

# DEVELOPING POINT OF LEARNING

AN INNOVATIVE APPROACH TO ENHANCING  
PROFESSIONAL LEARNING – REFERENCES AND  
APPENDICES

## References

- Abedalaziz, N., Leng, C. H., & Song, J. (2013). Epistemological Beliefs about Science in Malaysian Context. *Life Science Journal*, 10(2), 2959–2966.
- Trilling, B., & Hood, P. (1999). Learning technology and education reform in the Knowledge Age or 'We're wired, webbed and windowed, now what?' *Educational Technology*, 39(3), 5-18. Retrieved from [http://www.wested.org/online\\_pubs/learning\\_technology.pdf](http://www.wested.org/online_pubs/learning_technology.pdf)
- Anderson, R. (2014). *Making Education Work A report from an Independent Advisory Group*. London.
- Brown, J and Duguid, P. (2000) *The social life of information*, Harvard Business School Press, Boston
- Brownlee, J., Purdie, N., & Boulton-Lewis, G. (2010). Changing Epistemological Beliefs in Pre-service Teacher Education Students. *Teaching in Higher Education*, 6(2), 247–268. <http://doi.org/10.1080/13562510120045221>
- Bruner, J. (1996) *The Culture of Education*, MA, Harvard University Press
- Chan, K.-W., & Elliott, R. G. (2004). Relational analysis of personal epistemology and conceptions about teaching and learning. *Teaching and Teacher Education*, 20(8), 817–831. <http://doi.org/10.1016/j.tate.2004.09.002>
- Chakroun, B. (2010). National qualification frameworks: From policy borrowing to policy learning. *European Journal of Education*, 45(2), 199-216.
- Daniels, H. (2014). Vygotsky and Dialogic Pedagogy. *Cultural Historical Psychology*, 10(3), 19–29.
- Erdamar, G., & Alpan, G. (2013). Examining the epistemological beliefs and problem solving skills of preservice teachers during teaching practice. *Teaching in Higher Education*, 18(2), 129–144. Retrieved from <http://www.tandfonline.com/doi/abs/10.1080/13562517.2012.694101>
- Futurelab (2007). *Developing and Accrediting Personal Skills and Competencies*. Retrieved 3 May 2009: [www.futurelab.org.uk/resources/documents/project\\_reports/Developing\\_and\\_Accrediting\\_Personal\\_Skills\\_and\\_Compentencies.pdf](http://www.futurelab.org.uk/resources/documents/project_reports/Developing_and_Accrediting_Personal_Skills_and_Compentencies.pdf)
- Howe, C., & Mercer, N. (2007). *Children's social development, peer interaction and classroom learning. Primary Review Research Survey*. Retrieved from [http://books.google.com/books?hl=en&lr=&id=BHMZMVYAQWQC&oi=fnd&pg=PA170&dq=children's+social+development,+peer+interaction+and+classroom+learning&ots=4BBH31kD48&sig=WTaRBkSwuNBC\\_TreXunwNebDeVQ](http://books.google.com/books?hl=en&lr=&id=BHMZMVYAQWQC&oi=fnd&pg=PA170&dq=children's+social+development,+peer+interaction+and+classroom+learning&ots=4BBH31kD48&sig=WTaRBkSwuNBC_TreXunwNebDeVQ)
- ISTE (2015). *ISTE Standards refresh* <https://www.iste.org/explore/articleDetail?articleid=514&category=Solutions&article=>
- Jordan, A., Glenn, C., & McGhie-Richmond, D. (2010). The Supporting Effective Teaching (SET) project: The relationship of inclusive teaching practices to teachers' beliefs about disability and ability, and

about their roles as teachers. *Teaching and Teacher Education*, 26(2), 259–266.

<http://doi.org/10.1016/j.tate.2009.03.005>

Konrad, J. (1999). The assessment and verification of National Vocational Qualifications [NVQs]: a European quality perspective. In *Paper presented at the International Lifelong Learning Conference* (Vol. 9, p. 11). accessed from <http://www.leeds.ac.uk/educol/documents/000001074.htm> on 28/09/16

Lave, J., & Wenger, E. (1991). *Situated learning*, Cambridge university press, New York.

