

# GROWWE

GET READERS ON THE WAVELENGTH OF EMOTIONS

## METHODOLOGY FOR DATA COLLECTION

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**GROWE:**  
**Methodology for Data Collection**

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This project aims to develop teacher trainers' and subsequently teachers' competences to address students' literacy and emotional learning needs by developing a model of integrated intervention relying on the use of high-quality authentic texts (different from school textbooks) for children and adolescents.

<https://groweproject.eu/>

<https://www.facebook.com/groweproject>

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## 1: Context

Working across a pan-European partnership (contributing organisations based in the UK, Romania, Lithuania and Italy), GROWE builds on the EUMOSCHOOL project<sup>1</sup> in aiming to develop teacher trainers' and subsequently teachers' competences to address students' dual literacy and emotional learning needs. In doing this, it has established a training curriculum for disciplinary literacy and social-emotional skills development, relying on the use of high-quality authentic texts from contemporary children's and adolescents' literature. Our work intends to harness the expertise of teachers and teacher trainers, and in return, to strengthen their professional profile. In measuring the efficacy of our curriculum, a number of research, data collection and analysis instruments must be implemented. This will allow us to evaluate the success, or otherwise, of our curriculum design, make necessary alterations in line with trainer, teacher and student experiences and feedback, and subsequently start to develop the 'toolkit' (IO3 – OER) allowing us to disseminate good practice, which we hope will inspire teachers to adopt effective strategies for developing their students' disciplinary literacy and social-emotional skills.

At the heart of the GROWE project is a partnership based on the shared belief of the need to privilege both teacher and learner responses to our work. Their voices and reactions are central to the way we ultimately want our project to progress, in terms of reaching its set aims and ultimate legacy - possibly even eventually in the form of published work. In other words, GROWE is not a theoretical research project: it is dependent on engagement and findings that have their origins directly in classroom practice. Therefore, the strategies we adopt in IO2 need to be as reactive as possible to the realities of school life and practitioner experiences as they exist at, what Wilkinson terms 'the chalk face' (2002, p.130). Our approach in this way bears similarities to the notion of school-based research as a form of 'systematic inquiry' established by Hitchcock and Hughes: 'Research can function to generate questions about teaching and learning [...] through evaluation studies, research can focus upon the effectiveness of curricular and pedagogic policies and processes' (2002, p.5). With this context in mind, the following document provides a rationale for the key facets of IO2. It aims to establish the project's parameters in line with the following areas: the research paradigm and underpinning philosophy, the research methodology and methods, sampling, data collection, reliability and validity and ethical considerations.

## 2: Research Paradigm and Underpinning Philosophy

At the basis of the field of epistemology<sup>2</sup> is the question of *how* we know the things we know, and secondarily, to what extent the things we (believe we) know can ever be regarded as 'true' (Hetherington, 2019). It can be argued that the purpose of conducting research is to attempt to move ever closer to such a 'truth', whilst simultaneously acknowledging that such a concept can, at best, be viewed as elusive. Imagining 'truth' as a singularity in a positivist sense<sup>3</sup> can appear somewhat reductive in disciplines such as the social sciences, because effective research here necessarily acknowledges the fact that there exist as many questions as there are answers, at least where human subjects are involved. This is a key realisation in establishing our underpinning philosophy as a research community in the context of the GROWE project. How we interpret our

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<sup>1</sup> <https://eumoschool.eu/>

<sup>2</sup> Pertaining to the nature of knowledge itself.

<sup>3</sup> Pertaining to scientific; empirically / quantifiably 'proven' knowledge.

data is both dependent upon context and highly personal, as are learners' responses to curricula. If there are as many versions of 'truth' as there are subjects to interpret it, it is also necessary to draw on one of the central tenets of epistemology - the idea of 'knowledge' necessitating a 'knower' (Campbell, 2004, p.37). Campbell suggests that in order for knowledge to exist, a 'knower' must be involved – a vessel or channel through which this knowledge can enter and be cognitively processed.

Crucially, different 'knowers' offer up different contexts and experiences to the process of interpreting knowledge. From an epistemological standpoint, in the context of GROWE, we might consider how researchers, teachers and student participants each comprise different 'knowers' and will therefore ultimately shape the 'knowledge' generated by this research in varying ways. Such differing stances will provide crucial perspectives on our curriculum and will allow us to develop and re-align aspects of it, given what Guest *et al.* term the 'textured responses' (2013, p.114) human participants necessarily bring to bear.

As a partnership, we therefore subscribe to what can broadly be conceived of as a Post-Structuralist research paradigm. Post-Structuralist paradigms<sup>4</sup> are anti-positivist epistemologies. Post-Structuralism is typically concerned with exploring the inadequacy of labels or narratives, particularly in relation to notions of, for example, gender, power, social class, morality or normativity, as well as demonstrating the ultimate instability of these concepts. Also emphasised in Post-Structuralist theory is the way in which, what we come to understand as 'reality' is typically socially constructed, as outlined in the writings of the Post-Structuralist theorist Michel Foucault [1926 – 1984]). In carrying out qualitative<sup>5</sup> forms of classroom 'response' research, such Post-Structuralist underpinnings can be seen to align with, for example, Stanley Fish's theory of 'social reader response' (1980), which involves the use of group reading contexts forming what he terms an 'interpretive community'. Here, learners work together in order to make deductions, interpretations and draw conclusions from a text. Thus, meaning is arrived at in a socially negotiated manner. The researcher can either choose to be a participating member of the 'interpretive community', or rather, to take a back seat, leading by suggesting discussion points and areas of focus, but not necessarily offering personal thoughts and opinions. The latter strategy aligns with our own recommendation, wherein the practitioner functions more as an enabler rather than a direct participant – an approach sometimes known as 'teacher hold back' (Chambers, 1993). This also leaves teacher-researchers freer to observe 'learner talk' and make field notes. In this way, we hope that reader-response approaches will be one effective primary means of gathering qualitative data.<sup>6</sup>

### 3: Qualitative Research Methodology and Methods

The qualitative methodology that GROWE educators will be participating in can broadly be viewed as a form of 'practitioner enquiry'. This, as Menter *et al.* suggest, is:

...taken to mean that the persons undertaking the research are both researching and practising, very often they are "teacher researchers". It is usually assumed that the research is being undertaken within the practitioner's own practice, although collaborative practitioner research may suggest a group of teacher researchers working together (2011, p.4).

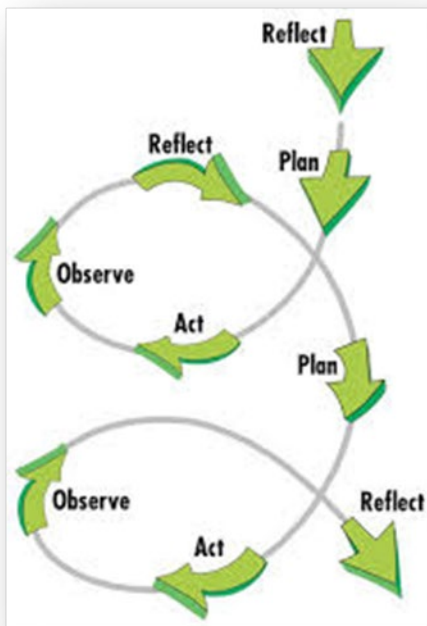
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<sup>4</sup> The range of beliefs or assumptions ascertained in relation to the research epistemology / methodology.

<sup>5</sup> As distinct from 'quantitative' in approach, concerns itself primarily with non-numerical forms of data.

<sup>6</sup> Aidan Chambers' 'Tell Me' taxonomy of questions can be useful prompts for stimulating 'book talk' / response discussions in classrooms: <https://www.hayes-pri.bromley.sch.uk/attachments/download.asp?file=1685&type=pdf>

Additionally, we would encourage practitioners to adopt the key tenets of ‘action research’, in ‘planning, doing and reviewing’ their classroom practice. Action research, as depicted in the diagram below, is a research approach that builds progressively on these ‘cycles’ of reflection, wherein an aspect of practice is focused upon (fairly forensically); teaching occurs, the effects are observed, and the practitioner is then able to reflect on the efficacy of their input. The detail of the reflection then informs the following cycle. Here, the skill of reflection is prioritised as a key tool in terms of the practitioner’s ability to see their practice have the effect they intend, and therefore such a reflective strategy will be key in practitioners’ abilities to assess the extent to which the GROWE curriculum is having the desired impact.



