



# LINKING TO TODAY'S CONFERENCE THEMES

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- The importance of how and why we evaluate our own Learning Events and teaching
- Sharing the importance of evaluation with our ITT Primary Teacher Trainees as a method for good practice
- Teacher identity becomes stronger – we know what works and what needs changing in light of using strong, individual qualitative data from our pupils
- How should we evaluate our own students' experiences and learning? Could these tools be used alongside Module Evaluation forms to give a richer evidence base?



PHASE I:  
WORKING  
TOGETHER  
WITH NMPAT &  
SCHOOLS



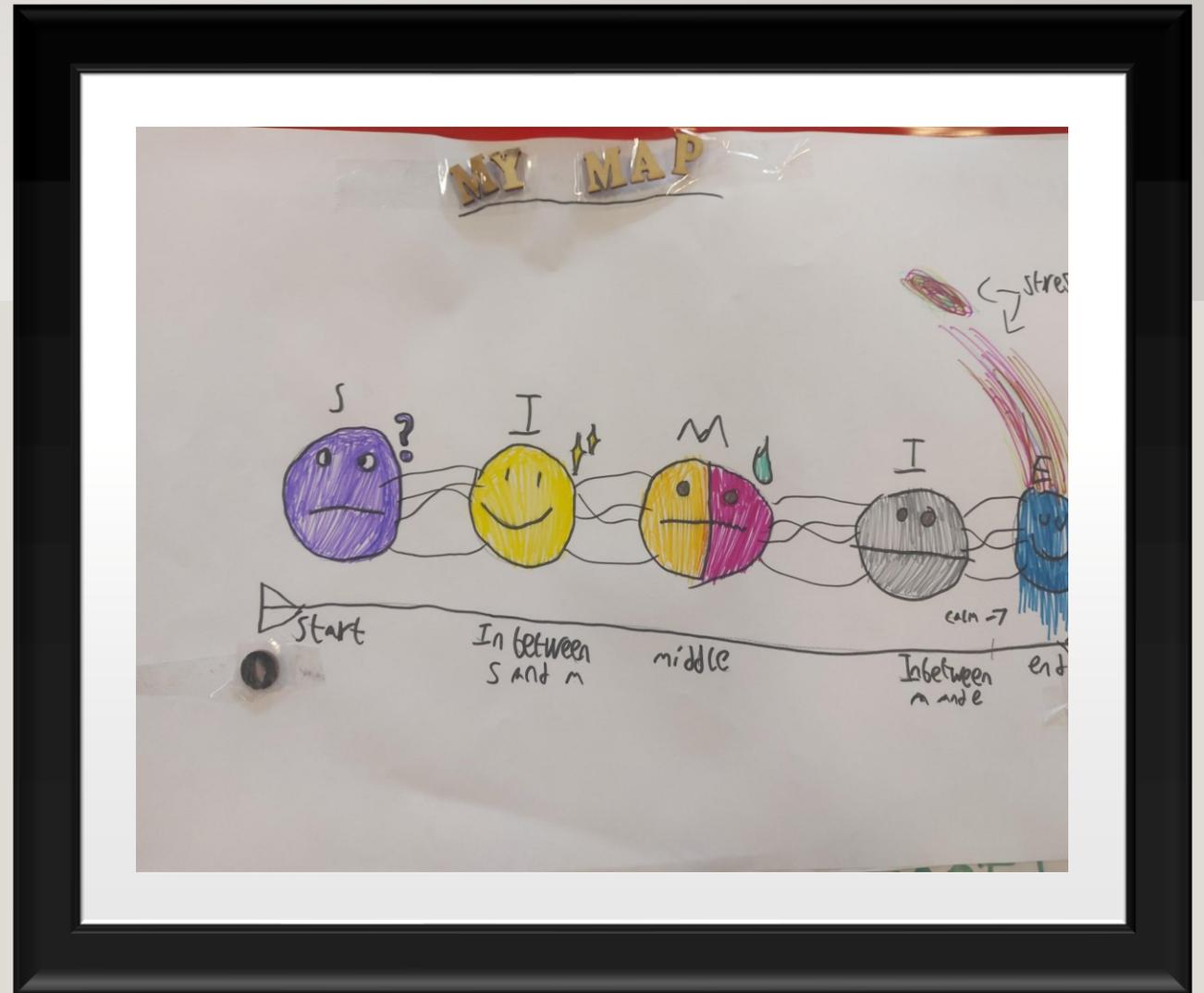
# AIMS

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- **EMPOWER** Key Stage 2 students (year 5 and 6) to become researchers of their own wellbeing,
- **PLACE** children at the centre of research; as leaders and experts in research about their own lives
- **ENABLE** time to reflect on wellbeing provision to deepen the impact and effectiveness of arts provision and build Primary School students' metacognition and reflection skills.
- **DEVELOP** research skills and qualities in year 5/6 Primary School students;
- **PROVIDE** the opportunity for young researchers to design evaluation tools with the potential to be used locally, regionally and nationally, supporting children to identify and track their emotional wellbeing.
- **SUPPORT** young people's mental health and wellbeing, designing early intervention strategies to prevent young people's mental health from deteriorating and thereby reduce the impact on mental health services locally.

# OUTCOMES

- Detailed designs for **the creation of a reflection and evaluation tool for well-being** to share with local schools.
- 18 young people received Changemaker certificates for contributions to research and change, raising the profile of **Changemaker in 3 schools, widening participation.**



# CHANGEMAKER AWARDS

- \* Commitment
  - \* Empathy
  - \* Innovation for change
  - \* Making a difference
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# RESEARCH PRINCIPLE

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The researchers recognise that **young people are able to interpret their own every day worlds if given the space and opportunity to do so (Danby 2002, 2009).** The researchers also recognise that **young people are experts of their own lives (Mason *et al.* 2011)** and used emancipatory approaches when working with students, supporting them to create research and evaluation tools which can be used to support arts organisations throughout the town, county and region.

## METHODOLOGY

### PHASE I:

We observed workshops in 3 schools, involving up to 90 primary school students across the county. Post-workshop sessions explored the impact of the music provision with a focus group of 6 student researchers in each school. **Qualitative data** was collected using a '**mosaic**' approach; talking, reflecting and creating alongside children who were active participants in **both** the data collection process and the data analysis process.