Lee, J., Zhang, Z., Song, H., & Huang, X. (2013). Effects of Epistemological and Pedagogical Beliefs on the Instructional Practices of Teachers: A Chinese Perspective. *Australian Journal of Teacher ...*, 38(12), 119–146. Retrieved from <http://ro.ecu.edu.au/ajte/vol38/iss12/8/>

Leitch, S. (2006). *The Leitch Review of Skills. Prosperity for all in the global economy—world class skills*. London.

Littleton, K., & Mercer, N. (2012). Educational dialogues. In *British Journal of Educational Technology* (Vol. 42). Wiley Blackwell (In Press). Retrieved from <http://oro.open.ac.uk/31351/>

Mercer, N., Dawes, L., Wegerif, R., & Sams, C. (2004). Reasoning as a scientist: ways of helping children to use language to learn science. *British Educational Research Journal*, 30(3), 359–377. <http://doi.org/10.1080/01411920410001689689>

Mercer, N., & Sams, C. (2006). Teaching Children How to Use Language to Solve Maths Problems. *Language and Education*, 20(6), 507–528. <http://doi.org/10.2167/le678.0>

OECD (2013) PISA 2015 - Draft Collaborative Problem Solving Framework, accessed from <http://www.oecd.org/pisa/pisaproducts/Draft%20PISA%202015%20Collaborative%20Problem%20Solving%20Framework%20.pdf> on 19th May 2014

OECD. (2009). *Creating Effective Teaching and Learning Environments: First results from TALIS 2008*. Retrieved from <http://scholar.google.com/scholar?hl=en&btnG=Search&q=intitle:Creating+Effective+Teaching+and+Learning+Environments+First+Results+from+TALIS#0>

Partnership for 21st Century Skills (2007a). *Learning for the 21st Century*. Retrieved 3 May 2009: [http://www.21stcenturyskills.org/downloads/P21\\_Report.pdf](http://www.21stcenturyskills.org/downloads/P21_Report.pdf)

Partnership for 21st Century Skills (2007b). *The Intellectual and Policy Foundations of the 21st Century Skills Framework*. Retrieved 3 May 2009: <http://www.21stcenturyskills.org/>

QCA (2007a). *A Framework of Personal, Learning and Thinking Skills*. Retrieved 3 May 2009: [http://curriculum.qca.org.uk/uploads/PLTS\\_framework\\_tcm8-1811.pdf](http://curriculum.qca.org.uk/uploads/PLTS_framework_tcm8-1811.pdf)

Raffe, D. (2013) What is the evidence for the impact of National Qualifications Frameworks?, *Comparative Education*, 49:2, 143-162,

Rix, J. (2010) *21st Century Skills...All dressed up in the technology of the Knowledge Age* in K. Sheehy, R. Ferguson & G. Clough (Editors) *Controversies at the Frontier of Education (Education in a Competitive and Globalizing World)* New York. Nova Science.

Rix, J., Sheehy, K., Fletcher-Campbell, F., Crisp, M., & Harper, A. (2015) Moving From a Continuum to a Community. *Review of Educational Research*, 85, 3, 319–352

Rogoff, B. (2003). *The Cultural Nature of Human Development*, Oxford, Oxford University Press.

Schleicher, A. (ed.) (2012), *Preparing Teachers and Developing School Leaders for the 21st Century: Lessons from around the World*, OECD Publishing. <http://dx.doi.org/10.1787/9789264174559-en>

Sheehy, K., Rix, J., Collins, J., Hall, K., Nind, M., & Wearmouth, J. (2009). A systematic review of whole class , subject- based pedagogies with reported outcomes for the academic and social inclusion of pupils with special educational needs. Search. London. Retrieved from <http://oro.open.ac.uk/10735/>

Silverman, J. C. (2007). Epistemological Beliefs and Attitudes Toward Inclusion in Pre-service Teachers. *Teacher Education and Special Education*, 30(1), 42–51. <http://doi.org/10.1177/088840640703000105>

TALIS. 2008. UNESCO IBE The Development of Education. Inclusive Education: The Way of the Future (2008). OECD TALIS Accessed April 19 2016. [http://www.ibe.unesco.org/National\\_Reports/ICE\\_2008/brazil\\_NR08\\_es.pdf](http://www.ibe.unesco.org/National_Reports/ICE_2008/brazil_NR08_es.pdf).