There are a number of qualitative research methods that we believe could be effectively employed to gather useful data for analysis to evaluate the efficacy of the GROWE curriculum, in addition to providing material subsequently able to play a role in the toolkit / OER. These include, but are not limited to:

- The use of a professional diary that reflects the trainers’ developing confidence and areas of growth in delivering the GROWE curriculum;
- Interviews, questionnaires and focus groups, focusing on participants’ thoughts, feelings and attitudes in relation to the curriculum, and targeted at trainers, teachers and learners;
- Video/audio recordings of practice (NB: In order that teacher / learner talk can be adequately ‘coded’, recorded voices are likely to subsequently need to be transcribed and translated into the partner languages);
- Photographs, or other digital recordings, of classroom activities and learners’ work;
- Assessment data – e.g. teacher marking, peer/self-assessment, or records of formative/talk-based assessment discussions with learners;

Working with a relatively low participant numbers, we have, as indicated previously, opted for a predominantly qualitative approach to gathering data, rather than quantitative approach. We are

therefore going to be 'coding' or providing what is known as a 'content analysis' of the kinds of 'human data' indicated above. Qualitative data has notable advantages for a project such as GROWE, for example, in its ability to communicate a considerable amount more in terms of depth and nuance in relation to a participant's 'story' (in a manner that is harder to achieve with quantitative data), and also, through testimony, establishing participants more as individuals in the narrative of the research, rather than simply being a number.

## 4: Sampling

The GROWE project involves three distinct groups of participants: trainers, teachers and students. The sampling strategy for each group needs to be carefully considered in order to ensure the validity of the research design (Mukherji and Albon, 2015) and the strategies will be used to inform the analysis of the resulting data. The profile for each participant group will therefore be presented below and the rationale underpinning participant selection offered.

**Trainers:** In total there will be 12 participating trainers, 3 from each partner organisation. Convenience sampling has been initially employed, layered by purposive sampling. Each partner in the consortium has been responsible for identifying and selecting 3 members of staff who meet two distinct criteria to become trainers within the GROWE project. Firstly, each trainer should have background experience in teacher training and secondly, each trainer should have sufficient competence in the English language to participate fully in the LTTA, the initial GROWE training. Currently, 9 of the 12 trainers are staff working in the partner organisations and 3 are teachers working in the project's associate partner schools.

**Teachers:** Each trainer will deliver the GROWE training to 8/9 teachers working in at least the 4 associate schools, which, where possible, have been selected as working with students from disadvantaged backgrounds. The teachers will be secondary teachers of any discipline (such as teachers of science, maths and social studies) but especially teachers of disciplines other than language and literature. This is critical to the project as the GROWE model is seeking to develop literacy and social-emotional skills across the curriculum. The teachers will be selected in consultation with the respective school management. This purposive sample group will be made up of 100 teachers in total, 25 from each country.

**Students:** Each teacher will deliver the GROWE model of intervention to one class, which on average will be 25 students. Students in the lower secondary age phase will be targeted. Academic success across the curriculum depends on sound literacy and social-emotional skills and these need to be explicitly taught and reinforced at the outset of secondary education. The GROWE training will reach an estimated 2500 students, but tracking data will be collected on 3 students per class, so 300 students. Stratified sampling will be used in these cases. Teachers will track the progress of a high, medium and low ability student in each class.

## 5: Data Collection

In order to study the effects of the GROWE training course, a range of data collection tools have been designed which will target all participants in the project. Each tool is designed to collect data on a specific aspect of the project and, taken together, will gather rich data to help us fully

understand the impact of the GROWE model on the participating trainers, teachers and students. The following offers a considered rationale of each of the designed data collection tools.

## **5.1: Impact of GROWE on Participating Trainers**

A key objective of the GROWE project is to develop the trainers' capacity to support teachers in addressing students' literacy and social-emotional learning needs. To monitor and evaluate the success of this objective, it is necessary to initially explore the trainers' experiences delivering the GROWE Training Course Curriculum (GTCC). Two data collection tools have been designed which will help us to understand the perceived impact of the GTCC and identify where revisions can be made to strengthen its future impact. We will ask all trainers to maintain a professional diary throughout the project and to complete a questionnaire once the training has been delivered.

### **5.1.1: Professional Diary**

The aim of the professional diary (PD) is to find out how effectively the GTCC can support the trainers' confidence and skills in delivering the GROWE training and to understand the consequent areas of professional growth the trainers experience. As a data collection tool, a PD is highly reflective in nature and autoethnographic in approach and will allow each trainer to document their thoughts, ideas and judgements in response to the GTCC. Although the socio-cultural contexts of the trainers will need to be considered, the collected data will give the opportunity for areas of improvement in the GTCC to be identified. All participating trainers will be asked to maintain a PD throughout the delivery of the GTCC. We are recommending that trainers contribute to the diary at the end of each module. This will give the opportunity for a close reflection at each stage of the training and will capture their on-going professional development. Trainers are asked to reflect on the aspects of the training which are going well and which are less successful, with particular reference to the approaches they have used to facilitate their trainees' engagement, the resources they have used, the formative and summative assessments which have been conducted and the feedback which has been delivered. A template for the PD has been provided, with accompanying guidance on how to approach entries [see Appendix 1].

### **5.1.2: Post-Training Questionnaire**

To scrutinise the effectiveness of the GTCC document, we have drawn up a post-training questionnaire (PTQ) which we will ask all trainers to complete after they have delivered the GROWE training [see Appendix 2]. The questionnaire gives the trainers the opportunity to reflect and comment on each section of the GTCC. Primarily, we wish to review the GTCC's clarity and usefulness, but alongside this, we want also to scrutinise the constructive alignment between the competences, assessments and learning activities, to probe the robustness of the theoretical underpinnings and to audit the clarity and relevance of the training materials. These are all areas, which, if weak, could jeopardise the effectiveness of the GTCC.

The questionnaire combines using rating scales, closed questions and open questions. Where rating scales or closed questions have been asked, the trainers have been given the opportunity to expand on their answers to explain the response given. The explanations will provide key information necessary to inform a revision of the GTCC and the selected rating will indicate whether a major or minor revision is required. The open-ended questions are positioned to give feedback on the content of individual modules and will complement the data gathered through the PD, similarly supporting a robust revision of the GTCC.

In addition, an adapted questionnaire will be given to one senior member of staff from each partner organisation [see Appendix 3]. This external perspective will strengthen the reliability of the feedback and support the effective scrutiny of the GTCC, thus further enhancing the revised GTCC.

The data collected from all the trainers and the selected senior managers, through the PD and the PTQ, will combine to help pinpoint the areas within the GTCC which will need to be the focus for modification. This will ensure a rigorous revision of the GTCC which in turn will maximise its future efficacy.

## **5.2: Impact of GROWE on Participating Teachers**

A second key objective of the GROWE project is to develop teachers' competences to address their students' literacy and social-emotional learning needs. In order to monitor and evaluate the effectiveness of the GROWE training on participating teachers in achieving this objective, two data collection tools will be employed, producing three data streams: a teacher questionnaire, pre and post training, and the GROWE training portfolio.

The data collection tools, the questionnaires and the portfolio, will gather complementary data: the questionnaires will present data drawn from the teachers' perspectives and the portfolio will present data from both the teachers' professional activities (the tasks) and the trainers' evaluation of these (the assessments). The range of data and the dual perspectives will allow a robust interrogation of the impact the GROWE training has had.

Both tools will be used to investigate the teachers' developing knowledge and understanding of the importance of DL and SEL in students' learning, the teachers' developing knowledge and understanding of how to support and facilitate DL and SEL skills in their students and the teachers' developing skills in implementing the GROWE strategies in real classrooms.

### **5.2.1: Teacher Questionnaires**

The teacher questionnaire, bifurcated into a pre-training questionnaire (TQ1) [see Appendix 4] and a post-training questionnaire (TQ2) [see Appendix 5], is designed to gather data at two distinct points in time. Each questionnaire asks the same questions to enable changes in teachers' competences to be identified and evaluated.

Teachers complete TQ1 before the GROWE training has been undertaken to enable a base-line for each teacher to be established in each of the areas under examination. TQ2 will be completed once the GROWE training has been delivered, enabling a summative assessment point to be fixed, common to all participating teachers. Potential differences in the response between TQ1 and TQ2 will allow us to evaluate the perceived impact the training has had. Each participating teacher will be asked to supply a secret word for all questionnaires. This will enable us to link the two questionnaires to conduct the comparative analysis whilst maintaining anonymity and confidentiality.

Two contextual questions have been asked: the subject each participant teaches and the years of experience each has. The first question will enable us to assess the potential impact a teacher's disciplinary background might have on starting points and the rate of subsequent progress. The second will enable us to assess the potential impact professional experience might have, similarly on starting points and rates of subsequent progress.

The questions in the main body of the questionnaire focus primarily on eliciting data on the teachers' classroom practice. They combine using rating scales, tick boxes and qualitative responses. The rating scales and tick boxes will allow for direct, measurable comparisons to be drawn between TQ1 and TQ2 for each teacher, whilst the qualitative responses will provide contextualising insight to inform our understanding of the ratings and the tick boxes. A 1-10 rating scale has been used to allow for a more nuanced assessment than would be possible with a 1-5 scale and will therefore support an understanding of potential change more effectively.

