

# Staff development for post-16 citizenship

Guidance and materials for citizenship  
co-ordinators and staff developers

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# **Staff development for post-16 citizenship**

## **Foreword**

Staff development plays an essential part in effective post-16 citizenship in all types of organisation. Whether you work with learners in a training organisation, students in a school or FE college, or with young people in the Youth Service or through voluntary organisations, staff will expect personal development and support as they introduce and develop citizenship, irrespective of the size of your team

How should you approach staff development? Who should be responsible? What could and should be done? And what methods might be used to ensure that staff have the confidence, skills, knowledge and understanding to work effectively with young people?

This pack is a brief and practical introduction to help you and your team get started with staff development for citizenship. Designed to be used by people in all types of organisation, it gives practical suggestions for planning, delivering and evaluating successful staff development. For those who want to go further into the area, there are many other sources of information about training and development.

## **Acknowledgements**

The pack has drawn on the experiences of the many organisations which have taken part in the LSDA Post-16 Citizenship Development Programme. For four years they have tried different approaches to staff development and offered many helpful insights into what works. The pack has benefited from their ideas and suggestions for activities which in many cases have been tried and tested in their own organisations. We gratefully acknowledge their contributions.

## **Other resources**

Other useful materials to support staff development include:

Play your part: QCA post-16 citizenship guidance:

**[www.qca.org.uk/post16index.html](http://www.qca.org.uk/post16index.html)**

The LSDA videos *Post-16 citizenship: what? why? how?* (2004) and *Make it happen: effective practice in post-16 citizenship* (2005).

The LSDA interactive CD-ROM *Making it click: an interactive guide to post-16 citizenship* (2005).

You can order or download these and a range of other staff development and teaching and learning materials from the post-16 citizenship website:

**[www.post16citizenship.org](http://www.post16citizenship.org)**

# Developing staff for effective citizenship

## Introducing the pack

The pack is primarily designed for use by *citizenship co-ordinators*\* assuming that they have some responsibility for staff development but are not professional staff developers. Part of it is for senior managers with responsibility for staff development (see section 2). Through joint discussion, senior managers and co-ordinators can decide how to use the ideas and materials in the pack in their organisation.

The pack contains information, ideas and materials for planning and managing staff development for post-16 citizenship. Two key features are:

- adherence to democratic practice applied in a staff development context
- team working to establish a sustainable critical mass of professional colleagues and others committed to citizenship.

It would be helpful to use this pack in conjunction with the other LSDA staff development materials for citizenship.

## How to use the pack

The pack is in two parts:

- **Part A** – checking out the basics of training and development, of the organisation and of roles
- **Part B** – a framework for getting started with staff development

Each topic in the pack has basic information and notes on one page. On the following pages are accompanying materials (activities and hand-outs). These are examples only, and you may want to adapt them to suit your needs more closely. The pack is designed to be dipped into, not read from start to finish. While linked to other sections, each section stands alone.

The materials can be used in different ways, for example:

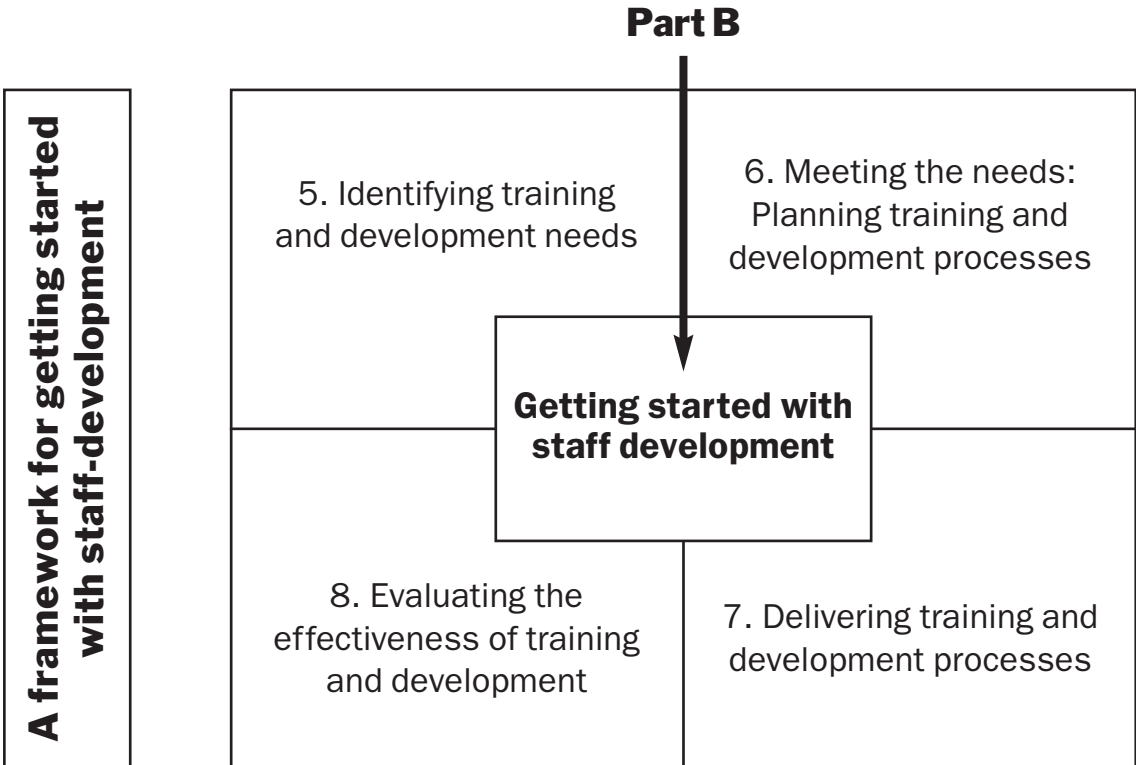
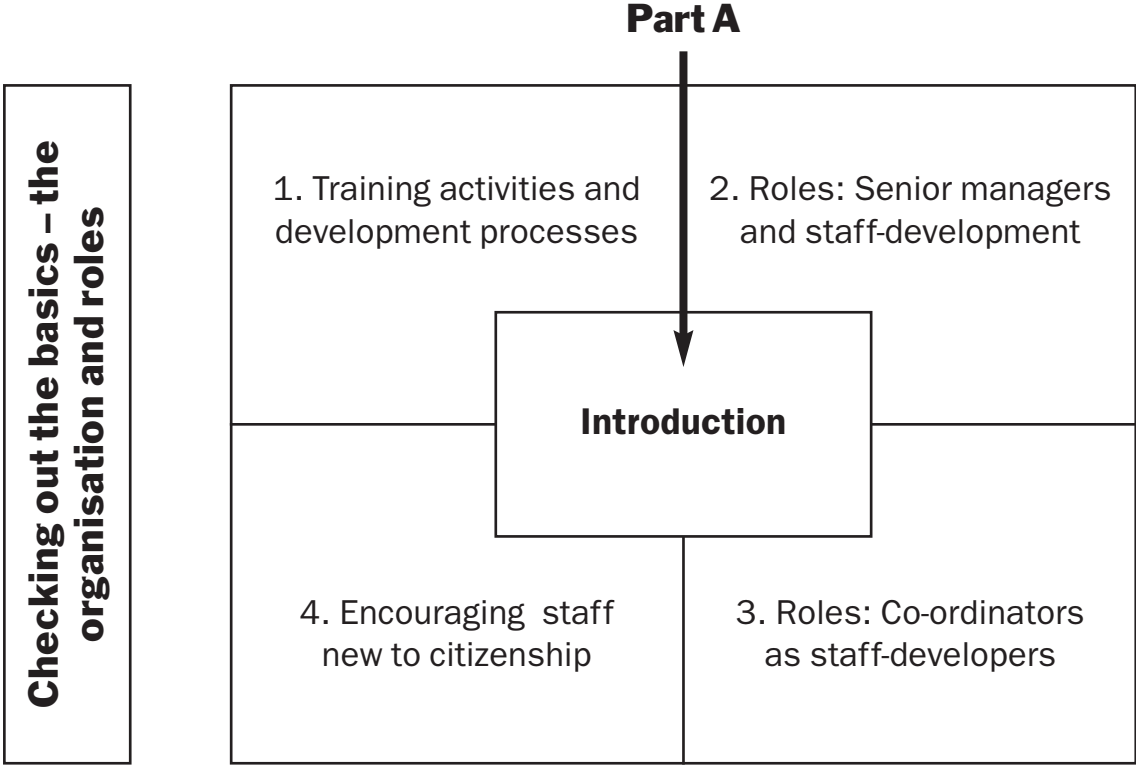
- at team meetings to discuss and plan staff development
- at meetings about citizenship and staff development between senior managers and the citizenship co-ordinator
- by the co-ordinator to plan a staff development programme or a training session for a group or for an individual.