### PHASE 2:

We provided the opportunity for young researchers to share their findings with a designer who they have directed to create a wellbeing tool which can support young people to identify, explore and communicate their emotional responses to a specific provision. These tools are currently in production



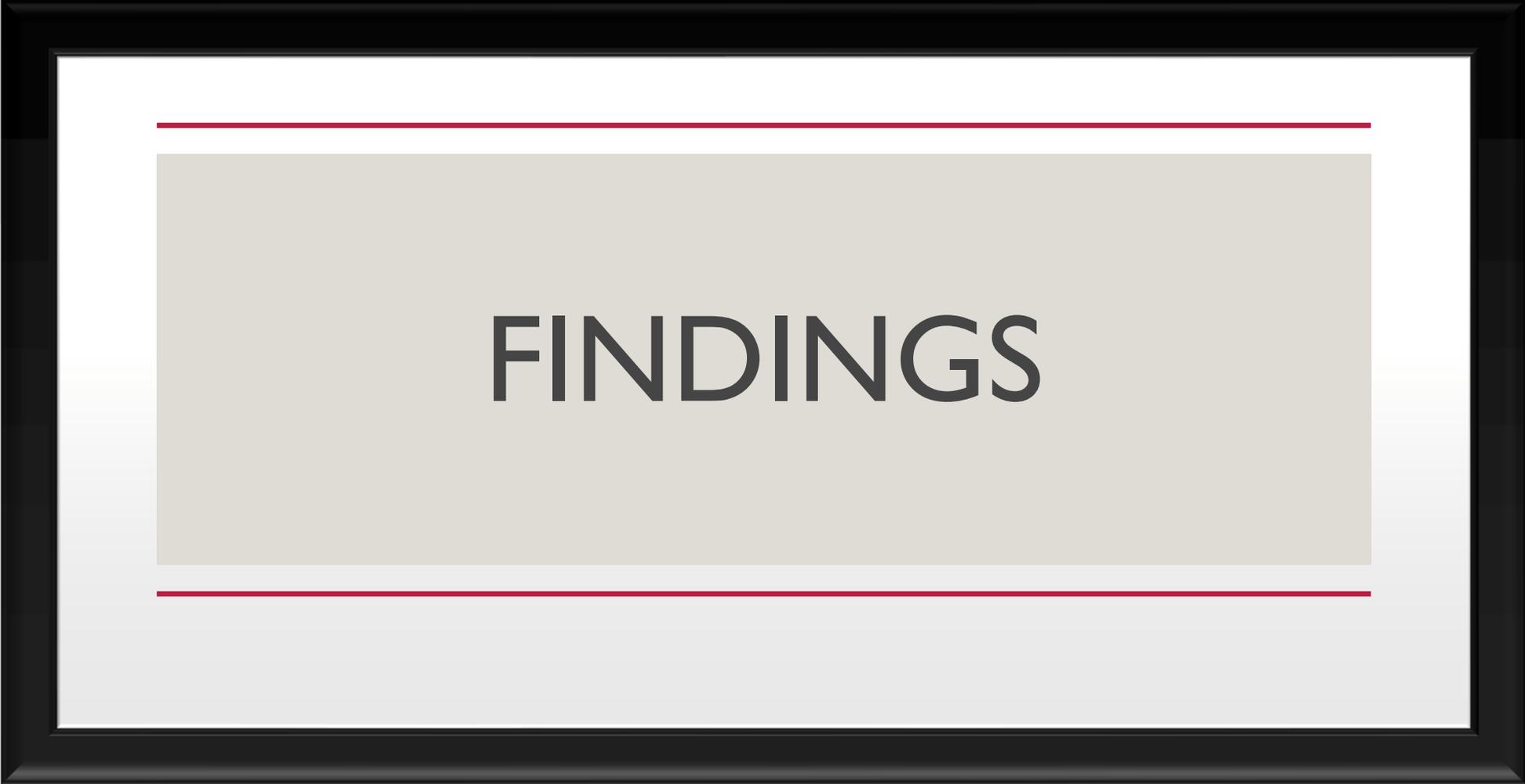
# **DATA COLLECTION TOOLS FROM FOCUS GROUP**

- Photographs
- Voice Recordings
- Drawings
- Maps
- Sculptures
- Multi- media art
- Instruments created by children – unknown to enable improvisation and adapt to children's needs as leaders of their own research.

# RESEARCH QUESTIONS

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- How do children interpret the concept of wellbeing?
- How do children make sense of their own feelings and responses?
- How do children communicate their own feelings and responses?



# FINDINGS

## **ANALYSING DATA:**

Findings from each of the sessions will be a result of reflecting on data made by the children alongside the children.

The importance of reflection in terms of learning is widely understood (Dewey, 1933) although reflective practice is more commonly associated with school staff and educators rather than students (Pollard, 2002). Furthermore, the reflection required at the stage of data analysis within research often excludes children (Pinter and Zandian, 2015).

# SCHOOLA

KORRIN SMITH-WHITEHOUSE

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- What the children said
- What the children made

All data recorded on Edublog:

<https://mypad.northampton.ac.uk/crwa>

# SCHOOL A FINDINGS #1: EXPECTATIONS AROUND WELLBEING

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There was a sense that children were trying to be positive about the workshops rather than critical about their feelings and responses; students wanted to please/say the right thing and be positive about the provision, and this behaviour may prevent discussing any emotions or responses which are not fully positive; children's desire for "getting it right" and the need to please an adult may become a barrier for children to fully explore emotions (Leigh, 2020 p. 134)

***Participant 4: At the start I felt not good, but by the end I felt good.***

*One child pointed out that children don't always want to communicate their emotions but are expected to:*

***Participant 3: But it's not a good thing if others know how you feel***



## SCHOOL A FINDINGS #2: USE OF COLOUR

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Children felt differently about colours and we explored how colours can encourage or represent different emotions in different people. Similar to research carried out by Burkitt and Sheppard on children's use of colour to explore mixed emotions, "children's colour preferences influenced the specific colours they chose to differentially depict neutral, happy and sad and drawings of mixed valence" (Burkitt & Sheppard, 2014 p. 246).

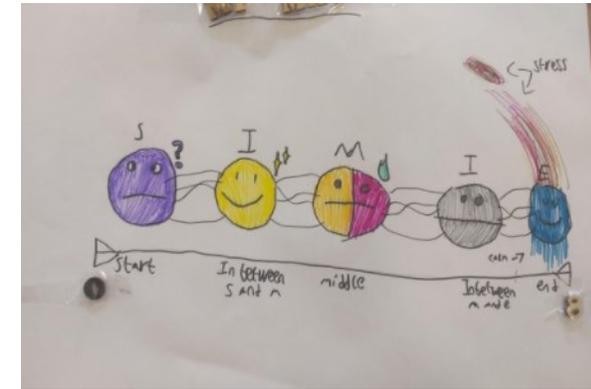
***Participant 1: I feel like pink is a happy colour.***



# SCHOOL A FINDING # 3: MIXED EMOTIONS

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Researchers started to consider stages of the session and how emotions changed, but also how emotions could be felt simultaneously; this finding is echoed in research outlining that children from as young as six are able to appreciate the existence and experience of mixed emotion (Harris, 2000; Wintre & Vallance, 1994).