The questions fall into three main sections: those probing teachers' practice around DL, those probing teachers' practice around SEL and those probing teachers' practice around the use of authentic texts. Initially, we would like to see if a correlation exists between a knowledge and understanding of the importance of DL and SEL and the amount of classroom time dedicated firstly to teaching explicit DL and SEL strategies and secondly to facilitating the application of DL and SEL skills. Additionally, we would like to find out whether the teachers' focus, in any curriculum time given to DL and SEL, is predominantly on the explicit teaching of DL and SEL strategies or on giving students opportunities to practise DL and SEL skills, and within DL and SEL, which aspects are more likely to be given focus. We will be investigating whether these positions change in response to the GROWE training. In addition, possible corollaries will be examined between teachers' growing confidence and growing competences, as evidenced through the portfolio as well as the questionnaires. We will collect data on the teachers' experiences using authentic texts: the frequency teachers use them, the perceived benefits and the perceived challenges. This will enable us to understand the teachers' approaches to authentic text in order that we can strengthen the training around their pivotal role.

### 5.2.2 The GROWE Training Portfolio

The GROWE training portfolio (GTP) will provide a rich range of data which will inform and deepen our understanding of the impact the GTCC has had on participating teachers. The GTP consists of 14 tasks to be completed by teachers across the five modules of the training course, and they will provide evidence against the general and specific competences. The tasks will offer the opportunity for a close comparative analysis and emerging themes will be identified relating to the teachers' developing knowledge and understanding of the importance of DL and SEL, their developing knowledge and understanding of the GROWE strategies and approaches to support DL and SEL skills in students and their developing skills in implementing these strategies and approaches.

The teachers' knowledge and understanding of the importance of DL and SEL will be monitored and evaluated primarily through tasks 1.2 and 1.3. The teachers' knowledge and understanding of how to support and develop DL and SEL will be monitored and evaluated primarily through tasks 1.1, 2.1, 3.3, 4.3 and 5.3. The teachers' implementation of the GROWE model of intervention will be monitored and evaluated primarily through tasks 2.2, 3.1, 3.2, 4.1, 4.2, 5.1 and 5.2.

Each task is to be assessed by the trainer using the accompanying rubrics. The rubrics are based on a continuum of performance, enabling assessment in four categories: 'excellent'; 'good'; 'satisfactory'; 'beginner'. The rubrics are intended to support formative assessment, helping teachers and trainers understand what components of the competences the teacher has mastered and what areas need further attention, but the summative aspect will allow us to monitor the effectiveness of the GTCC closely. The summative grades on each teacher will be collated and reviewed to assess the impact the training course has had.

### 5.3: Impact of GROWE on Participating Students

To be able to determine the effectiveness of the GTCC on developing first the trainers', and then the teachers', capacities to address students' literacy and social-emotional learning needs, it is of course necessary to monitor and evaluate the impact the GROWE model of intervention has on the students themselves. To this end, two data collection tools will be employed: a student tracking questionnaire and semi-structured group interviews. The tracking questionnaires will monitor the progress the students have made in their DL and SEL skills over the duration of the project and will be completed at the beginning and at the end of the project. The interviews will investigate the perceived changes the GROWE intervention has facilitated and will be conducted at the end of the project. Gaining data from these dual perspectives will ensure triangulation, thus strengthening the validity and reliability of our findings.

#### 5.3.1: Student Tracking Questionnaires

The student tracking questionnaire (STQ) [see Appendix 6] is designed to gather multiple data streams: each teacher will complete tracking on three selected students at two identified points in time. Teachers will be asked to select three students from the same class whose DL and SEL skills they wish to track, but who fall within the following parameters: a high achieving student in their subject, a medium achieving student in their subject and a low achieving student in their subject. Gathering data on three graded students, whilst securing a representative sample from each teaching group, offers the opportunity to investigate whether the GROWE intervention can target all learner profiles with equal impact or whether the strategies and approaches are more suited to supporting DL and SEL skills in students with certain academic profiles. The teachers will be asked to complete the tracking questionnaires at two specified points in the project: at the outset and at the end. The first assessment point will act as a baseline for each student. This will enable the progress each student subsequently makes within the time-span of the project to be measured and will allow the research team to identify potential trends in the relative progress made in DL and SEL.

The teachers are required to assess each student across their DL and SEL skills. Within these broad areas, however, the scope has been narrowed. The specific strands of 'Reading Comprehension', 'Writing for Learning' and 'Collaborative Talk' have been selected for DL and 'Self-Awareness' and 'Relationship Skills' for SEL. This will keep the data manageable and consistent. Respective capacities have been identified for each strand [see Appendix 7]. The capacities for 'Self-Awareness' and 'Relationship Skills' have been drawn from the CASEL SEL framework (CASEL, 2021)<sup>7</sup> and the capacities for 'Reading Comprehension', 'Writing for Thinking' and 'Collaborative Talk' have been generated by the GROWE research team, but have been informed by the EEF's guidance report on improving literacy in secondary schools<sup>8</sup>. These capacities will give the teachers valuable information on the specific skills each strand of DL and SEL encompass.

The assessment on students' progress will be undertaken with reference to the Pen Portraits/Level Descriptors [see Appendix 8]. The Pen Portraits/Level Descriptors offer four bands of attainment

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<sup>7</sup> CASEL (2021) *What is SEL?* Available at: <https://casel.org/sel-framework/> (Last accessed: 24.2.2021).

<sup>8</sup> Quigley, A. and Coleman, R. (2019) *Improving Literacy in Secondary Schools. Guidance Report. Education Endowment Foundation*. Available at: [https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/EEF\\_KS3\\_KS4\\_LITERACY\\_GUIDANCE.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/EEF_KS3_KS4_LITERACY_GUIDANCE.pdf) (Last accessed: 24.2.2021).

which align with the bands in the GTP: 'Excellent'; 'Good'; 'Satisfactory'; 'Beginner' and indicate the levels (1-10) each band covers. Each pen portrait exemplifies the profile of a student working within one of the four bands in each strand of DL and SEL, describing the incremental progression in the associated capacities. The teachers should use these to decide which band each student's performances falls into, using a 'best fit' model, and then to judge which level within that band that each student is working at.

This detailed data will allow us to track improvements in DL and SEL. It will allow us to identify whether similar rates of progress are made in DL and SEL and whether more progress is made in any specific strand in DL or SEL in relation to the others. It will also allow us to investigate the relative progress between the high, medium and low achieving students to see whether it is consistent across the ability range, and if not, which ability range responds more favourably to the GROWE model.

Finally, the tracking data will be analysed together with the TQ2. We will be able to examine what impact the balance between explicit teaching of DL and SEL strategies and the opportunities given to apply these strategies make to student progress, whether the focus on DL and SEL in a lesson makes a difference to student progress and whether dedicated teaching time to specific DL and SEL strands is correlated with greater progress in those areas.

### 5.3.2: Student Interviews

The semi-structured group interviews [see Appendix 9] have been designed to complement the data gathered through the STQ and to capture the student voice. They are to be conducted at the end of the project thus allowing the students the opportunity to fully reflect on which areas of DL and SEL they feel they have made progress within.

Semi-structured interviews have been chosen as this interview method offers additional flexibility over structured interviews but secures some standardisation across the data which unstructured interviews would not. The core questions, common to all the interviews, will ensure a degree of standardisation is achieved, but each interviewer will have the opportunity to probe for additional detail where necessary, to elaborate on, confirm or clarify particular responses. The richness of the ensuing data will support an in-depth understanding of the students' perceptions.

The core questions are deductive to guide the students' reflections around the selected strands of DL and SEL: 'Reading Comprehension', 'Writing for Learning' and 'Collaborative Talk' for DL and 'Self-Awareness' and 'Relationship Skills' for SEL. They are, however, open-ended to allow for individual responses, giving the students more control over the direction of the interview. Suggestions are given as to the areas the interviewers could probe.

The interviews are to be group interviews, involving 5/6 students, led by the students' teacher and supported, if desired, by the trainer. Where possible the interviews should be conducted by the students' teachers to ensure a degree of consistency in the interpersonal connection between the interviewer and interviewees. The participating students will be selected in consultation with the trainer.

The interviews are to be recorded, preferably in video, but audio if that is not possible. This will free up the interviewers to concentrate on the issues arising during the interview but will allow the data to be captured and transcribed later for analysis.

Each trainer will oversee one group interview.

