- curiosity
- hunch
- ongoing pattern
- interest
- crisis
- I am puzzled by...
- I would like to improve
- I want to change...because...
- I'm curious about...
- I want to learn more about...
- Something I'd like to try out in my class is ...
- I'm particularly interested in...

Am I just asking **'what'** or am I also asking/ understanding **'why'**?
What is currently itching you?

The effect of drama on confidence and self-expression in Primary 1.

Hannah Lister, Primary 1 teacher, Pollokshields Primary School, Glasgow

What did you do?

The aim of the enquiry was to see whether timetabling regular stand-alone drama sessions into my class timetable would support the primary one children to become more confident actors and leaders of acting in the classroom. The drama sessions were given the name 'stage time' after my research into effective strategies for introducing drama to early years participants. The inspiration for this approach came from the literacy-based focus of storytelling and story acting, from the work of Vivian Gussin Paley, using the 'How to' guide in 'Princesses, Dragons and Helicopter stories' by Trisha Lee (2015). The enquiry encouraged the primary one children to verbally compose a class story, scribed by the teacher, which was then acted out and adapted by the children themselves. The story was often thematic and based around the children's interdisciplinary topic. The content was always decided upon by the children. The children could choose 'props' for the story and were often stopped before the natural conclusion to the story to draw and write a picture of the ending of it independently. They could then take on the role of either director or actor of the story, allowing multiple endings to the same collaborative story. Everyone had a part to play.

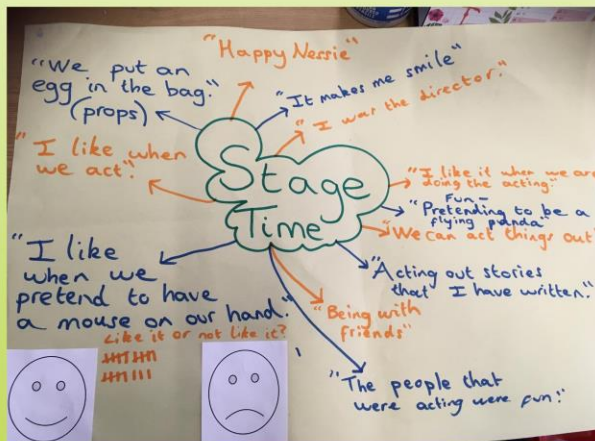


Why did you do it?

The school has a large proportion of speakers for whom English is an additional language (EAL). This often means that the children feel shy and not confident enough to speak out, especially in the early stages of their primary school journey. My class also has some competent English language speaking role models. Raising attainment across Literacy had been identified as a key priority for the school in the school's improvement plan, and this was with a particular emphasis on talking and listening. I saw a key role for drama here and wanted to try and encourage the children by increasing their confidence through their actions first, with the talking being the next step on this journey, after their confidence has grown.

What has happened?

I recently collected some qualitative feedback from the children in my class about what they thought of stage time (below). The children told me what they thought and it was collated on a mind map. The feedback was overwhelmingly positive and the stage is now an established part within the classroom environment. During free play, many children use the stage to act out another story or direct each other to play different roles, without the need for the teacher to prompt them to do this. It is very inclusive. In addition, stage time has increased children's vocabulary, with the children being overheard saying things such as 'Would you like this prop?' and 'Can I be the director now?'. The less confident children join in willingly in stage time, as there is no pressure to do things in a certain way. 'Stage time makes me laugh' said one participant, who did not speak at the beginning of primary one.

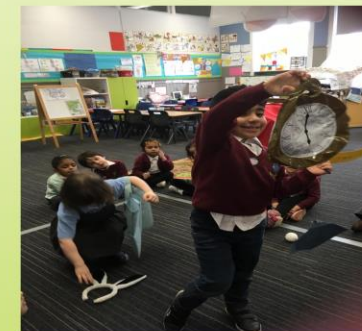


What are the implications?

