



Staff Development and Performance Review

(for staff in grades 3 and above)

The principal aims of the SDPR scheme are to:

- Review the past year, providing feedback, identifying successes and learning from problems in the achievement of last year's objectives
- Plan and set goals for the future, taking into consideration the objectives of the department, the knowledge, skills and attitudes of the member of staff and their career development aspirations.

This documentation is intended to focus the discussion between reviewer and reviewee, so that you can have useful conversations about achievements, performance, aspirations and future plans, and make a record of agreed outcomes and objectives for future reference.

Name: Jack Whitehead
Job title: Lecturer
Department: Education
Date of last SDPR or other review:
Reviewer: Professor William Scott
Reviewer's post: Head of Group
Review covering period: December 07-December 08
Date of review meeting: 12 December 2008

Process

- The reviewee should provide the reviewer with an account of their progress against the agreed objectives for last year, plus any other activities (Section A)
- The reviewer may make initial comments in section A and return these to the reviewee in time for the meeting.
- Following the meeting, either party completes the form to record the agreed objectives for the year ahead (Section B), and the development plan for the reviewee (Section C)
- After adding any additional comments (Section D), both parties sign the form and pass to their head of department / senior reviewer for endorsement and onward travel to the Department of Human Resources, who will retain a secure copy for reference.
- Heads of Department will make arrangements to collate the development plans arising out of SDPR within their department, to feed into an annual planning discussion with Staff Development.

SECTION A: TAKING STOCK

List last year's objectives, comment on what progress you have made against them, and outline any additional achievements, duties or responsibilities that you wish to highlight.

Objective / activity	Comments
<p>To make your on-going publishing a success (particularly the two books for Wiley and Sage)</p>	<p><i>Reviewee</i></p> <p>The book for Wiley has already been published. The book for Sage is in press and due to be published in February 2009. The list of publications below together with those accepted for publication is a source of satisfaction in fulfilling this objective.</p>
<p>To continue to contribute to your new journal's success, and to demonstrate its potential</p>	<p>The first issue of the Educational Journal of Living Theories has been published and the contributions for the second issue are under review with a third special issue agreed under the editorship of Jean McNiff. EJOLTS is available from http://ejolts.net/drupal/index.php</p>
<p>Supervising research students to completion</p>	<p>This is my most successful year of completed research supervisions and graduations.</p> <p>Adler-Collins, J. (2007) <i>Developing An Inclusional Pedagogy Of The Unique: How Do I Clarify, Live And Explain My Educational Influences In My Learning As I Pedagogise My Healing Nurse Curriculum In A Japanese University?</i> Ph.D. Graduated June 2008.</p> <p>Jones, J. (2008) <i>Thinking with stories of suffering: towards a living theory of response-ability.</i> Ph.D. Graduated December 2008.</p> <p>Spiro, J. (2008). <i>How I have arrived at a notion of knowledge transformation through understanding the story of myself as creative writer, creative educator, creative manager, and educational researcher.</i> Ph.D. Graduated June 2008.</p> <p>Walton, J. (2008) <i>Ways of Knowing: Can I find a way of knowing that satisfies my search for meaning?</i> Ph.D. Graduated December 2008.</p> <p>Murray, Y, P. (2008) <i>How I develop a cosmopolitan academic practice in moving through narcissistic injury with educational</i></p>

	<p><i>responsibility? A contribution to an epistemology and methodology of educational knowledge?</i> M.Phil. Graduated December 2008.</p> <p>Riding, K. (2008) <i>How do I come to understand my shared living educational standards of judgement in the life I lead with others? Creating the space for intergenerational student-led research</i> Ph.D. (Examiners recommended the award of Ph.D.)</p> <p>Riding, S. (2008) <i>How do I contribute to the education of myself and others through improving the quality of living educational space? The story of living myself through others as a practitioner-researcher.</i> Ph.D. (Examiners recommended the award of Ph.D.)</p> <p>If this is being viewed online Jane Spiro's response to my supervision can be viewed at http://www.jackwhitehead.com/janespiropdfphd/storyepilogue.pdf Jane was one of the successful completions.</p> <p><i>Reviewer</i></p>
Publications	<p>Whitehead, J. (2008) How can we use TASC to develop our talents in the gifts we create? How can TASC help us as we account for our lives in our living educational theories? <i>Gifted Education International</i>, Vol 21, pp 179-189.</p> <p>Whitehead, J. (2008) Using A Living Theory Methodology In Improving Practice And Generating Educational Knowledge in Living Theories. <i>Educational Journal of Living Theories</i>, Vol. 1, No. 1, pp 104-126 . Retrieved 8 December 2008 from http://ejolts.net/node/80</p>
	<p>Whitehead, J. (2008) Increasing Inclusion In Educational Research: A Response To Pip Bruce Ferguson. <i>Research Intelligence</i>, 103, 16-17.</p> <p>Whitehead, J. (2008) An Epistemological Transformation in what counts as Educational Knowledge: Responses to Laidlaw and Adler-Collins. <i>Research Intelligence</i>, 105, 28-29.</p>
	<p>Hymer, B., Whitehead, J. & Huxable, M. (2008) <i>Gifts, Talents and Education: A Living Theory Approach</i>. Chichester; Wiley-Blackwell.</p>
	<p>McNiff, J. & Whitehead, J. (2009) <i>Writing Up Your Action Research</i>. London; Sage. (in press).</p>