A map of the pack contents on the next page acts as a route finder. Go to the section that is most relevant to your needs.

\* The title 'Co-ordinator' in this pack describes the person who is responsible for the operational development of citizenship in an organisation. The job title may vary. (There is a case for the citizenship co-ordinator/leader in an organisation having explicit responsibility for staff development, particularly if there is no staff development officer.)

# A route through the pack

We suggest you read the introduction first, and then move on to the section that meets your current need.





## Part A:

### Checking out the basics – the organisation and roles

#### Introduction

Motivating people and enabling them to work effectively and confidently is the aim of staff development. Staff development for citizenship, like many other curriculum areas, is about gaining interest in, acceptance and adoption of effective practice.

For some staff, starting work on citizenship will be an easy transition from their existing areas of work, skills and competences. For others it will mean moving out of their comfort zone. All staff will have some, or many, of the skills and experience needed to work effectively with young people and engage them in active citizenship opportunities. Staff development can build on these and add new areas of knowledge and skill development where necessary.

#### ***What's special about staff development for active citizenship?***

There are two special aspects of staff development for citizenship:

- It aims to develop people's confidence and skills in order to work with young people in a facilitative and active way. **Staff development needs to model active citizenship and be 'active'**. Throughout the pack the emphasis is on active staff development.
- There should be a recognition that **active citizenship implies democratic and collaborative practice**. So the themes of consultation, negotiation, participation, individual and collective responsibility are all regarded as fundamental to staff development in a citizenship context.

#### ***Whose responsibility is staff development for citizenship?***

While one person may have direct responsibility for promoting and organising staff development, everyone has some responsibility, including, for example:

- an individual recognising areas for personal development and taking part in some development activities
- a co-ordinator planning development opportunities with a team or a staff group
- a senior manager supporting and resourcing such opportunities and removing barriers.

#### **Key issues and questions**

Who is responsible for citizenship staff development in your organisation – who should take the lead?

Does the citizenship co-ordinator's role include some responsibility for staff development?

What style does staff development take in your organisation – how active and participative is it?

How are staff involved in the design of their staff development?

### A personal and organisational citizenship ethos

The QCA guidance on citizenship emphasises how essential senior management support is for effective provision. It stresses that the best citizenship learning takes place ‘in organisations that reflect fundamental citizenship values in their structure, approaches and relationships’. This pack endeavours to honour best citizenship practice. Consequently it is crucial that senior managers and citizenship co-ordinators reflect on their own values before they embark on the staff development route.

**Read each of the following in turn and complete the questions for each:**

**1.** Does your learning organisation have a policy/citizenship manifesto setting out its aims, ethos and programme?

*If yes, does it adequately represent the current developments of citizenship at post 16?*

*If no, what should you and the organisation do next?*

**2.** What commitment does your organisation have to active, participatory citizenship learning? Is this level of activity sufficient? What should you/the organisation do next?

**3.** What is your and the organisation’s degree of emphasis on providing challenging and enjoyable ‘citizenship’ experiences?

**4.** How are staff and students involved in the running and organisation of the learning organisation? What involvement is there in consultative, participative or representational decision-making processes?

**5.** What is your and the organisation’s commitment to respect for all its members?

**6.** How do you and the organisation express through action the concern for justice for everyone?

**7.** How do you and the organisation recognise the importance of establishing and maintaining trust?





# 1. Training activities and development processes

There are two essential ingredients for citizenship staff development:

- training activities
- development processes

This section looks at the difference between training activities and development processes. A good staff development programme for citizenship uses both, but not necessarily in equal measure.

**Training** is used in this pack to mean formal activities (usually group) with a facilitator or trainer who manages a structured sequence of inputs and activities with the following characteristics:

- time-constrained (e.g. a two-hour session, a day or a residential)
- aim to develop very specific knowledge and skills
- led by either an internal or external trainer/facilitator, usually with experience or expertise in the topic
- at a venue which may be on or off site
- the content is known and planned in advance

Training can lead to an increase in knowledge (a frequent outcome), understanding, skills, or changes in attitudes and behaviour.

**Development** refers to a wide range of processes where, over time, individuals move from unconscious incompetence to unconscious competence in working with citizenship through:

- understanding the need to develop
  - recognising effective practice
  - wanting to change/develop
  - acquiring new knowledge and skills,
  - practice and review of their new learning
- and finally on to experimentation and celebration.

Knowledge, skills and understanding are developed using less structured and informal approaches where the emphasis is on:

- individual-led, personal development, such as coaching, mentoring, shadowing, or modelling a more experienced person
- reflection, review and target setting
- using day-to-day work as development opportunities
- continued support from other staff
- team working.

Development outcomes can be an increase in knowledge and skills, deeper understanding and changes in attitudes, changed behaviour and increased confidence to experiment and take risks.

## Key issues and questions

Which types of staff development approaches are most common in your organisation?

What are the advantages and disadvantages of each type in your organisation?





## 2. The senior manager's role in staff development

The attitude of staff to citizenship is influenced by the attitudes of their managers, a message familiar from other initiatives introduced during the last few years. If senior managers are seen and heard being positive about citizenship, staff are more likely to be motivated and to become engaged in staff development.

It isn't that managers necessarily have a lot to do in staff development, but *what* they do is important. And doing a little well can make a big difference to helping citizenship develop effectively. Without senior management support, staff development for citizenship will struggle; a bottom up approach by itself won't work in the long run. Above all, senior managers must have a clear view of what they want to achieve with citizenship in the organisation. Staff development then becomes part of the strategy to meet that goal.

The organisation's culture and ethos will have a profound influence on the development of citizenship. The two advisory group reports for pre- and post-16 citizenship identified core values and dispositions as essential elements for citizenship. (See particularly '*Citizenship for 16–19 year olds in education and training*', Appendix A, page 29, FEFC 2000). An absence of these values to support democratic participation in an organisation can alienate the learners and the staff and impede the development of citizenship.

### Key issues and questions

Do all senior managers know about and understand post-16 citizenship?

Have the senior managers produced a coherent vision of how citizenship practice will contribute to the life of their learning organisation?

How do senior managers prefer to find out about citizenship and its implications for their organisation? A personal or group briefing, attending an event, reading an information booklet?

