

Enquiry Schools

Case Study Slides

Project Name: An enquiry to find out what impact the use of P4C has on children's attitude to learning

School(s): Turnfurlong Junior School (in partnership with Turnfurlong Infant School)

Partner: Andrew Flemming

Local Authority: Buckinghamshire

Start Date: 29.01.08 End Date: 24.10.08

To find out what impact the use of P4C has on children's attitude to learning.

Can children create photographs that will stimulate questioning?

Will they be able to go beyond the usual superficial questioning and explore issues in depth?

Will using their own photographs enhance or limit discussion?

- The School is developing the 'learning to learn' agenda and the SDP identified P4C as a tool to develop thinking skills
- The SDP had collaboration as a focus and the project provided plenty of opportunities for collaborative work at every level.
- The SDP had developing ICT as a focus and the use of photography fitted in well.

The Children's Story



We invited photographers to submit a portfolio of photos.



Why are some people left out?

We used their photos to ask questions and get us thinking about friendship issues

What makes a bully pick on someone?



Interviewing photographers

- We elected a panel of pupils to choose a photographer.
- We devised our own questions and included a practical test for our candidates!
- We discussed the interviews and decided on our choice of photographer
- Andrew Flemming was asked to be our creative partner



How could we make this a better photo?



Andy Flemming

Step one: learning to use the camera



Andrew sent everyone out with a camera to take pictures of patterns



Next we had to take friendship portraits



The portraits had to say something about us



Finally we each made a series of photos to show a friendship issue.



We used the photo boards as the stimulus
for P4C

Is it wrong to want to win?

Is the winner the only successful one?

Does competition bring out the worst
in you?

I like doing P4C, it helps you think about things

I actually think some people are behaving a bit better than they normally would do in class. They seem more interested and are listening more.

The pictures really make you think.

□ Andy gives us new ideas for ways to use the cameras. He makes us more aware of what we are doing and it makes us actually want to take good pictures.

□ It's a chance for teachers to be more relaxed with us and have a bit of a laugh.

I like the fact that we are in charge, we can decide.

The Exhibition: 'it was great to see our photos on show in the Museum...'

Text:



What did the teachers think?

It was great to be able to take a different role in the class. Having another capable adult working alongside me allowed me to stand back and watch.

Having an outside expert in made a huge difference.

What was different was the freedom of not having to be bound by objectives or targets. This changed the classroom learning environment significantly. The children really were allowed to set the agenda.

The P4C sessions using their own photos were fantastic. It got the children looking at different viewpoints. Some incredible discussion came out.

It was quite hard not knowing how it would all work, how to budget for it, how to work with a creative partner. This was breaking new ground for us.

What did the Creative Practitioner think?

‘There were lots of questions about the cameras –Some very imaginative ideas and questions such as - ‘why does the picture come out rectangular when the lens is round?’”

‘The ability to visualise in their head what the finished photo would look like– to grasp what the storyboard would be about. That was quite difficult for them.’

‘Pupils had to plan ahead, to think about what they needed to do -about the photos they wanted to take.’

Whole School Impact

- Greater skill in using photography in the curriculum
- Greater expertise in use of P4C
- Increased confidence in allowing pupils to take the lead in their own learning
- Raising the profile of the school through the exhibition
- Increased links with partner school

Difficulties

Sharing funding and resources was very difficult

Getting time out of class for everyone at the same time was a nightmare.

The timing and funding left no room for error

The project worked because of the expertise of our practitioner and the commitment of staff.

What impact does P4C have on pupil's learning?

P4C is a powerful tool for generating high order thinking

P4C provides a forum for considering other points of view

P4C is very inclusive – all pupils feel involved

P4C is a powerful tool for enabling pupils to take charge of their own learning

P4C is a great motivator – particularly when combined with a project where pupils create their own stimuli for discussion

Questions arising from the project

- How much of the excitement about P4C resulted from the photography element?
- How much of the success of the P4C was due to the fact there was no prior curriculum agenda?

Conclusions

- *Whilst working with the photographer on a non-curriculum related project clearly enhanced the experience, subsequent use of P4C in school indicates that its value as a means of enhancing learning remains very significant*

Next Steps

- SDP highlights P4C as a continuing focus for development – expertise gained to be rolled out to other staff
- Plans to repeat the project resulting from greater teacher confidence in enabling pupils to use cameras effectively