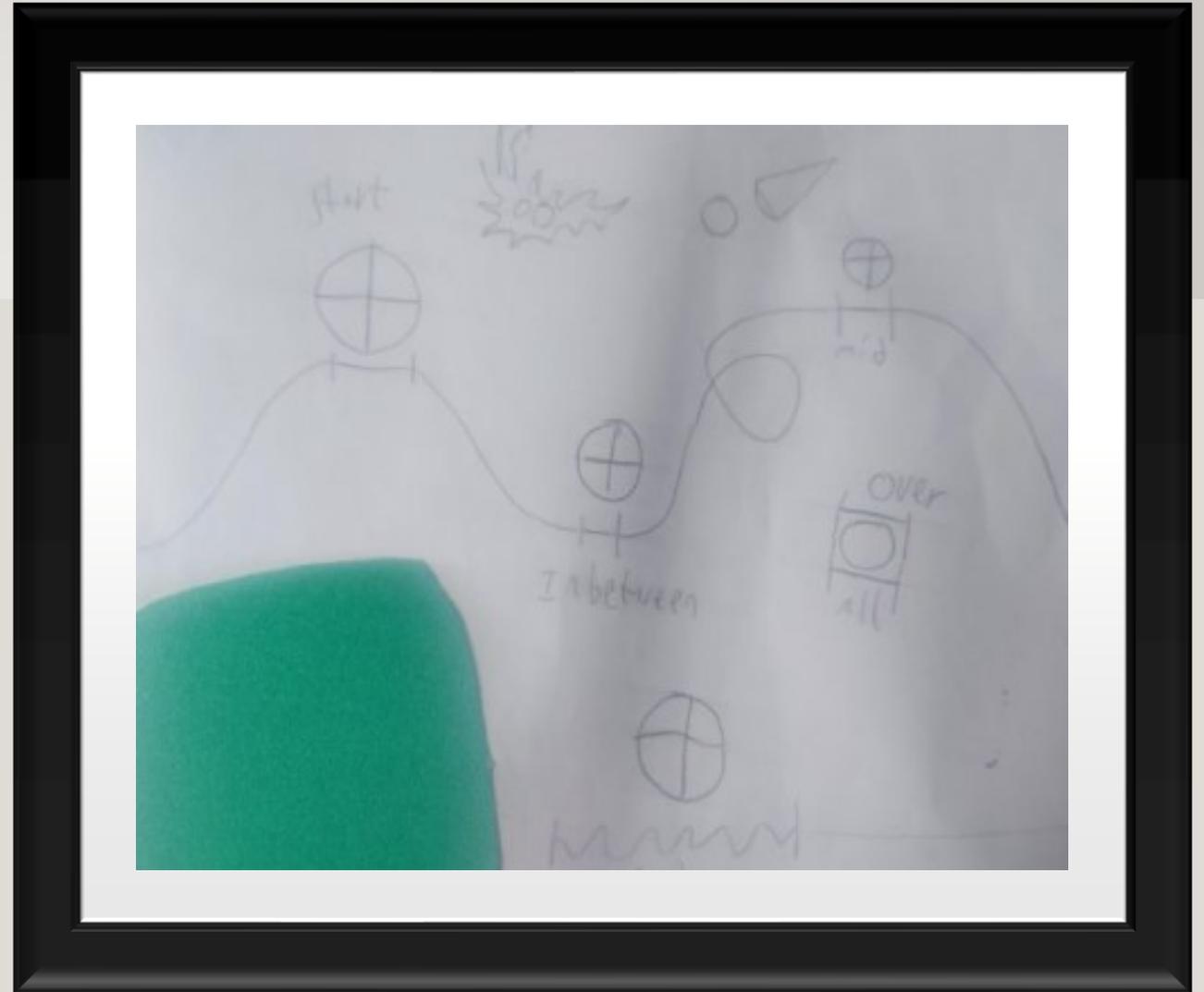
"You draw a facial expression inside each quarter....multiple facial expressions and then a facial expression at the end for how you generally felt 'overall'. And it's like a portable jotter."

## FINDING # 3: MIXED EMOTIONS

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Harris (1994, 2000) who recommended the development of non-verbal strategies to communicate and understand children's mixed emotions.

Burkitt and Shepperd and who recommended that **"future research could explore additional graphic strategies that children use to convey a range of mixed emotions that are either simultaneous or parallel experiences in nature"** (Burkitt and Shepperd, 2014 p.248).

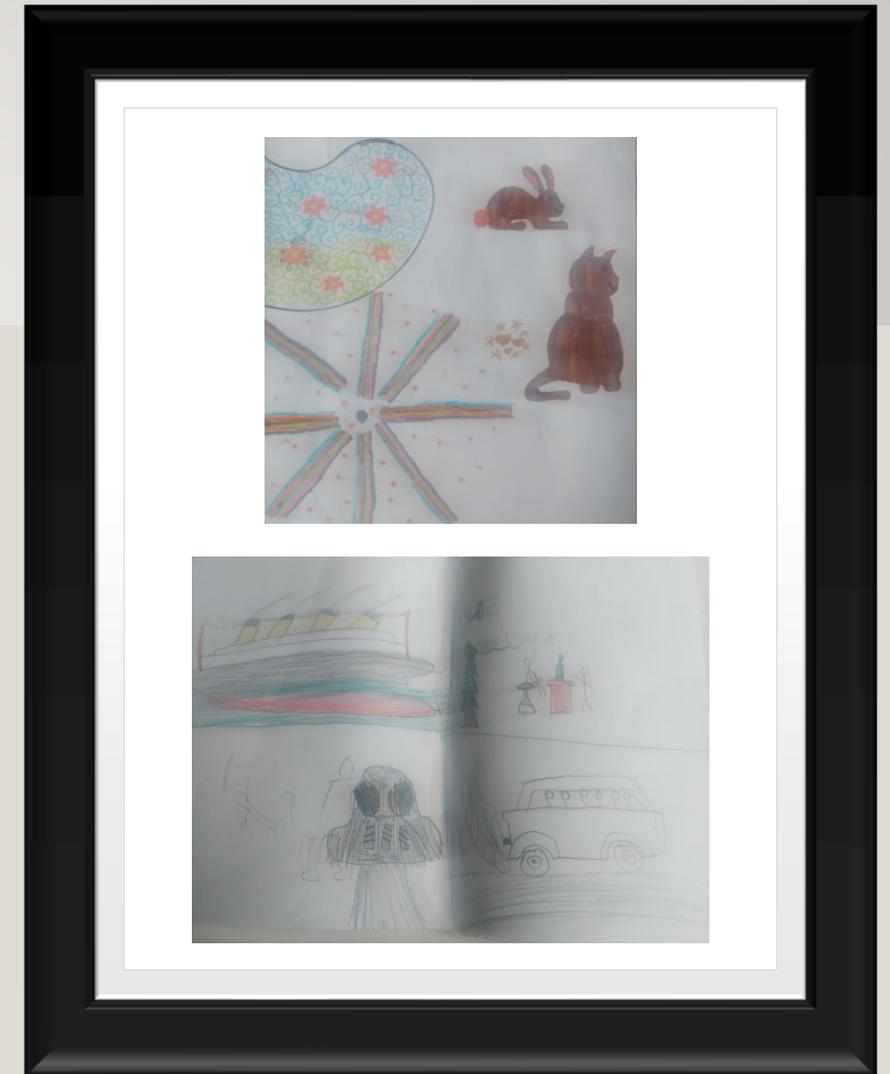


# SCHOOL A FINDING # 4: ANIMALS AND CHARACTERS

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Researchers made associations between emotions and films, drawing characters they did or did not like, characterising objects and people as good or bad characters, such as villains or popular protagonists (Burkitt & Barrett, 2010).

***Participant 6: I drew some animals because animals calm me down.***



# SCHOOL A FINDING #5: CUSTOMISATION

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Researchers began exploring emojis and creating subtle variations of emojis.

