

programme management in careers work - the questions

There are 17 questions here, but you don't need to answer them all. Work on what are relevant to your role. The whole thing can be done in an-hour-or-so. The enquiry needs you relate what you say to :

- > **careers work** a learning activity to help people figure out what they will do about their working lives
- > **programme management** what you do to ensure that this learning activity runs well
- > **a particular focus** one aspect or theme in that learning activity - it may extend over time, or be a short, free-standing or one-off activity.

The information you provide will be assembled into an analysis. You can keep it anonymous (see last page).

Programme management is not one thing. You'll be asked to say (below) which of these positions apply:

- > **ORG** organisation-wide - taking account of everything done on the name of careers work
- > **DEP** department-located - taking account of what a single department or section staff do
- > **IND** individually undertaken - supplementing what mainstream departments do

The process on the following pages asks you to...

- > tell of your programme-manager's role
- > work only on questions that apply to your role (put a line through the not-applicable);
- > work in any order (see page two).

you can find how others have responded to this questionnaire at...
<http://www.hihohiho.com/activeprojects/cafmngmntxmpls.pdf>

your programme-management position

organisation:	specialist school	title of learning activity:	PLTS - personal learning and thinking skills	students'-or-clients' age-range:	11-18
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your role on this programme - title or description	average weekly hours on this work		what is your position.. ORG / DEP / IND (see above)
	official	voluntary	
history coordinator			DEP

You can apply this method to other programme-management roles you have - see the last page

There is no need to go through this in any particular order - start where it suits, pass over what doesn't fit your work

activity:

key features and examples	page 1
where this happens	page 2
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team-building:

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drafting and redrafting your answers...

the questions are intended to be thought-provoking - answering them might help re-shape your ideas about the role you might therefore want to draft and redraft - that's fine

to get more printouts, go to...

<http://www.hihohiho.com/activeprojects/cafmanagement.pdf> - to write by hand

<http://www.hihohiho.com/activeprojects/cafmanagement.doc> - to keyboard

contact information is on the last pag

the role - what happens

- 1:** questions 1-3 are on programme-activity - what is done by the manager, the partners who help, and the students-and-clients
please describe the programme in row 1 - and, in row 2, give illustrative examples that help to appreciate the programme

	main facts	what people do	why it works well
row 1: key features	<p>PLTS is an attempt to get the students to work independently and creatively, to work as part of a team, and to be prepare for the wider world.</p>	<p>As the history coordinator I worked on it developing projects for every year-group.</p> <p>The projects encourage students to work as part of a team - but they also have an independent aspect - needed to meet the PLTS criteria.</p>	<p>There are six areas of achievement, which - I think - came from the national curriculum authority. They are to be independent enquirers, creative thinkers, team workers, self managers, effective participators and reflective learners.</p>
row two: examples	<p>'How popular were the Nazis?' interest the students. It is a big task students.</p>	<p>They work in a group, taking on different aspects of the work individually, and coming together to share their ideas. The project design suggest areas - such as 'economy', 'propaganda', 'violence' and other focuses for enquiry. They can tell each other 'this is what I have found out', and then each can take that away to write up their own accounts.</p>	<p>All the students learn something which can be fed back to history - showing how successful they have been. We add their test scores in the history project to their overall history assessment. We have to make our own assessment of this - they are doing on historiographic work. It is useful in their A-level work - one of the aspects we push.</p>

activity - settings

2: please say where students-or-clients are on this programme - tick the rows that apply - and then tell more, to the right, in the rows that apply

where were the students-or-clients...	yes? ✓	length of slots	how many slots	over what period	advantages of this setting	disadvantages
...existing teaching-and-learning slots	✓					
...special set-aside slots						
...going out into the local area						
...going out farther afield						
...other						

activity - what students-or-clients do

3: please tick one or more of the student-or-client activities - and then complete, to the right, the rows that apply

they are engaged with...	✓	underline how frequently?	good because...	needs care because...
...listening to lectures and talks		at times / often / usually / always		
...looking at films or videos		at times / often / usually / always		
...filling in worksheets		at times / often / usually / always		
...taking part in discussion	✓	at times / often / <u>usually</u> / always		
...meeting and talking with new people		at times / often / usually / always		
...creating a new invention product or art-work	✓	at times / often / <u>usually</u> / always		
...taking part in an 'as-if-I-were' role		at times / often / usually / always		
...taking on a real role, in real time with real consequences		at times / often / usually / always		
...doing any of this in groups or teams	✓	at times / often / <u>usually</u> / always		
...other student-or-client activity		at times / often / usually / always		

activity - how you get things moving

4: please tick the descriptions which apply to the how you see your role in this programme - then complete, to the right, the rows that apply

working as...	✓	how does the manager work in this way?	why is this important?
...an educator supporting appropriate learning	✓		
...a fixer making arrangements work well			
...a leader pushing new things forward			
...a developer creating and inventing from scratch	✓		
...a coordinator keeping everything in- touch and together			
...other ways			

team-building - how you find partners

5: questions 5-9 are on team-building - about you identify, involve and support partners, in the organisation and in the community
please tick who is sought as partners to help - then complete all the rows to the right

the manager tries to find partners
who...

✓ rank ✓'s
importance

ranked in this order because....

...have time available, can spare the time			
...can offer useful expertise or experience	✓		I go for narrative subjects. I thought that there are some subjects that will not fit into PLTS so well. I once said that maths is an example, but I got shot down, because maths does some very creative things. And, when you actually take a step back from it - you can see that they are doing something worthwhile
...can fire-up student's-or-client's interest			
...understand the importance of this work	✓		I want to go on to work with another subject.
...are ready to be trusted with the special challenge of this work			
...other needed characteristics coincidence	✓		I share offices with religious education

team-building - how you involve people

6: team-building from another angle - who are your active helping-partners in this programme - tick, rank and work all to the right

finding them among...	✓	rank ✓'s importance	ranked in this order because....
colleagues			We see it as a pilot - we will adapt it. It will be about creating an on-line newspaper. We may not get to where they each produce their own individual assessment on this. In history we need a grade at which can be related to the National Curriculum. English and history.
...current students-or-clients			
...former students-or-clients			
... people from students'-or-clients' home-life			
...business people			
...working people in all walks-of-life			
...other people the school's programme manager for applied learning			I told her that I think what I am doing here can be adapted into other subjects. It would mean that we would have every single subject, or at least a core of subjects, working in the same way. What is shown to work in one subject can be applied in another. And the students would be familiar with it - they can start to use it without delay.

team-building - how you approach people

7: yet another take on team-building - please tick one-or-more for your approaches to partners, rank them - then work right on those rows

winning their interest means...	✓	rank ✓'s importance	ranked in this order because....
...seeing people individually			
...arranging training or support			
...make sure everybody knows what is going on			
...make it clear that people can volunteer			
...in other ways			

team building - your management style

8: team-building influence - please tick and rank the how the manager involves and supports partners - then work on those rows

people are influenced by...	✓	rank ✓'s importance	this approach is effective because....
... a senior position			
...making resources available	✓	2	
....good personal relationships	✓	3	
....seeing how the action is in their interests	✓	1	
...calls on manager's evidence and expertise			
...other forms of influence			

team-building - being part of programme-manager's team

9: this returns to your role in this activity, but it also asks whether you see yourself as part of a programme-manager's team if so please tick what's that manager does - and 'who' it is, including yourself as 'me' - then work to the right on the ticked rows

working as...	✓	who?	how does the manager work in this way?	why is this important?
...an educator supporting appropriate learning				
...a fixer organising budgets and procedures			don't think I would call her an applied-learning manager	
...a leader pushing 'out there' new ideas for action			I see Sarah as an applied-learning leader or applied-learning coordinator.	she is a leader because she keeps you moving. With a leader everybody reporting back to her, saying what they are doing, and checking that they are going in the right direction
...a developer creating and inventing from scratch				
...a coordinator keeping everybody in-touch and together			There are meetings for her people, when we share our ideas and progress.	coordinating is not the same as manager - it is making sure that everybody is getting on and doing the right thing.
...other ways			I believe that Sarah chose me because she could see my expertise in the area for knowing about PLTS - she has not arranged specific training. She has made it clear that people can volunteer for this work.	Sarah has been able to show me resources and show me how this will help me in my work as a teacher.

team building - your team manager's style

10: more on your team manager's work - please tick and rank the how that person support partners - then complete those rows to the right

I have influence because I...	✓	rank ✓'s importance	this approach is effective because....
...have a senior position			Sarah has helped me by giving me the 'applied learning' title. This is my opportunity to go ahead, make the links and develop the work. If Sarah had not taken an interest I would just have been tottering along in history. Sarah suggested English as the place to go first. She also said that I should not restrict my links to the narrative subjects.
...make resources available			There is bursary funding, which is a bit of motivation - to keep things going. There are times when I have other deadlines and things to cope with, and - if I did not have the funding - I would let PLTS take a back seat. I am getting paid for this, and I need that kind of motivation. I can't feel that I can just leave it.
....maintain good personal relationships			She also has good personal relationships.
....show how the action is in people's own interests			Sarah said it would be far too much work at the beginning - and also you want to make sure it works'. So we see this as a pilot scheme. It was more Sarah pointing me in the right direction - just helping me to make sure about where I want to go.
...can call on evidence and expertise			It was only when Sarah took an interest in what I was doing that we saw how we could progress with it. She also set out some guidelines concerning whether I should go forward to three or four links to start with.
...other forms of influence			Sarah's outstanding quality is that she is very motivated about applied learning. Whenever I make contact with her she has a specific interest in what I am doing, and about where I can take the next. So it's not just 'what you are doing is great - go with it', it is more 'okay, you have got what you have got - now let's see what more we can do'. It keeps me on track.

stakeholders - people to keep in the loop

11: questions 10-11 ask about links to other people with a significant interest in this activity - other than students-or-clients, and partners
please tick and rank which of these other people are consulted and informed about this work - and complete those rows to the right

informing and consulting...	✓	rank ✓'s importance	how often	ranked in this order because....
...senior managers in the organisation			annually / termly / monthly / weekly / daily	
governors, representatives or shareholders			annually / termly / monthly / weekly / daily	
...current working partners			annually / termly / monthly / weekly / daily	
...the 'out-there' business world			annually / termly / monthly / weekly / daily	
...students-or-clients'			annually / termly / monthly / weekly / daily	
...students-or-clients' people at home			annually / termly / monthly / weekly / daily	
...community groups			annually / termly / monthly / weekly / daily	
...other stakeholders			annually / termly / monthly / weekly / daily	

stakeholders - key messages

12: please say what you think are the most important messages to get across to stakeholders

message to...	key messages to get across	we try ✓	how the message is received
...senior managers in the organisation			rejected / indifference / accepted / enthusiasm
governors, representatives or shareholders			rejected / indifference / accepted / enthusiasm
...current working partners			rejected / indifference / accepted / enthusiasm
...the 'out-there' business world			rejected / indifference / accepted / enthusiasm
...students-or-clients'			rejected / indifference / accepted / enthusiasm
...students-or-clients' people at home			rejected / indifference / accepted / enthusiasm
...community groups			rejected / indifference / accepted / enthusiasm
...potential team members - not yet involved			rejected / indifference / accepted / enthusiasm
...other stakeholders			rejected / indifference / accepted / enthusiasm

outcomes - recognising success

13: questions 12-13 look for what counts as success - in whose terms? - on what criteria? - with what explanations?
 please say, where you can, what success in this activity might mean to these different groups - and, on the right, how many see it

in the eyes of...	what each of these would need to see in order to see success	what proportion of each group recognise this success
...senior managers in the organisation		none / some / most / all
governors, representatives or shareholders		none / some / most / all
...current working partners		none / some / most / all
...the 'out-there' business world		none / some / most / all
...students-or-clients'	Each of the projects has a product - a piece of history, a newspaper, or whatever. What happens to those products is entirely up to the students. They produce everything - from role-plays, through paper products, to videos games. I say to them that their imagination is their own - that is the creative aspect to it. So they can share their products in an end-of-project presentation day. Some of the students want to take them away as photo copies - it is their work, they created it.	none / some / most / all
...students-or-clients' people at home	Parents probably don't know much about these projects. They know that something is going on, but not what is actually happening. They would not know that it is PLTS. I am not in any conversation with parents about this is.	none / some / most / all
...community groups		none / some / most / all
...potential team members - not yet involved		none / some / most / all
...other groups		none / some / most / all

outcomes - accounting for success

14: how do you explain success - tick and rank order which of the factors count with you - and work to the right on those rows

factors for success...	✓	rank ✓ ^s importance	in what ways this factor helps this programme to succeed	how far you judge this factor accounts for success
...programme timing				some / significant / serious / critical
...programme- management style				some / significant / serious / critical
...organisation location or catchment area				some / significant / serious / critical
...organisation ethos or culture				some / significant / serious / critical
...organisation staff attitudes				some / significant / serious / critical
...senior-management attitudes				some / significant / serious / critical
...the local economy				some / significant / serious / critical
...student-or-client attitudes				some / significant / serious / critical
...background attitudes of students-or-clients				some / significant / serious / critical
other factors...				some / significant / serious / critical

thoughts and feelings - more to be done

15: questions 14-16 ask for your thoughts-and-feelings concerning how you manage this work - for the future, the now, and the past please say, at the top, how roles like should be developed - and, at the bottom, how this work can help you in your own career

where careers should be taking
your role

where your role can take
your career

I think this has opened up opportunities for me in my career. I am getting to the stage in when I shall start looking for head-of-department jobs, and this fits bang in the middle of that - being able to work across the curriculum, taking responsibility for developing the work with partners.


thoughts and feelings - questions you should have been be asked

16: please say what you know should have been asked about the management of this programme, but hasn't been asked yet!

missing question	your answer
	<p>When I have talked to other schools about it, they are very interested in what I do - it is a big idea. The only thing I'm worried about is that, with a change of government, this might get pushed out. I am not thinking about applied learning exclusively, I'm thinking about PLTS; we may need to call it something different. I haven't worked this out yet.</p>
	<p>But it is definitely a process-driven programme. I could call it 'building independent enquiries', or something like that. I believe that what I am doing is worthwhile; I may not just be able to go on doing it in the same form. The idea is that we teach them how to do history pointing by showing it how it uses evidence. But when they go to English and they don't see that literature is about the same thing - but understood in another way. We need is to show them how to work with that interchange.</p>
	<p>I am not certain that it gives them the ability to relate what they learned to their lives. I don't hear them say I am able to do new things because of what has happened in the course. I have a questionnaire based survey that I have designed that they take away to think about whether the project gives them new opportunity later in life. It means that during the project they don't actually reflect on this, but afterwards the questionnaire hopefully helps them to reflect on it. They might, for example, say that they have been able to manage their time, or they have been a creative thinker - and this is how they have done it. These are things that they have done in real time. This project is supposed to help with those things, and they can have a look at how each area has been helped. But I can't claim that this project necessarily leads them to relate what is done in the programme to what they do in life.</p>

thoughts and feelings - change of mind?

17: please say if thinking-through your answers to these questions has called up new ways of seeing the role of a programme manager



last page

Thank you for your help with this. Facing the complexity and confusion of current conditions for this work calls for the best that our programme managers can do. Knowing both how programme management does work - and doesn't - helps that understanding. As does knowing the variety of ways in which it can work. That is why your help with this is so important.

The analyses are uploaded to the Career-learning Café as responses come in - they are at...

<http://www.hihohiho.com/activeprojects/cafmgmntxmpls.pdf>

You have control of your identity in the analysis. How do you want to be known?

your id

You can get alerts on future work:

- > find future announcements about this survey...

<http://twitter.com/billaw>

- > get updated on this and other uploads to the career-learning café, by emailing 'yes' to...

bill@hihohiho.com

You can apply this enquiry method to other aspects of your programme-management work. Get the format at...

for handwritten responses

<http://www.hihohiho.com/activeprojects/cafmanagement.pdf>

for keyboarded responses

<http://www.hihohiho.com/activeprojects/cafmanagement.doc>

The return addresses are...

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Thanks again
Bill
1st November 2011

programme management in careers work the questions

There 16 pages here, but you don't need to answer all the questions on them. You decide which are relevant to your role. Can be done in two hours

Programme management is what people do to ensure that a particular learning programme runs well. It is a different from institutional management - it has a tighter focus. The focus may be on a particular school subject or a connected theme. A theme may be for an extended sequence or a free-standing event. You will make this clear on page 3.

is there a name for the programme you are reporting here?

social and religious education	year group 11
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you can talk about other programmes on other printouts from...
<http://www.hihohiho.com/activeprojects/cafmangement.pdf>

This asks you to ...

- > talk about your role in managing the programme;
- > work only on the questions that apply to this role;
- > ~~strike through~~ what do not;
- > ~~cross out~~ where you're not in a position to know the answer.

find examples of how people have responded to this questionnaire at
<http://www.hihohiho.com/activeprojects/cafmngmntxmpls.pdf>

your position

1. Please say who carries out programme management on this programme - you and others

manager	does this role have a title and/or description	approximate number of official hours-a-week for this role	average voluntary weekly hours you put in
you	head of social and religious education	40	20
other manager			
other manager			

there's no need to go through this in any particular order start where you like

what you do

your role - the most satisfying experiences	page 2
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what students do - their activities	page 4

how you help and team building

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identifying team members	page 6
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working with stakeholders - other people with an interest on what you do

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outcome criteria and perspectives on success

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your thoughts and feelings about programme management

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layout responses to this questions	page 16

drafting and redrafting your answers...

the questions is intended to be thought provoking - so answering them might help you shape your ideas about your role
you might therefore want to drafting and redrafting - That's fine

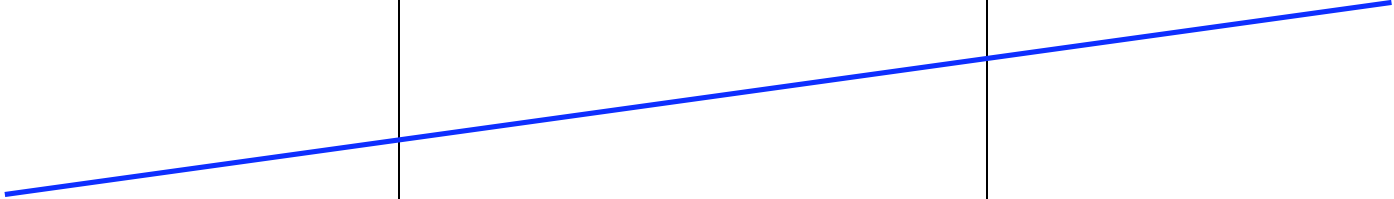
go to

<http://www.hihohiho.com/activeprojects/cafmanagement.pdf>

to get as many printouts as you need

your own role

2. Questions about what you do - please describe your most satisfying programme-management experiences

	main features of the set up	...what students and helpers do?	...why did it work out so satisfactorily?
1:	<p>simulated tv-production - using the classroom as a production meeting - in roles - then as a follow up editing group - the three learning phases are: (1) what needs investigating (2) simulation of the studio interview (3) follow up on surprises and learning - some of this is done as 'homework'</p>	<p>students choose topics and suggest visitors</p> <p>each students has role - researcher, presenter, camera-person, graphic artists studio audience - rotated so that everybody gets a chance to do what they feel ready to do</p> <p>visitors are invited to be interviewed and filmed</p>	<p>students are motivated by real interest and took on real responsibility</p> <p>one of the resulting films is picked up by the local education authority and shown to the education committee as an example of good practice -</p> <p>get in the local newspaper - but not on tv</p>
2:	<p>one of the best examples was a policeman - a couple of phone calls found a recently-trained starter at the local police station - on my visit his sergeant got all the permissions - the school is respected in the town</p>	<p>the students wanted a copper - for reason of their own</p> <p>I showed him the question he was going to be asked - one was about 'bad moments'</p>	<p>the copper was ready and true - he spoke of how upset his young wife was about neighbour refusing to talk to a copper's wife</p> <p>eye opener for the students</p> <p>great moment - I'll never forget it</p>
3:			

programme settings

3. Please say where students are on this programme by ticking one or more - and completing those rows

where were the students...	yes? ✓	what length of slot	how many slots	over what period	advantages of this setting	disadvantages
...existing timetable slots	✓	2 hours	12	a term	time to involve students in creative learning activity - on topics that they choose	whole Friday afternoon - students tired and thinking about the weekend
...set-aside slots						
...in the local area						
...farther away						
...other						
...other						

what students do

4. Please say what the students are doing in this

students are engaged with...	<u>underline how frequently?</u>	good because...	be careful because...
...listening to presentations	never / <u>rarely</u> / often / usually / always		students get bored
...watching films or videos	<u>never</u> / rarely / often / usually / always		seems old-fashioned
...completing with worksheets	<u>never</u> / rarely / often / usually / always		too tick-boxy - no room for free-thinking
taking part in student-teacher discussion	never / rarely / often / <u>usually</u> / always	you find about student needs and interests	working with their enthusiasm and maintain my professionalism
...meeting and talking with new people	never / rarely / often / usually / <u>always</u>	they meet new people - expands horizons	need to check on and help who you are inviting in - they are often nervous
...creating new invention product or art work	never / rarely / often / usually / <u>always</u>	the classroom becomes their property	they want to change things - put up posters, move furniture - disturbs colleagues
...forming focused teams	never / rarely / often / usually / <u>always</u>	they get to know each other at a whole new level	
...taking part in an 'as-if I-were' role	never / rarely / often / usually / <u>always</u>	they are developing their skills	
...taking on a role with real task, time and consequences	never / rarely / often / usually / <u>always</u>	they are learning real responsibility - to ach other	
...other	<u>never</u> / rarely / often / usually / always		

getting things moving

5. Questions 6-9 are about team building - please say how your programme management role with colleagues and partners can be described

I'm working with colleagues and partners as...	yes? ✓	where you've ticked - what do you do?	why is it important?
...a manager	✓	find the resources - equipment, community contacts that my students need to do this work	community contacts need to be honest and open with students - that takes some finding and some support
...a leader		no followers!	
...a developer	✓	- I didn't find it in a text book, it came from my earlier discussion with students - in personal and social development classes	this is new curriculum development - students in a changing world need inventive teachers
...a coordinator			
...as what else?			
...as what else?			

team building - identifying team members

6. Please say what are you looking for in the people you involve in this work - as teachers and community contacts

It is important that they...	yes? ✓	rank importance	I rank this in this position because....
...have time available, can spare the time	✓	5	people who just happen to have the tie available are not the people my students need - they may even be reluctant - students quickly see through that
...can offer useful expertise or experience	✓	2	students need to know what the authority is for what people claim - so they can ask any question and get an authentic reply - to the question and the supplementaries - and when they don't know they say they don't know
...can fire-up student interest	✓	3	it need people who have got meaning and purpose their own experience - it light them up
...understand the importance of this work	✓	4	students need contacts who want to be with them - doing this - they need belief
...other are former students who have beaten the odds	✓	1	I like it when I find former students from poor areas who have beaten the predications or men in women's work or women in men's work or - we don't have many black people in this are, but I would want them
...other			

team-building - involving people

7. Please take a look at team building from another angle - what groups do you see as providing you with partners in this programme

finding them among...	✓	rank importance	I rank them in this order because....
colleagues			
...students	✓	4	I don't ask students to be 'studio guests' ; - their most helpful roles is in working with others in teams - they learn from each other
...former students	✓	3	see the 5 th row on question 6
...students' families	✓	5	I think it would be embarrassing if contentious issue came up - and I worry a bit about families deluding themselves into thinking that they can authoritatively speak for their own children
...business communities	✓	6	there is tons of hard information on employers, vacancies and opportunities - in the press and on-line - it's good for students to learn how to research that for themselves - that is not a central part of this particularly programme
...working people in all walks of life	✓	1	my student's need to hear 'horse's mouth' accounts of what it is like to hold down an adult role =- whether at home, in the community or at work - and to be able to question what people say
...other groups self-help groups in the community		2	this is where the diversity is - it makes all kinds of people with all kinds of needs visible to students - so that they don't jump to easy conclusions or take things for granted

team-building - approaching people

8. This is another take on team building - this time please say how you approach people who can help

winning their interest means...	✓	rank importance	I rank them in this order because....
...making a personal approach	✓	1	people need to know who they are dealing with - they are taking a risk - there must be trust
...arranging training or support	✓	2	I make sure that students and visitors understand t what they are asked to do and that they can come to me before or after the event to talk about their part in it - visitors often ask for this before the event
...make sure everybody knows what is going on	✓	4	I don't keep this a secret in the staffroom - but I make sure that the senior management team know what I am doing and agree to it - when I (occasionally) apply for other jobs it usually comes up in the interview - usually positively
...make it clear that people can volunteer	✓	3	nobody students or visitor is conscripted - son the bias of the way they take part in the opening discussion -
other - what else?			
other - what else?			

team building - programme-management style

9. This moves on to thinking about influence - please say how you make things happen in the school and among your community partners

by getting across ...	✓	rank importance	I rank them in this order because....
... my senior position			don't have one
...that I can make resources available	✓	4	no big deal - he students used their own hand-held devices where good enough - if necessary I can bring in video equipment
....personal relationships are good	✓	1	the school needs to be trusted to look after the well-being of its students - I need to be trusted part of the school - by senior management group - and by my colleagues - it's their school too
...how the action is in their interests	✓	3	see row 3
...the evidence and expertise that I have	✓	2	it's experience not expertise - I'm not trained to do this - I got the idea from a terrestrial tv broadcast (which none of my students had ever watched) - and I related it to what I hear them say in my personal and social development classes
...other			
...other			

stakeholders - making links

10. This moves away from partners and onto other people with an interest in your work - please say who you consult and keep informed

important to keep in touch with...	✓	rank importance	<u>how often</u>	I rank them in this order because....
...senior school managers	✓	2	annually / termly / <u>monthly</u> / weekly / daily	this was not their idea - they aren't my leaders - but I need their support - especially if things ever got hairy
governors			annually / termly / monthly / weekly / daily	I rely on the bosses to keep the governors informed
...current working partners	✓	1	annually / termly / monthly / weekly / <u>daily</u>	this is a phase-by-phase thing - but I people need me to be available to them when ever anything crops us
...business world			annually / termly / monthly / weekly / daily	
...students' families	✓	4	annually / <u>termly</u> / monthly / weekly / daily	mums; and dad's ask to talk about it on parents' evenings - happy to - usually positive
...community groups			annually / termly / monthly / weekly / daily	
possible working partners not yet involved	✓	3	annually / <u>termly</u> / monthly / weekly / daily	I'd like to get some other humanities teachers involved - especially history and geography - lots of ideas for further development there
...other			annually / termly / monthly / weekly / daily	

stakeholders - key messages

11. More about the same group of the rows 1-8 stakeholders - please say what you think are the most important messages to get across to them

message to...	what do you set out to get across	how is that message received
...senior school managers	learning is as much about motivating as about ability - students need a meaning in life which them purpose in a life	rejected / indifference / <u>accepted</u> / enthusiasm
governors		rejected / indifference / accepted / enthusiasm
...current working partners	your experience is worth as much to our students as our expertise - they need to be able t hear and question what you have learned	rejected / indifference / accepted / <u>enthusiasm</u>
...business world		rejected / indifference / accepted / enthusiasm
...students' families	this is part of the school's well-being agenda - it gives your children a voice and a purpose in the school work	rejected / indifference / <u>accepted</u> / enthusiasm
...community groups		rejected / indifference / accepted / enthusiasm
possible working partners not yet involved	if this is successful for me it can be even more successful for you	rejected / <u>indifference</u> / accepted / enthusiasm
other...		rejected / indifference / <u>accepted</u> / enthusiasm

recognising success

12. Questions 11-12 are about criteria and perspectives for success - please say what success of this programme means to different groups

in the eyes of...	can you say what each of these would need to see in order to see success?	do you have any impression of how many see this success?
...students on the programme...	is it interesting - do they get a say - does it help them in their lives	none / some / <u>most</u> / all
...teachers on the programme...	only me - probably the same criteria as the students'	none / some / most / <u>all</u>
... community partners on the programme	they are taken seriously - they have helped	none / some / <u>most</u> / all
school management and governors	does it help the school 's reputation - does it keep student families happy - can we get a good press out of it	none / some / <u>most</u> / all
...other colleagues	does enhance the school's reputation	none / <u>some</u> / most / all
...others		none / some / most / all

accounting for success

13. Now about not who says it is a success but why they say so - Please say what tells you what gives this programme its success

the programme is successful because of...	yes? ✓	rank importance	how this makes a difference	any impression of how successful the programme has been with this?
...timing				some / significant / serious / critical
...programme-management style	✓	4	done another ways it would not have worked - see my answers to questions 8-9	some / significant / serious / critical
...school catchment area	✓	1	the area is well-heeled - people are hopeful - I don't know how this way of working would go down in a poor and distressed area	some / significant / serious / critical
...school ethos-culture	✓	7	the school culture reflects the social conditions - see row 3	some / significant / serious / critical
school staff attitudes				some / significant / serious / critical
...senior-management attitudes	✓	6	this is necessary but nowhere near sufficient for success - see my answers in row 1 page 10	some / significant / serious / critical
...local economy	✓	2	it's a diversified and buoyant economy - people are in a position to be open and unworried	some / significant / serious / critical
...student attitudes	✓	5	student attitudes reflects the social conditions - see row 3	some / significant / serious / critical
...family background of students	✓	3	it's harder for some students - poverty, and the struggle to cope at home makes them feel like outsiders - they participate less	some / significant / serious / critical
other...				some / significant / serious / critical

as a programme manager - what more do you want to do?

14. Questions 14-16 are about your thoughts and feelings for this work - please say what you can about where you want to take programme management and where programme management is taking you

where I am taking this role

1.

I want to involve more subject teachers with me in this work. It would need more space in the timetable. Have I got enough cred now to persuade senior management to give us long-slots? We would need spaces where a selected team of teachers and partners work with students for several hours - maybe a week or more. We do it for work experience. It needs to be applied more widely. So that students can learn to seize and take command of the whole range of life roles.

2.

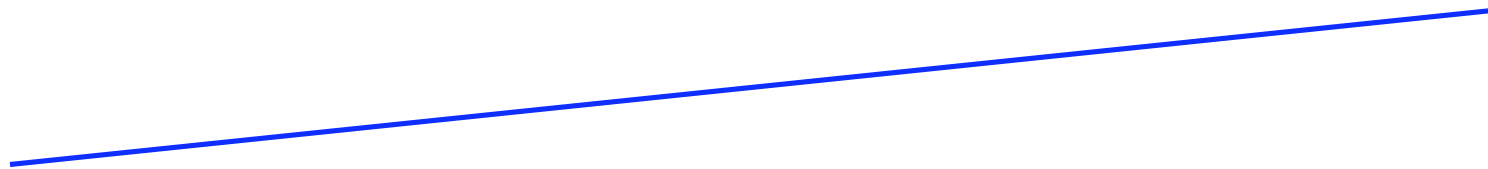
I would like to see programme management taken more seriously in education thinking. I work in a subject-based curriculum - but I believe the future of is thematic - which means using subject knowledge to address the issues that affect students' lives. Globalisation, the internet and economic change would be examples - alongside work- and family-life. We need subject knowledge for t- but in a way that students can relate to and put to use. This is what programme management needs to do.

where this role is taking me

3.

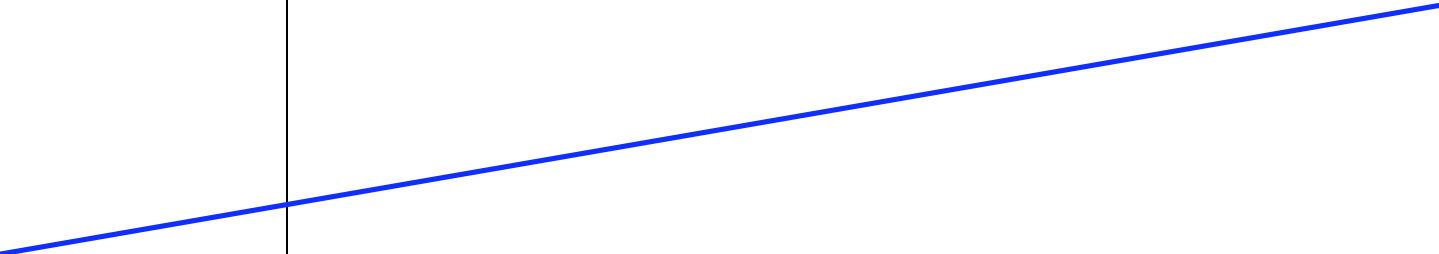
I don't think I could be a headteacher. I don't have the skills and attitudes that. My experience as a programme manager tells me that I would be more useful doing research-and-development work. Maybe in higher education or in a research and development outfit - a think-tank of some kind. I don't really know what there is.

4.



questions you should have been be asked

15. Please say if there is anything that a programme manager should be asked but you haven't been asked yet

	the question - what do I have to say about....	the answer - what I have to say about this is....
(a)	<p>who are the students I want to get the most from this work?</p>	<p>I want this programme mo to help most students who are in no position to make a wide-enough range of contacts and experiences - they can't afford it, they have no visible routes into it, they've learned that the world does not belong to them, it's not what their experience has taught them.</p> <p>This programme could help those students to learn how to see and pursue wider horizons. It would be hard to demonstrate - but it is well worth trying to do</p>
(b)	<p>what about the others?</p>	<p>The well-off and well-connected get much of what this programme provides in their family and social lives. They travel more, the meet a wider range of contacts. They can afford to buy the equipment and help they need.</p> <p>This programme is good for them mainly because it introduces then to people that they might not otherwise properly understand or appreciate.</p>
(c)		

change of mind?

16. Please say if thinking through your answers to these questions has called up new ways of seeing your role as a programme manager

I've got mixed feelings about headteachers. I've worked for some duds. I've not found that they invariably offer vision and leadership. I've sometimes managed to get programmes going without their support. I've seen of their role is as driven by the needs to deliver results, look good and keep out of trouble. I've never found this particularly visionary.

But working through this - particular on pages 5-11 - has caused me to see how I depend on senior management. I am learning to respect that contrary pressures that must negotiate. I've been too dismissive. Programme management and institutional management as a critical partnership. I'll give it a lot more thought and attention in the future.

last page

Thank you for your help

An analysis of responses will be uploaded to the Career-learning Café as responses come in.

- > find announcements about this at <http://twitter.com/billaw>
- > be updated on all uploaded to the café a by emailing 'yes' to bill@hihohiho.com

**are you speaking of other programmes on other printouts?
www.hihohiho.com/activeprojects/cafmanagement.pdf**

yes?



If so It will help have your id (this need not be your real name).

your id

stephanie

Please send completed questionnaires to

Bill Law
The Career-learning Network
105 High Street
Great Cambourne
Cambridge
Cambridgeshire
UK CB23 6FZ

Bill Law
31st March 2011

programme management in careers work the questions

There are 15 pages of questions here, but you don't need to answer them all. Work on what are relevant to your role. If relevant, the whole thing can be done in an-hour-or-so

Programme management is what people do to ensure that a particular learning programme runs well. It is a different from institutional management - with a tighter focus. The focus may be on a particular school subject or a connected theme. The theme may be for an extended sequence or a free-standing event.

name of the programme	saints and sinners	year groups	10-11
------------------------------	---------------------------	--------------------	--------------

you can review other programmes on further printouts...
<http://www.hihohiho.com/activeprojects/cafmanagement.pdf>
<http://www.hihohiho.com/activeprojects/cafmanagement.doc>

This asks you to ...

- > talk about your role in managing the programme - or someone else's management role
- > work only on the questions that apply to this role;
- > use 'not applicable' or 'don't know' where necessary.

find examples of how people have responded to this questionnaire at
<http://www.hihohiho.com/activeprojects/cafmngmntxmpls.pdf>

if this about another person's whose role you work with, please put their id here

the manager's position

Please say who carries out programme management on this programme - you and others

manager	management role title or description	approximate number of official hours-a-week for this role	average voluntary weekly hours put in
you - or the manager you work with	head of social and religious education	nil	2
is there another manager working on this	head of English	nil	2
another manager	<hr style="border: 1px solid blue;"/>		

no need to go through this in any particular order start where it makes sense to you

the role:

activity - key features satisfying experience	page 1
settings - where does this happen	page 2
what students do	page 3
getting things moving	page 4

team building:

identifying team members	page 5
involving people	page 6
approaching people	page 7
management style	page 8

stakeholders:

making links	page 9
key messages	page 11

outcomes:

recognising success	page 11
accounting for success	page 12

thoughts and feelings:

future plans	page 13
further questions	page 14
change-of-mind	page 15

drafting and redrafting your answers...

the questions are intended to be thought-provoking - answering them might help re-shape your ideas about the role you might therefore want to draft and redraft - that's fine

to get more printouts, go to

<http://www.hihohiho.com/activeprojects/cafmanagement.pdf> - to write by hand

<http://www.hihohiho.com/activeprojects/cafmanagement.doc> - to keyboard

contact information is on page 18

the role - what happens

1. Questions 1-3 describe the programme activity - about what is done - please say in row 1 out the programme mentioned on page (i) - and in row 2 - any illustrative examples that help in appreciating this work

	what goes on?	...what people do?	...why it works well?
row 1: key features	<p>after school club for senior students and staff - the format is a speaker with an audience discussion and debate</p>	<p>club members suggest speakers and be questioned on critical issues - there is a small committee chaired by one or other of the programme managers</p>	<p>students can ask for who they want - they have asked for an official of the communist part, a prostitute (refused by the senior management)</p>
row two: examples			

activity - settings

2. Please say where students are on this programme by ticking one or more - and completing those rows

where were the students...	yes? ✓	what length of slot	how many slots	over what period	advantages of this setting	disadvantages
...existing timetable slots						
...set-aside slots	✓	2 hours	indefin ite	indefin ite	free of curriculum restraints	not everybody can stay
...going into the local area						
...going farther afield						
...other						

activity - what the students do

3. Please say what the students are doing in this programme

students are engaged with...	underline how frequently?	good because...	be careful because...
...listening to presentations	never / at times / often / <u>usually</u> / always	students have a say in topics and presenters	can get heated
...watching films or videos	never / <u>at times</u> / often / usually / always		mustn't take too much time
...completing worksheets	<u>never</u> / at times / often / usually / always		inappropriate!
taking part in student-teacher discussion	never / at times / often / <u>usually</u> / always	put relationship on an adult-adult footing	pandering by us - over-familiarity by them
...meeting and talking with new people	never / at times / often / usually / <u>always</u>	they meet new people - expands horizons	
...creating a new invention product or art work	<u>never</u> / at times / often / usually / always		
...forming focused teams	<u>never</u> / at times / often / usually / always		
...taking part in an 'as-if I-were' role	<u>never</u> / at times / often / usually / always		
...taking on a real role, in real time with real consequences	<u>never</u> / at times / often / usually / always		
...other engagements	never / at times / often / usually / always		

activity - getting things moving

4. Please say how you would describe the programme-management role

working as...	yes? ✓	where you've ticked - what is done?	why is it important?
...a manager	✓	the head of English and I meet a planning committee one or twice a term - review how things are and plan for what needs doing	treats students as partners in a joint venture - a student volunteers each time to write up meetings for the school mag
...a leader		not applicable - the head of English and me are friends	
...a developer			
...a coordinator	✓	I make sure people know what's going on - what they need - that things are in place - also we pay expenses where needed	these are voluntary visitors - they deserve courtesy - and we need to be professional about this
..in what other ways?			

team building - finding people

5. Questions 6-9 are about team building - please say what is looked for in people to be involved, whether teachers or community partners

it is important that they...	yes? ✓	rank importance	I rank this in this position because....
...have time available, can spare the time			not applicable - we can't work like this - what we do is spontaneous and opportunistic
...can offer useful expertise or experience			not applicable - as above
...can fire-up student interest			not applicable - as above
...understand the importance of this work			not applicable - as above
...other go with the flow	✓		we're not really in a position to be too planful - it is wholly voluntary - we are making it up as we go along - finding people we can trust is the secret - we occasionally come a cropper - but this is joint property - people are forgiving (even school bosses)

team-building - involving people

6. Please take a look at team building from another angle - what groups do you see as providing partners in this programme

finding them among...	✓	rank importance	I rank them in this order because....
colleagues	✓	1	he's my mate
...students	✓	2	they have to have some real responsibility here - that the point real issues for real people in real time
...former students	✓	5	no reason why not
...students' families	✓	6	no reason why not
...business communities	✓	7	are business people more `ware of the need to promote their interest than to raise issues? - or is it me?
...working people in all walks of life	✓	4	people aren't always talking about their work as such - it is often some interest they have other than paid employment
...other groups various contacts	✓	3	you need to know where to find people - the internet helps, there are directories of NGOs with local offices, useful to have a note book which reading the local paper and catching local tv news

team-building - approaching people

7. This is another take on team building - this time please say how people who can help are approached

winning their interest means...	✓	rank importance	I rank them in this order because....
...making a personal approach	✓	1	visitors need to know what top expect and what is expected of them - we need an exploration not a polemic - most people are pretty good about this
...arranging training or support			not in a position to do this
...make sure everybody knows what is going on	✓	2	students posters on the corridor notice boards are sassy and ironic
...make it clear that people can volunteer			everybody involved is a volunteer
something else - what?			

team building - management style

8. This moves on to thinking about influence - please say how programme management gathers help and support, in the school and community

by getting across ...	✓	rank importance	they are ranked in this order because....
... my senior position			
...making resources available			
....good personal relationships	✓	1	the whole thing is on the basis of finding and making friends and getting their trust - colleagues, partner, students and visitors
....show how the action is in their interests			
...call on my own evidence and expertise			
...other ways of gathering help and support			

stakeholders - making links

9. This moves away from partners, and onto other people with an interest in your work - please say who is consulted and kept informed

important to keep in touch with...	✓	rank importance	how often	they are ranked in this order because....
...senior school managers	✓	2	annually / termly / <u>monthly</u> / weekly / daily	send a copy of the monthly school magazine with a note thanking them for their support - they know what we're doing - they see the posters
governors			annually / termly / monthly / weekly / daily	governors see everything via senior management
...current working partners	✓	1	annually / termly / monthly / weekly / <u>daily</u>	that is the visiting speaker - see my answers to questions 5-9
...business world			annually / termly / monthly / weekly / daily	
...students' families	✓	3	<u>annually</u> / termly / monthly / weekly / daily	part of annual report
...community groups			annually / termly / monthly / weekly / daily	
possible working partners - not yet involved			annually / termly / monthly / weekly / daily	
...other stakeholders - who?			annually / termly / monthly / weekly / daily	

stakeholders - key messages

10. More about the same group of stakeholders (on page 11) - please say what you think are the most important messages to get across to them

message to...	what do you set out to get across	how is that message received?
...senior school managers	enriching the student's experience of school	rejected / indifference / <u>accepted</u> / enthusiasm
governors	through the senior management team	rejected / indifference / accepted / enthusiasm
...current working partners	this is our visitors - important to keep schooling open to the world out there - need you for that	rejected / indifference / accepted / <u>enthusiasm</u>
...business world		rejected / indifference / accepted / enthusiasm
...students' families	party of our students-welfare programme	rejected / indifference / <u>accepted</u> / enthusiasm
...community groups		rejected / indifference / accepted / enthusiasm
possible working partners not yet involved		rejected / indifference / accepted / enthusiasm
the others...		rejected / indifference / accepted / enthusiasm

outcomes - recognising success

11. Questions 11-12 are about criteria for success - please say what the success of this programme means to different groups

in the eyes of...	can you say what each of these would need to see in order to see success?	any impression of how many see this aspect of success?
...students on the programme...	that they found the visitors interesting - had a fair go of questioning them - and that contact was established	none / some / <u>most</u> / all
...teachers on the programme...		none / some / most / all
... community partners on the programme	that they had a fair go at what they had to say - - that they respected the questions - that contact was established	none / some / <u>most</u> / all
school management and governors		none / some / most / all
...other colleagues		none / some / most / all
...others - who?		none / some / most / all

outcomes - accounting for success

12. Now about not who says it is a success but why they say so - please say what tells you the programme is a success

the programme is successful because of...	yes? ✓	rank importance	how this programme makes a difference	how successful has this programme been about this?
...good timing				some / significant / serious / critical
...programme-management style	✓	4	head of English and I need to be able to share our trust in each other with our students	some / <u>significant</u> / serious / critical
...school catchment area	✓	1	see row 9 (family background)	some / significant / serious / <u>critical</u>
...school ethos-culture	✓	7	plays a part	<u>some</u> / significant / serious / critical
school staff attitudes			very few are directly involved - 3-4 turn up along with the students	some / significant / serious / critical
...senior-management attitudes	✓	6	important to avoid scandalous topics - and so far we have	some / significant / serious / <u>critical</u>
...local economy	✓	2		some / significant / serious / critical
...student attitudes	✓	5	need curiosity - not all students are particularly curious - exams feel more important to them	some / <u>significant</u> / serious / critical
...family background of students	✓	3	I believe that a good many of our students hear about social and morel issues at home - don't know whether they take part at home	some / <u>significant</u> / serious / critical
other factors for success...				some / significant / serious / critical

thoughts and feelings - what more should be done?

13. Questions 14-16 are about your thoughts and feelings how this work is managed - please say what you can about where you want to see programme management is taking this work

where the manager
is taking the role

I'd like to get article in an interview in the local paper - better still on local tv

where the role
is taking the manager

not sure this is helping my career - but we all enjoy it, and it is interesting

thoughts and feelings - questions you should have been asked

14. Please say if there is anything that should be asked about programme management, but you haven't been asked it here

**the question
what do I have to say about....**

**the answer
what I have to say about this is....**

<p>don't know - nothing comes to mind</p>	
---	--

thoughts and feelings - change of mind?

15. Please say if thinking through your answers to these questions has called up new ways of seeing the role of a programme manager

I spend more time thinking about my classwork than about saints and sinners - it's a good thing to do, but not life changing

last page

Thank you for your help. An analysis will be uploaded to the Career-learning Café as responses come in.

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- > be updated on all uploads to the café, by emailing 'yes' to bill@hihohiho.com

are you speaking of other programmes on other printouts?

get them at:
<http://www.hihohiho.com/activeprojects/cafmanagement.pdf>
<http://www.hihohiho.com/activeprojects/cafmanagement.doc>

yes?



If so, It will help have your id (or the id of the manager to who this refers) - this need not be your real name

the id

stephanie

Please send hand-written pdfs

Bill Law
The Career-learning Network
105 High Street
Great Cambourne
Cambridge
Cambridgeshire
UK CB23 6FZ

And send keyboarded docs, as attachments, to

bill@hihohiho.com

Thanks again
Bill Law
1st June 2011