With the success of stage time, I feel more able to inform my colleagues about the benefits of including stage time within the weekly timetable. I like to use it within one of the slots allocated for IDL time, as it often fits in with the topic we are doing. I want to build upon the success of this into the next session.

How has this impacted on your leadership learning?

As a result of stage time, I feel much more confident in my ability to promote drama as an integral part of the learning process in the early primary years. Going forward, I intend to develop stage time by doing more extensive reading around drama in the early years. I am going to use it from the beginning of primary one and share the findings with the school's teaching and learning community. I feel like this an area which I could lead on in the school's learning community and help other teachers to set up their stage time and even adapt the idea to suit different classes and ages, as I feel that this could be used across all stages of the primary school.



References

- Here are some useful references for drama in the early years that helped to inform my enquiry.
- Bottrill, G. (2018) *Can I go and Play Now? Rethinking the Early Years*. Sage Publishing, London.
 - Lee, T. (2015) *Princesses, Dragons and Helicopter Stories: Storytelling and Story Acting in the Early Years*, Routledge, London.

Contact Details

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Any outstanding questions?



“Okay, so what?”

- ▶ Why are we talking about ‘enquiry’ at all?



“Okay, so what?”

- ▶ Why are we talking about ‘enquiry’ at all?
- ▶ Learning by doing? Doing-by-learning?
- ▶ Teacher as expert and knowledge creator.
- ▶ Shared concepts and approaches with other teachers.
- ▶ Formalising what you already do?



“Speed Dating” - articulating your “itch”

- ▶ In 3 minutes (or less) describe to your partner what area of your practice you’re hoping to change and why you’re interested in making that change.
- ▶ Your partner’s job is to listen - they can ask for clarification if necessary.
- ▶ After 3 minutes (or less) swap roles.
- ▶ You will do this 3 times.

How was that?

- ▶ What changed about how you described your “itch”?
- ▶ What did you learn about other people’s interests?

From “itch” to Enquiry

PREPARING	What's your 'itch'?
	How does it fit in?
	What's already known?
	How will you tackle it?
	How will you know what happened?
	What's your question?
	What's the plan?
INTERVENING	What's the situation now?
	Initiate the approach.
	What's happened so far?
SENSE- MAKING	What have you learned?
	How will you share?

“What’s already known?”

- ▶ What do you already know about this issue?
- ▶ Where do you get new ideas from?
- ▶ Who’s already working on or writing about this topic?
- ▶ Who can you ask questions about this topic?

“How will you tackle it?”

- ▶ What steps you can take on your own?
- ▶ Will you need someone’s help to make a change? Do you need to seek permission to make some changes?
- ▶ What resources will you need to make the change?

“How will you know what’s happened?”

- ▶ What sort of evidence can you look for?
- ▶ How do you already keep track of changes in your work?
- ▶ What do you hope success looks like?

“What’s your question?”

- ▶ Using all the things you’ve considered above, can you turn your “itch” into a one-sentence question?

Activity:

- ▶ In pairs try out your question. Feel free to give feedback about each other’s questions!

“Making a plan”

- ▶ **QUESTION:** This is your enquiry question.
- ▶ **WHO:** Which group of learners and/or colleagues will you be working with?
- ▶ **WHAT:** What will you be doing differently?
- ▶ **WHY:** Why are you taking this approach, with reference to existing knowledge?
- ▶ **EVIDENCE:** What forms of evidence will you be using to evaluate impact? Is there anyone else involved in collecting this?
- ▶ **WHEN:** A week by week outline of what you will be doing for each week.

Looking Forward: Reflecting and Sharing

Title:

Name:

eis



What did you do?
What did you do, with whom and when?

What has happened?
What happened for both pupils and staff? How do you know?

How has this impacted on your leadership learning?
Where are you on your leadership journey and how has this been influenced?

Why did you do it?
Why did you do what you did?

References
One or two key references to literature or policy which informed your approach.

What are the implications?
What are the implications of your learning for your practice, your school and more widely?

Contact Details