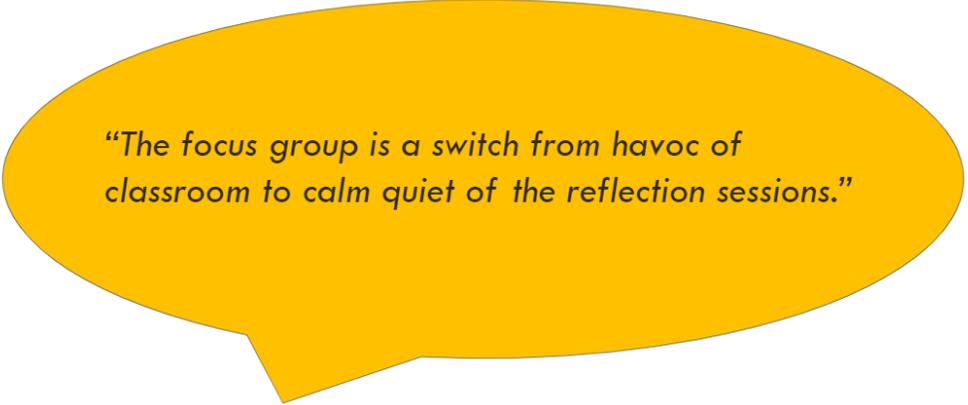
Participant 5 *They could have an **animal template** they choose and they get to colour it in a colour they choose and they can make **a little library of what they need**...there would be lots of different templates for them to use if they wanted to...They could have **a key code for the images**...The best thing about this idea is that once they have coloured a template they can add more details ...you can **customise the character** to show how you are feeling*

# SCHOOL A FINDING #6: REFLECTION

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***Participant 6: They could have a 2 min break. I think they could go to the book corner or where the bean bags are and they could think about what they were going to divide up***

Students discussed the importance of having a tool they could move around with - a 'portable jotter- and were keen to be able to find their own space so they could reflect. Researchers acknowledged the importance of reflecting on their reflections if they wanted to explore their emotional responses fully and not just in a tokenistic way, demonstrating the children's understanding of the importance of "time and space to reflect" (Leigh, 2020 p.138).



*"The focus group is a switch from havoc of classroom to calm quiet of the reflection sessions."*

# SCHOOL A FINDING #6: REFLECTION

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One researcher conveyed an emotion by creating a sculpture of a pet that had recently died.

The child personified sadness as a lost object/being - linking his own personal circumstances with emotions.

Making the chinchilla and talking about it lead to a group discussion in which students showed sympathy and empathy for the student and the student talked openly about their feelings.

This demonstrated the potential the research process has for supporting children to process their own emotions as reflection can allow us to make sense of relationships and childhood experiences (Oliver and Lalik, 2001; Russell, 2016).



# SCHOOL A FINDING #6: REFLECTION

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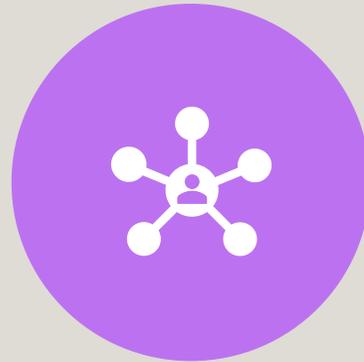
Students were more confident in this session to reflect on the process and comment on the progress they had made demonstrating that regular opportunities to reflect had increased this skills and developed their ability to engage in reflective discussion (Robson, 2016).

## PHASE 2

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WE ARE NOW WORKING WITH 2 RATHER THAN 3 SCHOOL;



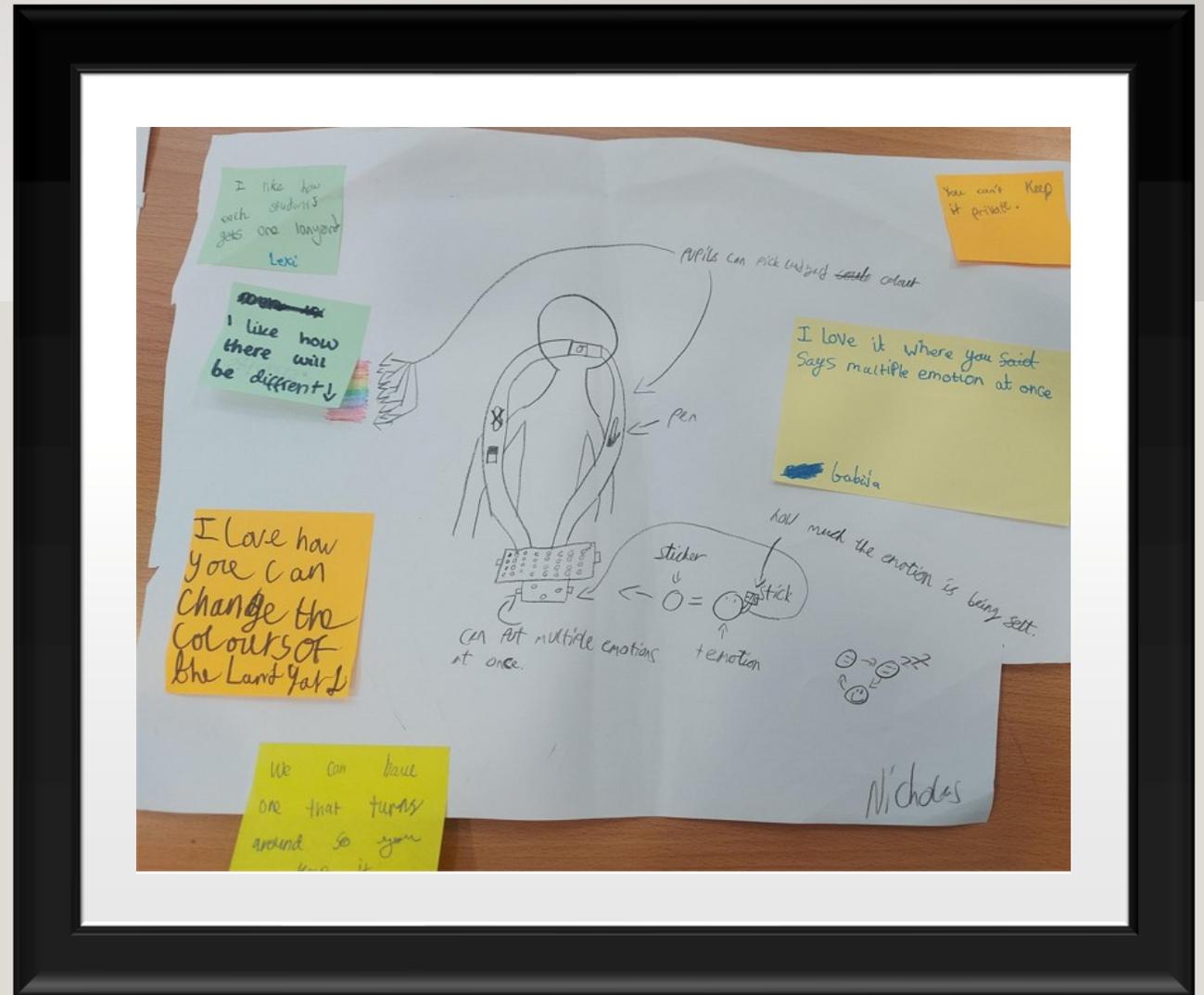
WE RECRUITED 2 DESIGNERS TO WORK WITH RESEARCHERS. THE CHILDREN CO-CREATED A PERSON SPECIFICATION AND HELPED US TO RECRUIT;