### Activity for this section:

#### 2.1 Supporting staff development for citizenship – a self-audit for managers

A list of the key things managers can do to make a difference and help citizenship staff development is provided overleaf. Managers mark in one of the columns how far they have progressed against each statement. This activity can be used:

- by an individual manager to check out how far they are positively promoting and supporting citizenship and staff development
- as the focus for a conversation between a manager and the citizenship co-ordinator as they set an agenda for developing citizenship and staff development.

#### Other LSDA materials relevant to this section:

*Post-16 Citizenship* – LSDA leaflet for staff.

## Activity 2.1

### Supporting staff development for citizenship – a self-audit for managers

This is a list of key things managers can do to make a difference and help citizenship staff development. Place a mark against each statement in one of the columns that best reflects where you think you are.

	Don't do at all	Do to some extent	Need to do more
Make public positive statements to staff about the value of citizenship			
Provide regular support by an identified senior manager for the co-ordinator/leader who is developing citizenship			
Give strong support to the team developing citizenship in the organisation			
Participate in awareness-raising activities to find out about and understand what post-16 citizenship is about and the challenges facing the development team			
Support development processes such as mentoring, coaching, shadowing, small-scale development projects, as well as supporting the participation of key staff in training activities			
Allocate a level of resource that will give key staff time to engage in essential personal development processes, e.g. team meetings, in-house development sessions, visits to more experienced centres, working with external 'expert resources', taking a professional qualification			
Formally review the outcomes of staff development with the co-ordinator and the team			
Include citizenship in staff reviews and in the identification of further development needs, e.g. through the appraisal system			

#### Looking at the pattern of responses – think about your next steps

	To do?	When?
A discussion with the co-ordinator?		
Read the QCA guidance on post-16 citizenship?		
Participate in an in-house awareness-raising activity?		
Other?		



### 3. The co-ordinator's role in staff development

While the focus of a co-ordinator's work is on developing the citizenship offer to young people, we suggest that this role should also include some responsibilities for staff development. Including staff development in a task specification for the project coordinator helps to clarify this responsibility.

The co-ordinator role could include identifying development needs, planning and evaluating staff development and possibly leading training or development sessions. The co-ordinator will need the support of senior management (see page 11), for example through allocation of sufficient resources and time.

#### Key issues and questions

How can the status of the co-ordinator affect their ability to carry out their role?

How can a co-ordinator build support from the rest of the staff?

#### Activities for this section:

##### 3.1 What staff development tasks am I doing or could I be doing?

This activity is useful to check out what tasks the citizenship co-ordinator could or should be doing. If the co-ordinator is working in a team, it can raise questions about who should be responsible for a range of staff development tasks.

##### 3.2 Developing a staff development strategy

This activity can be used as part of a discussion on developing an effective strategy for staff development. It helps to sort out what approaches to staff development are likely to be more or less effective.

Sort the statements into two groups:

Group 1 – approaches likely to be **more effective** for citizenship staff development

Group 2 – approaches likely to be **less effective** for citizenship staff development

The key criterion is whether the statements reflect an active and participative approach. The more active, the more likely the approach is to be effective.

## Activity 3.1

### The co-ordinator's role in staff development for citizenship – an audit

Mark where you think you are in one of the columns against each statement

	Don't do this	Do to some extent	Need to do more
Identify the development needs of those in direct contact with a citizenship programme (tutors, teachers, youth workers, trainers)			
Identify the needs of those less directly connected with citizenship (governors, support staff, senior management)			
For key staff, negotiate a staff development programme for a period of time that will enable them to deliver citizenship effectively			
Arrange participation in external events for key staff			
Organise short team development activities, e.g. at meetings or in short in-house sessions			
Promote in-house development processes such as coaching, mentoring, shadowing, modelling more experienced staff, and personal reviews			
Liaise with a senior manager to discuss, e.g. the development of staff, the allocation of resources for staff development, and the evaluation of the effectiveness of development activities and processes			
Arrange for own personal support/coaching			
Network with other organisations to explore other/similar staff development			
Encourage staff new to citizenship			

Looking at the pattern of your responses, what is your next step in staff development to develop your role?

	To do?	When?
Clarify what you are or could be responsible for?		
Exploring this pack?		
Finding out more about development processes?		
Find out how to identify development needs quickly?		

## Designing a strategy for staff development for citizenship

Tick each statement in either column A (likely to be more effective for citizenship staff development) or column B (likely to be less effective for citizenship staff development).

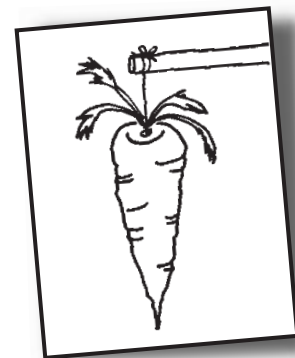
An alternative method is to photocopy this sheet, cut out the statements into strips and sort into two lists. Discuss the results with the team and/or a senior manager.

		<b>A</b>	<b>B</b>
<b>1</b>	Giving a presentation on 'what is effective practice in citizenship'		
<b>2</b>	Regularly disseminating new information to all staff		
<b>3</b>	Working with staff from all levels and from across the organisation		
<b>4</b>	Using active 'promoters' who have skills and are models for others		
<b>5</b>	Distributing a list of website addresses to help with ideas for citizenship		
<b>6</b>	Encouraging bottom-up staff development organised by participants		
<b>7</b>	Providing opportunities for staff to engage with practical tasks as soon as possible, and follow up with staff development		
<b>8</b>	Issuing guidance manuals to all staff new to citizenship		
<b>9</b>	Providing a mixed methods approach of training and development opportunities		
<b>10</b>	Focusing on in-house development processes rather than using external training events		
<b>11</b>	Using a team approach to staff development through, e.g., mentoring or coaching, to support new staff		
<b>12</b>	Identifying development needs through the appraisal system		
<b>13</b>	Providing regular staff development sessions		
<b>14</b>	Using drama workshops to introduce citizenship		
<b>15</b>	Offering accreditation as part of professional development		
<b>16</b>	Distributing <i>Citizenship News</i> to staff		
<b>17</b>	Distributing lists of teaching and learning resources to staff		
<b>18</b>	Involving young people in staff development		
<b>19</b>	Regular informed discussion of development needs of staff involved in citizenship		
Any others?			

(Based on Innovation Units research, DfES)







## 4. Encouraging staff new to post-16 citizenship

Bringing new staff into a citizenship programme can be challenging. Yet as citizenship grows in the organisation, more people need to get involved if it is to develop.

The post-16 projects discovered just how important it is for co-ordinators to gauge the climate of change. Staff readiness to engage with citizenship may be inhibited by negativity or scepticism – ‘just another initiative’. Staff may be understandably concerned about their ability to work with young people in an active, facilitative way, or may lack confidence about some aspects of citizenship. Yet many staff have much to offer and may be willing to participate once they understand what is required.

Experience so far suggests that **starting with a small team** (this may be only two or three people) and developing their expertise gives a good base from which to spread effective practice further into and across the organisation.

Staff development for those unfamiliar with citizenship needs to be on-going – not just a one-off induction. They need continuing support through, for example, team involvement, through working with a local partnership and, possibly, mentoring.

### Key issues and questions

Not all staff are likely to be willing to participate in developing citizenship. How can you work with a few enthusiasts and grow the provision slowly?

Staff working as a development team can generate enthusiasm and provide strong support for each other; their teamwork then becomes a staff development process. Because teams need to meet to be effective, how far do senior management support teams by, for example, resourcing meeting time? What else could they do?