Trilling, B. (2003). *The Once and Future Kingdom of Learning*. Retrieved 8 October 2007: [http://www.siiia.net/upgrade/archive/1011\\_03/trilling.pdf](http://www.siiia.net/upgrade/archive/1011_03/trilling.pdf)

Tumkaya, S. (2012). The Investigation of the Epistemological Beliefs of University Students According to Gender, Grade, fields of Study, Academic Success and Their Learning Styles. *Educational Sciences: Theory and Practice*, 12(1), 88–96. Retrieved from <http://eric.ed.gov/?id=EJ978434>

Twining, P; Broadie, R; Cook, D; Ford, K; Morris, D; Twiner, A. & Underwood, J. (2006) *Educational Change and ICT: an exploration of Priorities 2 and 3 of the DfES e-strategy in schools and colleges*. Coventry: Becta. (ISBN 1853794651) <http://oro.open.ac.uk/6408/> (accessed 6-Aug-2014)

United Nations Development Program (2016) UNDP Support to the implementation of the 2030 agenda for sustainable development accessed 19th April 2015 from [http://www.undp.org/content/dam/undp/library/SDGs/SDG%20Implementation%20and%20UNDP\\_Policy\\_and\\_Programme\\_Brief.pdf](http://www.undp.org/content/dam/undp/library/SDGs/SDG%20Implementation%20and%20UNDP_Policy_and_Programme_Brief.pdf)

Vygotsky, L. S. (1986). In A. Kozulin (Ed.), *Thought and language*, Cambridge: MIT Press.

## Appendix 1: Greyfields Primary School CoPro – PoL Framework

This is the populated PoL framework for the example provided in this paper. Greyfields is an imagined community and this framework is based upon their imagined priorities and the imagined priorities of their local authority.

1	Statement: Enhance the <b>participation</b> of others in my community	
1.1	Sub-statement: Enhance the <b>participation of other adults</b> in my community	
1.1.1	Sticky Granule: Staff are active members of the community	<p><i>Agreed practices/behaviours that would be evidence of meeting this granule</i></p> <ul style="list-style-type: none"> <li>• I include colleagues in group planning</li> <li>• I provide effective informal mentoring for colleagues</li> <li>• I attend professional development related to mentoring</li> <li>• I act as a critical friend</li> <li>• I create opportunities for colleagues to socialise</li> </ul> <p><i>You can claim this granule based on other evidence, but should keep a note of that evidence to discuss with other members of the CoPro</i></p>
1.1.2	Parents are actively involved in school life	<p><i>Agreed practices/behaviours that would be evidence of meeting this granule</i></p> <ul style="list-style-type: none"> <li>• I enable parents to provide feedback on children’s work (e.g. via Twitter, Blogs)</li> <li>• I communicate with parents about what we are doing in school using diverse methods which reflect parents’ communication preferences</li> <li>• I encourage parents to come in to school to support formal and informal classroom activities</li> <li>• I proactively communicate with parents who have not been in contact with the school this term</li> </ul> <p><i>You can claim this granule based on other evidence, but should keep a note of that evidence to discuss with other members of the CoPro</i></p>

1.1.3	New staff – successfully introduced to the community	<p><i>Agreed practices/behaviours that would be evidence of meeting this granule</i></p> <ul style="list-style-type: none"> <li>• I prepare formal induction process</li> <li>• I involve new staff in co-teaching</li> <li>• We observe each other’s teaching and reflect on our practice</li> </ul> <p><i>You can claim this granule based on other evidence, but should keep a note of that evidence to discuss with other members of the CoPro</i></p>
1.2	Sub-statement: Enhance the <b>participation of clients/customers/learners</b> in my community	
1.2.1	Sticky Granule: Pupils use a wide variety of communication channels	<p><i>Agreed practices/behaviours that would be evidence of meeting this granule</i></p> <ul style="list-style-type: none"> <li>• All Pupils I teach frequently have the opportunity to communicate their ideas in non-print formats (e.g. video, audio, animation, drama, music, coding, artefacts)</li> <li>• I actively support all pupils in taking part in pupil and school councils</li> <li>• I provide opportunities for all pupils to share their work with audiences beyond the classroom and school</li> </ul> <p><i>You can claim this granule based on other evidence, but should keep a note of that evidence to discuss with other members of the CoPro</i></p>
1.2.2	Pupil socialisation is a key part of all aspects of the school	<p><i>Agreed practices/behaviours that would be evidence of meeting this granule</i></p> <ul style="list-style-type: none"> <li>• I implement a student devised anti-bullying policy</li> <li>• My planning for the implementation of the curriculum aims to utilise and develop pupils social relationships</li> <li>• I organise activities at playtime that facilitate positive relationships and communication between pupils</li> <li>• I ensure wide membership of the school societies (e.g. the film club)</li> </ul> <p><i>You can claim this granule based on other evidence, but should keep a note of that evidence to discuss with other members of the CoPro</i></p>