DESIGNERS ARE NOW GOING INTO SCHOOL AND HEARING HOW CHILDREN WANT TO USE THE FINDINGS TO CREATE A TOOL – THERE HAVE BEEN MANY IDEAS SO FAR:

## SCHOOL A DESIGN IDEA: A LANYARD

Participant 5: The people who use these could have **a lanyard** and when you look on it you see an image and there is a keycode to understand it... **a lanyard with a colour dictionary....a dictionary of emotions...**A lanyard could even replace behaviour charts.They (teachers) could see how they (students) feel before they did something bad and then help them to stop it



# SCHOOL A

## DESIGN IDEA: WRISTBAND

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Participant 2: *...**a wristband that has a QR code** and you can register your names and details and it can take you to an app*

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Participant 5: ***Each QR code can have its own designated emotion...** you can show mixed emotions by scanning several QR codes*

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Participant 5: *There's already **a wristband** that scans your blood pressure and that can show if you feel not well or upset.*

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Participant 2 : ***I think a lanyard is old fashioned***

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Participant 6 : *We could **combine ideas** and develop a lanyard or wristband to be more modern and use a QR code*



# EMOTIBOOK ACTIVITY PAGES

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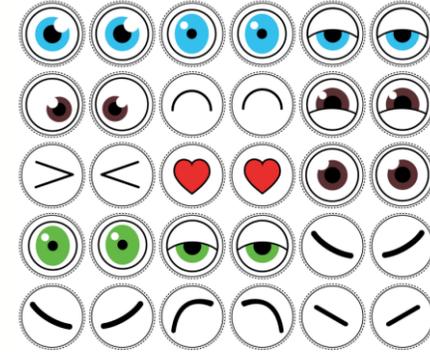
## Whats on your plate?

Imagine these empty plates are your feelings. Fill them using pencil marks to reflect how much of that emotion you are experiencing. Think about how much pressure you put on the pencil or the way in which you make the marks. Don't forget to label the plates with your customised stickers.



# Emotibook

## Emotion mirror stickers



## The Customisation Station

The objective of this activity is to create stickers that are personal to you. These stickers will be used throughout the book, so this is a great place to start and to get you thinking more about your emotions.

You will find 12 different blank stickers templates on the following pages:

- Page 55 - Happy
- Page 55 - Excited
- Page 57 - Amused
- Page 57 - Bored
- Page 59 - Sad
- Page 59 - Anger
- Page 61 - Enthusiastic
- Page 61 - Calm
- Page 63 - Content
- Page 63 - Embarrassed
- Page 65 - Anxious

# SCHOOL B

HELEN TIPLADY

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- What the children said
  
- What the children made

All data recorded on Edublog:

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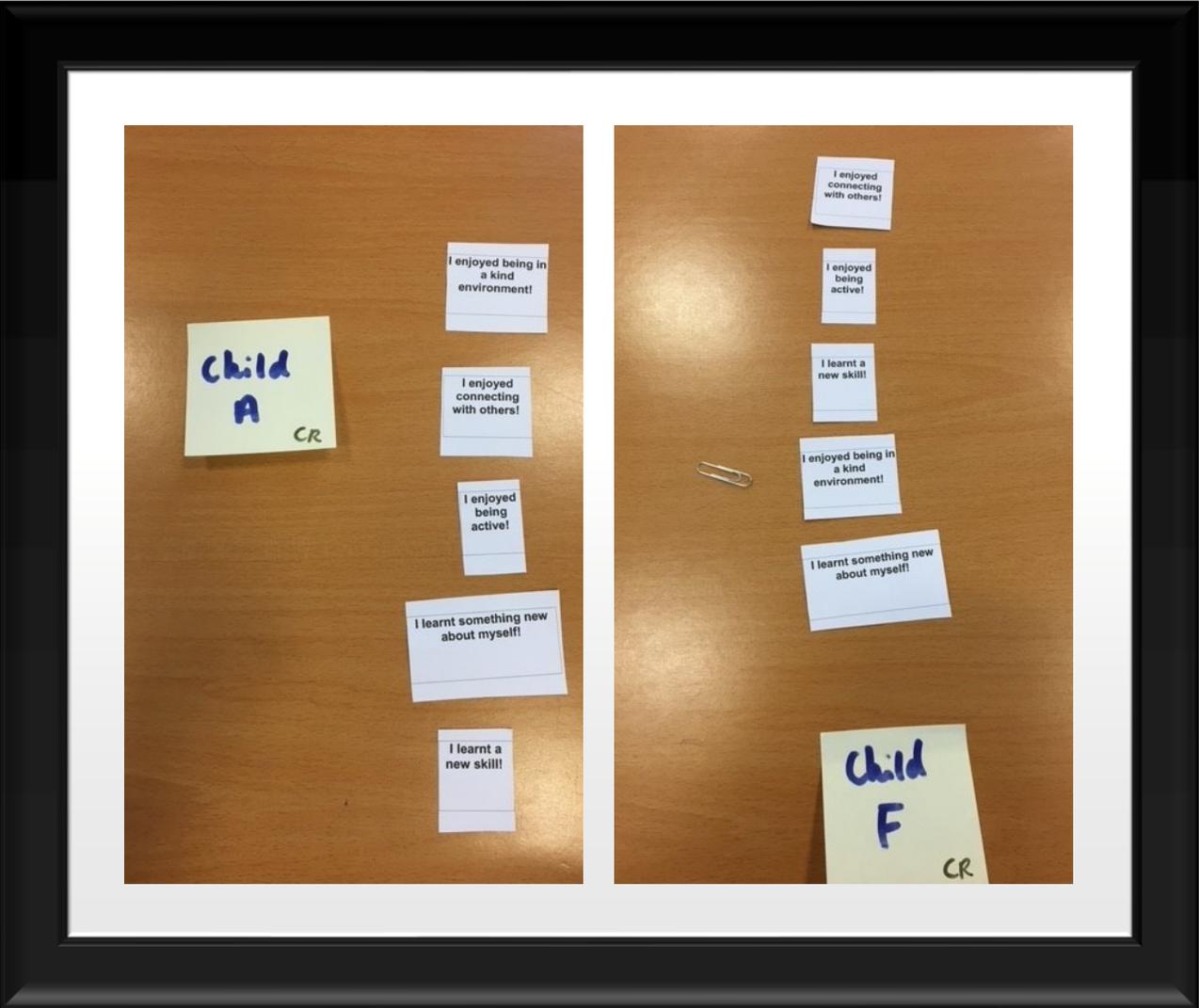
# LINKS TO NHS 5 STEPS TO WELLBEING