What space is there for staff new to citizenship to explore uncharted territory, experiment and take risks?

### Activity for this section:

#### 4.1 ‘Five Live’ – an activity to generate ideas for engaging staff in citizenship

This activity can be used by an individual co-ordinator or a group to identify **five approaches** to engaging staff in citizenship that are appropriate to the organisation.

Suggestions are grouped under five headings. Many of these suggestions reflect the principles of citizenship and the working ethos it aims to promote. The activity can be used as a discussion document in a meeting, as a basis for ideas and proposals, or as a checklist to identify what is already in place and where additional approaches might be worth considering.

### **‘Five Live’ – an activity to generate ideas for engaging staff in citizenship**

Below are some ideas for engaging interest in citizenship. From each of the five groups, choose one idea that you think could work in your organisation. You then have a basic strategy for motivating staff new to citizenship to participate. Add more of your own ideas to the five.

#### **1. Get stuck in! Encourage staff to become actively involved**

Following an induction ensure that there are activities that staff can engage in immediately, for example by:

- forming a group to develop ideas for citizenship opportunities
- participating in specific activities or projects (e.g. in planning an enrichment day in two of the colleges)
- tapping into peoples’ interests. Many staff have interests outside work that may relate to citizenship themes
- develop a resource to support the introduction of citizenship that saves new staff having to start from scratch and gives them practical pointers for getting started
- give new staff the freedom to decide on how they want to deliver citizenship. Encourage them to use their own ideas.

#### **2. Spread experience further – use the core team to support new staff**

A small, enthusiastic and close-knit team is essential to start up the development. This team is then the base from which to expand citizenship, through for example:

- inviting new staff to become members of the development team and to attend team meetings
- using core staff to brief others in the organisation
- using core staff to mentor new staff
- keeping the core team well nurtured and motivated as a model for others so that their enthusiasm rubs off on others
- using the core team to run well-planned induction and training sessions.

#### **3. Get senior management involved and committed**

Senior management support is recognised as essential if citizenship and staff development is to develop in an organisation. Without this support there will be a major barrier to progress. Senior managers could:

- brief the governors or board members who can be very supportive
- create new posts to support the development of citizenship. It soon grows too big for one co-ordinator to manage and a member of staff new to citizenship could be a good choice
- make some time for team meetings and induction activities
- anticipate events which could de-stabilise citizenship development (e.g. staff turnover, mergers, organisational changes and inspection) and plan ahead to ensure development continues
- make citizenship part of a job role and include it in job descriptions. It could also be part of a constructive discussion during personal reviews.

**4. A helping hand – activities and support for staff new to citizenship**

A discussion with staff on what forms of support they would find most helpful might include:

- an external consultant who could support staff through in-house workshops
- early staff development on what is citizenship, how to develop political literacy, active learning, and on young people-led learning to build staff confidence
- training courses from awarding bodies to induct tutors
- externally run conferences and training events
- in-house workshops involving new and experienced staff
- newsletters and bulletins to inform an ever-widening group of staff
- a mentoring scheme or shadowing a more experienced member of staff.

**5. Catch the enthusiasm – young people as motivators**

Young people are excellent motivators for staff. They could be encouraged to:

- invite new staff to attend their events, e.g. council meetings, debates and celebrations of success
- tell their peers about their activities so that the good news will be spread to other tutors/trainers
- shape the project themselves to show tutors/trainers how relationships might change
- take part in training sessions.

**Which approaches have the most potential for motivating staff in your organisation?**

Discuss these suggestions. Selecting one from each section would be a good start to developing an approach to motivating staff.

<b>1</b>
<b>2</b>
<b>3</b>
<b>4</b>
<b>5</b>

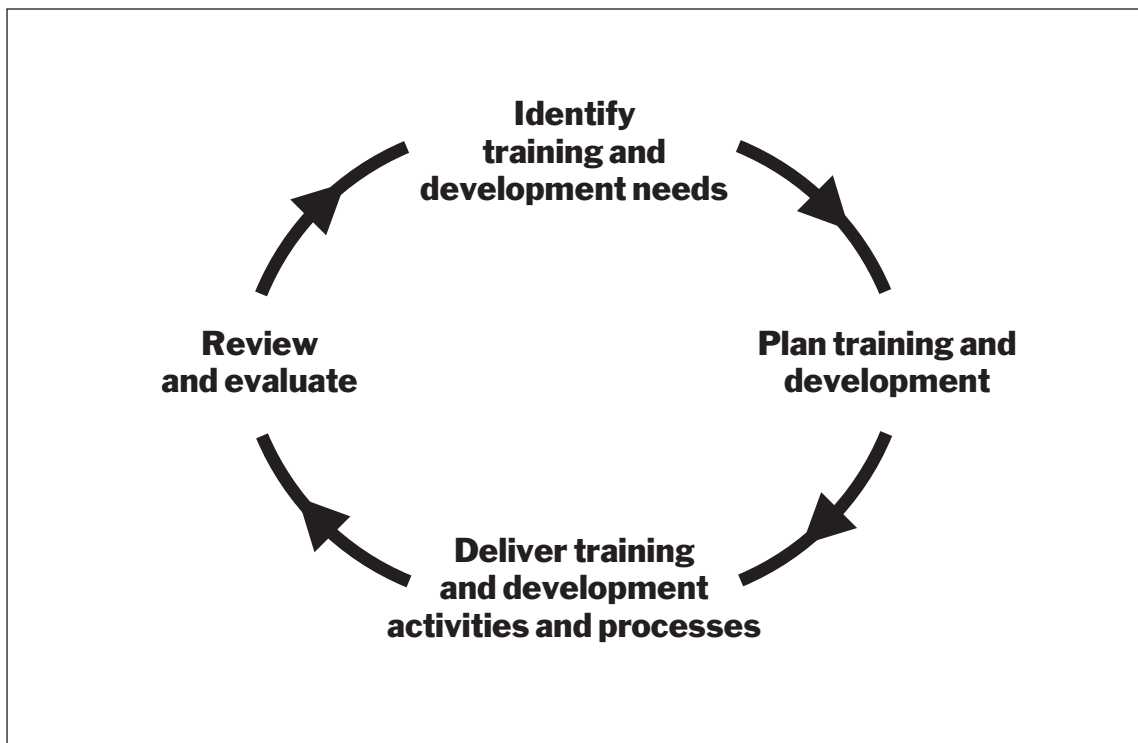


## **Part B:**

### A framework for getting started with staff development

#### **Introduction**

This cycle, or a variation on it, is commonly used to give an overview of the key stages of managing staff development for groups of staff over long periods or for individual training/development sessions.



This section examines each of the four stages by providing:

- background information about the stage
- ideas and material to help you get started with staff development
- some key issues and questions.





## 5. Identifying training and development needs



Before taking any decisions about what training and development opportunities should be organised with individual staff or teams/groups, first find out:

- what they already know and can do which would be appropriate for citizenship
- what knowledge and skills need developing
- their level of confidence in working with citizenship
- their preferred methods for developing skills, knowledge and confidence.

### What skills are needed?

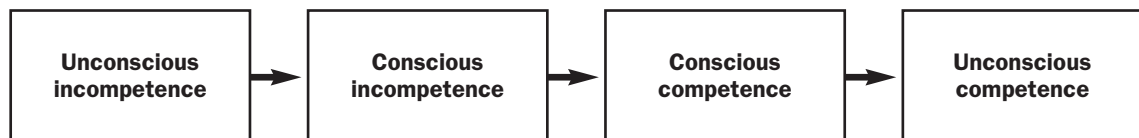
Staff will need to use skills of facilitation for active learning, working with controversial issues, assessment for learning and team working. These skills may need development or refocusing for citizenship, depending on experience and confidence.

