

Tool 10

Planning for impact



Your project work has the potential to make a difference in complex ways, but you can maximise this potential if you plan for impact. The following categories arise from research (Frost and Durrant, 2002).

1. IMPACT ON PUPILS

a) Improved attainment

- Test or exam results may be improved
- Subject knowledge and skills may be developed
- Learning in other curriculum areas (e.g. citizenship) may be enhanced
 - Which pupils will be involved? What aspects of knowledge? What will pupils be able to understand and do better? What evidence will you be looking for?*

b) Improved disposition

- More positive attitudes to school/particular subjects may be fostered
- Motivation to learn may be enhanced
- Confidence and self-esteem may be developed
- Behaviour may be improved
 - What indices of behaviour and disposition are currently being used? What changes in practice may lead to improvements in disposition? Which pupils may be involved? What evidence will you look for?*

c) Improved meta-cognition

- Self-awareness may be developed
- Capacity to reflect on and evaluate own learning may be increased
 - What changes in practice might increase pupils' thinking skills and self-awareness?*
 - Which pupils might be affected? How might this be evident?*

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2. IMPACT ON TEACHERS

a) Improved classroom practice

- You and your colleagues may adopt new practices
 - You and your colleagues may improve established practices
- What changes or amendments to your practice do you envisage? How do you think colleagues may be involved or affected? What evidence will demonstrate that these new practices are more effective?*

b) Improved personal capacity

- You and your colleagues may acquire new skills and strategies
 - You and your colleagues may gain knowledge and understanding
 - You and your colleagues may develop personal attributes (e.g. emotional intelligence; self-awareness; confidence), greater purpose and commitment
- What kinds of professional skills and knowledge do you hope to develop yourself? How may colleagues' skills and knowledge increase? How will you determine the extent to which personal capacity has improved?*

c) Improved interpersonal capacity

- You and your colleagues may participate more actively in school development
 - You and your colleagues may develop skills in building and maintaining professional relationships
- In what ways might participation and involvement increase? What kinds of skills are needed to build better relationships for teaching and learning? What evidence will you be looking for?*

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3. IMPACT ON THE SCHOOL AS AN ORGANISATION

a) Improved structures and processes

- There may be more effective decision making structures and processes
- Patterns of working may become more collaborative
- Leadership may become more inclusive and better structured

What structural changes will you be looking for? What changes in process do you envisage? How will you determine the extent to which teachers are working more collaboratively? What indicators will you use to identify and evaluate changes in leadership?

b) Improved culture and capacity

- Collegial relationships and the quality of professional discourse may improve
- Beliefs and values may become more coherent and practice more consistent
- Use of evidence may become greater and more effective

How might you influence and analyse the school culture? What will you be looking for in terms of consistency and coherence? How does the school currently use evidence and how might you determine that improvements have been made?

4. IMPACT BEYOND THE SCHOOL

- You may share your ideas and good practice with teachers in other schools
- You may publish accounts of your work through networks, websites and journals
- You may contribute to better relationships in the local community

What contributions might you be able to make? Which contacts, groups and networks might benefit from your work? How will you document your contributions to wider discussion and to the learning of others beyond the school?