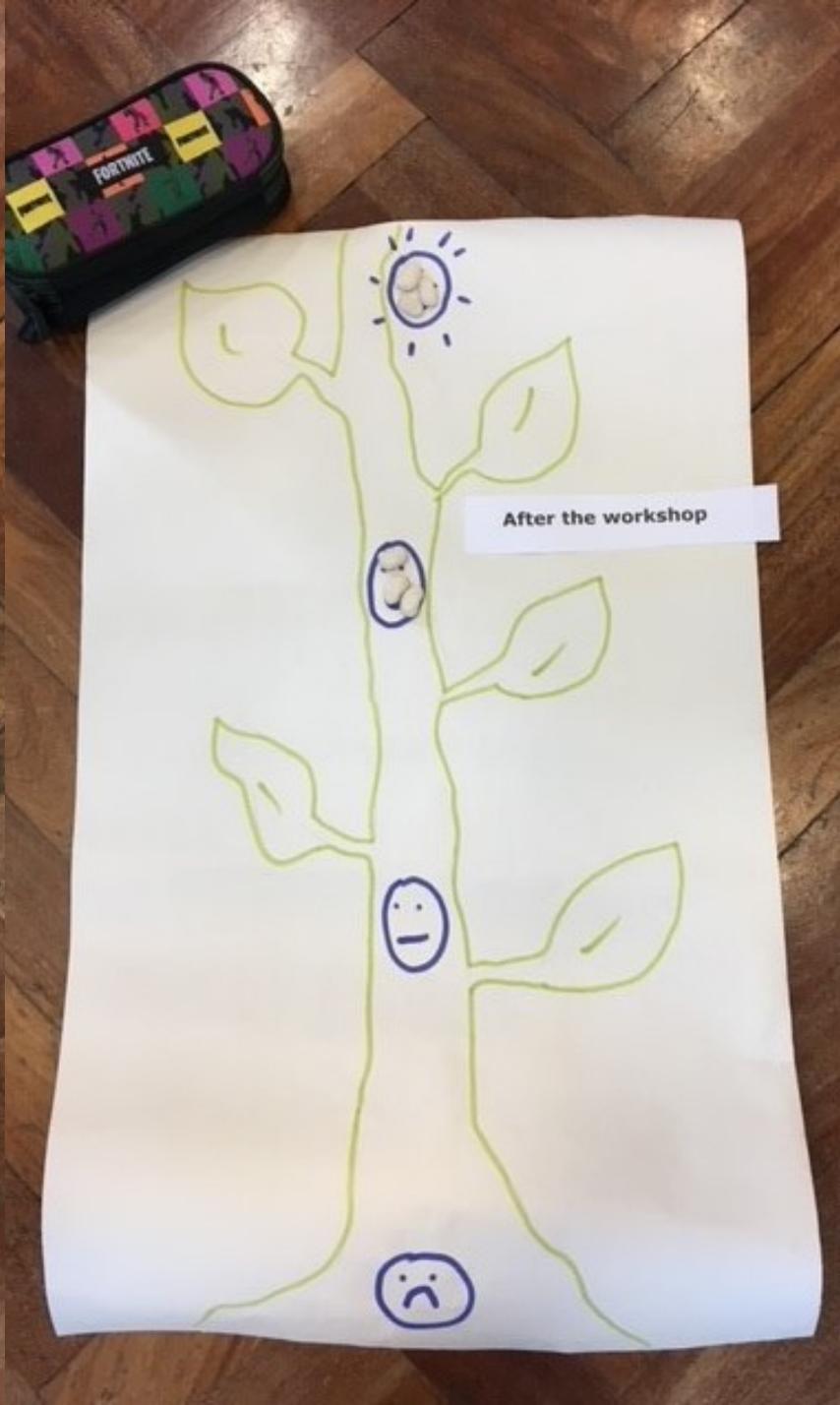
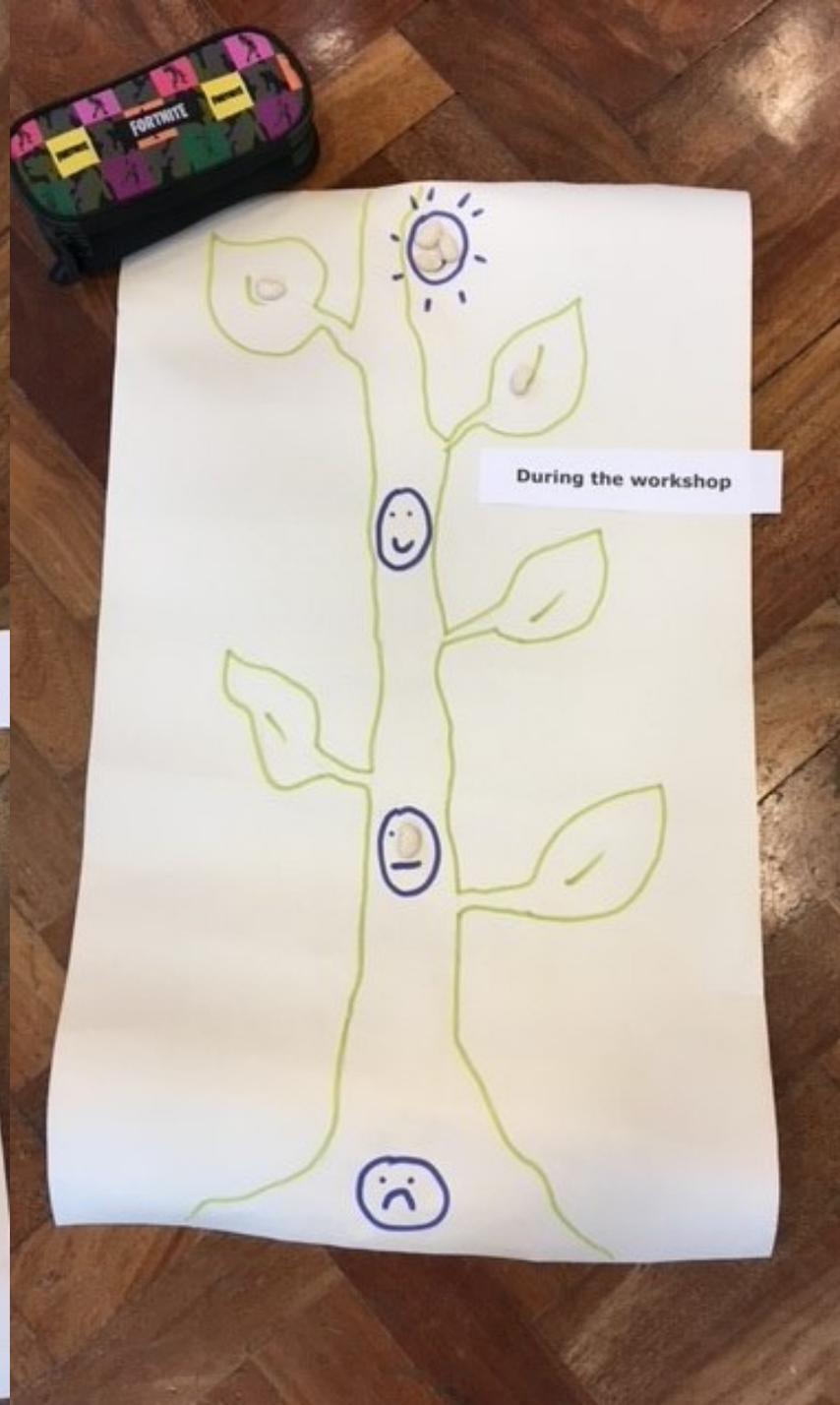
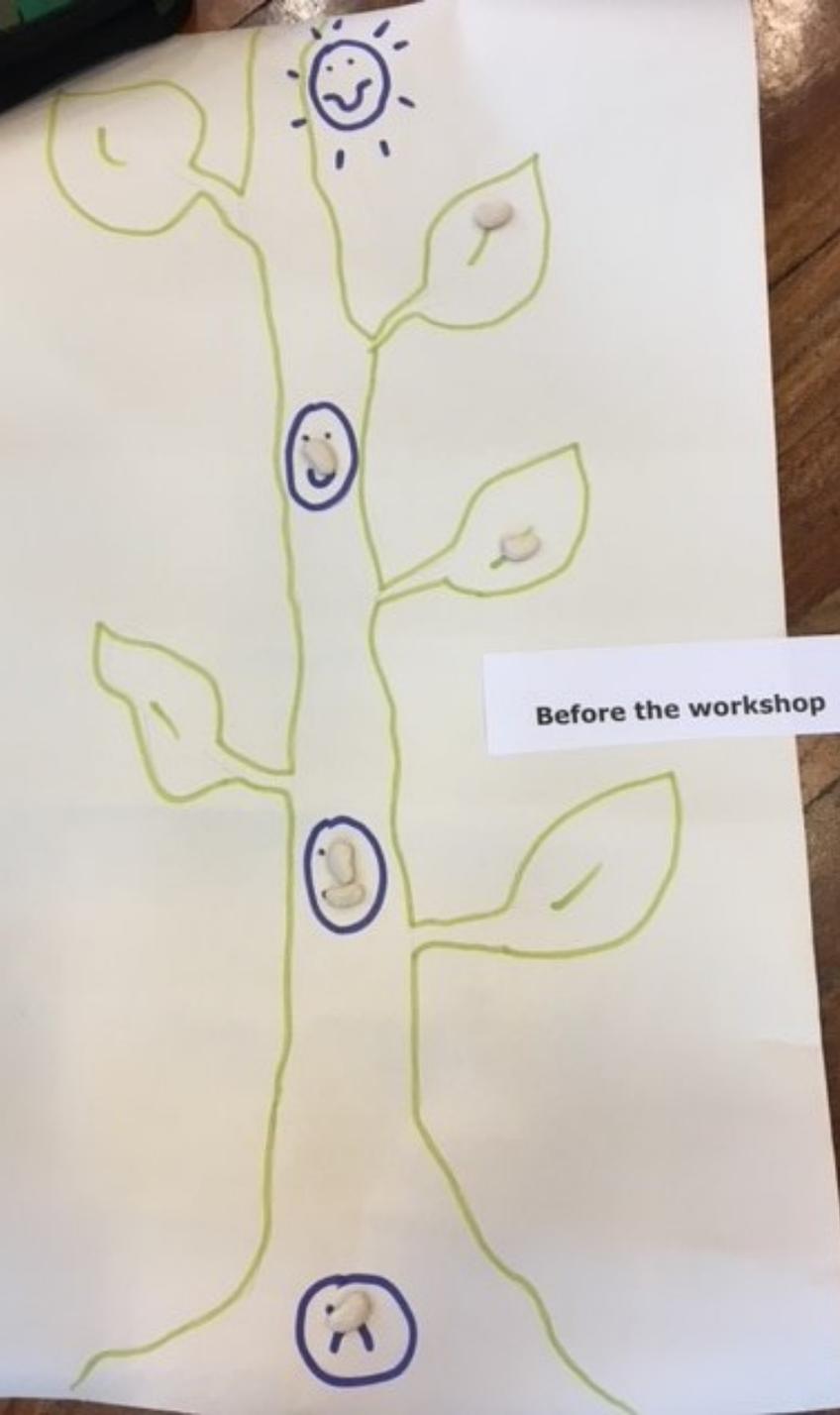
The graphic features the NHS logo in the top right and the 'every mind matters' logo in the top left. The central text reads 'FIVE WAYS TO WELLBEING'. Below this are five icons with corresponding labels: 'GIVE' (hand holding heart), 'KEEP LEARNING' (hands holding book), 'CONNECT' (three people), 'BE ACTIVE' (person running), and 'TAKE NOTICE' (magnifying glass over a plant). At the bottom, there is a search prompt and the Southampton City Council logo.