Staff development for citizenship is not primarily about developing knowledge, although knowledge is important. At its best staff development engages the emotions, values and beliefs, as well as the intellect, of staff. Staff development can then result in changes in motivation, in ways of seeing and doing things and probably changes in relationships with the young people.

### Establishing a starting point

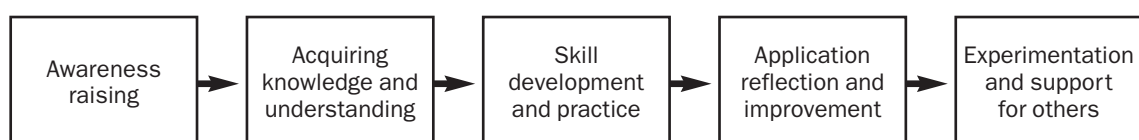
There are two ways of looking at where staff may be at the start of a citizenship development programme. Both are useful for identifying subsequent training and development needs.

#### 1. The continuum of personal development



You can discuss with people where they feel they are along this continuum and what development they think they need to move further towards increased competence and confidence. Having established their starting points and what is important to them, these can then be related to the processes of development.

#### 2. The continuum of training and development to reach full competence



## Identifying the audience

Who is the training and development for in the organisation? The results are likely to be more effective if you are clear about the audience.

Tutors/trainers/youth workers/teachers are the front-line staff and it is tempting to focus only on these. They may well be identified as the first wave, but there are others.

The second wave may not all form a priority for training and development, yet all would be more effective if they understood their role in relation to citizenship. They include:

- support staff providing management and organisational support
- young people (students, trainees, members of youth and voluntary groups)
- wider community members, including project advisory groups, LEA personnel, employers, governors, customers
- senior managers.

### Key issues and questions

Have we done a training/development needs identification?

For which groups of staff?

Where do the needs sit on the continuum of training and development?

## Activity for this section:

### 5.1 The personal development wheel

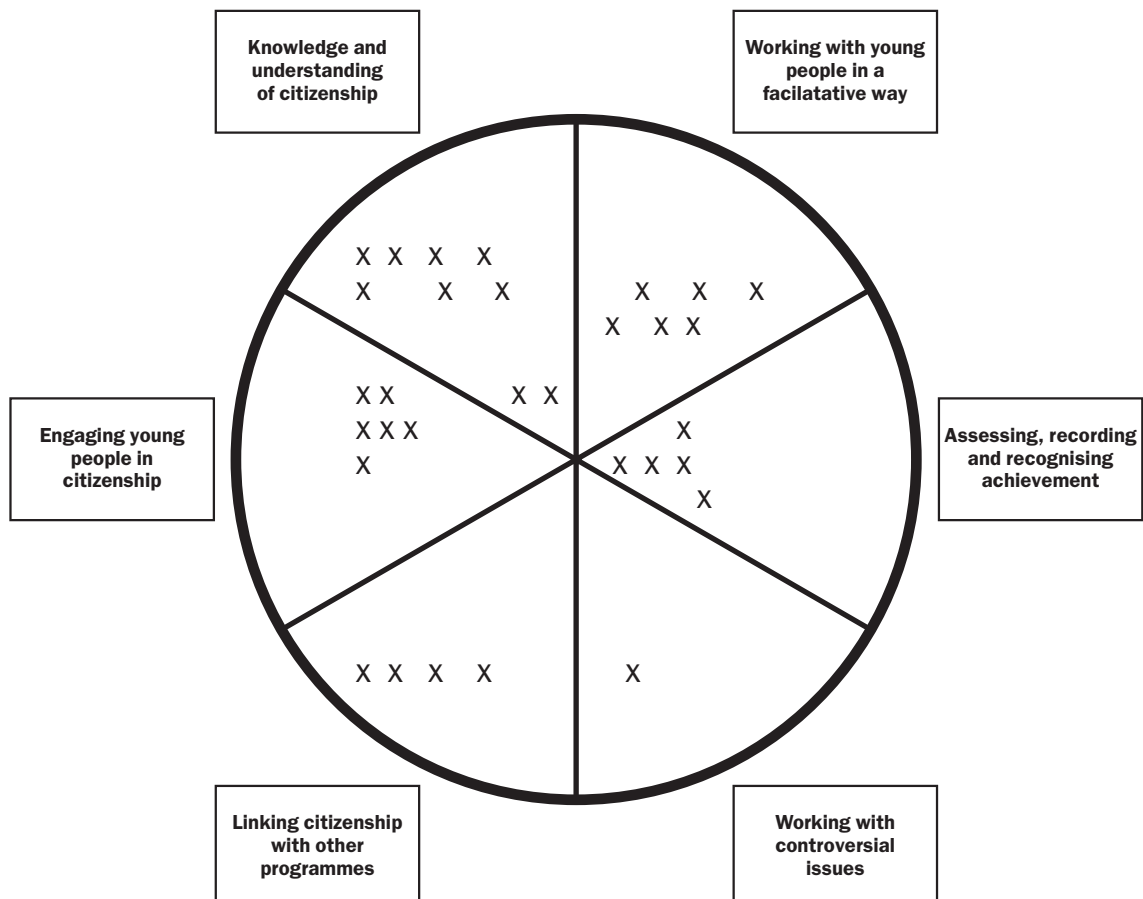
Identifying training and development needs in your organisation can be done very simply and quickly by using the 'personal development wheel'. Completing it will help to establish the current level of experience or confidence in relation to the key areas for effective practice in citizenship, and show what training or development is needed. The wheel can be used by an individual or by a team of staff working together.



## Identifying training and development needs using the personal development wheel

- Label the segments according to the group or individual you are using it with. Depending on their role in citizenship, they will need different knowledge and skills. For example, managers will have different areas of need than staff working directly with young people. Levels of experience will also determine how the segments are labelled.
- Complete the wheel quickly. The whole activity can be done in 10–15 minutes. Ask individuals to complete their own copy of the wheel first. They should mark a dot near the edge of the circle if they are confident, and near the centre if they are less confident. They then enter their dots on the larger wheel on the flip chart. This gives a full group picture avoiding the risk of the ‘halo’ effect.
- Discuss the completed wheel with the participant(s). Challenge what the positions of the dots reflect about people’s perception of their level of knowledge and skills. Are people over- or under-estimating their current knowledge and skills?
- Look for patterns in the spread of dots. Check what levels of knowledge and skills would be needed for an ‘outside dot’ close to the edge of the wheel. Clusters of dots may vary in each segment. What does this tell you? Are clusters related to job roles?
- Discuss whether those who put a dot near the outside of the circle could mentor or coach those near the centre of the wheel.
- Two wheels are provided: one with segments labelled and one blank for your own use.

