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Conference or Workshop Item

Title: Evaluating the Changemaker Student Awards

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Version: Presented version

http://nectar.northampton.ac.uk/9259/
Do the Changemaker Student Awards put the child at the centre? (1)

What did the research reveal? Interim Findings

The CMSA provided opportunities for the child to be at the centre:

- ‘Children make there (sic) own ideas to solve somtimes (sic)’ (Primary aged student)
- ‘If children work on their ideas the headteacher will make them happen’ (Primary aged student)
- ‘I think lots of kids have good ideas on how to change the school. I really want to make them come true and make kids enjoy school’ (Primary aged student)

Murray and Preece, 2016
However, the research also revealed **barriers** emerging from the CMSA regarding the child being at the centre:

- **Parent as consumer:** ‘It is a collaborative school where communication is strong and all suggestions are valued. The students are creative and innovative and explore ideas with curiosity and confidence. Students are at the core of every decision’  
  (Headteacher of primary school in affluent area)

- **Performativity agenda:** ‘Our pupil forum is very active and effective. Our academy group have recognised the positive influences the forum has. Ofsted recognised the effectiveness of the pupil forum in their recent report (March 2015) stating that it enabled pupils to learn about democracy’ (Teacher)
How is success measured? (1)

Robust research:

• New Economics Foundation: *Prove and Improve* -
  http://www.proveandimprove.org/meaim/index.php

• Pluralistic methodology

CMSA framework…

Murray and Preece, 2016
How is success measured? (2)

<table>
<thead>
<tr>
<th>CSMA Framework</th>
<th>Ruby</th>
<th>Emerald</th>
<th>Sapphire</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Commitment to a Changemaker Student Team Ethos</td>
<td>Signed up to values</td>
<td>Values demonstrated in Changemaker Student team and processes</td>
<td>Values are embedded within the school community</td>
</tr>
<tr>
<td>2. Evidence of Empathy</td>
<td>The team listens and works respectfully with each other</td>
<td>The team shows ability to work as a cohesive team and part of the wider community</td>
<td>Shows commitment to team and the community. Showing ability to change and adapt to demands and the process of change</td>
</tr>
<tr>
<td>3. Innovative for Change</td>
<td>Area of change identified with clarity</td>
<td>Area of change clearly identified with whole school support</td>
<td>Area of change identified with reasoning and evidence and agreed with the school community as a whole</td>
</tr>
<tr>
<td>4. Ownership and responsibility of change</td>
<td>The team which meets agrees actions which are recorded and shared</td>
<td>Social change is beginning to be actively demonstrated by the group and wider school community. These are recorded and shared</td>
<td>Social change Changemaker project is actively demonstrated by the group and the wider school community. These are recorded, reflected on and shared to make innovative change</td>
</tr>
<tr>
<td>5. Process of Change</td>
<td>The plan has been completed and the change has occurred</td>
<td>The plan has been completed and the change has occurred</td>
<td>The plan has been completed and the change has occurred which involves the whole community</td>
</tr>
<tr>
<td>6. Making a difference</td>
<td>The impact of the plan is known and is visible</td>
<td>The plan has been completed and the change has occurred</td>
<td>The team has evaluated the impact of the change and communicated with the school and wider community</td>
</tr>
<tr>
<td>7. Next steps</td>
<td>The team are reflecting and reviewing ideas for the Emerald Award Commitment signed</td>
<td>The team are reflecting and reviewing ideas for the Sapphire Award. Partnership Agreement signed</td>
<td>The team are reflecting and reviewing ideas for the National Changemaker Award</td>
</tr>
</tbody>
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Badger-Jones, 2014