1.2.3	All pupils are active members of their class(es)	<p><i>Agreed practices/behaviours that would be evidence of meeting this granule</i></p> <ul style="list-style-type: none"> <li>• I use open questions (so there are no wrong answers)</li> <li>• I utilise all pupils' experiences as resources for learning</li> <li>• I plan my lessons to ensure that every child can participate</li> </ul> <p><i>You can claim this granule based on other evidence, but should keep a note of that evidence to discuss with other members of the CoPro</i></p>
2	Statement: Enhance the <b>identity</b> of other participants in my community	
2.1	Sub-statement: Enhance the <b>identity</b> of other adults in my community	
2.1.1	Sticky Granule: Teachers are treated as trusted professionals	<p><i>Agreed practices/behaviours that would be evidence of meeting this granule</i></p> <ul style="list-style-type: none"> <li>• I spend time with colleagues jointly planning the curriculum, building upon their ideas</li> <li>• I delegate responsibility for colleagues both within planning and implementation of teaching</li> <li>• I support colleagues to share their expertise through team meetings and external channels</li> <li>• I support colleagues to achieve personal goals</li> <li>• I support colleagues' professional development</li> </ul> <p><i>You can claim this granule based on other evidence, but should keep a note of that evidence to discuss with other members of the CoPro</i></p>
2.1.2	Support staff are valued members of the class	<p><i>Agreed practices/behaviours that would be evidence of meeting this granule</i></p> <ul style="list-style-type: none"> <li>• I value support staffs' input to planning/I contribute to planning</li> <li>• I provide feedback on teaching</li> <li>• My planning recognises support staff as an important resource for all learners</li> <li>• I encourage support staff to attend courses related to the needs of our pupils</li> </ul> <p><i>You can claim this granule based on other evidence, but should keep a note of that evidence to discuss with other members of the CoPro</i></p>

2.1.3	Parents feel confident to support their children's learning	<p><i>Agreed practices/behaviours that would be evidence of meeting this granule</i></p> <ul style="list-style-type: none"> <li>• I provide 'development evenings' for parents on how to support their child's reading, which 90% attended.</li> <li>• I draw upon the families' experiences and understandings as part of my practice</li> <li>• I actively build upon parent's views and ideas when planning additional support for their children</li> </ul> <p><i>You can claim this granule based on other evidence, but should keep a note of that evidence to discuss with other members of the CoPro</i></p>
2.2	Sub-statement: Enhance the <b>identity of clients/customers/learners</b> in my community	
2.2.1	Pupils see themselves as being effective learners	<p><i>Agreed practices/behaviours that would be evidence of meeting this granule</i></p> <ul style="list-style-type: none"> <li>• I provide positive and constructive feedback on how they can develop their learning</li> <li>• I enable pupils' metacognitive understanding of topic areas</li> <li>• I expect and encourage all pupils to have a go at resolving problems</li> </ul> <p><i>You can claim this granule based on other evidence, but should keep a note of that evidence to discuss with other members of the CoPro</i></p>
2.2.2	Pupils see themselves as being effective communicators	<p><i>Agreed practices/behaviours that would be evidence of meeting this granule</i></p> <ul style="list-style-type: none"> <li>• I provide supported opportunities for each pupil to communicate in different contexts</li> <li>• I provide positive and constructive feedback on how they share information</li> <li>• I attend a signing course and share my experience with pupils</li> <li>• I encourage students to build upon their communication strengths</li> </ul> <p><i>You can claim this granule based on other evidence, but should keep a note of that evidence to discuss with other members of the CoPro</i></p>



2.2.3	Pupils see themselves as valued members of the community	<p><i>Agreed practices/behaviours that would be evidence of meeting this granule</i></p> <ul style="list-style-type: none"> <li>• I ensure that children have an understanding of their human rights</li> <li>• I take a positive interest in the life of each child within my class</li> <li>• I ensure that all pupils understand that they have a role to play within collective activity</li> <li>• I build upon and recognise pupils' strengths within class activities</li> </ul> <p><i>You can claim this granule based on other evidence, but should keep a note of that evidence to discuss with other members of the CoPro</i></p>
3 Statement: Enhance the <b>agency</b> of other participants in my community		
3.1 Sub-statement: Enhance the <b>agency of other adults</b> in my community		
3.1.1	New staff have the capacity to influence practice and processes within the school	<p><i>Agreed practices/behaviours that would be evidence of meeting this granule</i></p> <ul style="list-style-type: none"> <li>• I spend time with new colleagues jointly planning the curriculum, building upon their ideas</li> <li>• I support new colleagues to share their expertise through team meetings and external channels</li> <li>• I respond positively to new ideas (which may challenge established institutional practices)</li> </ul> <p><i>You can claim this granule based on other evidence, but should keep a note of that evidence to discuss with other members of the CoPro</i></p>
3.1.2	All carers have a voice in school decision making processes	<p><i>Agreed practices/behaviours that would be evidence of meeting this granule</i></p> <ul style="list-style-type: none"> <li>• I actively build upon parent's views and ideas when planning additional support for their children</li> <li>• I consult with carers about out of school and after school activities</li> <li>• I engage with parents' concerns about online child safety</li> <li>• I work with parents to develop a welcome pack that explains their role within the school</li> </ul> <p><i>You can claim this granule based on other evidence, but should keep a note of that evidence to discuss with other members of the CoPro</i></p>

3.1.3	Support staff play a proactive role within the school	<p><i>Agreed practices/behaviours that would be evidence of meeting this granule</i></p> <ul style="list-style-type: none"> <li>• I create space in their working time to develop their own ideas for practice</li> <li>• I negotiate the role of support staff within my class</li> <li>• I build upon support staffs' expertise and knowledge gained in other parts of the school</li> </ul> <p><i>You can claim this granule based on other evidence, but should keep a note of that evidence to discuss with other members of the CoPro</i></p>
3.2 Sub-statement: Enhance the <b>agency of clients/customers/learners</b> in my community		
3.2.1	Pupils make decisions within the curriculum	<p><i>Agreed practices/behaviours that would be evidence of meeting this granule</i></p> <ul style="list-style-type: none"> <li>• I enable pupils to make choices about how to communicate</li> <li>• I enable pupils to actively support their peers' learning</li> <li>• I provide opportunities for pupils within my class make choices in relation to their own learning</li> </ul> <p><i>You can claim this granule based on other evidence, but should keep a note of that evidence to discuss with other members of the CoPro</i></p>
3.2.2	Pupils influence policy and practice within the school	<p><i>Agreed practices/behaviours that would be evidence of meeting this granule</i></p> <ul style="list-style-type: none"> <li>• I facilitate democratic processes</li> <li>• I negotiate and revisit policies and practices with pupils</li> <li>• I challenge decisions which ignore the views of pupils</li> </ul> <p><i>You can claim this granule based on other evidence, but should keep a note of that evidence to discuss with other members of the CoPro</i></p>

3.2.3	Pupils build upon their out of school digital literacy practices	<p><i>Agreed practices/behaviours that would be evidence of meeting this granule</i></p> <ul style="list-style-type: none"> <li>• I provide opportunities for pupils to share out of school digital literacy practices</li> <li>• My planning accommodates the broad range of the digital literacy competences my pupils have developed outside school</li> <li>• I allow pupils to champion the use of ICT in ways that might challenge and develop established school practices</li> <li>• I minimise barriers to pupils using their out of school digital literacy practices</li> <li>• I engage in research about pupils' out of school digital literacy practices</li> </ul> <p><i>You can claim this granule based on other evidence, but should keep a note of that evidence to discuss with other members of the CoPro</i></p>
-------	--	--