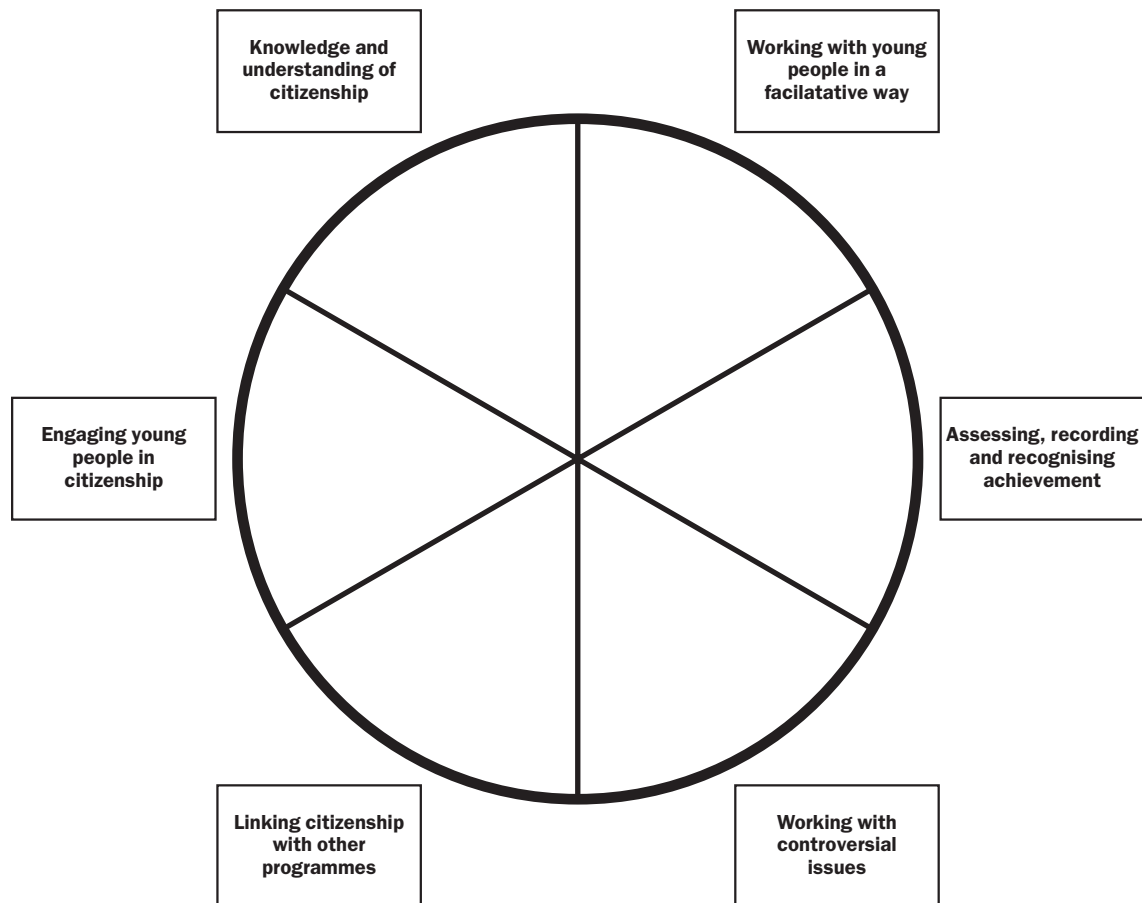
### Example of a completed wheel



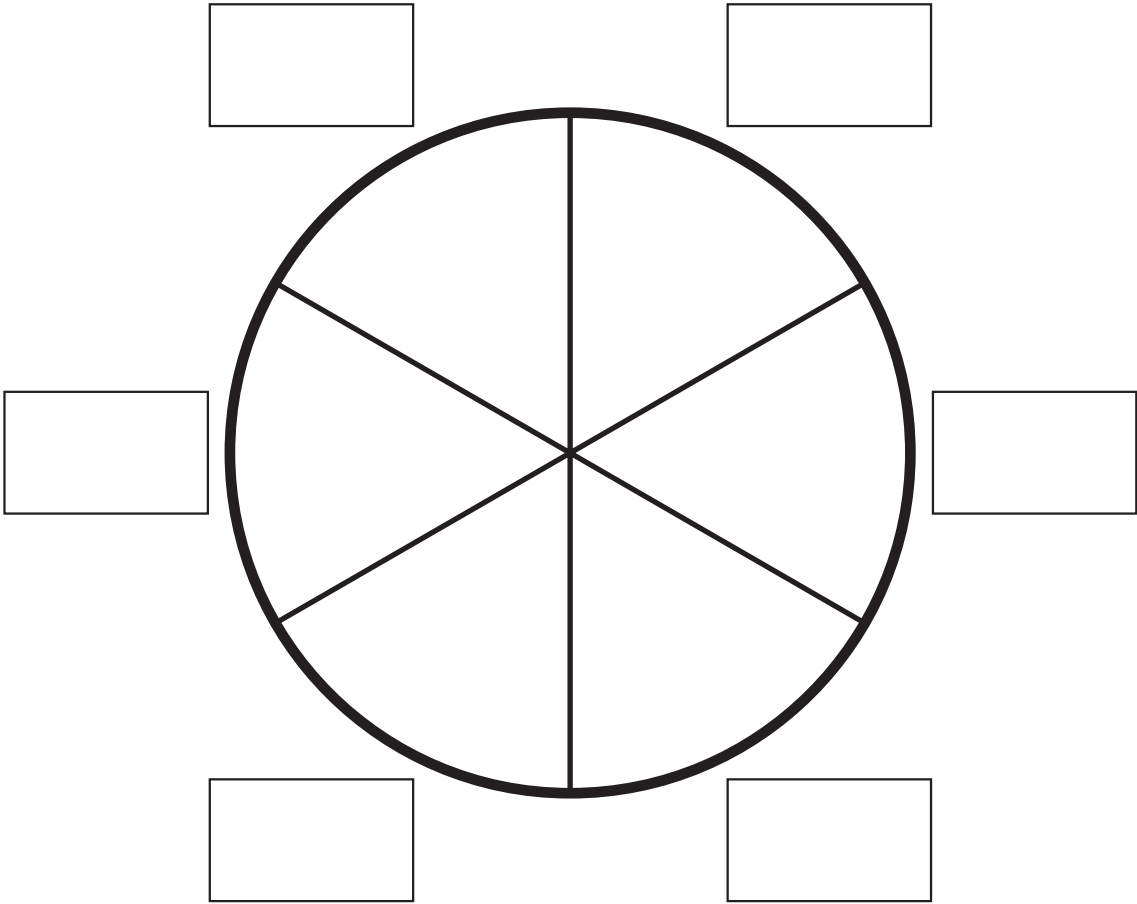
## Activity 5.1

### Citizenship personal development wheel – an example

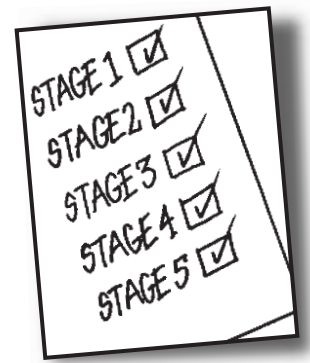
Please make a mark in each segment representing how confident you feel in your knowledge and skills to work on an aspect of citizenship in the box. The nearer the outside rim of the circle you put a dot in the segment the more confident you feel.



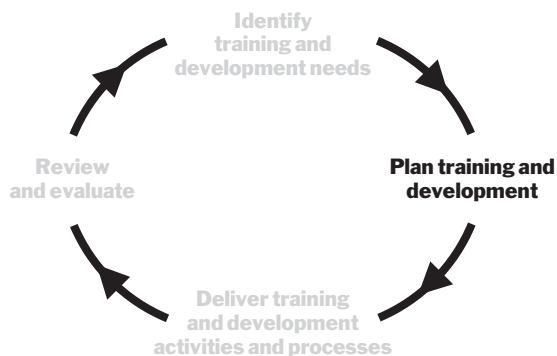
**Citizenship personal development wheel**







## 6. Planning training and development



Planning training and development covers two main areas:

- designing a *programme* of training activities and development processes over a period of time for an individual or a group of staff
- designing an individual *training or development session*.