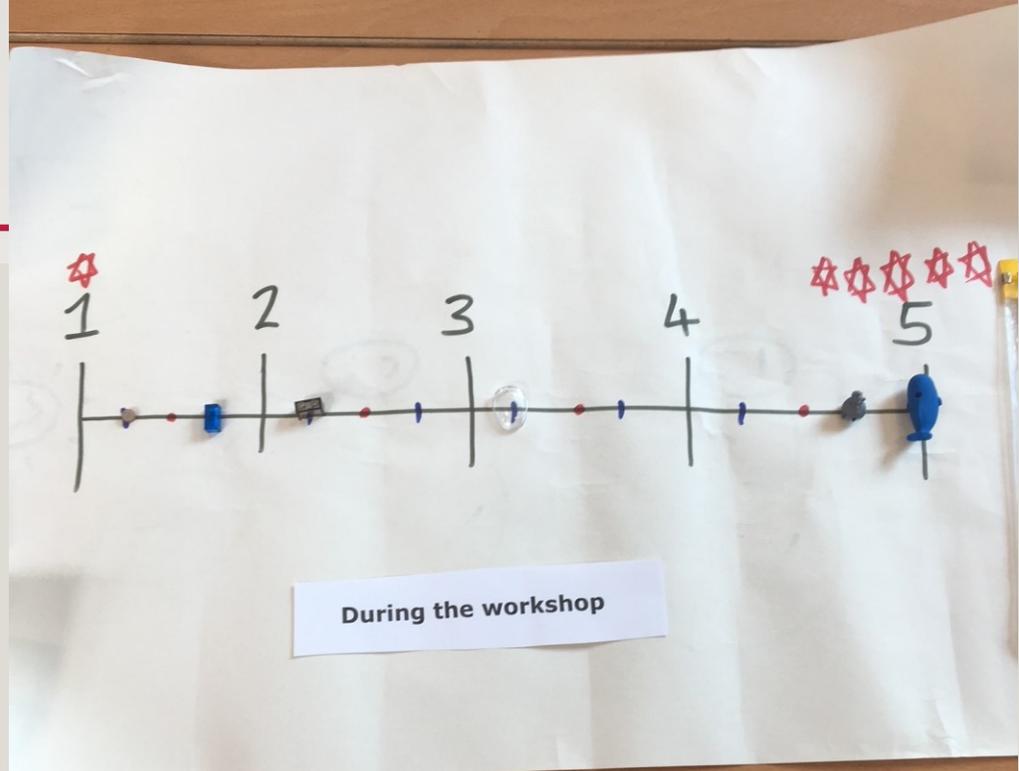
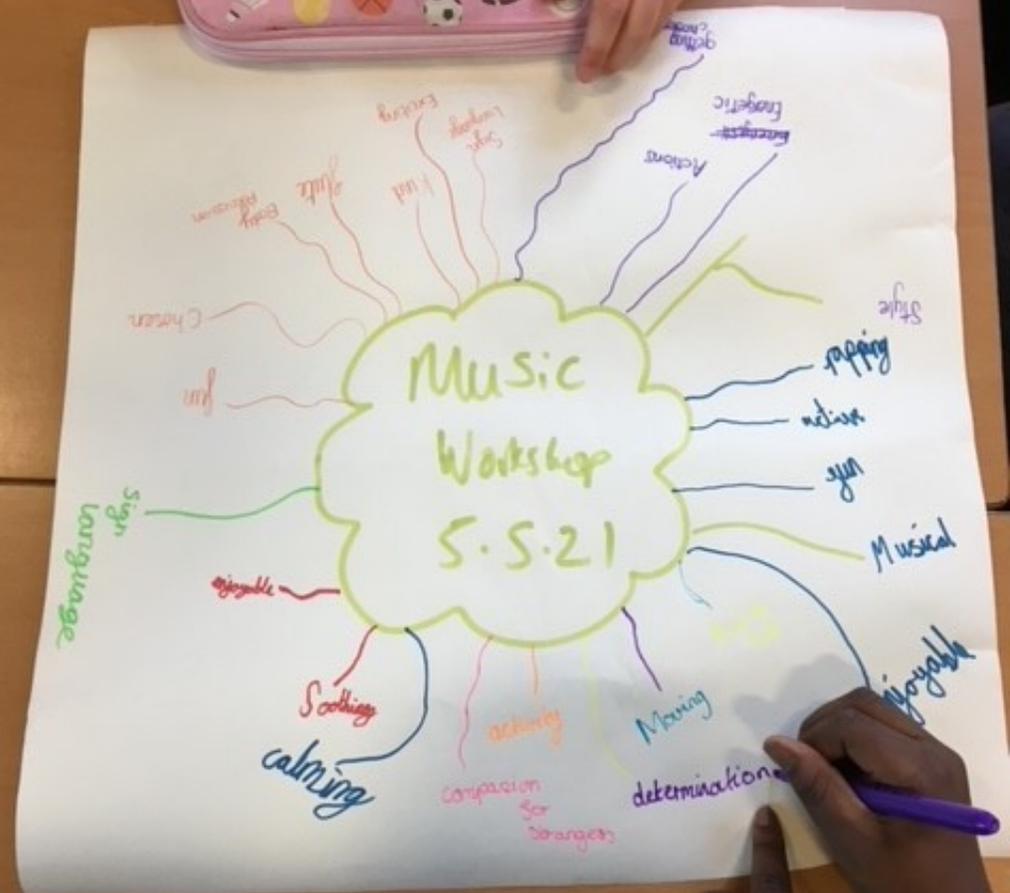
I enjoyed connecting with others.	I enjoyed being active.	I learnt a new skill.	I enjoyed being in a kind environment.	I learnt something new about myself.
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# REFLECTIONS ON WORKSHOP