## 6: Reliability and Validity

Qualitative research is, as Kirk and Miller assert, 'a particular tradition in social science that fundamentally depends on watching people in their own territory and interacting with them in their own language, on their own terms' (1986, p.9). Qualitative researchers then, are at the mercy of subjective viewpoints, human whims, opinions that may be more rooted in feelings and emotions than objectivity, and therefore understanding the extent to which a piece of research can be deemed to be reliable and 'valid' in scope can be a challenge. How then, do we as a team of researchers demonstrate a commitment to ensuring the robustness and trustworthiness of our ultimate findings and recommendations with GROWE? We advocate the following principles and questions in this regard:

- What trends can we see across research carried out by different partner countries?
- What levels of overall engagement have contributing practitioners or learners had with the project, and therefore how could this be said to affect the legitimacy of their response(s)?
- Similarly to the above, what levels of credibility are we attributing to different practitioners' testimony?
- What vulnerabilities in terms of research process and outcomes are habitually being exposed across the different partner countries? How have we (re)acted to these?
- How generalizable or replicable can the conclusions drawn be said to be?
- Which teaching variables typically appear to be impacting on the delivery of the curriculum, and in what ways do these differ or stay constant across the partner countries?
- What are the primary affecting factors of the children's learning, and in what ways do these differ or stay constant across the partner countries?
- Where do the ambiguities lie? What else can we do to 'iron out' any discrepancies in research data?

We also advocate the use of a 'triangulation' approach to the research methods outlined in the section on this above, wherein three or more data collection methods are adopted together to increase the validity / reliability of the study.

## 7: Ethical Considerations

The British Educational Research Association's (BERA) 'Ethical Guidelines for Educational Research' (2014) Article 11 states the following:

Researchers must take the steps necessary to ensure that all participants in the research understand the process in which they are to be engaged, including why their participation is necessary, how it will be used and how and to whom it will be reported (2014, p.5).

In following guidance stipulated by both BERA and the University of Gloucestershire's research ethics guidelines, we need to consider key information such as: the number of participants, their ages, how we can ensure informed consent from learners and their parents, how a participant can withdraw if they wish, as well as the appropriate and safe collection, anonymising and storage of

data (see section below). We recommend our school-based partners distribute a supporting 'participant information and consent sheet' (an example proforma will be uploaded to Trello). Participants' consent will include the consent to take and use audio recordings, video recordings and photographs for analysis and potential future dissemination. From an ethical standpoint it is crucial that we:

- Clearly explain to participants, without the use of jargon or 'overly-academicised' language, the key aims and purposes of the project;
- Explain what rights participants have in terms of, for example, withdrawal and protection from harm, and ensure their voices are respected in carrying out school-based research;
- Consider participants' entitlement to anonymity, in terms of their personal data and data potentially shared by other participants, and be secure in how to guarantee this in forms of research dissemination, such as the toolkit (OER);
- Ascertain how and where gathered data will be stored and what will happen to it upon the project's completion;
- Emphasise the intended transparency of the research process and outcomes.

As a partnership, we have various responsibilities as researchers to ensure that our participants' data is stored securely and used appropriately and ethically. As well as adhering to university-based ethics and governance protocol, in addition to the BERA guidelines (referred to in the ethics section above), we need to carefully consider who has access to participant data and how to ensure anonymity, among other things. With these factors in mind, we advocate the use of a 'data management plan', of which an example pro-forma is available on Trello and which will be overseen by the University of Gloucestershire.

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## Appendix 1

### **GROWE Trainers: Professional Diary**

We would like to find out how effectively the GROWE Training Course Curriculum (GTCC) has supported your confidence in delivering the GROWE training and we would like to understand the areas of professional growth you have experienced whilst delivering the training.

We would therefore like to ask you to maintain a professional diary throughout the period you are working with your trainees.

Please use the template below for reflections on each module and complete it in English.

We recommend that you contribute to your professional diary regularly, but at the end of each module as a minimum, to capture your on-going professional development.

Date Completed:	Module:
<b>STRENGTHS:</b> Please identify and reflect on the aspects of delivering the training for this module which have gone well and why.	
<b>AREAS FOR IMPROVEMENT:</b> Please identify and reflect on the aspects of delivering the training for this module which have been less successful and why.	
<b>TRAINEE ENGAGEMENT:</b> Please reflect on the approaches you have used to facilitate your trainees' engagement with the goals, competences and tasks.	

**SELF REFLECTION:**

Please reflect on the impact engagement with the project has had on your own development as an educator.

**RESOURCES:**

Please reflect on the resources you have used to support your trainees' development, both those included in the GTCC and any additional materials you have utilised.

**ASSESSMENT:**

Please reflect on the formative and summative assessments you have conducted of your trainees' progress during this module. What impact has your feedback had and how could it be strengthened?

## Appendix 2

### **GROWE Trainers: Post Training Questionnaire**

#### **Feedback on the GROWE Training Course Curriculum**

*We would like to find out about your experiences of using the GROWE Training Course Curriculum (GTCC). We would like to understand how clear and how useful you have found the GTCC document when delivering the training in order to improve its effectiveness and relevance.*

*Please read the following questions and answer them in as much detail as you can. Your responses will be used to make any necessary revisions to the GTCC.*

#### **Rationale**

*Please think about the GTCC's rationale which outlines why the GROWE model is necessary, presenting the theoretical underpinnings and research into DL and SEL it builds on (pp.3-13).*

- How successfully does the GTCC clarify why the dual competences of DL and SEL need to be targeted and how they can be targeted together?

Please circle one response:

Very successfully      successfully      quite successfully      not at all successfully

If you have not circled 'very successfully', please identify where greater clarity is needed:

#### **General and Specific Competences**

*Please consider the competences C1-C4 (p.14) which teachers need to master in order to implement the GROWE model.*

- Are there any competences which you found have caused misunderstandings or misinterpretations in your trainees?

Please circle one response:

Yes                  No

If you have circled 'Yes', can you identify which competences have done so and briefly explain the nature of the misunderstanding or misinterpretation:

### **Structure and Methodology of the Training Course**

*Please consider the explanation of the GTCC's structure and the guidance given on how best to deliver it (pp.18-24). Reflect on your direct experience of cascading the training.*

- Do you feel there is any lack of clarity or coherence in the given structure?  
Please circle one response:

Yes                  No

If you have circled 'Yes', can you identify the specific area/s where greater clarity is needed:

- How useful have you found the guidance around how to deliver the training?  
Please circle one response:

Very useful                  useful                  quite useful                  not at all useful

If you have not circled 'very useful', could you identify which aspect, or additional aspect, you feel needs greater detail and/or which aspect was potentially unhelpful in supporting your delivery and why:

### **Presentation of the Training Modules**

*Please reflect on your experience of preparing and delivering the training for each of the modules. We are interested to hear how you feel the GTCC could be strengthened to support a more effective delivery. First, think about the modules overall (pp.26-59).*

- How useful have you found the structure of each module?  
Please circle one response:

Very useful                  useful                  quite useful                  not at all useful

Please explain your answer:

- Are there any improvements which could be made to the sections within each module which would make the GTCC more relevant and easier to use?

Please explain your answer:

- Do you consider there to be constructive alignment between the competences, learning activities and assessments?

Please circle one response:

Yes            No

If you have answered 'No', then please explain your answer:

*Now think about each of the individual modules and consider the following questions for each.*

Module 1

- Which aspects of this module have you found useful and why?

Please give as much detail as you can:

- Which aspects of this module do you think need to be revised and why?

Please give as much detail as you can:

Module 2

- Which aspects of this module have you found useful and why?

Please give as much detail as you can:

- Which aspects of this module do you think need to be revised and why?

Please give as much detail as you can:

Module 3

- Which aspects of this module have you found useful and why?  
Please give as much detail as you can:

- Which aspects of this module do you think need to be revised and why?  
Please give as much detail as you can:

Module 4

- Which aspects of this module have you found useful and why?  
Please give as much detail as you can:

- Which aspects of this module do you think need to be revised and why?  
Please give as much detail as you can:

Module 5

- Which aspects of this module have you found useful and why?  
Please give as much detail as you can:

- Which aspects of this module do you think need to be revised and why?

Please give as much detail as you can:

**Assessment**

*We are interested in hearing about your experience using the accompanying rubrics (pp.63-70) to assess your trainees' performance in each competence.*

- How helpful were the rubrics to assess a trainee's competence?

Please circle one response:

very useful

useful

quite useful

not at all useful

If you have not circled 'very useful', outline how you feel the rubrics could be improved:

- How clear were the rubrics in conveying the essential components of the competence?

Please circle one response:

Very clear

clear

quite clear

not clear at all

If you have not circled 'very clear', identify the rubric statements which you feel need to be clarified and why:

**Overall Comments**

- Do you have any further comments which will help to improve the usefulness, clarity and relevance of the GTCC?

Please give as much detail as you can:

**Many thanks for the time you have spent giving us feedback. It will be invaluable as we look to revise and improve the GTCC.**

Appendix 3

**Feedback on the GROWE Training Course Curriculum**

*We would like to ask you for feedback on our GROWE Training Course Curriculum (GTCC). Please could you look at the curriculum document and answer the following questions in as much details as you are able. We would be grateful for your thoughts and your responses will be used to make any necessary revisions to the GTCC.*

**Rationale**

*Please think about the GTCC’s rationale which outlines why the GROWE model is necessary, presenting the theoretical underpinnings and research into DL and SEL it builds on (pp.3-13).*

- How successfully does the GTCC clarify why the dual competences of DL and SEL need to be targeted and how they can be targeted together?  
Please circle one response:

Very successfully      successfully      quite successfully      not at all successfully

If you have not circled ‘very successfully’, please identify where greater clarity is needed:

**General and Specific Competences**

*Please consider the competences C1-C4 (p.14) which teachers need to master in order to implement the GROWE model.*

- Are there any competences which you feel could cause any misunderstandings or misinterpretations for trainees?  
Please circle one response:

Yes                  No

If you have circled ‘Yes’, can you identify which competences have done so and briefly explain the nature of the misunderstanding or misinterpretation:

**Structure and Methodology of the Training Course**

*Please consider the explanation of the GTCC’s structure and the guidance given on how best to deliver it (pp.18-24).*

- Do you feel there is any lack of clarity or coherence in the given structure?  
Please circle one response:

Yes                  No

If you have circled 'Yes', can you identify the specific area/s where greater clarity is needed:

- How useful do you think the guidance around how to deliver the training might be for a trainer?  
Please circle one response:

Very useful                  useful                  quite useful                  not at all useful

If you have not circled 'very useful', could you identify which aspect, or additional aspect, you feel needs greater detail:

### **Presentation of the Training Modules**

*We are interested to hear how you feel the GTCC could be strengthened to support a more effective delivery. First, think about the modules overall (pp.26-59).*

- How useful do you think the layout of each module is?  
Please circle one response:

Very useful                  useful                  quite useful                  not at all useful

Please explain your answer:

- Are there any improvements which could be made to the sections within each module which would make the GTCC more relevant and easier to use?

Please explain your answer:

- Do you consider there to be constructive alignment between the competences, learning activities and assessments?  
Please circle one response:

Yes                  No

If you have answered 'No', then please explain your answer:

*Now think about each of the individual modules and consider the following questions for them.*

**Modules 1 - 5**

- Which aspects of individual modules do you think are useful and why? Please identify the specific module your comments relate to.

- Which aspects of individual modules do you think need to be revised and why? Please identify the specific module your comments relate to.

**Assessment**

*Please look at the accompanying rubrics (pp.63-70) which are used to assess trainees' performance in each competence.*

- How helpful do you think the rubrics are to assess a trainee's competence?

Please circle one response:

very useful                  useful                  quite useful                  not at all useful

If you have not circled 'very useful', outline how you feel the rubrics could be improved:

- How clear are the rubrics in conveying the essential components of the competence?

Please circle one response:

Very clear

clear

quite clear

not clear at all

If you have not circled 'very clear', identify the rubric statements which you feel need to be clarified and why:

**Overall Comments**

- Do you have any further comments which will help to improve the usefulness, clarity and relevance of the GTCC?

Please give as much detail as you can:

**Many thanks for the time you have spent giving us feedback. It will be invaluable as we look to revise and improve the GTCC.**

Appendix 4

## GROWE: TEACHER QUESTIONNAIRE 1

Please complete the following questionnaire **BEFORE** you start your GROWE training.

Thank you for agreeing to participate in the GROWE project. We would be very grateful if you could complete this questionnaire so that we can understand the impact the GROWE training might have on your teaching. Please answer the questions in as much detail as you can.

*We would first like to ask you to choose a secret word known only to yourself. This will enable us to track any changes in your responses, but will keep them entirely anonymous. We will ask you to state this word in each subsequent questionnaire we ask you to complete, so please make a careful note of it!*

Secret word:

Next, could you please answer the following:

A. What country do you teach in?

B. What subject do you teach?

C. How many years have you been teaching for?

Please circle one:    0-4    5-9    10-14    15+

Now, turn over the page to answer the following questions:

1. How important do you consider students' literacy skills are for students to learn successfully in your subject?

*Please rate on a scale of 1-10 where 1 = not important at all and 10 = very important indeed*

1      2      3      4      5      6      7      8      9      10

Please explain your answer:

2. Currently, how much explicit focus do you give to literacy skills within your teaching?

*Please tick one*

Every lesson

In the majority of lessons

Regularly, but in the minority of lessons

Seldom

Please explain your answer:

3. Which of the following areas of literacy, if any, are you more likely to spend teaching time on?

*Tick the box which reflects most accurately your teaching*

	very likely	likely	less likely	not likely at all
Reading comprehension	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing for thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaborative talk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. For each of the following areas of literacy, consider whether you teach your students specific strategies that will help them to develop the associated skills, whether you give them opportunities to practise the associated skills or whether you offer a mixture of both.

*Please tick one box for each area of literacy*

	specific strategies	opportunities to practice	mixture of both
Reading comprehension	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing for thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaborative talk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Any further comments:

5. Which strategies, if any, have you found particularly effective and why?

6. How important do you consider social and emotional skills are for students to learn successfully in your subject?

*Please rate on a scale of 1-10 where 1 = not important at all and 10 = very important indeed*

1      2      3      4      5      6      7      8      9      10

Please explain your answer:

7. Currently, how much explicit focus do you give to social and emotional skills within your teaching?

*Please tick one*

Every lesson

In the majority of lessons

Regularly, but in the minority of lessons

Seldom

Please explain your answer:

8. Which of the following two socio-emotional competencies, if either, are you more likely to spend teaching time on?

*Please tick the box which reflects most accurately your teaching for each competence*

	very likely	likely	less likely	not likely at all
Self-Awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relationship Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Any further comments:

9. For each of two socio-emotional competencies, consider whether you teach your students specific strategies that will help them to develop the associated skills, whether you give them opportunities to practise the associated skills or whether you offer a mixture of both.

*Please tick one box for each competence*

	specific strategies	opportunities to practice	mixture of both
Self-Awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relationship Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Any further comments:

10. Which strategies, if any, have you found particularly effective and why?

11. How confident do you currently feel in implementing explicit strategies to support your students' literacy and socio-emotional skills?

*Please rate on a scale of 1-10 where 1 = not confident at all and 10 = very confident indeed*

Literacy Strategies:            1    2    3    4    5    6    7    8    9    10

Socio-emotional Strategies: 1    2    3    4    5    6    7    8    9    10

Please explain your answer:

12. Currently, how often do you use authentic texts in your teaching?

*Please tick one*

- Every lesson
- In the majority of lessons
- Regularly, but in the minority of lessons
- Seldom

13. What benefits do you consider authentic texts might bring?

14. What challenges do you think using authentic texts might pose?

**Many thanks for the time you have given to complete this questionnaire. Your responses will be invaluable as we assess the impact of the GROWE model on teachers' practice.**

**Appendix 5**

**GROWE: TEACHER QUESTIONNAIRE 2**

**Please complete the following questionnaire AFTER you have completed your GROWE training.**

We would be very grateful if you could complete this follow up questionnaire so that we can understand the impact the GROWE training has had on your teaching. Please answer the questions in as much detail as you can.

*Please record here the secret word you gave for 'Teacher Questionnaire 1' so that we can track the impact the training has had on your individual teaching. The secret word will enable us to link your responses here to the responses you gave on the earlier questionnaire but protects your anonymity.*

Secret word:

Now, turn over the page to answer the following questions:

1. How important do you now consider students' literacy skills are for students to learn successfully in your subject?

*Please rate on a scale of 1-10 where 1 = not important at all and 10 = very important indeed*

1      2      3      4      5      6      7      8      9      10

Please explain your answer, especially if there has been a change:

2. Currently, how much explicit focus do you give to literacy skills within your teaching?

*Please tick one*

Every lesson

In the majority of lessons

Regularly, but in the minority of lessons

Seldom

Please explain your answer:

3. Which of the following areas of literacy, if any, are you now more likely to spend teaching time on?

*Tick the box which reflects most accurately your teaching*

	very likely	likely	less likely	not likely at all
Reading comprehension	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing for thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaborative talk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. For each of the following areas of literacy, consider whether you teach your students specific strategies that will help them to develop the associated skills, whether you give them opportunities to practise the associated skills or whether you offer a mixture of both.

*Please tick one box for each area of literacy*

	specific strategies	opportunities to practice	mixture of both
Reading comprehension	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing for thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaborative talk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Any further comments:

5. Which strategies, if any, have you found particularly effective and why?

6. How important do you now consider social and emotional skills are for students to learn successfully in your subject?

*Please rate on a scale of 1-10 where 1 = not important at all and 10 = very important indeed*

1    2    3    4    5    6    7    8    9    10

Please explain your answer, especially if there has been a change:

7. Currently, how much explicit focus do you give to social and emotional skills within your teaching?

*Please tick one*

Every lesson

In the majority of lessons

Regularly, but in the minority of lessons

Seldom

Please explain your answer:

8. Which of the following two socio-emotional competencies, if either, are you more likely to spend teaching time on?

*Please tick the box which reflects most accurately your teaching for each competence*

	very likely	likely	less likely	not likely at all
Self-Awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relationship Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Any further comments:

9. For each of two socio-emotional competencies, consider whether you teach your students specific strategies that will help them to develop the associated skills, whether you give them opportunities to practise the associated skills or whether you offer a mixture of both.

*Please tick one box for each competence*

	specific strategies	opportunities to practice	mixture of both
Self-Awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relationship Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Any further comments:

10. Which strategies, if any, have you found particularly effective and why?

11. How confident do you now feel in implementing explicit strategies to support your students' literacy and socio-emotional skills?

*Please rate on a scale of 1-10 where 1 = not confident at all and 10 = very confident indeed*

Literacy Strategies:            1    2    3    4    5    6    7    8    9    10

Socio-emotional Strategies: 1    2    3    4    5    6    7    8    9    10

Please explain your answer:

12. Currently, how often do you use authentic texts in your teaching?

*Please tick one*

- Every lesson
- In the majority of lessons
- Regularly, but in the minority of lessons
- Seldom

13. What benefits do you consider authentic texts might bring?

14. What challenges do you think using authentic texts might pose?

**Many thanks for the time you have given to complete this questionnaire. Your responses will be invaluable as we assess the impact of the GROWE model on teachers' practice.**

Appendix 6

## **GROWE: Tracking Students' DL and SEL Competencies (Teacher Questionnaire)**

Please select **3 students** whose competencies in disciplinary literacy (DL) and social and emotional learning (SEL) you would like to track.

One student should be a high achieving student in your subject (student A), one student should be a medium achieving student in your subject (student B) and one student should be a low achieving student in your subject (student C).

For each student, please grade their abilities in each of the following DL and SEL competencies: Reading Comprehension (DL), Writing for Learning (DL), Collaborative Talk (DL), Self-Awareness (SEL) and Relationship Skills (SEL). For each student, an attainment band and a level within that band need to be given in each of the strands.

When assessing each student, please review the associated capacities for each strand of DL and SEL and utilise the pen portraits/level descriptors to support your judgement, using a 'best fit' model. Place each student in one of the 4 attainment bands ('excellent'; 'good'; 'satisfactory'; 'beginner') in each strand and then allocate the level (1-10) which most appropriately reflects where they sit within that band.

Please complete this assessment **twice**, once at the beginning of the project and once at the end of the project.

*Please record here the secret word you gave for 'Teacher Questionnaire 1' so that we can track the impact the training is having on the students you teach.*

Secret word:

Please state the age of the students:

Please state which assessment this is:  
[beginning/end]

## DISCIPLINARY LITERACY

<b>Reading Comprehension</b>			
<p><u>Capacities:</u></p> <ul style="list-style-type: none"> <li>• Draw on prior subject specific knowledge to make meaningful links with the text to help build a fuller 'mental model' of it</li> <li>• Seek clarification of unfamiliar vocabulary, phrases and concepts specific to a discipline encountered in the text</li> <li>• Generate questions to check comprehension of the text and develop subject specific knowledge</li> <li>• Deduce from the text implied meanings and inferences relevant to the specific subject</li> <li>• Make subject specific predictions on what has been read so far which would be meaningful within a specific discipline and consistent with the genre of text</li> <li>• Summarise the meanings of sections of text to consolidate and deepen subject specific understanding</li> <li>• Summarise a text's main argument, recognising how the author has constructed that knowledge consistent with its discipline</li> </ul>			
<b>OVERALL JUDGEMENT</b>			
	STUDENT A	STUDENT B	STUDENT C
Excellent Good Satisfactory Beginner			
Level 1-10			

<b>Writing for Learning</b>			
<p><u>Capacities:</u></p> <ul style="list-style-type: none"> <li>• Use subject specific vocabulary and linguistic structures appropriately to convey disciplinary understanding and develop disciplinary thinking in writing</li> <li>• Select and use graphic organisers effectively to support subject specific thinking</li> <li>• Formulate in writing key subject specific questions to drive future disciplinary thinking</li> <li>• Use a range of planning and reviewing tools effectively to ensure writing is appropriate for the disciplinary task and audience</li> <li>• Produce clear and precise summaries of concepts and ideas which are consistent with the subject specific writing conventions</li> <li>• Produce a coherent paragraph to elaborate on one idea or question which is consistent with the subject specific writing conventions</li> <li>• Produce a critical commentary on a text which acknowledges the author's unique perspective relevant to the specific discipline</li> </ul>			
<b>OVERALL JUDGEMENT</b>			
	STUDENT A	STUDENT B	STUDENT C
Excellent Good Satisfactory Beginner			

Level 1-10			
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### Collaborative Talk

Capacities:

- Use collaborative talk effectively to clarify subject specific vocabulary, phrases and concepts
- Draw and build on subject specific knowledge collaboratively to keep discussions accountable within the discipline
- Use subject specific language to generate collaboratively clear and accurate summaries which deepen disciplinary understanding
- Use subject specific reasoning skills collaboratively to evaluate, scrutinise and reflect on ideas, concepts or theories effectively within the discipline
- Collaborate to plan and review a task using subject specific strategies
- Collaborate to review the author’s ways of thinking, skills and tools
- Collaborate to assess the importance and functions of meaningful reading

**OVERALL JUDGEMENT**

	STUDENT A	STUDENT B	STUDENT C
Excellent Good Satisfactory Beginner			
Level 1-10			

### SOCIAL AND EMOTIONAL LEARNING

#### Self-Awareness

Capacities:

- Integrating personal and social identities
- Identifying personal, cultural, and linguistic assets
- Identifying one’s emotions
- Demonstrating honesty and integrity
- Linking feelings, values, and thoughts
- Examining prejudices and biases
- Experiencing self-efficacy
- Having a growth mindset
- Developing interests and a sense of purpose

**OVERALL JUDGEMENT**

	STUDENT A	STUDENT B	STUDENT C

Excellent Good Satisfactory Beginner			
Level 1-10			

## Relationship Skills

### Capacities:

- Communicating effectively
- Developing positive relationships
- Demonstrating cultural competency
- Practicing teamwork and collaborative problem-solving
- Resolving conflicts constructively
- Resisting negative social pressure
- Showing leadership in groups
- Seeking or offering support and help when needed
- Standing up for the rights of others

### **OVERALL JUDGEMENT**

	STUDENT A	STUDENT B	STUDENT C
Excellent Good Satisfactory Beginner			
Level 1-10			

## **Appendix 7**

### **DL Capacities**

#### READING COMPREHENSION

The ability to actively engage with complex, subject specific texts to achieve deeper disciplinary understanding. This includes the capacities to:

- Draw on prior subject specific knowledge to make meaningful links with the text to help build a fuller 'mental model' of it
- Seek clarification of unfamiliar vocabulary, phrases and concepts specific to a discipline encountered in the text
- Generate questions to check comprehension of the text and develop subject specific knowledge
- Deduce from the text implied meanings and inferences relevant to the specific subject
- Make subject specific predictions on what has been read so far which would be meaningful within a specific discipline and consistent with the genre of text
- Summarise the meanings of sections of text to consolidate and deepen subject specific understanding
- Summarise a text's main argument, recognising how the author has constructed that knowledge consistent with its discipline

#### WRITING FOR LEARNING

The ability to use disciplinary writing skills to support and deepen understanding of key concepts and ideas important within a specific discipline. This includes the capacities to:

- Use subject specific vocabulary and linguistic structures appropriately to convey disciplinary understanding and develop disciplinary thinking in writing
- Select and use graphic organisers effectively to support subject specific thinking
- Formulate in writing key subject specific questions to drive future disciplinary thinking
- Use a range of planning and reviewing tools effectively to ensure writing is appropriate for the disciplinary task and audience
- Produce clear and precise summaries of concepts and ideas which are consistent with the subject specific writing conventions
- Produce a coherent paragraph to elaborate on one idea or question which is consistent with the subject specific writing conventions
- Produce a critical commentary on a text which acknowledges the author's unique perspective relevant to the specific discipline

#### COLLABORATIVE TALK

The ability to actively engage in disciplinary discussion to deepen subject specific knowledge and understanding. This includes the capacities to:

- Use collaborative talk effectively to clarify subject specific vocabulary, phrases and concepts
- Draw and build on subject specific knowledge collaboratively to keep discussions accountable within the discipline

- Use subject specific language to generate collaboratively clear and accurate summaries which deepen disciplinary understanding
- Use subject specific reasoning skills collaboratively to evaluate, scrutinise and reflect on ideas, concepts or theories effectively within the discipline
- Collaborate to plan and review a task using subject specific strategies
- Collaborate to review the author’s ways of thinking, skills and tools
- Collaborate to assess the importance and functions of meaningful reading

## **SEL Capacities**

### SELF-AWARENESS

The abilities to understand one’s own emotions, thoughts, and values and how they influence behaviour across contexts. This includes capacities to recognize one’s strengths and limitations with a well-grounded sense of confidence and purpose. Such as:

- Integrating personal and social identities
- Identifying personal, cultural, and linguistic assets
- Identifying one’s emotions
- Demonstrating honesty and integrity
- Linking feelings, values, and thoughts
- Examining prejudices and biases
- Experiencing self-efficacy
- Having a growth mindset
- Developing interests and a sense of purpose

### RELATIONSHIP SKILLS

The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed. Such as:

- Communicating effectively
- Developing positive relationships
- Demonstrating cultural competency
- Practicing teamwork and collaborative problem-solving
- Resolving conflicts constructively
- Resisting negative social pressure
- Showing leadership in groups
- Seeking or offering support and help when needed
- Standing up for the rights of others

## Appendix 8

### Pen Portraits: SEL Competencies

#### Level Descriptors

Self-Awareness	
EXCELLENT	Levels 9 - 10
<p>The student has a highly developed understanding of their personal identity and how they fit into their family, community and the wider world. They have a very strong understanding of their personal, cultural and linguistic strengths and limitations. They are able to identify and describe a variety of graded emotions in themselves and others with a high degree of confidence and accuracy, demonstrating a clear understanding how this process can inform thinking and influence relationships. They display a very well-rounded sense of confidence and purpose, linked to a very positive self-concept. They exhibit a very strong growth mindset which enables them to build on their strengths and persist through challenges.</p>	
GOOD	Levels 6 - 8
<p>The student has a well-developed understanding of their personal identity and how they fit into their family, community and the wider world. They have a strong understanding of their personal, cultural and linguistic strengths and limitations. They are able to identify and describe a variety of graded emotions in themselves and others with confidence and accuracy, demonstrating an understanding how this process can inform thinking and influence relationships. They display a well-rounded sense of confidence and purpose, linked to a positive self-concept. They exhibit a strong growth mindset which enables them to build on their strengths and persist through challenges.</p>	
SATISFACTORY	Levels 3 – 5
<p>The student has an understanding of their personal identity and how they fit into their family, community and the wider world. They have an understanding of their personal, cultural and linguistic strengths and limitations. They are able to identify and describe a variety of graded emotions in themselves and others with some confidence and accuracy, demonstrating some understanding how this process can inform thinking and influence relationships. They display a sense of confidence and purpose, linked to a positive self-concept. They exhibit a growth mindset which enables them to build on their strengths and persist through challenges.</p>	
BEGINNER	Levels 1 - 2
<p>The student has some understanding of their personal identity and how they fit into their family, community and the wider world. They have some understanding of their personal, cultural and linguistic strengths and limitations. They are sometimes able to identify and describe a variety of graded emotions in themselves and others with confidence and accuracy, and are beginning to understand how this process can inform thinking and influence relationships. They display some sense of confidence and purpose, linked to a mostly positive self-concept. They exhibit the beginnings of a growth mindset which enables them to sometimes build on their strengths and sometimes persist through challenges.</p>	

<b>Relationship Skills</b>	
EXCELLENT	Levels 9 - 10
<p>The student's communication skills are highly effective. They are able to establish and maintain very positive, respectful relationships and are able to navigate diverse groups with high levels of understanding and empathy. When working together with others, they participate and contribute consistently well, collaborating very well on group goals and taking a leading role in overcoming setbacks and disagreements. They are able to draw on a range of strategies to resist unwanted pressure and are able to advocate very confidently for their own needs and the needs of others.</p>	
GOOD	Levels 6 - 8
<p>The student's communication skills are effective. They are able to establish and maintain positive, respectful relationships and are able to navigate diverse groups with good levels of understanding and empathy. When working together with others, they participate and contribute productively, helping to achieve group goals and overcoming setbacks and disagreements proactively. They are able to resist unwanted pressure and are able to advocate confidently for their own needs and the needs of others.</p>	
SATISFACTORY	Levels 3 – 5
<p>The student is mostly able to articulate their thoughts and ideas clearly and listen to others actively. They are mostly able to establish and maintain positive relationships and are mostly able to navigate diverse groups with some understanding and empathy. When working together with others, they are mostly able to participate and contribute productively, helping mostly to achieve group goals, and can be involved in overcoming setbacks and disagreements. They are mostly able to resist unwanted pressure and are able to advocate for their own needs and the needs of others.</p>	
BEGINNER	Levels 1 - 2
<p>The student is sometimes able to articulate their thoughts and ideas clearly and listen to others actively. They are beginning to be able to establish positive relationships and are sometimes able to navigate diverse groups with some understanding and empathy. When working together with others, they can sometimes participate and contribute productively, sometimes helping to achieve group goals, and can sometimes help to overcome setbacks and disagreements. They are sometimes able to resist unwanted pressure and are sometimes able to advocate for their own needs and the needs of others.</p>	

<b>Reading Comprehension</b>	
EXCELLENT	Levels 9 - 10
<p>The student is consistently able to activate prior knowledge if necessary, identifying meaningful links to the disciplinary text with high levels of confidence. They are able to draw on a wide range of strategies which enable them to clarify disciplinary vocabulary, phrases and concepts very effectively. They are able to formulate their own disciplinary questions in response to a text with significant ease, thereby successfully strengthening their understanding of the text. They are able to deduce implied meanings in disciplinary texts with skill, demonstrating considerable insight. Any predictions they make, based on what they have read, are highly meaningful within the subject and highly consistent with the genre of the text. They are consistently able to identify key content in sections of a text to produce very accurate and pertinent summaries. They are able to identify the author's main argument in a text with very strong disciplinary accuracy and insight.</p>	
GOOD	Levels 6 - 8
<p>The student is usually able to activate prior knowledge if necessary, identifying meaningful links to the disciplinary text with confidence. They are able to draw on a range of strategies which enable them to clarify disciplinary vocabulary, phrases and concepts effectively. They are able to formulate their own disciplinary questions in response to a text with ease, thereby successfully strengthening their understanding of the text. They are able to deduce implied meanings in disciplinary texts with skill, demonstrating good insight. Any predictions they make, based on what they have read, are meaningful within the subject and consistent with the genre of the text. They are frequently able to identify key content in sections of a text to produce accurate summaries. They are able to identify the author's main argument in a text with strong disciplinary accuracy and insight.</p>	
SATISFACTORY	Levels 3 – 5
<p>The student is often able to activate prior knowledge if necessary, identifying meaningful links to the disciplinary text. They are able to draw on some strategies which enable them to clarify disciplinary vocabulary, phrases and concepts. They are able to formulate their own disciplinary questions in response to a text with some independence, thereby helping to strengthen their understanding of the text. They are able to deduce implied meanings in disciplinary texts. Any predictions they make, based on what they have read, are mostly meaningful within the subject and mostly consistent with the genre of the text. They are able to identify most key content in sections of a text to produce reasonably accurate summaries. They are able to identify the author's main argument in a text with disciplinary accuracy.</p>	
BEGINNER	Levels 1 - 2
<p>The student is sometimes able to activate prior knowledge if necessary and is beginning to be able to identify meaningful links between the prior knowledge and the disciplinary text. They are sometimes able to draw on strategies which help them to clarify disciplinary vocabulary, phrases and concepts. They are able to formulate their own disciplinary questions in response to a text with support and thereby start to strengthen their understanding of the text. They are starting to be able to deduce implied meanings in disciplinary texts, often needing support. Any predictions they make, based on what they have read, are sometimes meaningful within the subject and</p>	

sometimes consistent with the genre of the text. They are sometimes able to identify key content in sections of a text to produce summaries. They are able to identify the author's main argument in a text with some disciplinary accuracy.

**Writing for Learning**

EXCELLENT

Levels 9 - 10

When writing, the student is consistently able to employ subject specific vocabulary accurately, with a keen understanding of subject specific connotations where relevant, and can draw from a very wide range of stylistic features appropriate to the discipline with very high levels of skill and control. They have a very strong understanding of how to use graphic organisers to support subject specific thinking and can select which to use for a specific task with confidence. They consistently demonstrate a very strong disciplinary curiosity, reflected in their ability to formulate highly pertinent questions which will be highly successful in opening up thinking. They have a very strong understanding that writing is a process and they can draw from a very wide range of disciplinary planning and reviewing tools, using them very effectively to ensure their writing is appropriate to the task and the audience. They can use disciplinary writing conventions very confidently to summarise disciplinary concepts and ideas and to elaborate on single ideas and questions very successfully. They have an astute understanding of the relationship between author, audience, purpose and task which enables them to develop an extended critique of a disciplinary text.

GOOD

Levels 6 - 8

When writing, the student is frequently able to employ subject specific vocabulary accurately, with a good understanding of subject specific connotations where relevant, and can draw from a wide range of stylistic features appropriate to the discipline with good levels of skill and control. They have a strong understanding of how to use graphic organisers to support subject specific thinking and can select which to use for a specific task with confidence. They frequently demonstrate a strong disciplinary curiosity, reflected in their ability to formulate pertinent questions which will be successful in opening up thinking. They have a strong understanding that writing is a process and they can draw from a wide range of disciplinary planning and reviewing tools, using them effectively to ensure their writing is appropriate to the task and the audience. They can use disciplinary writing conventions confidently to summarise disciplinary concepts and ideas and to elaborate on single ideas and questions successfully. They have a strong understanding of the relationship between author, audience, purpose and task which enables them to develop an extended critique of a disciplinary text.

SATISFACTORY

Levels 3 – 5

When writing, the student is mostly able to employ subject specific vocabulary accurately, with a secure understanding of subject specific connotations where relevant, and can draw from a range of stylistic features appropriate to the discipline with secure levels of skill and control. They have a secure understanding of how to use graphic organisers to support subject specific thinking and can select which to use for a specific task with some confidence. They can demonstrate a disciplinary curiosity, reflected in their ability to formulate some pertinent questions which will be mostly successful in opening up thinking. They have a secure understanding that writing is a process and they can draw from a range of disciplinary planning and reviewing tools, using them securely to ensure their writing is appropriate to the task and the audience. They can use disciplinary writing conventions mostly confidently to summarise disciplinary concepts and ideas and to elaborate on single ideas and questions mostly with success. They have a secure

understanding of the relationship between author, audience, purpose and task which enables them to develop a critique of a disciplinary text.

BEGINNER

Levels 1 - 2

When writing, the student is sometimes able to employ subject specific vocabulary accurately, with some understanding of subject specific connotations where relevant, and is beginning to use some stylistic features appropriate to the discipline with emerging levels of skill and control. They have some understanding of how to use graphic organisers to support subject specific thinking and can sometimes select which to use for a specific task with confidence. They can sometimes demonstrate a disciplinary curiosity and they can sometimes formulate questions which can sometimes be successful in opening up thinking. They are beginning to understand that writing is a process and they can use some disciplinary planning and reviewing tools. Their writing is sometimes appropriate to the task and the audience. They can sometimes use disciplinary writing conventions confidently to summarise disciplinary concepts and ideas and to elaborate on single ideas and questions with some success. They have some understanding of the relationship between author, audience, purpose and task which enables them to start to develop a critique of a disciplinary text.

<b>Collaborative Talk</b>	
EXCELLENT	Levels 9 - 10
<p>When discussing collaboratively, the student is consistently able to help explain and elucidate subject specific vocabulary, phrases and concepts very effectively, listening and building on other students' contributions highly productively. When relevant, they are able to activate highly pertinent prior knowledge, helping to deepen the group's disciplinary understanding. They can develop, together with other students, very clear and highly pertinent summaries of arguments, using subject specific terminology with great accuracy. They are able to employ subject specific reasoning skills very effectively in discussions with other students, helping to deepen the group's evaluation, scrutiny and reflection of ideas, concepts and theories, responding highly constructively to other students' contributions. They demonstrate a very strong ability to plan and review tasks together with other students, drawing on a very wide range of subject specific strategies. They are consistently able to share very helpful insights which build a deeper understanding of an author's purpose and how the author has achieved this purpose. They consistently contribute constructively to discussions which apprise the subject specific thinking and understanding supported by interaction with texts.</p>	
GOOD	Levels 6 - 8
<p>When discussing collaboratively, the student is frequently able to help explain and elucidate subject specific vocabulary, phrases and concepts effectively, listening and building on other students' contributions productively. When relevant, they are able to activate pertinent prior knowledge, helping to deepen the group's disciplinary understanding. They can develop, together with other students, clear and pertinent summaries of arguments, using subject specific terminology with good accuracy. They are able to employ subject specific reasoning skills effectively in discussions with other students, helping to deepen the group's evaluation, scrutiny and reflection of ideas, concepts and theories, responding constructively to other students' contributions. They demonstrate a strong ability to plan and review tasks together with other students, drawing on a wide range of subject specific strategies. They are frequently able to share helpful insights which build a deeper understanding of an author's purpose and how the author has achieved this purpose. They frequently contribute constructively to discussions which apprise the subject specific thinking and understanding supported by interaction with texts.</p>	
SATISFACTORY	Levels 3 – 5
<p>When discussing collaboratively, the student is able to help explain and elucidate most subject specific vocabulary, phrases and concepts, listening and building on other students' contributions with some success. When relevant, they are able to activate some prior knowledge, helping to deepen the group's disciplinary understanding. They can develop, together with other students, mostly clear summaries of arguments, using subject specific terminology with some accuracy. They are mostly able to employ subject specific reasoning skills effectively in discussions with other students, helping to deepen the group's evaluation, scrutiny and reflection of ideas, concepts and theories, responding mostly constructively to other students' contributions. They demonstrate a secure ability to plan and review tasks together with other students, drawing on a secure range of subject specific strategies. They are able to share some helpful insights which build a deeper understanding of an author's purpose and how the author has achieved this</p>	

purpose. They contribute mostly constructively to discussions which apprise the subject specific thinking and understanding supported by interaction with texts.

BEGINNER

Levels 1 - 2

When discussing collaboratively, the student is sometimes able to help explain and elucidate subject specific vocabulary, phrases and concepts, at times listening and building on other students' contributions. When relevant, they are beginning to be able to activate prior knowledge, helping to deepen the group's disciplinary understanding. They can sometimes develop, together with other students, summaries of arguments, using some subject specific terminology accurately. They are beginning to be able to employ subject specific reasoning skills effectively in discussions with other students, helping to deepen the group's evaluation, scrutiny and reflection of ideas, concepts and theories, responding sometimes constructively to other students' contributions. They are beginning to demonstrate an ability to plan and review tasks together with other students, drawing on subject specific strategies. They are sometimes able to share insights which can build a deeper understanding of an author's purpose and how the author has achieved this purpose. They can sometimes contribute constructively to discussions which apprise the subject specific thinking and understanding supported by interaction with texts.

## Appendix 9

### **GROWE: Semi-Structured Group Interview with Students**

Teachers:

We want to understand the impact the students themselves feel the GROWE model has had on their DL and SEL skills.

Please conduct this interview at the end of the project.

In consultation with your GROWE trainer, select 5/6 students from your class to participate in this interview.

Please use the following questions as a guide to your interview and ask any relevant follow-up questions where necessary to explore the students' thoughts in more depth. Some suggestions of the things you might like to draw out are suggested in italics.

Please record your interviews. A video recording would be preferred, but an audio recording will be sufficient, if this is not possible.

#### **Interview Questions**

Over the time you have been participating in the GROWE project:

- **How do you think your ability to read and understand texts has changed?**  
*Are there any strategies you have been taught which have been useful? Do you think you are gaining a deeper understanding the texts you are reading? Why? What do you feel about using authentic texts rather than textbooks? Do you look at the author differently?*
- **Do you think your ability to use writing to support your thinking has changed?**  
*Are you more aware of how different subjects use writing differently? Can you think of any examples? Are there any writing strategies you have found help to support your writing? What aspect of your writing has improved?*
- **How do you think your ability to talk with your peers has changed?**  
*How do you find articulating your ideas? Can you listen and build on others' contributions? Is your talk more constructive and purposeful? Can you work collaboratively towards group goals?*
- **What have you learned about yourself over the last term?**  
*Are you able to identify your emotions/triggers/consequences more easily? Do you understand how your emotions can affect your thinking and behaviour? Are you able to identify your strengths more easily? Do you feel more part of the school community?*
- **What have you learned about working with other students?**  
*Are you better able to establish positive relationships? Do you feel you have greater respect and more empathy for your fellow students? How do you find working collaboratively? Are*

*you better able to resolve setbacks/disagreements? How do you feel about advocating for yourself/others?*

- **How do you feel now when you are set a challenging task?**  
*Do you see challenge as an opportunity or do you shy away from it? Do you feel you have more persistence? Do you believe you will succeed if you carry on trying?*
- **What have you most enjoyed/found most useful in the work you have done during the GROWE project?**
- **What things have you least enjoyed/found most challenging in the work you have done during the GROWE project?**