There is usually a need to cover both areas to develop staff knowledge, skills and confidence.

### Designing a programme

Designing a development programme can be straightforward using a few basic guidelines:

- target specific individuals or groups; vagueness about whom the programme is for may result in it suiting no one
- identify the starting point(s) and the needs of the staff
- discuss with the staff their preferred methods of self-development
- clarify what the outcomes should be in terms of knowledge, skills and attitudes
- set a time frame
- include a small number of training activities for the essential topics of citizenship
- devote a greater proportion of the programme to development processes (such as mentoring, shadowing and networking) rather than to training activities
- include opportunities for individuals or teams to review progress
- check how effective the development processes have been and how far the planned outcomes have been achieved.

An example of a development programme for a member of staff is in this section.

## Designing a training session

A simple five-stage format can be used by the staff developer working alone, or provide the structure to aid a group planning process.

### A five-stage planning model

**Stage One Identify training needs**

*Clarify who the training is for  
Gather needs, expectations and views*

**Stage Two Translate needs into outcomes**

*Identify the key themes/content  
Identify the outcomes to be achieved*

**Stage Three Design the training session**

*Select methods and techniques  
Sequence the activities  
Finalise the title and aim*

**Stage Four Decide how to assess learning and evaluate effectiveness**

*Decide assessment approach  
Decide on evaluation process*

**Stage Five Final check – does it meet the need?**

### Handouts for this section:

**6.1 Design template for a training session**

To use with the five-stage planning model.

**6.2 A sample staff development programme for a member of staff new to post-16 citizenship**

The programme covers a nine-month period.

## **Design template for a training session**

**Audience**

**Training needs identified**

**Planned outcomes**

Know about

Understand

Be able to

**Content**

**Title and Aim(s)**

**Assessment for learning and evaluation strategy**

**Final check – does it meet the needs and fit within the wider staff development programme?**



## A sample staff development programme for a member of staff new to post-16 citizenship

This sample programme is based on the assumption that a small team of more experienced staff is in existence and that both training activities and development processes are needed to help the individual become confident and effective. For ideas on appropriate materials to use at each stage, see note on resources at front of the pack.

Stage	Time scales
Initial briefing covering: <ul style="list-style-type: none"> <li>• the aims and ethos of citizenship</li> <li>• staff handbook</li> <li>• review of current activities</li> <li>• areas of personal interest identified</li> <li>• individual roles clarified/agreed</li> <li>• team meeting dates in diaries.</li> </ul>	start of programme
Co-ordinator to identify mentor and agree meeting schedule for target setting and reviews.	start of programme
Meet with mentor to review existing skills and levels of confidence. Agree first personal development targets.	within first week
Meet young people and hear what is important to them. Discuss with team.	within 3 weeks
Attend team meetings at which issues are discussed and collaborative work continues.	throughout
Participate in first key training session: 'What is citizenship?' (in-house or external).	within first 2 weeks
Shadow experienced member of staff while working in an active, facilitative way with young people.	within first month
Participate in second key training session, 'Engaging young people', covering issue-led learning and working with young people in a facilitative way (in-house or external).	within 3 months
Attend network meeting with staff from other local organisations	when available
Meet mentor for interim review of development programme/progress and agree next targets.	end of third month
Discuss with mentor an area of personal 'stretch' or experimentation for working with the young people.	end of fourth month
Participate in key training session on 'Assessing learning in active citizenship' (either in-house or external).	within 4 months
Attend a national conference on post-16 citizenship with co-ordinator.	within the first year
Second interim review with mentor.	end of sixth month
Visit an organisation with effective practice and identify key features to model.	by eighth month
Final review with mentor and celebration.	end of ninth month





## 7. Delivering training and development



While individual needs may vary slightly in different organisations, the evidence from the post-16 projects is that there are a few essential topics to be included in citizenship staff development, whether through training sessions or development processes. LSDA has produced staff development materials to support some of these topics, which are available on the post-16 citizenship website. Facilitators for the materials could be drawn from in-house staff or from other organisations.

### **Suggested key topics for staff working directly with young people:**

- What is active citizenship? Essential awareness raising/understanding for all staff connected with citizenship (see LSDA videos and interactive CD-ROM)
- Working with young people in a facilitative way
- Engaging young people in citizenship (see pack on post-16 citizenship website)
- Working with controversial/sensitive issues (see article in *Citizenship News* July 2003 and the LSDA pack *Agree to disagree – citizenship and controversial issues*)
- Developing political literacy
- Assessment, recording and recognising achievement in post-16 citizenship (QCA guidance).

### **Suggested topics for managers:**

- Delivery models for citizenship (LSDA leaflet for managers and QCA guidance)
- Citizenship – policy and organisational development.

#### **Key issues and questions**

What are the priority topics for staff this year?

Is the training/development designed at the right stage of the continuum of training and development for the intended audience?

What is the most cost-effective way of delivering the training and development needed?

If most of the training and development is in-house, when and how will it take place?

### **Handout for this section:**

#### **7.1 Types of training techniques and development processes**

## Types of training techniques and development processes

To promote the theme of citizenship, the best training and development is:

- **active** – facilitators should model the active ways of working with young people
- **fun** – dynamic and engages people in interesting activities
- **on-going** – not just one-off events but part of a continuous development process
- **client-focused** – with an emphasis on participant needs.

and includes:

- reflection and debriefing of the experience
- staff in planning training and development programmes
- young people as co-learners and ‘ambassadors’.

A range of training techniques and development processes can be used which are more or less formal.

### Development processes

- Consultations – telephone or face-to-face
- Coaching
- Co-training/teaching
- Mentoring, including target setting and reviews
- Expert witnesses – internal specialists
- Shadowing an experienced person
- Visits to centres of ‘effective’ or interesting practice
- Non-course opportunities (e.g. secondments, work placements, sabbaticals, study tours)
- Experimentation
- Modelling
- Personal logs
- Presentations
- Reflection and review
- Team teaching

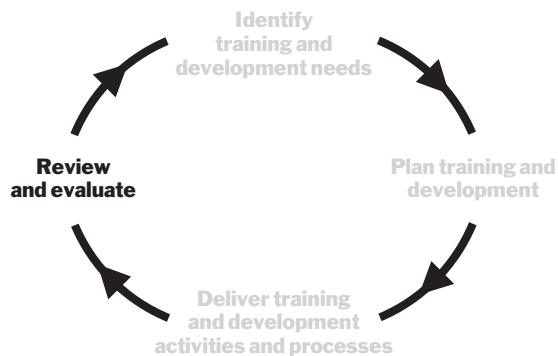
### Training techniques

The following are a mixture of investigative, discursive and group techniques that could be included in training sessions or in development processes. (See *Spice It Up*, from *Save the Children*, and *The Teacher’s Toolkit*, by Paul Ginnis.)

- Brainstorming (ideas cascade)
- Card sorts
- Carousel
- Case Study
- Charts (matrices, grids and T charts)
- Clinic
- Debate
- Demonstrations
- Discovery methods
- Discussion (whole, sub-groups, structured and open-ended)
- Drama
- Film
- Fishbowl
- Games
- Groups (buzz, syndicate, rainbow, jigsaw)
- Hot seating
- Investigation
- In-tray exercises
- Interviews
- Mind maps and flow charts
- Multi-media package
- Networking events (regional/national)
- Practical work
- Presentations
- Problem solving
- Prioritising activities
- Questionnaires
- Quizzes
- Role play
- Seminars
- Simulations
- Snow-balling
- Standardisation meetings
- Theatre – interactive
- Teleconference/video conferencing
- Using media



## 8. Evaluating the effectiveness of training and development



Fundamental to evaluation is that the values and dispositions that guide effective citizenship are also integral to the process of evaluation. For example, there is a need to recognise the rights and responsibilities of those ‘participating’ in the training to give feedback to those organising and facilitating the development processes.