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During the workshop



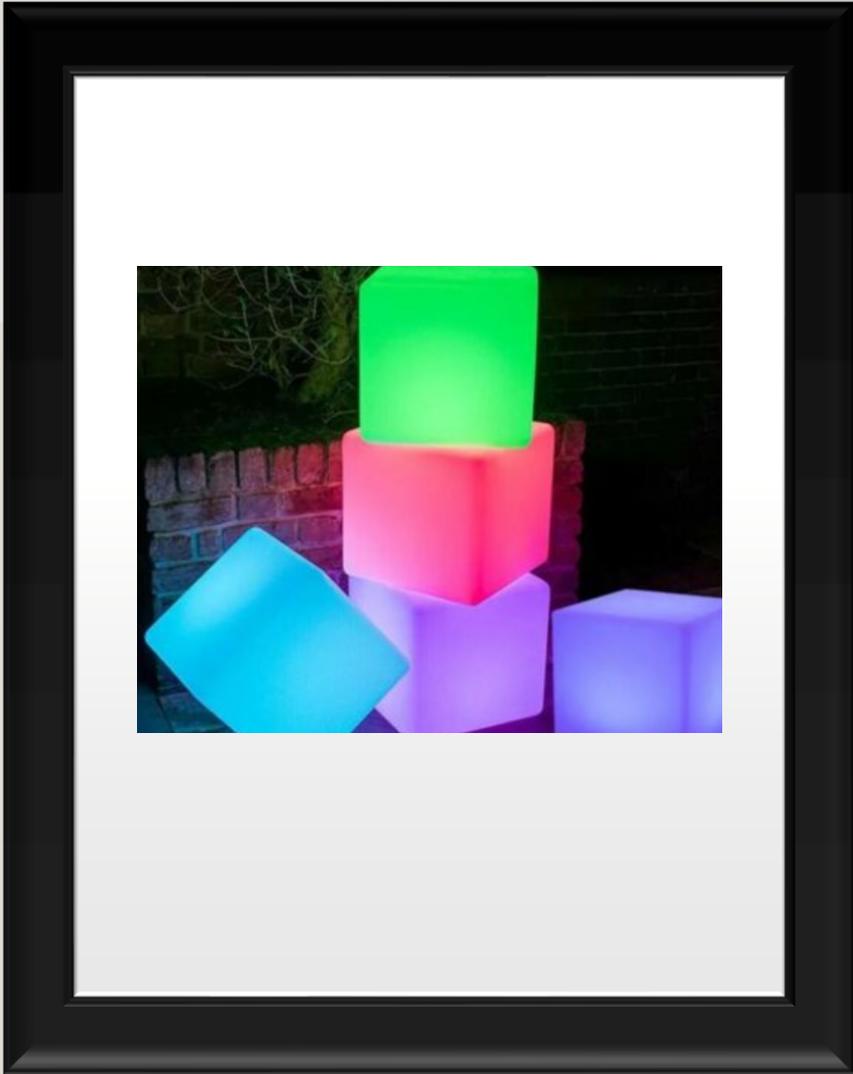


SCHOOL B  
PHASE 2: HELEN TIPLADY (UON)  
& RANJIT GILL (DESIGNER)

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- Cedar Road East primary school
- Year 6 children
- Tool for wellbeing – based on ‘walk about’/jigsaw puzzle theme/Well being table/well being chair with digital photos incorporated

SCHOOL B  
PHASE 2: POWER OF LIGHT – LED  
FURNITURE



# EDUCATION PROGRAMME DEVELOPMENT

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- The findings will be anonymised and referred to in the ITT3061 Expertise Teacher module for the BA Undergraduate Programme as an example of using up to date research
- The use of child-centred evaluations will be used to support the teaching of the Vygotsky's constructivism pedagogy approach in ITT3061 (and possibly Professional studies)
- The use of child-centred evaluations might be introduced/suggested to the Year 3 students as a way to gather qualitative data for their dissertations via the module ITT4005
- Module content for UG and PG modules including SEN2010: Perspectives on SEMH; SEN1006: Empowering Voices; SEN3009: Creative approaches to Inclusion; SENM032: Social, Emotional and Mental Health Issues for Young People' ITT1033: Wider Curriculum (primary music)

# CONTINUATION OF PROJECT

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- **Designers will create detailed designs in collaboration with children**
- **Designers will come into school again with a prototype to receive feedback and ‘tweak’**
- **Products will be made and distributed for schools to use this summer**
- **Researchers will return in the autumn to evaluate the effectiveness of the tool with students and staff at the schools**
- We will seek funding to further improve the tools based on feedback and roll out the distribution of these tools to more WP schools.

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