	Whitehead, J. (2009) How Do I Influence the Generation of Living Educational Theories for Personal and Social Accountability in Improving Practice? Using a Living Theory Methodology in Improving Educational Practice, in Tidwell, Deborah L.; Heston, Melissa L.; Fitzgerald, Linda M. (Eds.) (2009) <i>Research Methods for the Self-study of Practice</i> , Springer. (in press)
	McNiff, J. & Whitehead, J. (2009) Demonstrating Quality In Action Research For Social Accountability, in <i>The SAGE Handbook of Educational Action Research</i> , Noffke, S. & Somekh, B. (Ed.) (2009), London; Sage.
	Whitehead, J. (2009) The Significance Of 'I' In Living Educational Theories, pp. 441-463, in Daniels, H., Lauder, H. & Porter, G. <i>Educational Theories, Cultures and Learning: A Critical Perspective</i> . London; Routledge.
	Whitehead, J. & Huxtable, M. (2009) How can inclusive and inclusional understandings of gifts/talents be developed educationally? In Montgomery, D. (Ed) <i>Able, Gifted and Talented Underachievers</i> . Chichester; Wiley-Blackwell. (in press)
	Whitehead, J. (2009) Generating Living Theory And Understanding In Action Research Studies. <i>Action Research</i> , 7 (2).
	Reviewer

Additional achievements.

Alongside the development of my research programme into the generation of living educational theories I continue to test their validity in local, national and international contexts with the following presentations, including keynotes, in the, UK, USA and China.

Whitehead, J. (2008) *Combining Voices In Living Educational Theories That Are Freely Given In Teacher Research*. Keynote presentation for the International Conference of Teacher Research on Combining Voices in Teacher Research, New York, 28 March 2008. Retrieved 8 July 2008 from <http://www.jackwhitehead.com/aerict08/jwictr08key.htm> . The video of the keynote showing the expression of flows of life-affirming energy with values can be accessed from mms://wms.bath.ac.uk/live/education/JackWhitehead_030408/jackkeynoteictr280308large.wmv .

Whitehead, J. (2008) *How Are Living Educational Theories Being Produced And Legitimated In The Boundaries Of Cultures In Resistance?* Presentation for the Cultures in Resistance

Conference. The 7th Conference of the Discourse, Power, Resistance Series, 18-20 March 2008 Manchester Metropolitan University. Retrieved 3 March 2008 from <http://www.jackwhitehead.com/jack/jwmanchester250207.htm> .

Whitehead, J. (2008f) *How Can S-STEP Research Contribute to the Enhancement of Civic Responsibility in Schools, Neighborhoods, and Communities?* A presentation in the session: Becoming Innovative Through Self-Study Research at the 2008 Annual Conference of the American Educational Research Association, New York, 25-29 March 2008. Retrieved 3 March 2008 from <http://www.jackwhitehead.com/jack/jwaera08sstep.htm> .

Whitehead, J. (2008g) *How Can I~We Create Living Educational Theories From Research Into Professional Learning?* A presentation in the Symposium convened by Jean McNiff on Communicating and testing the validity of claims to transformational systemic influence for civic responsibility, at AERA, March 2008 in New York. Retrieved 3 March 2008 from <http://www.jackwhitehead.com/jack/jwaera08jmsem.htm> .

Whitehead, J. (2008h) *Collaborative Living Educational Theory Action Research in China.* Keynote presented at a conference of China's Experimental Centre for Educational Action Research in Foreign Languages Teacher, Ningxia Teachers University, China, June 2008. Retrieved 14 July 2008 from <http://www.jackwhitehead.com/jack/jwkeynotechina8june08.pdf> .

Whitehead, J. & Delong, J. (2008) *Persisting In The Face Of Pressures: How Have We Contributed To The Generation Of Cultures Of Inquiry?* A presentation at the International Conference of Teacher Research (ICTR) 2008 with the Theme: Combining Voices: Building a Teacher Research Community. Bank Street College of Education New York, March 28 and 29. Retrieved 14 July 2008 from <http://www.leeds.ac.uk/educol/documents/172701.htm> .