Negotiating and participating in the programme, assessing own learning and then contributing to the evaluative process are all part of staff development for citizenship. Introducing processes that enable participants to give feedback on their training and development is good practice and also stresses the democratic nature of citizenship.

The challenge is to design evaluative methods that actively engage staff in the review of training and development at each of following five levels:

- 1. During the activity/event** – formative feedback on process, insights and relevance
- 2. At conclusion** – immediately after the training and development activity/event capturing participants (and facilitators) immediate reactions, in relation to:
  - individual benefit and learning
  - fulfilling the aims and objectives set for the event.
- 3. Short-term evaluation** – getting beyond learner satisfaction to determine the extent of learner advancement of knowledge, understanding, skill and attitudinal change, related to their competences at the outset
- 4. Mid-term evaluation** – what has been the application, degree of transfer and use of the newly gained knowledge, understanding and skills? This gives an insight to the sustainable effectiveness of the training and development activity/event
- 5. Long-term evaluation** – what is the measurable benefit to the college/school/training provider/youth organisation?

An important purpose for long-term evaluation is to determine the ‘value added’. Evaluation of staff development for citizenship is concerned with the personal and professional benefit to the individual and the benefit to the organisation. The evaluation should determine whether the staff development made a positive difference and whether that difference has been worth the investment of time and resources. This should provide more rigorous rather than anecdotal information to demonstrate that funding has been well used and that it is worth continuing to invest in development.

Evaluation is basically the process of assessing the worth of the outcomes of training and development against the processes used to achieve them. It should answer two questions:

### **1. Did we achieve our goals for staff development? (evaluating the outcomes)**

Evidence to answer this question can come from:

- identifying what difference the training and development has made by establishing a baseline from which 'impact' can be measured
- reviews with individuals to establish what increases in knowledge and understanding they have gained, what they are doing differently, and their level of confidence and competence after participating in training or development
- team reviews
- observations
- changes in working methods or relationships with learners
- internal and external feedback on the quality of the citizenship activities from, e.g., the quality assurance system, management, or the inspectorate.

### **2. Were the methods we used effective? (evaluating the processes)**

Evidence to answer this question can be drawn out during and after training activities and from some of the sources listed above. Look at the following in particular:

- How were training needs identified?
- How active were the methods used? Did they reflect the message of citizenship?
- Were participants clear about the aims and were these achieved? Evaluate how far these have been achieved and the suitability of the training methods, rather than focus on venue and food.

#### **Key issues and questions**

What is the most important aspect of training and development to evaluate in your organisation?

Who in your organisation needs to know how effective staff development has been? What information do they need?

How will the information be used?

How can the evaluation processes (formative and summative) be integrated into the development process, rather than being a detached appendage?

Which of the five levels of evaluation will you undertake?

What would be the most effective methods for each level of evaluation?

How is an evaluation of staff development for citizenship over the last year helping to shape staff development in the coming year?

### **Activity for this section:**

#### **8.1 What difference did it make?**

Evaluation strategies – using the sample programme 6.2 on page 33, decide which are the strategies you would use to evaluate the effectiveness of the different parts of the programme. Which parts are the most important to evaluate?

**Handouts for this section:**

**8.2 Formative evaluation techniques** – to gain immediate reactions of learners during the training process

**8.3 Summative evaluation techniques** – ways of establishing participant learning and satisfaction at the end of a training or development process

**8.4 Summative evaluation form (Level 2) – Example**

### Formative evaluation techniques

The following techniques can all be used to gain feedback quickly on participant reactions and learning during a session or workshop. Why not try out one the next time you run a staff training event?

#### **Fingers**

Ask the group a question such as: 'We agreed at the outset that this workshop should be challenging. So how challenging has it been for you so far? Hold up your hand to indicate: 5 fingers = very challenging; 3 = challenging; 1 = we are seriously missing the mark'. Then discuss with the group, or move onto the next question. Three questions are usually enough.

#### **Thumbs up**

Ask the group a question related to the content and process and ask each participant to give: thumbs up = OK; or thumbs horizontal = not sure; or thumbs down = not OK

#### **Hot spot**

Ask the group to stand in a circle and move to the centre. Say 'This is the hot spot!' Move participants back to the rim and ask a question or refer to one of the aims. Then ask them to move as close to the centre to represent what we have achieved so far. This can be repeated up to three times.

#### **Individual reflection/buzz groups**

Revisit and review aims and objectives, then discuss with whole group.



## Summative evaluation techniques

There are several ways to establish participants' learning and satisfaction at the end of a training or development process. The following are four useful and proven techniques.

### Evaluation form

This is a familiar procedure in most training or development events. The proforma should be concise and easy to complete.

### Posters

The facilitator drafts from five to seven questions. For example:

- What was your most significant insight?
- What will you do tomorrow to implement your new understandings?
- What did you enjoy most?
- How can this programme be improved?

Each question is written on the top of a separate flip chart page (A1 size). These are posted around the training room/area. Participants circulate the charts, writing their comments/statements on the charts.

### Targets

Make a dartboard-style target on a sheet of flip chart paper. Divide the target into 2/3/4 quadrants. Write a statement on the rim of each quadrant (the aims for the event are useful). Then give 2–4 sticky dots (same number as the quadrants) to each participant and ask them to place them on the target to represent how successful the programme has been in achieving each aim. When complete discuss any patterns or discrepancies with the group.

### Training session peer observation

You could ask a colleague to observe a session, and then complete an agreed schedule of focal elements, such as:

- planning – aims and objectives, structure, participation
- delivery – resources, pace, balance
- assessment and evaluation – criteria for success, proforma, delayed evaluation
- monitoring – funders, educational institution
- equal opportunities
- health and safety
- appropriateness
- general provision – venue, refreshments
- value for money.

**Summative evaluation form (Level 2) – Example****Staff Development for Post-16 Citizenship Evaluation Form (draft)**

Course/event:	
Date:	
Contact information (tel/address/or email):	Facilitator(s):
What did you understand to be the aims of this event?	
Why did you decide to attend?	
What has been the benefit to you?	
What will be the benefit to your organisation?	
Your knowledge and understanding of the topic. Please mark on the line where you were...	
...at the outset	
<b>Little</b>	_____ <b>Extensive</b>
...at the conclusion	
<b>Little</b>	_____ <b>Extensive</b>

<b>Facilitators</b>	Very poor	Poor	OK	Good	Very good
Knowledge and understanding of the topic					
Range of techniques to accommodate diverse learning styles					
Ability to communicate with participants					
Modelling the values of citizenship					
Enthusiasm for the session/event/topic					

<b>Please scale the following: This event has...</b>	Disagree strongly	Disagree	Agree	Agree strongly
• been fun				
• been stimulating				
• provided opportunities to network				
• illustrated citizenship through practice				
• honoured democratic values				
• provided space for participation and involvement				

<b>Next steps I will take:</b>
Next week:
Next month:
People in my team I will talk with about this training:

<b>Suggestions for improvement of programme:</b>
Venue / location / sustenance – comments:

