

“ A really useful handbook, more than a collection of educational abbreviations - Hickman has the ability to explain the meaning of complex concepts with lucidity and straightforward simplicity; it will undoubtedly be a valuable resource for many people working in education. ”

Professor Allan Walker

Chair of Educational Administration and Policy Chinese University of Hong Kong

# C.H.E.A.T

Cambridge Handbook of Educational Abbreviations & Terms

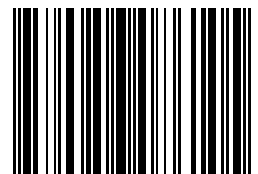
Richard Hickman

CHEAT:  
Cambridge Handbook of Educational  
Abbreviations and Terms

Richard Hickman  
Faculty of Education

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# **CHEAT**

## **Cambridge Handbook of Educational Abbreviations and Terms**

*Now with a glossary of educational research terms*

**Richard Hickman**

**University of Cambridge Faculty of Education**

"A really useful handbook, more than a collection of educational abbreviations. Hickman has the ability to explain the meaning of complex concepts with lucidity and straightforward simplicity; it will undoubtedly be a valuable resource for many people working in education"

Professor Allan Walker  
Chair Professor of International Educational  
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Hong Kong Institute of Education

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## Preface

Education is replete with abbreviations and acronyms; they seem to reproduce like viruses. Teachers and others involved with the education system(s) in the UK are apparently so busy that they don't have time to speak in full sentences and instead devise an arcane language littered with a kind of shorthand. Amongst the worst perpetrators are **QUANGOS** (Quasi Autonomous Non-Governmental Organisations) like the **TDA** and **QCA** (look them up!). Take for example the following information intended to inform would-be teachers about new routes into teacher training, from the National Remodelling Team (**NRT**), with reference to employment-based routes (**EBR**):

the TTA will provide DRBs who are linked to an accredited ITT provider with EA contact details, so that DRBs can develop new links and draw on the EAs' experience and knowledge.

I would be inclined to think that an agency that claims to be concerned with passing on knowledge and understanding should not be allowed anywhere near learners if it puts out gobbledegook like this. Schools have caught the virus and many conversations could not be understood fully outside of them. Take the following example - a recent suggestion to a newly qualified teacher (**NQT**):

get the IEPs from the SENCO - you could also look at the EAL stuff which the EMA tutor might have...

This statement may well make perfect sense to some, but can be bewildering to new entrants to the profession. At this point, it is worth pointing out that 'SENCO' (special educational needs co-ordinator) is an acronym, while 'EMA' is an abbreviation (for Ethnic Minority Achievement); the former being a pronounceable word formed from constituents (usually initials) of the component words, the latter being the individual initials of the component words.

I put my antipathy to abbreviations and acronyms down (in part) to arriving back at Primary school having been absent with chicken pox. Two weeks earlier I had confidently been doing 'Hundreds, Tens and Units' and getting all of the sums correct, each calculation having H, T or U conveniently at the top. Now we had £, S and D (which in a class of 48, the teacher forgot to explain to me, and their significance was lost). All I knew was that I got all of my sums wrong, not knowing that the right hand column under 'D' now added up in units of 12, not 10, and the column under S added up in units of 20, not a hundred, before moving to the next column. Some of the abbreviations included in this guide are significantly more esoteric, or even exotic, but all have been in circulation in recent years.

New abbreviations and acronyms appear frequently and even old hands can get a little confused. This handbook is aimed at both experienced professionals and

potential entrants. It gives brief explanations of most of the educational abbreviations, acronyms and terms people working in education are likely to encounter - for the time being. Each subject has its own specialist language; the abbreviations acronyms and terms associated with individual subject areas, with a few exceptions, have not been included - not many people would need to know for example that HQVAE stands for 'High Quality Visual Arts Education'... I have however included abbreviations and acronyms for the whole of the UK - it is worth noting that the so-called 'National Curriculum' only refers to England; Wales has its own 'National Curriculum' and Scotland and Northern Ireland have their own schemes, bought in at various times and with their own legislative background. The terms included here are those that are found fairly frequently in education and which have very specific meanings. For example, 'scaffolding' and 'jigsawing' mean something quite different in the context of education, as opposed to the meaning associated with them in the construction industry. This compilation aims to be reasonably comprehensive and includes abbreviations, acronyms and terms that refer to all stages of formal and informal education - from pre-school to **U3A** (University of the Third Age). Where **bold** is used, there is a cross-reference to elsewhere in the text.

### Notes for the 4<sup>th</sup> edition

An event of significance that has occurred since the 3<sup>rd</sup> edition has been a change of government in the UK. This had inevitably had an impact upon educational policy and a consequent epidemic of the abbreviation and acronym virus. Of particular note was the change of title for the government department concerned with education: the department known formerly by the cumbersome abbreviation **DCSF** (also **DFEE**, **DES**, **DFES**, **DOE** and **MOE**) became the streamlined, no-nonsense **DfE** (department for education). Inevitably, there was an explosion of letters and digits unrelated to any known words and the debris appeared on Headteachers' and editor's desks, requiring them to learn yet another new language. There are many new abbreviations and acronyms in this edition, and have also included some additional terms in the section on educational research, including the impressive-sounding **heterophenomenology**.

Richard Hickman

Cambridge 2012

## **11+**

The name derives from the age group of the pupils: 10-11. The 'Eleven Plus' (occasionally referred to as the 'Transfer Test') was an **examination** given to pupils in their last year of primary education in the United Kingdom. It was based on the erroneous notion of fixed **intelligence**. The exam was once used throughout the UK, but is now used only in a small number of areas (e.g. Kent) in England although it has been used more widely in Northern Ireland. See **Grammar School** and **Secondary Modern School**.

## **1944 Act**

RA Butler's 1944 Education Act raised the school-leaving age to 15 and provided universal free schooling in three different types of schools: grammar, secondary modern and technical. Butler hoped that these schools would cater for the different academic levels and other aptitudes of children. Entry to these schools was based on the **11+ examination**, with the apparently more academically inclined children going to **Grammar schools**.

## **3 Rs**

See Three Rs.

## **A2**

Advanced Level 2nd stage. (It also refers to a size of paper often used in art rooms: half the size of A1, twice the size of A3 and four times the size of **A4**).

## **A4**

In addition to being a size of paper (see **A2**, above), it stands for the Association for Advice and support in Art & Design.

## **AAI**

Association of Assessment Inspectors and Advisers.

## **AAP:**

- (1) Average attaining pupil; an abbreviation used by **OFSTED**. See also **HAP** and **LAP**.
- (2) Assessment of Achievement Programme

## **AB**

Awarding Body.

## **Ability grouping**

There are four principal ways by which pupils can be grouped according to perceived ability:

banding, used in larger schools, refers to pupils being grouped on the basis of apparent overall ability - each 'band' consists of two or more groups which follow a similar timetable

streaming, as with banding, refers to pupils being grouped on the basis of apparent overall ability;

setting, refers to a group of consisting of pupils selected on the basis of ability in a particular subject;

mixed ability, refers to a group that is made up of pupils representing a wide range of apparent abilities.

## **ABE**

Adult Basic Education - Literacy, numeracy etc. for adult learners.

## **Academy**

Academies are, in this context, relatively new type of schools which are publicly funded independent schools for pupils of all abilities. They are established by sponsors from faith or voluntary groups and/or businesses, working in partnerships with central Government and local education partners. Their independent status is intended to allow more flexibility and for them to be 'innovative and creative' in their curriculum as well as with regard to staffing and governance, although they must follow the National Curriculum in Mathematics, English, Science and ICT.

## **ACCAC**

Qualifications Curriculum and Assessment Authority for Wales.

## **ACCESS Programmes**

The stated aims of Access programmes include preparing adult learners from 'non-traditional' backgrounds and under-represented groups for admission to undergraduate education. They often lead to **GCSEs** and **A levels** and are run by Colleges of Further Education.

## **ACDAP**

Advisory Committee on Degree Awarding Powers, reporting to the **QAA**.

## **ACE**

Advisory Centre for Education.

## **ACEO**

Association of Chief Education Officers.

## **ACER**

Advanced Certificate of Educational Research

## **ACET**

Adult Continuing Education and Training.

## **Achievement**

Achievement refers to the overall accomplishment of a pupil, including personal factors. See **Assessment** and **RoA**.

## **ACLF**

Adult and Community Learning Fund.

## **ACPC**

Area Child Protection Committee.

## **ACS**

Average Class Size.

## **ACVT**

Advisory Committee for Vocational Training (European Union).

## **Action Plan**

A document that school governors have to produce after an **OFSTED** inspection to show how the school will respond to the report. The governing body must formulate it within 40 days to address the key issues identified in the inspection.

## **ADCE**

Advanced Diploma in Children's Care and Education.

## **ADEW**

Association of Directors of Education in Wales.

## **ADD**

Attention Deficit Disorder.

## **ADHD**

Attention Deficit Hyperactivity Disorder.

## **Admission criteria**

The method of allocating places to schools which are over-subscribed.

## **Admissions Authority**

Schools which handle their own pupil applications are admissions authorities; they send out pupil application forms and information about the school. Local education authorities are also said to be admission authorities because they are responsible for admissions to community and **voluntary-controlled schools**.

## **ADOL**

Assistant Director Of Learning.

## **ADSS**

Association of Directors of Social Services.

## **Advanced GNVQ**

Advanced General National Vocational Qualification. This is similar to **BTEC** and the equivalent of 2 **A levels**. The subjects offered have a vocational element.

## **AEA**

(1) Advanced Extension Award.

(2) Association for Education and Ageing

## **AE**

Adult Education.

## **AEB**

Associated Examining Board (see **AQA**).

## **AEN**

Additional Educational Needs.

## **AEWM**

Association for Education Welfare Management.

## **AF**

Admissions Forum.

## **Affective (skills)**

Traditionally, skills have been thought of as belonging to either the '**cognitive**' or '**affective**' domain of **learning** - roughly thinking and feeling. See for example Bloom's taxonomy (Bloom, B S and Krathwohl, D R, 1956). Affective skills could be associated with sensitivity, empathy or the ability to make subtle distinctions based for example on an awareness of cultural values.

## **AfL**

Assessment for learning.

## **AFVAS**

Association of Foundation and Voluntary Aided Schools.

## **Aims**

Aims are statements which encapsulate the educational value and worth of lessons; educational aims are broad and general; they are related to general rationales for education. See **Objectives**.

## **Agreed syllabus**

A non-denominational syllabus of religious education required to be used in Community schools and drawn up by a **SACRE**.

## **AHRB**

Arts and Humanities Research Board.

## **AICE**

Advanced International Certificate of Education; an academic 2-year program (similar to **A levels**) taken between the age of 16 and 18 where students concentrate on 2 or 3 subjects while maintaining an incorporated international focus.

## **AiDA**

Award in digital applications (see also **DiDA**; **CiDA**).

## **AL**

(1) Associate Lecturer.

(2) Advanced Level.

## **A level**

Advanced level **GCSE** examination.

## **ALF**

Activity-Led Funding.

## **ALG**

Association of Local Government.

## **ALI**

Adult Learning Inspectorate.

## **ALIS**

Advanced Level Information System.

## **ALL**

(1) Adult Literacy and Life Skills.

(2) Association for Language Learning

## **ALNs**

Asynchronous Learning Networks.

## **ALPS**

Advanced Level Performance Systems.

## **Alternative assessment**

An assessment in which students originate a response to a task or question. Such responses could include demonstrations, exhibits, portfolios, oral presentations, or essays.

## **ALS**

Additional Literacy Support.

## **AMT**

Advanced Mathematical Thinking.

## **AO**

(1) Assessment Objective.

(2) Awarding Organisation.

## **AoC**

Association of Colleges.

**AOT**

Adult other than Teacher.

**APL**

Accreditation of Prior Learning - Credit for a previous award, towards a further award.

**APEL**

Accreditation of Prior Experience and Learning.

**APP**

Assessing Pupils' Progress.

**APT**

Assistant Principal Teacher (Scotland).

**AQA**

Assessment & Qualifications Alliance – A 'Unitary Exam Body' formed by amalgamation of **NEAB**, **AEB**, **SEG** and **C&G**).

**APP**

(1) Assessment of Pupil Performance  
(2) Assessing Pupils Progress

**APS**

Alliance of Parents and Schools.

**ARP**

Additional Responsibility Points (for teachers).

**AS**

Advanced Subsidiary, replacing Advanced Supplementary National examinations.

**ASB**

Actual Schools Budget (Wales).

**ASB**

Aggregated Schools Budget.

**ASC**

The ASC has replaced **PLASC** for all maintained secondary schools, **CTCs** and Academies in England as of 2010.

**ASD**

Autistic Spectrum Disorder.

**ASDAN**

Award Scheme Development Accreditation Network. A course seen as an alternative to **GCSE** examinations for **disapplied** pupils.

## **ASE**

Association for Science Education.

## **ASG**

Area School Group (Scotland).

## **ASPECT**

ASPECT stands for the Association of Professionals in Education and Children's Trusts.

## **Assessment**

Assessment is said to be a 'parent concept', covering:

**Evaluation** - judging the value of. It refers to the process through which evidence is secured and judged with respect to its educational value;

**Testing** - one procedure through which some kinds of evidence are obtained; it secures a sample of a students' or group's behaviour or product through a mechanism - a 'test';

**Examination** refers to a formal process whereby a student's achievement over specified period of time in a particular place is measured against stated criteria;

**Measurements** deals with a quantification of data;

**Grading** is the assignment of a symbol to a person's performance, often a letter (ABCDE) is used to indicate some level of performance, relative to some criteria;

**Achievement** refers to the overall accomplishment of a student, including personal factors;

**Attainment** refers to the standard or quality of work measured against set criteria.

## **Asset Management Plan**

A five year plan which identifies the condition, suitability and sufficiency of accommodation within a school and the costs of making necessary improvements.

## **AST**

Advanced Skills Teacher.

## **AT**

Advisory Teacher.

## **ATL**

(1) Association of Teachers and Lecturers.

(2) Attitude to learning

## **ATO**

Approved Training Organisation.

### **At risk**

A term applied to pupils who have not been adequately served by social service or educational systems and who are at risk of educational failure due to, for example, lack of services, negative life events, or physical or mental challenges.

### **Attainment**

Attainment refers to the standard or quality of work measured against set criteria.

### **AUT**

Association of University Teachers - Trades' union for university lecturers. Most are from the 'old universities' (those that were universities before the end of the 'binary divide' between universities and polytechnics, in 1992).

### **Authentic assessment**

An assessment based upon tasks that reflect the kind of competence demonstrated by experts.

### **Authentic task**

School assignment that has a 'real-world' application. Such assignments bear a strong resemblance to tasks performed in non-school settings such as the home or the workplace. They usually require students to apply a broad range of knowledge and skills.

### **AVA**

Audio Visual Aids

### **AWI**

Area Wide Inspection.

### **AWPU**

Age-Weighted Pupil Unit.

### **B&A**

Behaviour and attendance.

### **BAALPE**

British Association of Advisers and Lecturers in Physical Education.

### **BA with QTS**

A Bachelor of Arts degree-level initial teacher training (**ITT**) qualification, leading to Qualified Teacher Status (**QTS**). This is one of the main routes into primary teaching.

### **Banding**

A method used by some schools for allocating pupils to teaching groups by perceived ability. See **ability grouping**.

### **Batod**

British Association of Teachers of the Deaf

## **BCA**

Black Children's Achievement.

## **BS**

The defines basic skills as the ability to read, write and speak in English and use mathematics at a level necessary to function and progress at work and society in general. This is a contentious issue in that some might argue that, for example, drawing is a basic skill; there is also the notion that acquisition of 'basic skills' should be related to the nature of one's work.

## **Baseline Assessment**

An assessment of a child's skills and abilities usually made by a teacher within the first seven weeks of starting primary school. It shows teachers what children can do when starting school and helps teachers to plan lessons and measure progress. Areas covered include Language and Literacy, Maths and Personal and Social Development.

## **BATOD**

British Association of Teachers of the Deaf.

## **BDA**

British Dyslexia Association.

## **Beacon School**

A government programme which ran from 1998-2005; it aimed to identify high achieving schools which could disseminate good practice. See also **Hub** school

## **BECTA**

British Educational Communications Technology Agency; an agency which funds and supports research in to effective use of **ICT** in schools.

## **Behavioural Objectives**

See Objectives.

## **Behaviourism**

A theory suggesting that learning occurs when an environmental stimulus triggers a response or behaviour. Based on classical conditioning theory, behaviourism applies to educational practices that reward performance behaviours to encourage repetition of those behaviours. Rote memorisation and drill-and-practice instruction are supported by behaviourist theory.

## **Behaviour Support Plan**

A statement which sets out local arrangements for schools and other service providers for the education of children with behavioural difficulties.

## **BELMAS**

British Educational Leadership and Administration Society.

## **Benchmark**

Statement that provides a description of pupil knowledge expected at specific grades, ages, or developmental levels. Benchmarks often are used in conjunction with standards.

## **Benchmark performances**

Performance examples against which other performances may be judged.

## **BEP**

Business Education Partnership (see also **EBP**).

## **BERA**

British Educational Research Association. (Most acronyms ending with ERA stand for (-)Educational research Association, e.g. CamERA: Cambridge Educational Research Association).

## **BESD**

Behavioural, emotional and social difficulties.

## **BEST**

(1) Behaviour and Education Support Team.

(2) Building Excellent Schools Together (Wales).

## **BIP**

Behaviour Improvement Programme.

## **BIS**

Government department for Business Innovation & Skills. Formerly **DIUS**.

## **BITC**

Business in the Community.

## **Bloom**

Well known for his 'educational taxonomy' which focused on dividing '**cognitive skills**' from '**affective skills**'. See reference list.

## **BME**

Black and Minority Ethnic.

## **BN**

Basic Need.

## **Bologna Declaration**

The European Higher Education Area Joint Declaration of the European Ministers of Education (convened in Bologna on 19 June 1999) was signed on behalf of 29 EU member states. It declared that by 2010, there will be European-wide student mobility and commonality between degrees.

## **Book Trust**

An independent educational charity established to promote books and reading among readers of all ages and cultures.

## **Brothers and Sisters rule**

A rule applied by some admissions authorities if a parent's/guardian's school of choice is over-subscribed. They will sometimes treat the application more favourably if the child concerned already has a brother or sister at the school.

## **Bruner(ian)**

Jerome Bruner was born in New York in 1915, his seminal works include *The Process of Education* (1960), *Toward a Theory of Instruction* (1966) and *The Culture of Education* (1996). He is associated with both cognitivism and constructivism, as a reaction to **behaviourism**. Cognitivism stressed the importance of learner's needs and their expectations in developing cognition, as opposed the mere re-acting to stimuli which characterises behaviourism. *Toward a Theory of Instruction* was very influential in placing constructivist thought at the centre of educational theory. In constructivism, learning is seen as an active process, where learners construct their knowledge from their experiences.

## **BSA**

Basic Skills Agency.

## **BSF**

Building Schools for the Future.

## **BSP**

Behaviour Support Plans.

## **BT**

Beginning Teacher.

## **BTA**

Bi-lingual teaching assistant.

## **BTEC**

Business & Technician Education Council (see **EdExcel**). A National Qualification equivalent to two **A level** courses. Subjects include Nursery Nursing, Business Studies and Art and Design. There are considerable practical elements to the courses with work placements offered.

## **BVFM**

Best Value for Money (an **OFSTED** criterion when inspecting schools). See also **VFM**.

## **CAA**

Computer Assisted Assessment.

## **CA**

City Academy.

**CAF**

Common Assessment Framework.

**CAL**

Computer-Aided [or Assisted] Learning.

**CAD**

Computer Aided Design.

**CAI**

Computer Aided Instruction.

**CASE**

Campaign for the Advancement of State Education.

**CASS**

Curriculum Advisory and Support Service (Northern Ireland).

**CAT**

(1) Cognitive Ability Test, produced by the National Foundation for Educational Research (**NFER**).

(2) Capability Assessment Toolkit.

(3) Computer Aided Teaching.

**CATs points**

Score achieved on Cognitive Ability Tests.

**CATS**

Credit Accumulation Transfer System (used for example by the **OU**).

**Catchment Area**

The area, usually in the immediate vicinity of schools, designated by some admissions authorities, which sometimes gives priority to children who live in it. It is the area from which a school traditionally draws the majority of its pupils. It does not, however, take precedence over the published admission criteria for allocating places when schools are over-subscribed.

**CBEVE**

Central Bureau for Educational Visits and Exchanges.

**C & G**

City & Guilds (see **AQA** and **CGLI**).

**CC**

(1) Community College.

(2) Cwricwlwm Cymraeg (Welsh curriculum).

**CCC**

Consultative Council on the Curriculum (Scotland).

**CCEA**

Council for the Curriculum, Examinations and Assessment (Northern Ireland); a non-departmental public body reporting to the Department of Education in Northern Ireland.

**CCs**

Certificates of Competence.

**CCET**

Community Consortia for Education and Training (Wales)/

**CCTA**

City College for the Technology of the Arts

**CDC**

Curriculum Development Centre.

**CDT**

Craft, Design and Technology. This term is now redundant, and has been replaced for the most part by **DT** or **D & T**.

**CEDP**

Career entry and development profile. A document which must be completed by **NQTs** during their **Probationary year**.

**CEG**

Careers Education and Guidance.

**CEO**

Chief Education Officer.

**CER**

Community Education and Regeneration.

**CERES**

Centre for Education for Racial Equality in Scotland.

**CET**

Continuing Education and Training.

**CF**

Challenge Funding.

**CfBT**

Centre for British Teachers - an independent charitable trust which is acts as an education consultancy.

### **CfSA**

Council for subject associations. A new (2008) body to oversee the work of individual school subject associations e.g. **NSEAD**.

### **CFE**

College of Further Education.

### **CGLI**

City and Guilds of London Institute.

### **CHE**

College of Higher Education

### **CHI**

The Support Society for Children of Higher Intelligence.

### **Childminders**

Childminders look after children under five and school age children after hours and in the holidays. The local authority decides how many children a childminder can care for, and childminders are able to register as part of a network to provide early education.

### **Child centred**

Refers to the belief that education should revolve around the needs of the individual child - as opposed to discipline-based or discipline-centred education which emphasises the importance of subjects as bodies of knowledge that can be transferred to learners.

### **CIF**

Common Inspection Framework (for post-16 Education and Training).

### **CILT**

Centre for Information on Language Teaching. See **NCL** and **LNTO**.

### **CiDA**

Certificate in digital applications. See also **AiDA** and **DiDA**.

### **CIHE**

Council for Industry and Higher Education.

### **CIN**

Children in need.

### **CIS**

- (1) Children's Information Service.
- (2) Controlled Integrated School (N. Ireland).

### **CJE**

Cambridge Journal of Education.

**CLAIT**

Computer Literacy and Information Technology.

**CLE**

Compelling Learning Experience.

**CLIL**

Content and Language Integrated Learning.

**CLLD**

Communication Language and Literacy Development.

**CLPE**

Centre for Language in Primary Education.

**CLS**

Curriculum and Learning Support (usually a department in a school).

**CMT**

College Management Team - Senior Management within a college (see **SMT**).

**CoA**

Certificate of Achievement (awarded by the examination boards **MEG/OCR**).

**Collective Worship**

A statutory (but widely ignored) requirement in all maintained schools. Parents have a right to withdraw their children.

**Coaching**

An instructional method in which a teacher supports pupils as they perfect old skills and acquire new skills.

**COBISEC**

Council of British Independent Schools in the European Community.

**Cognitive science**

A science investigating how people learn rather than what they learn. Prior knowledge and out-of-classroom experience help form the foundation on which teachers build effective instruction. Also referred to as the study of the mind.

**Cognitive (skills)**

Cognitive skill usually refers to the application of learning based on knowledge of facts together with understanding of underlying principles.

**Cognitively guided instruction**

An instructional strategy in which a teacher assesses what pupils already know about a subject and then builds on pupils' prior knowledge. Guided questions, encouragement and suggestions encourage pupils to devise solutions to problems and these are then shared with the class.

## **COIC**

Careers and Occupational Information Centre.

## **Collaborative learning [or Cooperative learning]**

An instructional approach in which pupils of varying abilities and interests work together in small groups to solve a problem, complete a project, or achieve a common goal. Some see a subtle distinction between the two, with collaborative learning being more 'empowering', i.e. the authority for how the learning evolves remains with the learners, whereas in cooperative learning, there is always an authority figure (the teacher) directing the learning situation. See also **learning**.

## **Community school**

State schools in England and Wales which are wholly owned and maintained by the local education authority. The local education authority is the admissions authority - it has the main responsibility for deciding arrangements for admitting pupils.

## **Comprehensive school**

This refers to a state secondary school which admits pupils of all abilities, and therefore without any selection procedure. In England most (nearly 90%) of all pupils attend a comprehensive school; they were introduced into England during the late 1960s.

## **Concept**

Usually refers to an idea; more specifically a concept is ordered information about the properties of things, events, processes, that enables any particular thing to be differentiated from, and also related to, other things (or classes of things).

## **Constructionism**

This is a theory that suggesting that pupils learn by constructing their own knowledge, especially through hands-on exploration. It emphasises that the context in which an idea is presented, as well as pupil attitude and behaviour, affects learning. Pupils learn by incorporating new information into what they already know. It builds upon principles derived from **constructivism**.

## **Constructivism**

Constructionism is often divided into two aspects: Social Constructivism (based on the work of, e.g., **Vygotsky**) and Cognitive Constructivism (based on the work of, e.g., **Piaget**). Constructivism revolves around the notion that learners construct new knowledge based on their existing knowledge; **constructionism** builds on this idea by maintaining that this process happens most effectively when the learner is in the process of constructing something.

## **Controlled Schools**

Schools in Northern Ireland which come under the control of Education and Library Boards.

## **Cooperative learning**

See Collaborative learning.

## **CoP**

Code of Practice

## **Core curriculum**

The National Curriculum subjects that children in England and Wales were expected to study throughout their period of compulsory schooling (as laid down by the **ERA**) – these subject were English, Mathematics, Science and Information Technology.

## **County Schools**

State schools in England and Wales which are wholly owned and maintained by local education authorities.

## **CPAG**

Child Poverty Action Group.

## **CPC**

Child Protection Committee.

## **CPD**

(1) Continuing Professional Development. The term is often used to describe qualifications such as **MEd**, taken after Initial Teacher Training such as **PGCE**.

(2) Also Classroom Practitioner Development.

## **CPI**

Child Protection Issue.

## **CPS**

Common Pay Spine. See **MPG**.

## **CRAC**

Careers Research and Advisory Centre.

## **CRaM**

Creative Arts and Media - one of the 'new' Diplomas.

## **CRB**

Criminal Records Bureau. All adults who will have contact with young people (such as teachers) must have a CRB check.

## **CRE**

Commission for Racial Equality.

## **Criterion-referenced assessment**

An assessment that measures what a pupil understands, knows, or can accomplish in relation to specific performance objectives. It is used to identify a pupil's specific strengths and weaknesses in relation to skills defined as the goals of the instruction, but it does not compare pupils to other pupils. (Compare to **norm-referenced assessment** and **ipsative referencing**.)

## **Critical Pedagogy**

Critical pedagogy usually refers to educational theories and related teaching and learning practices that are designed to raise learners' critical consciousness regarding what can be seen as oppressive social conditions. Paulo Freire is regarded by many as one of the most influential critical educators; Freire heavily endorses students' ability to think critically about their education situation. See Torres (1998).

## **Critical thinking**

Logical thinking that draws conclusions from facts and evidence.

## **CSA**

Children's Services Authority.

## **CSCI**

The Commission for Social Care Inspection. See **OFSTED**.

## **CSE**

Certificate of Secondary Education. A public examination that was introduced in the mid 1960's as a less academic alternative to **O level**; it was abandoned with the advent of **GCSE**.

## **CSI**

Class Size Initiative.

## **CSIE**

Centre for Studies on Inclusive Education.

## **CSP**

(1) Children's Service plan.

(2) Co-ordinated support plan (Scotland). If a child has particularly complex needs, a co-ordinated support plan might be required to organise the support they receive. It is a legal document which details the support a child needs and how this will be organised.

## **CSR**

Continuous Student Record.

## **CST**

Curriculum Support Teachers.

## **CSYC**

Certificate of Sixth Year Studies (Scotland).

## **CTC**

City Technical College; an independent all ability non-fee-paying school for students aged 11-18. CTCs teach the national curriculum to pre-16-year-olds with a focus on Science, Mathematics and Technology.

## **CTF**

Common Transfer File. Information sent from one school to another, using the **s2s** system.

## **CUREE**

Centre for Use of Research and Evidence in Education.

## **Curriculum (plural curricula)**

A plan of instruction that details what pupils are to know, how they are to learn it, what the teacher's role is, and the context in which learning and teaching will take place.

## **CWDC**

Children's workforce Development Council.

## **CY**

A government abbreviation for community school maintained by the local education authority.

## **CYPP**

Children and Young People's Plan.

## **CYPSP**

Children and Young People Strategic Partnership.

## **CYPU**

Children and Young People's Unit.

## **CYS**

Community special school, maintained by the **LEA**, which is specially organised to make special educational provision for pupils with special educational needs.

## **DAMP**

DAMP syndrome refers to Dyspraxia, Autism, Motor Control and Perception.

## **D & T**

Design and Technology.

## **Data-driven decision making**

A process of making decisions about curriculum and instruction based on the analysis of classroom data and standardized test data. It is based on the assumption that scientific methods used to solve complex problems in industry can effectively evaluate educational policy, programs, and methods.

## **Day Nurseries**

These take children under five for the whole working day. Children can attend on a part-time or full-time basis according to their parents' needs. They may be run by local authorities, voluntary organisations, private companies, individuals or employers. There must be at least one adult for every eight children and at least half of the staff must have a qualification recognised by the local authority.

## **DCD**

Developmental Co-ordination Disorder.

## **DCELLS**

Department for Children, Education, Lifelong Learning and Skills (Wales).

## **DCMS**

Department of Culture Media & Sport.

## **DCS**

Director of Children's Services.

## **DCSF**

Department for Children, Schools and Families (see **DFEE, DES, DFES, DOE, MOE**) set up in June 2007, alongside **DIUS**. This particular abbreviation has the distinction of being singularly unmemorable; the most common mnemonic being 'Department of Curtains and Soft Furnishings'.

## **DDA**

Disability Discrimination Act (1995).

## **Dearing report**

A government report formally known as the reports of the National Committee of Inquiry into Higher Education. It is a series of reports into the future of Higher Education in the United Kingdom, published in 1997.

## **Declarative Knowledge**

Declarative knowledge, also known as descriptive knowledge, refers to knowing *that* or *what*, rather than knowing *how*. See **Procedural knowledge**.

## **DEEP**

Digitally Enhanced Evaluation and Planning.

## **DENI**

Department of Education for Northern Ireland; Northern Ireland equivalent of **DSCF**.

## **DEPIS**

Drug Education Prevention and Information Service (within DoH now DH - Department of Health).

## **DES**

Department of education and science. See **DfES**.

## **Designated Teachers**

Advocates who liaise with other services on behalf of young people in care.

## **DeSoCo**

Definition and selection of competencies (**PISA** and **OECD**).

## **DfE**

Department for education. Replaced the **DCSF** in 2010.

## **DfEE**

Department for Education and Employment. It changed to **DfES** in 2001. See also **DCSF**.

## **DfES**

The Department for Education and Skills. (This ever changing acronym for government departments dealing with education evolved into two in 2007: **DCSF** and **DIUS** and to **DfE** in 2010).

## **DFID**

Department for International Development.

## **DiDA**

Diploma in digital applications. See also CiDA and AiDA.

## **Differentiation**

The organisation of teaching programmes and methods specifically to suit the age, ability and aptitudes of individual children.

## **DipAD**

Diploma in Art & Design (designated as equivalent to an honours degree and abolished in 1973).

## **Directed time**

Time when a teacher must be available to carry out duties, under the direction of the head. A full-time teacher's directed time is usually reckoned to be 1,265 hours in any school year.

## **Disapplied pupils**

This applies to a small number of pupils who are not able to take part in some or all of the assessments, required as part of the National Curriculum. Usually this only happens if all or part of the National Curriculum is not suitable for a pupil because he or she has certain special educational needs.

## **Disapplication**

A term used where National Curriculum requirements may not apply to a pupil.

## **Distance learning**

This usually refers to a situation where learning occurs remotely from the teaching, for example when using technology such as two-way, interactive television; teacher and student(s) in different locations may communicate with one another as in a normal classroom setting.

## **DIUS**

Department for Innovation, Universities and Skills, now **BIS**. See also **DFES** and **DCSF**.

**DLOs**

Desirable Learning Outcomes.

**DOL**

Director of learning.

**DOSP**

Director Of Student Progress.

**DRBs**

Designated Recommending Bodies. Those Institutions, such as Universities, which are designated by the **TTA** as having the power to recommend the award of **QTS**. See also **RB**.

**DRC**

Disability Rights Commission.

**DT** [sometimes **D&T**]

Design and technology.

**DTLS**

Diploma in Teaching in the Lifelong Learning Sector.

**E2L**

English as a Second Language. (Also **ESL**; compare with **ESOL** and **EAL**).

**EA**

Education Authority (Scotland).

**EAs**

External assessors. More particularly, assessors of the quality of provision given on **EBR** by **ITT** providers.

**EAB**

Education Assets Board.

**EAF**

Education Action Forum.

**EAL**

English as an Additional Language -this term refers to learners whose first language is not English. The learner may already be fluent in several other languages or dialects, which is why the term English as a second language (**ESL** or **E2L**) is usually considered inappropriate. See also **ESOL**.

**EAZ**

Education Action Zone; occasionally Education Achievement Zone. Education Action Zones consist of 15-25 schools which aim to create new partnerships, raise standards

and generate innovation within education. These groups of schools receive extra money each year for up to five years.

**EBR**

Employment based route (for entry into teacher training).

**EBD**

Emotional and Behavioural Difficulties.

**EBEY**

Early years employment based **RTP** programme.

**EBIT**

Employment-Based Initial Teacher Training.

**EBN**

Exceptional Basic Need.

**EBP**

Education Business Partnership (Company which organises links between schools and wider community).

**EBSD**

Emotional Behavioural and Social Difficulties.

**EC**

Excellence Cluster.

**ECC**

Every Child Counts.

**ECM**

Every Child Matters.

**ECaR**

Every Child a Reader.

**ECaT**

Every Child a Talker.

**ECaW**

Every Child a Writer.

**ECTS**

European Credit Transfer Scheme (see **Bologna Declaration**).

**ECYPPC**

Education of Children and Young People in Public Care.

**EdD**

Doctor of Education.

**EdExcel**

A Unitary Exam body formed by the amalgamation of London Exams and BTEC.

**EDI**

Electronic Data Interchange.

**EDP**

Education Development Plan.

**EDSI**

Education Departments' Superhighways Initiative.

**EDT**

Education Development Target.

**Edubase**

The register of all educational establishments in England and Wales, maintained by the **DfE**.

**Education Act(s)**

There are several education acts which have had a profound and continuing impact upon schooling and education in the UK. Of particular significance are the **1944** act and the **ERA**.

**EEC**

Early Excellence Centre.

**EFL**

English as a Foreign Language - Courses in English for those whose first language is not English.

**EFS**

Education Formula Spending.

**EFSG**

Education Finance Strategy Group.

**EiC**

Excellence in Cities. Another government initiative, launched in March 1999 with the aim to raise standards in specific city areas through 'targeted intervention and investment', focusing mainly on secondary schools. The main programs involved are: extending opportunities for Gifted and Talented pupils, expansion of the number of specialist and beacon schools, establishing City Learning Centres, introducing new smaller **EAZs**, providing access to Learning Mentors, and establishing Learning Support Units to tackle disruption.

**EIP**

Early Intervention Programme.

**ELB**

Education and Library Board (N. Ireland).

**eLCs**

Electronic Learning Credits - for the purchase of Digital learning products.

**Eleven plus**

See **11+**.

**ELG**

Early Learning Goal.

**ELO**

Education Liaison Officer.

**ELS**

Early Literacy Support.

**ELWa**

Education and Learning Wales (National Council for Education and Training for Wales).

**EMA**

(1) Education Maintenance Allowance.

(2) Ethnic Minority Achievement (Officer/tutor etc).

**EMAP**

Ethnic Minority Achievement Programme.

**EMAS**

Ethnic Minority Achievement Service.

**EMIE**

Education Management Information Exchange.

**EMRO**

Ethnic Minority Recruitment Officer.

**EMTAG**

Ethnic Minority and Travellers Achievement Grant.

**EMU**

Education for Mutual Understanding (N. Ireland).

**ENGAGE**

The National Association for Gallery Education.

## **Envoying**

A classroom strategy based on small group discussion. 'Envoys' from each small group report the discussion from their original group to another group, have further discussion with that group and report back.

## **EO**

- 1) Equal Opportunities.
- 2) Education Officer.

## **EOC**

Equal Opportunities Commission.

## **EOTAS**

Education Other Than At School.

## **EP**

Educational Psychologist.

## **EPAS**

Educational Performance Analysis Software.

## **EPD**

Early Professional Development.

## **EPPI Centre**

Evidence for Policy and Practice Information and Co-ordinating Centre.

## **EPS**

Education Psychology Service.

## **ERA**

The Education Reform Act of 1988. This Act paved the way for the National Curriculum in England and Wales and a system of inspection under the auspices of **OfSTED**.

## **ERASMUS**

European Action Scheme for the Mobility of University Students.

## **ERIC**

Educational Resources Information Centre.

## **ERO**

Education Reform (NI) Order 1989 (N. Ireland).

## **ESCGA**

Ethnicity, Social Class, Gender and Achievement.

## **ESF**

European Social Fund - a funding body for research.

**ESIS**

Education and School Improvement Service.

**ESL**

English as a second language. (Also **E2L**)

**ESO**

Education Supervision Order.

**ESOL**

English for Speakers of Other Languages; a term usually used in post-16 provision.

**ESP**

Education Strategic Plan (Wales).

**ESPP**

Early Support Pilot Programme.

**ESS**

Education Standard Spending.

**ESRC**

Economic and Social Research Council.

**Estyn**

Her Majesty's Inspectorate for Education and Training in Wales.

**ESVI**

Education Services for the Visually Impaired

**ESW**

Educational Social Worker.

**ETC**

Ethics Theology and Citizenship.

**ETDA**

Education and Training Development Agenda.

**ETI**

Education and Training Inspectorate (N. Ireland).

**ETS**

Excellent Teacher Scheme.

**EUI**

European University Institute.

## **Evaluation**

Judging the value of. It refers to the process through which evidence is secured and judged with respect to its educational value. See **Assessment**.

## **EWO**

Education Welfare Officer. They are sometimes known as Education Social Workers and are employed by local education authorities to monitor school attendance and help parents meet their responsibilities.

## **EWS/ESWS**

Education Welfare Service/Education Social Work Service.

## **Examination**

Examination refers to a formal process whereby a pupil's achievement over specified period of time in a particular place is measured against stated criteria. See **Assessment**.

## **Exclusion**

The suspension or expulsion of a pupil from school for disciplinary reasons.

## **Exhibition of mastery**

A type of assessment in which pupils display their grasp of knowledge and skills using methods such as video presentations, posters, oral presentations, or portfolios.

## **Expressive Objectives**

See **Objectives**.

## **Extended school**

A school that provides a range of services and activities often beyond the school day to help meet the needs of its pupils, their families and the wider community.

## **EY**

Early Years.

## **EYDCP**

Early Years Development and Childcare Partnership.

## **EYDP**

Early Years Development Plan.

## **EYU**

Early Years Unit.

## **F & HE**

Further and Higher Education.

## **Facilitator**

A role for classroom teachers that allows pupils to take a more active role in learning. Teachers assist pupils in making connections between classroom instruction and pupils'

own knowledge and experiences by encouraging pupils to create new solutions, by challenging their assumptions, and by asking probing questions.

### **FAETC**

Further Adult Education Teaching Certificate.

### **Failing school**

A school that has been deemed unsatisfactory following an **OFSTED** inspection. See **Special Measures**.

### **FAS**

Funding Agency for Schools.

### **FCBG**

Federation of Children's Book Groups; a national, voluntary organisation which aims to promote enjoyment and interest in children's books and reading.

### **FD**

Foundation school.

### **FDS**

Foundation special school, maintained by the **LEA**, which is specially organised to make special educational provision for pupils with special educational needs.

### **FE**

Further Education (e.g. Sixth Form College).

### **Feeder Schools**

Schools which 'feed' into the next phase of education. Some admission authorities give priority to children from certain primary schools to feed into specific secondary schools.

### **FEFC**

Further Education Funding Council.

### **FECDF**

Further Education Competitiveness and Development Fund.

### **FECF**

Further Education Collaboration Fund.

### **FEFCW**

Further Education Funding Council for Wales.

### **FEDA**

Further Education Development Agency.

### **FENTO**

Further Education National Training Organisation.

## **FERL**

Further Education Resources for Learning. An information service for all staff working within the Post-Compulsory Education sector. It aims to support individuals and organisations in making effective use of Information Learning Technologies.

## **FESI**

Further Education Sector Institution (sixth form college, **FE** college, tertiary college).

## **FFT**

Fischer Family Trust. A project set up by an organisation to help **LEAs** and Schools to make more effective use of Performance Data, providing analyses to support self-evaluation, assessment and target setting.

## **FHEQ**

Framework for Higher Education Qualifications.

## **Flexi-schooling**

Flexible school attendance. Since 2007, legislation in England has allowed for children to be educated partly at home; in practice this might mean a child attending school for four days per week and being **home-schooled** for one day per week.

## **Foundation Schools**

Type of state school which is run by the local authority but which has more freedom than community schools to manage their school and decide on their own admissions. They are maintained by the **LEA** but some may have a foundation (generally religious) which appoints some of the governing body (which acts as the admissions authority).

## **Foundation Stage**

A **Key Stage**; it is organised into six areas of learning rather than into subjects.

## **FQ-EHEA**

Framework for Qualifications of the European Higher Education Area.

## **Framework**

The Framework for the Inspection of Schools, which gives **Registered Inspectors** detailed guidance on inspection.

## **Free School**

Free Schools are state-funded schools set up in response to what some local people say they want for children in their community. The first 'Free School' opened in September 2011.

## **FS**

Foundation Stage; see above.

## **FSM**

Free School Meals.

## **FSMQ**

Free Standing Mathematics Qualification.

## **FSP**

Foundation Stage Profile.

## **FSW**

Family Social Worker

## **FTE**

Full-Time Equivalent.

## **FTET**

Full-Time Education and Training.

## **GAL**

Guardian Ad Litem. An adult who is legally responsible (for a young person).

## **G&T**

Gifted & Talented.

## **GMIS**

Grant Maintained Integrated Status (N. Ireland).

## **GCE**

General Certificate of Education. Currently refers to A (Advanced) Level; O Level (Ordinary) was replaced by the **GCSE** in the UK in 1988.

## **GCSE**

General Certificate of Secondary Education. **O levels** and **CSEs** were replaced in 1988 with GCSEs. O-level (Ordinary level) qualifications were designed for allegedly more able secondary school pupils and were seen as being necessary for progression into **A-level** and beyond. The Certificate of Secondary Education (**CSE**) qualification was intended for pupils of all abilities in mainstream secondary education, though they were not taken by the most academic pupils who would have taken only O levels. There was an overlap between these two types of certificate in that a CSE grade 1 result was regarded as equivalent to an O level. The GCSE examination was designed for pupils of all abilities; GCSE grades A-C are seen by most schools and employers as O level (or CSE grade 1) equivalents and GCSE grades D and below represent to many what would have previously been CSE grade 2 and below.

## **GCSE Bitesize**

A BBC revision guide which uses TV, books and the Internet to help children prepare for **GCSE** exams.

## **GEST**

Grants for Education, Support and Training.

## **GF**

General Fund (of a Local Education Authority).

## **GM**

In the context of education, GM stands for Grant Maintained and refers to schools that are maintained by central government rather than the **LEA**.

## **GMSAC**

Grant Maintained Schools Advisory Committee.

## **GMSF**

Grant Maintained Schools Foundation.

## **GNVQ**

General National Vocational Qualification Vocational qualifications taken mainly by pupils age 16 and in full-time education. After October 2007 it is replaced by alternative **BTEC** qualifications.

## **Grading**

Grading is the assignment of a symbol to a person's performance, often a letter (ABCDE) is used to indicate some level of performance, relative to some criteria. See **Assessment**.

## **Grammar Schools**

A type of selective school associated with the tripartite system established by the **1944** Education Act. Most schools since 1976 in the UK are comprehensive schools, which are non-selective. However there are still about 160 grammar schools throughout England. These schools usually select pupils on the basis of their performance on a one-off **test**. It should be noted that there are some comprehensive schools which retain the name 'Grammar' in their title.

## **Grant Maintained Schools**

State schools in England and Wales which are funded by central government through the Funding Agency for Schools.

## **GSVQ**

General Scottish Vocational Qualification.

## **Graphing calculator**

A calculator with a large display that enables the user to see maths functions and data graphically.

## **Grouping**

A generic term which covers all of the different ways in which teaching groups are organised. See **jigsaw**, **setting**, **streaming**, **rainbow**. See also **ability grouping**.

## **GRICS**

Grant Reduction of Infant Class Sizes (Wales).

**G RTP**

Graduate and Registered Teacher Programme.

**G SB**

General Schools Budget.

**G SVQ**

General Scottish Vocational Qualification.

**G RT**

Gypsy/Roma Traveller.

**G RTAP**

Gypsy, Roma Traveller Achievement Programme.

**G TC**

See **GTCE** (below).

**GTCE**

General Teaching Council for England - a professional body for school teachers. Membership is compulsory.

**G TCNI**

General Teaching Council for Northern Ireland.

**GTCS**

General Teaching Council for Scotland.

**G TCW**

General Teaching Council for Wales.

**G TP**

Graduate Training Programme. A scheme launched in 1998 to attract more entrants to the teaching profession by providing a route into teaching while working within a designated school. See also **RTP** - '**G RTP**' usually refers to Graduate and Registered Teacher Programme.

**GTTR**

Graduate Teacher Training Registry. A central agency for processing applications for most postgraduate (Post Graduate Certificate Education) initial teacher training courses.

**H & S**

Health and Safety.

**HAD**

Hyperactivity Disorder.

## **HAP**

Higher attaining pupil; an abbreviation used by **OFSTED**. See also **AAP** and **LAP**.

## **HAZ**

Health Action Zone.

## **HE**

Higher Education (University, Art College etc.).

## **HEI**

Higher Education Institution.

## **HEA**

Health Education Authority.

## **HEADLAMP**

Head Teachers Leadership and Management Programme.

## **Healthy Schools Initiative**

Government scheme to help improve the health of both pupils and teachers. The initiative includes a Wired for Health website, a Healthy Teacher focus to address occupational health issues for staff and cooks' academies in schools to improve knowledge about nutrition.

## **HEFCE**

Higher Education Funding Council for England - administers funding for UK higher education.

## **HEFCNI**

Higher Education Funding Council for Northern Ireland.

## **HEFCS**

Higher Education Funding Council for Scotland.

## **HEFCW**

Higher Education Funding Council for Wales.

## **HERD**

Higher Education Regional Development Fund.

## **HERO**

Higher Education Reach Out Fund.

## **HESA**

Higher Education Statistics Agency.

## **Heterogeneous grouping**

Grouping together pupils of varying abilities, interests, or ages.

## **Heuristic learning**

Learning by discovery.

## **HG**

Higher Grade (Scotland - 'Highers').

## **HGfL**

'GfL' stands for 'grid for learning'; another letter at the beginning, such as, in this case, 'H', usually indicates an Authority such as Hillingdon of Hertfordshire. See **NGfL**.

## **HI**

Hearing Impaired.

## **Higher-order questions**

Questions that require thinking and reflection rather than single-solution responses.

## **Higher-order thinking skills**

Understanding complex concepts and applying sometimes conflicting information to solve a problem, which may have more than one correct answer.

## **HKD**

Hyperkinetic disorder.

## **HLC**

Hearing and Language Centre (often within a school).

## **HLTA**

Higher level teaching assistant. A relatively recent designation, introduced to afford higher status to more experienced **TAs**.

## **HMCI**

Her Majesty's Chief Inspector of Schools.

## **HMI**

Her Majesty's Inspector (of Schools). The offices of **HMCI** and HMI go back to the mid-19th century but were re-established 1993, under the Education (Schools) Act 1992. See **OFSTED**. inspectors produce education reports which are meant to improve standards of achievement and quality of education, provide public reporting and informed independent advice.

## **HMIE**

Her Majesty's Inspectorate of Education, the Inspection body for Scottish education.

## **HNC**

Higher National Certificate.

## **HND**

Higher National Diploma - a two-year course that equates to two years of a degree course. HNDs are offered in many subject areas, mostly with a practical application; they may also have an industrial or commercial placement as part of the course.

## **HoD**

Head of Department.

## **Holistic scoring**

Assigning a single overall score to a pupil's performance.

## **Home schooling**

One does not need to be a qualified teacher to educate a child at home, nor is the child obliged to follow the National Curriculum or take national tests. Parents are required by law to ensure that their children receive full-time education suitable to their age, ability and aptitude.

## **Home-school agreements**

All state schools are required to have written home-school agreements, drawn up in consultation with parents. They are non-binding statements explaining the school's aims and values, the responsibilities of both school and parents, and what the school expects of its pupils. Parents are invited to sign a parental declaration, indicating that they understand and accept the contents of the agreement.

## **HPSP**

Health Promoting School Project.

## **HPSS**

High Performing Specialist School.

## **HRD**

Human Resources Development.

## **HRM**

Human Resources Management.

## **HSA**

Home School Agreement – see above

## **HTP**

Headship Training Plan.

## **Hub School**

A school which acts as a 'hub' to disseminate good practice to other schools in a defined partnership role, for example as part of an initial teacher training consortium.

## **IAL**

Indicated Admissions Limit.

**IAP**

Individual Action Plan. See **IEP**.

**IB**

International Baccalaureate.

**IBP**

Individual Behaviour Plan.

**ICAA**

International Curriculum and Assessment Agency (a limited company specialising in educational consultancy).

**ICG**

Institute of Careers Guidance.

**ICSP**

Infant Class Size Plan.

**ICT**

Information and Communications Technology (see **IT**).

**IDeA**

Improvement and Development Agency.

**IDP**

Inclusion and Development Programme.

**IEA**

Independent External Adjudicator.

**IELTS**

The International English Language Testing System. It is said to measure ability to communicate in English across four language skills: listening, reading, writing and speaking. It is an internationally recognised test aimed at people who intend to study or work where English is the language of communication

**IEP**

Individual Education Plan/Programme. Programmes which are drawn up by the class teacher and/or special needs co-ordinator within a school to provide individual support for children deemed to have needs over and above that of other children in the class. This could be either due to learning difficulties or because they are considered to be exceptionally bright or gifted children.

**IFP**

Increased Flexibility Programme.

**ILA**

Individual Learning Accounts.

## **ILT**

(1) Information and Learning Technology (**FE**).

(2) Institute for Learning and Teaching in Higher Education. Set up in the spring of 1999 to become a professional body for university lecturers.

## **INCA**

International Review of Curriculum and Assessment Frameworks.

## **IND**

The official acronym for a registered **independent school**.

## **Independent Schools**

These are schools which are not funded by the state and obtain most of their finances from fees paid by parents and income from investments. Some of the larger independent schools are known as **public schools**, while most boarding schools are independent.

## **IND(SS)**

Independent school approved under the Education Act 1996 to take pupils who have statements of special educational needs.

## **Induction**

A period, normally a year, which is probationary and is normally required of newly qualified teachers in order to gain full **QTS**. See **Probationary period**.

## **Informal knowledge**

Knowledge about a topic that children learn through experience outside of the classroom.

## **Inquiry**

A process in which pupils investigate a problem, devise and work through a plan to solve the problem, and propose a solution to the problem.

## **In loco parentis**

A legal term which literally means in the place of a parent. It means that a teacher/school must show the same duty of care towards a pupil as would a reasonable parent.

## **INSET**

In Service Training.

## **Inspection Report**

The detailed findings of a school inspection.

## **Inspection contractor**

Contracts for batches of school inspections are bid for competitively by inspection contractors. These may be private companies or **LEA** divisions. Inspection contractors are responsible for recruiting registered and team inspectors to undertake each school inspection.

## **Intelligence**

A hotly contested concept. It is commonly thought to refer to the ability to learn and comprehend. See **Multiple Intelligences**.

## **Interdisciplinary curriculum**

A **curriculum** that consciously applies the methodology and language from more than one discipline to examine a central theme, issue, problem, topic, or experience.

## **Instrument of Government**

A legal document which sets out the constitution of the governing body.

## **Investing in Young People Scheme**

A government initiative to help young people make the best of their abilities and to ensure that they all have access to education in schools, colleges or work-based training after the age of 16.

## **IPRN**

Initial teacher training Professional Resource Network.

## **IPS**

Independent Parental Supporter.

## **Ipsative referencing**

One of several contexts for assessing learners' achievement (see **Norm referencing** and **criterion referencing**). Ipsative referencing (sometimes known as 'Developmental') compares a pupils' present performance with past performances is more learner-centred. It is concerned with individuals' growth and development; assessment is often made by negotiation between teacher and taught and is linked to self-assessment. Ipsative referencing re-inforces positive qualities.

## **IQ**

Intelligence Quotient - Numeric score that attempts to quantify a person's ability to undertake certain cognitive tasks; the population average is said to be 100.

## **IRSC**

Investigation and Referral Support Co-ordinators.

## **IRT**

Identification, Referral and Tracking.

## **IRU**

Implementation Review Unit.

## **IS**

Integrated Community Schools (Scotland).

## **ISA**

1) Information sharing and assessment

2) Independent Schools Association

**ISB**

Individual Schools Budget.

**ISC**

Independent Schools Council.

**ISCED**

International Standard Classification of Education which was initially designed by **UNESCO** in the early 1970s to serve as an instrument suitable for assembling, compiling and presenting statistics of education both within countries and internationally.

**ISCG**

Information for School and College Governors.

**ISI**

Independent Schools Inspectorate.

**ISIS**

Independent Schools Information Service.

**ISR**

Individual School Range (referring to salaries).

**IT**

Information Technology (see **ICT**).

**ITE**

Initial Teacher Education. The preferred term (outside of government agencies) to refer to the process whereby a pupil gains qualified teacher status (**QTS**).

**ITET**

Initial Teacher Education and Training.

**ITP**

Initial Teacher Preparation.

**ITT**

Initial teacher training - most people need to take an **ITT** course in order to gain qualified teacher status (**QTS**). See **ITE** and **ITET**, above.

**ITTD**

Initial Teacher Training Directorate.

### **ITT provider**

A provider of initial teacher training - e.g. college or university, and sometimes a consortium of schools, known as **SCITT** (School-Centred Initial Teacher Training). See also **GTP**.

### **IWB**

Interactive whiteboard.

### **JANET**

Joint Academic Network (web-based).

### **JAR**

Joint Area Review.

### **JCQ**

Joint Council for Qualifications. An official (UK) body that oversees national qualifications.

### **Jigsawing**

This refers to a grouping strategy, where a topic is divided into sections. In 'home' groups of four or five, pupils allocate a section each, and then regroup into 'expert' groups. In these groups, experts work together on their chosen area, then return to original 'home' groups to report back on their area of expertise. The 'home' group is then set a task that requires the pupils to use the different areas of expertise for a joint outcome.

### **JV**

Joint Venture.

### **Key Skills**

Can be distinguished from basic skills by reference to The **Dearing Report** (NCIHE, 1997). This refers to four skills: communication skills, numeracy, the use of information technology and learning how to learn.

### **KIT**

Keeping in Touch (with teaching).

### **KS/Key Stages**

A child's progress through school in England and Wales is measured in Key Stages. Each Key Stage covers a number of school years. Starting at Key Stage 1 and finishing at Key Stage 4. The National Curriculum is divided into four key stages according to pupils' ages:

Key Stage 1 for 5-7 year olds

Key Stage 2 for 7-11

Key Stage 3 for years 11-14

Key Stage 4 for 14-16

Some schools use the term 'Key Stage 5' to refer to post-16 provision, but this is not an accurate use of the term, which refers only to the period of compulsory education.

### **KSM**

Key Stage Manager.

### **L1 etc**

Leadership (Pay) Scale or Spine, Point 1, etc.

### **LAC**

Looked After Children.

### **LAP**

**Lower** attaining pupil; an abbreviation used by **OFSTED**. See also **AAP** and **HAP**.

### **LAT**

Learner Achievement Tracker.

### **LDD**

Learning Difficulties and Disabilities.

### **LDSS**

Learning, Development and Support Services (part of **CWDC**).

### **LEA**

Local Education Authority. The term 'local education authority' describes a type of council which has responsibility for providing education to pupils of school age in its area. Their overall education remit also includes early years, the youth service and adult education. LEAs are responsible for contributing to the spiritual, moral, mental and physical development of the community by ensuring that efficient primary and secondary education is provided and ensuring that there are enough primary and secondary places with adequate facilities to meet the needs of pupils living in the area.

### **League Tables**

See **Performance Tables**. League Tables usually refer to the government analysis of assessment and examination results placed in rank order.

### **LEARG**

Local Education Authorities Research Group.

### **Learner-centered classroom**

Classroom in which pupils are encouraged to choose their own learning goals and projects. This approach is based on the belief that pupils have a natural inclination to learn, learn better when they work on real or authentic tasks, benefit from interacting with diverse groups of people, and learn best when teachers understand and value the difference in how each pupil learns.

### **Learning**

The acquisition of knowledge understanding or skill on a relatively permanent basis.

## Learning Modalities

Usually refers to visual, auditory and kinaesthetic modes of learning. Some characteristics:

*Visual* learners are said to process information better when it is supplied in the visual, such as graphs, pictures, and diagrams.

*Auditory* learners are said to learn best by listening to conversations or presentations; they learn by listening.

### *Kinaesthetic*

Kinaesthetic learners learn by hands-on practical activities, often preferring working within groups.

## Learning Outcome

This is a statement that describes what a learner is expected to know, understand and/or do as a result of a prescribed learning experience, usually specified in the form of objectives. 'Outcome' is often used synonymously with 'objective', however, outcomes are dependent upon objectives, whilst objectives lead to outcomes.

## Learning Styles

Usually refers to four differing styles of learning (*Accommodators*, *Divergers*, *Convergers* and *Assimilators*), each being a particular preference that learners adopt in the way they learn (see Kolb, 1984). Some characteristics of each style:

*Accommodators* are said to enjoy change and variety; they are willing to take risks (therefore not too bothered about getting things wrong) and look for excitement and hidden possibilities. On the more negative side, they tend not to plan work and avoid checking and re-working.

*Divergers* are characteristically imaginative thinkers who draw upon their own personal experiences. They like social interaction and group work. However, they tend to work in short bursts of energy and are easily distracted.

*Convergers* apply their ideas in a practical way and enjoy solving problems. They like finding out how things work and to try them out in a systematic way. They tend not to be too concerned with the presentation of their work. They have a very practical approach to learning and need to know the practical relevance of tasks given.

*Assimilators* also like to try things out and they are good at investigating. They are precise and feel happiest when working towards one solution. They work well alone and are not easily distracted, they do not feel as comfortable in group discussion as for example the diverger. They also differ markedly from the diverger by being reluctant to try anything new, doing things in a set way, being overcautious and trusting logic rather than feelings.

## Learning Card

A card issued to young people over the age of 16 to remind them of their continued access to careers guidance and information.

## LEAWARDS

Local Education Authority Award System.

## **LERN**

London Education Research Network.

## **LECT**

League for the Exchange of Commonwealth Teachers.

## **LfL**

(1) Leadership for Learning.

(2) Learning for Leadership.

## **LFS**

Labour Force Survey.

## **LGBTT**

Lesbian Gay Bisexual Trans Teachers (sometimes with the addition of 'Q' – Questioning).

## **LIFE**

Learning Is For Everyone (Wales).

## **Lifelong learning**

Refers to the notion of formal education being available to everyone beyond statutory school age. It is often characterised by **distance learning** and is exemplified in programs such as those offered by the Open University and **U3A**.

## **List 99**

A 'list' that contains the details of men and women whose employment has been barred or restricted, either on grounds of misconduct or on medical grounds. If a person's employment is restricted, the entry shows the types of employment in which he or she is permitted to work. People barred on misconduct grounds are listed separately from those barred on medical grounds (no details of misconduct are given).

## **LLDP**

Lifelong Learning Development Plan.

## **LLP**

Lifelong Learning Partnerships.

## **Literacy Hour**

An hour of learning to read and write in (usually Primary) school, broken down into various activities.

## **LM**

Learning Mentor.

## **LMCE**

Local Management in Community Education.

**LMS**

(1) Local Management of Schools.

(2) Learning Management System – a US term for **VLE**.

**LMSS**

Local Management of Special Schools.

**LNTO**

The Languages National Training Organisation National Centre for Languages. See **CILT** and **NCL**.

**LO**

Learning **Objectives**.

**LP**

Learning Partnership.

**LPSH**

Leadership Programme for Serving Heads.

**LS**

Leadership (Pay) Scale or Spine.

**LSA**

Learning Support Assistant.

**LSAC**

Language Sports and Arts College(s).

**LSB**

Local Schools Budget.

**LSC**

Learning and Skills Council.

**LSCB**

Local Safeguarding Children's Board.

**LSDA**

Learning and Skills Development Agency.

**LSP**

Learning Schools Programme.

**LSRC**

Learning and Skills Research Centre.

**LSU**

Learning Support Unit.

**LTS**

Learning and Teaching Scotland.

**LW or LWA**

London Weighting or London Weighting Allowance.

**M&E**

Monitoring and Evaluation.

**MA**

(1) Master of Arts

(2) Modern Apprenticeships.

**MAT**

Multi-Agency Team.

**MBS**

Music and Ballet Schools Scheme.

**MCE**

Ministry for Children and Education (Scotland).

**MCI**

Management Charter Initiative.

**MDS**

Midday supervisor.

**MDA**

Mid-day Assistant.

**ME**

Mandatory Exceptions.

**Measurement**

Measurements deal with a quantification of data; there is a notion that everything that exists, exists in some quantity and can therefore be measured. See **Assessment**.

**MEAP**

Minority Ethnic Achievement Programme.

**MECS**

Minority Ethnic Curriculum Support.

## **Metacognition**

Thinking about thinking – the process of considering and regulating one's own learning. People are said to learn more effectively when they have the opportunity to reflect upon and monitor their own learning, conceptualising what has been learned from this and acting upon it.

## **MFL**

Modern Foreign Languages.

## **MGL**

Main Grade Lecturer.

## **MIDYIS**

Middle Years Information System.

## **MISE**

Management Information Systems in Education.

## **Mixed ability**

A teaching group in which children of all abilities are taught together rather than being streamed or set.

## **MLD**

Moderate Learning Difficulties.

## **MOA**

Mode of Attendance, e.g. **PT** (part time) or **FT** (full time).

## **MLE**

Managed Learning Environment.

## **MNSI**

Multi-needs sensory impairment.

## **MOE**

More Open Enrolment.

## **MoE**

Ministry of Education see **DfES**. An early incarnation of this ever-changing acronym for a government department concerned with education.

## **Modelling**

Demonstrating to the learner how to do a task, with the expectation that the learner can copy the model. Modelling often involves thinking aloud or talking about how to work through a task.

## **MPA**

Multi-Professional Assessment.

## **MPG**

Main Professional Grade (as in teachers' pay), previously **CPS**: Common Pay Spine.

## **MPS**

Management Pay Spine.

## **MSSR**

Moderated School Self Review.

## **MTL**

Masters in Teaching and Learning.

## **Multiple Intelligences**

A concept associated with Howard Gardner and Harvard Project Zero. Gardner (1983) initially identified seven different kinds of '**intelligence**':

*Musical Intelligence*

*Kinesthetic Intelligence*

*Logical-Mathematical Intelligence*

*Linguistic Intelligence*

*Spatial Intelligence*

*Interpersonal Intelligence*

*Intrapersonal Intelligence*

the following two have since been added (Gardner, 2000):

*Naturalistic Intelligence*

*Existential Intelligence.*

## **NACE**

National Association for Able Children in Education.

## **NAACE**

National Association of Advisers for Computers in Education.

## **NACCCE**

National Advisory Committee on Creative and Cultural Education. This committee produced the report *All Our Futures*, published in 1999, with a government response the following year.

## **NACCEG**

National Advisory Council for Careers and Educational Guidance.

## **NACE**

National Association for Able Children in Education.

## **NACETT**

National Advisory Council on Education and Training Targets.

## **NAED**

National Assembly Education Department (Wales).

**NAEIAC**

National Association of Educational Inspectors Advisers and Consultants.

**NAEP**

New Arrivals Excellence Programme.

**NAGC**

National Association for Gifted Children.

**NAGCELL**

National Advisory Group on Continuing Education and Lifelong Learning.

**NAHHT**

National Association of Hospital and Home Teachers.

**NAHT**

National Association of Head Teachers.

**NAI**

Non-Accidental Injury.

**NALS**

National Audit Learning Survey.

**NAPE**

National Association for Primary Education.

**NAPP**

National Association for Primary Providers.

**NAS**

National Autistic Society.

**NASEN**

National Association for **SEN**.

**NASG**

National Association of School Governors.

**NA(S)SIP**

National Association of (Senior) School Improvement Professionals.

**NASWE**

National Association of Social Workers in Education.

**NAS/UWT**

National Association of Schoolmasters and Union of Women Teachers. This union has most of its members in secondary schools.

## **National Agreement**

An agreement struck in January 03 between the British Government, employers and school workforce unions to oversee changes in teachers' contracts. It is monitored by the **NRT** working with another **QUANGO**, the **WAMG**.

## **NATE**

National Association for the Teaching of English.

## **National Curriculum**

The National Curriculum for England was introduced as a result of the **ERA** and covers what pupils should be taught in state maintained schools. It provides what is said to be a balanced education and covers 11 subjects overall (including Religious Education; Welsh language in Wales only). It is divided into four **Key Stages** according to age. The National Curriculum sets out what must be taught for each subject in the form of Programmes of Study (**PoS**). It has been revised at least twice, with its latest incarnation coming into being in 2007 for implementation from September 2008. Scotland and Northern Ireland have their own 'national' curriculum.

## **National Curriculum Levels**

As a result of the **ERA**, all pupils currently undergo national tests and teacher assessments at ages 7, 11 and 14. The school then sends a report to parents telling them what National Curriculum Levels their child has reached in both tests and assessments.

## **National Numeracy Strategy**

A government initiative which is intended to raise the standards of numeracy for all children in infant, primary and junior schools in England and Wales.

## **NATFHE**

National Association of Teachers in Further and Higher Education.

## **NC**

(1) National Curriculum.

(2) National Challenge.

## **NCB**

National Children's Bureau.

## **NCE**

National Commission on Education.

## **NCC**

National Curriculum Council (see **QCA**).

## **NCER**

National Consortium for Examination Results.

## **NCET**

National Council for Educational Technology.

## **NCL**

(1) The National Centre for Languages. It is the Government's recognised centre of expertise on languages. The organisation's mission is to promote a greater capability in languages amongst all sectors of the UK population. It was formed in 2003 through the merger of the **CILT** (Centre for Information on Language Teaching and Research) and the **LNTO** (Languages National Training Organisation).

(2) National Curriculum Level.

## **NCOGS**

National Coordinators of Government Support.

## **NCPTA**

National Confederation of Parent Teacher Associations.

## **NCS**

(1) National Childcare Strategy.

(2) New Community School (Scotland).

(3) National Care Standards.

## **NCSL**

National College for School Leadership.

## **NcT**

Non Contact Time - periods when not teaching.

## **NCTs**

National Curriculum Tests.

## **NCVQ**

National Council for Vocational Qualifications. It merged with **SCAA** in 1997 to form the **QCA**.

## **NCY**

National Curriculum Year.

## **NDAQ**

National Database of Accredited Qualifications.

## **NDCPP**

New Deal for Communities Pathfinder Partnerships.

## **NDO**

National Development Officer (Target setting for children with **SEN**) (Scotland).

## **NDS**

New Deal for Schools.

**NDTEF**

National Design & Technology Education Foundation (see **ICAA**).

**NEAB**

Northern Examination and Assessment Board (see **AQA**).

**NEBP**

National Education Business Partnership.

**NEC**

National Extension College. Provides education for adults through distance learning.

**NEET**

Not in Education Employment or Training.

**NEOST**

National Employers' Organisation for School Teachers.

**NERF**

National Educational Research Forum.

**NERS**

National Exclusions Reporting System.

**NESTA**

National Endowment for Science, Technology and the Arts.

**NETT**

National Education and Training Targets.

**NFER**

National Foundation for Educational Research.

**NGC**

National Governors' Council.

**NGfL**

National Grid for Learning - A government funded project to connect schools to the internet and to provide learning materials for them via the World Wide Web. See **HGfL**.

**NIACE**

National Institute of Adult Continuing Education.

**NIC**

Northern Ireland Curriculum.

**NICIE**

Northern Ireland Council for Integrated Education.

**NICCEA**

Northern Ireland Council for the Curriculum, Examinations and Assessment.

**NICEC**

National Institute of Careers and Education Counselling.

**NIHEC**

Northern Ireland Higher Education Council.

**NISVQ**

National Information System for Vocational Qualifications.

**NLD**

Non-verbal learning difficulties.

**NLN**

New Learning Network.

**NLP**

National Literacy Project.

**NLS**

National Literacy Strategy. A **DfES** initiative for reading in schools.

**NMSS**

Non-maintained special school, approved by the Secretary of State under the Education Act 1996, which is specially organised to make special educational provision for pupils with special educational needs (Scotland).

**NNEB**

National Nursery Examination Board.

**NNS**

National Numeracy Strategy.

**NO**

Named Officer.

**NOF**

New Opportunities Fund. A lottery distributor created to award grants to education, health and environment projects throughout the UK.

**NOR**

Number on Roll.

**NP**

Named Person (see also **IPS**).

## **NOCF**

National Open College Federation.

## **NOP**

National Oracy Project.

## **Norm-referenced assessment**

An assessment designed to discover how an individual pupil's performance or test result compares to that of an appropriate peer group. Norm referencing has been the normal procedure for the distribution of grades in public examinations. (Compare to **criterion-referenced** assessment and **ipsative** referencing.)

## **NPhA**

National Primary Head Teachers' Association.

## **NPQH**

National Professional Qualification for Headship.

## **NPQSL**

National Professional Qualifications for Subject Leaders.

## **NPS**

National Pay Spine (for teachers).

## **NPSLBA**

National Programme for Specialist Leaders of Behaviour and Attendance.

## **NQT**

Newly Qualified Teacher.

## **NRA**

National Record of achievement (see **Profile**).

## **NROVA**

National Record of Vocational Achievement.

## **NRT**

National Remodelling Team. A group associated with the **TTA**, charged with overseeing the implementation of the '**National Agreement**'.

## **NRwS**

New Relationship with Schools.

## **NS**

National Strategy.

## **NSEAD**

National Society for Education in Art and Design.

**NSF**

National Service Framework for Children, Young People and Maternity Services.

**NSPCC**

National Society for the Prevention of Cruelty to Children.

**NTA**

National Training Award.

**NTA**

Non-Teaching Assistant.

**NTAS**

National Teaching and Advisory Service.

**NTETs**

National Targets for Education and Training.

**NtG**

Narrow(ing) the Gap(s).

**NTRP**

National Teacher Research Panel.

**Nursery Classes**

Operating within State Primary Schools, nursery classes take children from the age of three or four and are open during school term time. They usually offer five half-day sessions a week. There must be one adult for every 13 children.

**NUPE**

National Union of Public Employees.

**NUS**

National Union of Students.

**NTDP**

National Training Development Plan.

**NWPU**

Needs Weighted Pupil Unit.

**NVQ**

National Vocational Qualification.

**NYA**

National Youth Agency.

## **NUT**

National Union of Teachers. The largest teaching union, it is predominant in Primary schools. See **NAS/UWT**.

## **NVQ**

National Vocational Qualification - a work-based qualification.

## **NYR**

National Year of Reading.

## **OBE**

Outcome-based education.

## **OBL**

Outcome-based learning.

## **Objectives**

Objectives refer to the specific intended educational outcomes of a particular lesson and are pre-specified. Behavioural Objective(s) identify observable pupil behaviour, that is, not what pupils will 'understand' but how they will show their understanding. They are sometimes known as Specific or Instructional objectives. Expressive Objectives (more properly referred to as expressive outcomes – Eisner, 1979) refer to an approach which describes an educational situation which the teacher creates, and from which learning can emerge. Skills and concepts learned earlier can be used in such a situation to produce expressive, imaginative and personalised work as a result of the stimuli provided. Learning arising from such a teaching situation is neither pre-specified nor prescribed. See **Aims**.

## **OCA**

OFSTED Complaints Adjudicator.

## **OCN**

Open College Network.

## **OCR**

Oxford, Cambridge and RSA Examinations Board.

## **OEAP**

Outdoor Education Advisers' Panel.

## **OECD**

The Organisation for Economic Co-operation and Development.

## **OFSTED**

It is an official body which regularly inspects all the schools in England which are mainly or wholly state funded. OFSTED inspectors produce education reports which are meant to improve standards of achievement and quality of education, provide public reporting and informed independent advice. The Office for Standards in Education, Children's Services and Skills is the non-ministerial government department of **HMCI**. All the

powers belong to HMCI or to Her Majesty's Inspectors of Schools (**HMI**) who are office holders under the Crown. Ofsted itself has no statutory recognition but is usually identified with the functions of HMCI. In April 2007 the former Office for Standards in Education merged with the Adult Learning Inspectorate (**ALI**) to provide an inspection service which includes all post-16 government funded education (but not **HE** institutions which are inspected by the **QAA**). At the same time it took on responsibility for the registration and inspection of social care services for children from the Commission for Social Care Inspection (**CSCI**).

### **OfQual**

The Office of the Qualifications and Examinations Regulator. It is a relatively new 'regulator' of qualifications, exams and tests in England.

### **OHP**

Overhead Projector.

### **OHT**

Overhead Transparency.

### **OLA**

Outer London Allowance.

### **OMR**

Optical Mark Reader.

### **OND**

Ordinary National Diploma.

### **Open-ended question**

A question that has many avenues of access and allows pupils to respond in a variety of ways. Such questions have more than one correct answer.

### **Open-ended task**

A performance task in which pupils are required to generate a solution or response to a problem when there is no single correct answer.

### **Open-response task**

A performance task in which pupils are required to generate an answer rather than select an answer from among several possible answers, but there is a single correct response.

### **OSCI**

Out of School Childcare Initiative.

### **OTT**

Overseas Trained Teacher.

### **OTTP**

Overseas teacher training programme.

## **OU**

Open University.

## **Outcome-based education**

An integrated system of educational programs that aligns specific pupil outcomes, instructional methods, and assessment.

## **Oversubscription Criteria**

Often referred to as those rules applied by admission authorities when a school has more applications than places. They must by law be fair and objective and must be published annually in prospectuses and by local authorities in a prospectus explaining admissions at all schools in an area.

## **P1, P2 etc**

Primary 1, Primary 2, etc (Scotland).

## **PAL**

Published (or planned) Admissions Limit.

## **PAN**

Published Admission Number.

## **PANDA**

Performance and Assessment report. It is a report produced by the Office for Standards in Education (**OFSTED**) and issued annually to schools. The contents of each PANDA report are confidential between OFSTED, the school, and the Local Education Authority, although schools can disseminate the information, should they so wish.

## **P&P**

Personalisation and Progression.

## **PBL**

Project/Problem- Based Learning.

## **Parental Preference**

The legal right that parents have to express a preference for the school they would like their child to attend.

## **Parents' Summary**

A short version of the inspection report that is sent to all parents of children at a school, and to the local media.

## **Partnership**

In the context of education, in particular **ITE**, Partnership refers to the agreement between an **HEI**, such as a university faculty of education, with local schools in a joint enterprise to train new teachers. All universities involved in ITE are required to work as part of a partnership.

## **PAT**

Professional Association of Teachers. A specific teachers' association which is committed to not taking industrial action.

## **PATA**

Parent and Toddler Association.

## **PAYP**

Positive Activities for Young People.

## **PCT**

Primary Care Trust.

## **PD**

(1) Physical Disabilities

(2) Professional development (schools often have 'PD days').

## **PDC**

Professional Development Centre.

## **PE**

Physical Education. Formerly known as PT (Physical Training) in some schools, it was one of two subjects (the other being RE - Religious Education, also known as RS - Religious Studies) which schools had an obligation to teach prior to the ERA (Education Reform Act). Both subjects were outside the Core and Foundation parts of the curriculum.

## **PEACH**

Parents for the Early Intervention of Autism in Children.

## **PECS**

Picture Exchange Communication System. A program developed to help people with autism and those who have verbal communication difficulties.

## **Pedagogy**

The art, science and practice of teaching. Alexander (2004) defines it as 'the act of teaching together with its attendant discourse' (p.11); that discourse consists of the ideas, values and the collective histories surrounding the act of teaching.

## **PEEP**

Peers Early Education Projects.

## **PELT**

Personal Education Learning & Thinking. Sometimes just **PLT**

## **PEO**

Principal Education Officer.

## **PEP**

Personal Education Plan. PEPs are schemes developed for young individuals in public care, designed to support their education.

## **Performance assessment**

Systematic and direct observation of a pupil performance or examples of pupil performances and ranking according to pre-established performance criteria. Pupils are assessed on the result as well as the process engaged in a complex task or creation of a product.

## **Performance criteria**

A description of the characteristics to be assessed for a given task. Performance criteria may be general, specific or holistic.

## **Performance management**

This refers to the process for assessing the overall performance of a school principal or assistant teacher with reference to that person's job description (within the context of the School Teachers' Pay and Conditions Document - the **STPCD**). This assessment is then used for making plans for the individual's future development in the context of that particular school's improvement plan (**SIP**).

## **Performance Tables**

The government publishes secondary and 16-18 performance tables each year. The tables report achievements in public examinations and vocational qualifications in secondary schools (and colleges of Further Education) so that schools can be compared with each other. Primary school performance tables are published by local education authorities and report pupils' achievements at the end of Key Stage 2.

## **Performance task**

An assessment exercise that is goal directed. The exercise is developed to elicit pupils' application of a wide range of skills and knowledge to solve a complex problem.

## **Personalised learning**

An approach to teaching which focuses on learners' individual needs regardless of age.

## **PEX**

Permanently excluded (hence 'pexed' – a pupil who have been excluded).

## **PH**

Physically Handicapped.

## **PI**

Performance Indicators.

## **PIAP**

Post-Inspection Action Plan.

## **PICSI**

Pre-Inspection Context and School Indicator.

## **PISA**

Programme for International Student Assessment.

## **PIT**

Pool of Inactive Teachers.

## **PFI**

Private finance initiative.

## **PfL**

Partnerships for Learning - this is a private company which offers professional development courses for schools.

## **PGCE**

Postgraduate Certificate in Education. This is the principal route by which graduates gain recommendation for **QTS**.

## **Piaget/ian**

Jean Piaget was born in Switzerland in 1896, his best known works were published in the 1920s and include *The Language and Thought of the Child* (1926). *The Psychology of Intelligence* was first published in English in 1950. He came to the notice of many teachers in the UK when his theory of children's development was incorporated into the **Plowden Report** of 1967. This theory is summed up by four stages: The sensori-motor; pre-operational thought; concrete operations and formal operations. For Piaget, as with **Vygotsky**, play was seen as a vital part of children's intellectual development; though interacting with the worlds in an imaginative way, children are said to construct their understanding. See **constructivism**.

## **PIN**

- 1) Pupil Inclusion Network
- 2) Parents' Information Network.

## **PIRGE**

Performance Information Reference Group in Education.

## **PISA**

The **OECD** Programme for International Student Assessment.

## **PIT**

Pool of Inactive Teachers.

## **PIU**

Performance and Innovation Unit.

## **PIVATS**

Performance Indicators for Value Added Target Setting.

## **PLASC**

Pupil Level Annual School Census. See **ASC**.

## **Plenary**

The time, usually at the end of a lesson, when the whole class is gathered together giving an opportunity for the teacher to find out what pupils have learned.

## **PL**

Principal Lecturer - Third level of seniority amongst lecturers in the 'new universities'. It is more or less equivalent to the position of senior lecturer in 'old universities'.

## **PLT**

Personal Learning & Thinking.

## **PLTS**

Personal Learning and Thinking Skills.

## **Plowden report**

This is the unofficial name for the 1967 report of the Central Advisory Council For Education into Primary education in England. The report, entitled *Children and their Primary Schools* reviewed Primary education in England; its main recommendation was the centrality of the child (rather than individual subjects) in education. The Council was chaired by Lady Bridget Plowden after whom the report is named.

## **PM**

**Performance Management.**

## **PMLD**

Profound and Multiple Learning Difficulties.

## **PNS**

Primary National Strategy.

## **PPA**

Pre-school Playgroups Association.

## **PPA**

Planning, preparation and assessment - time made available under new pay and conditions for teachers. See **STRB** and **RIG**.

## **PPD**

- (1) Practitioner Professional Development.
- (2) Post Graduate Professional Development.

## **PPI**

Public Performance Indicator.

## **PPP**

Public Private Partnership.

## **Portfolio assessment**

An assessment process that is based on the collection of pupil work (such as written assignments, drafts, artwork, and presentations) that represents competencies, exemplary work, or pupils' general progress.

## **PoS**

Programmes of Study.

## **PPS**

Parent Partnership Scheme.

## **PRC**

Pupil Referral Centre.

## **Pre-school**

Usually refers to children aged between 3 and 5, attending one of the following: playgroups (see below), governmental day nurseries (usually for children from disadvantaged backgrounds), private day nurseries, nursery schools run by the local authority, and nursery classes in primary schools. See also **Nursery**.

## **Pre-school playgroups**

These generally take children between the ages of three and five and most offer half-day sessions. Usually non-profit making and managed by volunteers and parents. There must be at least one adult for every eight children and at least half of the adults must be qualified

leaders or assistants.

## **PRG**

Pupil Retention Grants.

## **Prior knowledge**

The total of an individual's knowledge at any given time.

## **Private nursery schools**

These take children between the ages of two and five and offer half or full-day sessions and some stay open in the school holidays. There must be at least one adult for every 13 children and at least half of the staff must be qualified teachers.

## **Probationary Year**

This refers to the period of induction required for **QTS**. Successful completion of induction is a statutory requirement for all those teachers who qualified after 7 May 1999 to teach in **maintained schools**; it is normally expected that teachers will complete induction within five years of the start of their first term.

## **Procedural knowledge**

Procedural knowledge refers to knowing *how* rather than knowing *what* (see **Declarative Knowledge**); the knowledge and skill involved in proceeding, doing, performing, or operating.

## **PROLOG**

PROLOG is an acronym from 'Promotional Logistics' and is an 'outsourced fulfilment provider' for the **DCSF**.

## **Prospectus**

A brochure containing information about the school, giving facts and figures, which the governing body must publish each year for parents and prospective parents. Copies must be available at the school for reference or free of charge to parents on request.

## **PRP**

Performance Related Pay.

## **Problem solving**

A method of learning through which pupils reflect upon and evaluate their thinking while solving problems. The process usually includes discussion, working out strategies to solve similar problems and highlighting additional problems associated with their investigation.

## **Profile**

Student record of achievement (includes a folder to store all certificates) (Previously **NRA** - National Record of Achievement).

## **PRU**

Pupil Referral Unit.

## **PSB**

Potential Schools Budget.

## **PS**

Partially sighted.

## **PSA**

(1) Parent School Association

(2) Public Service Agreement

## **PSP**

Pastoral Support Programme.

## **PSE**

Personal and Social Education.

## **PSHE**

Personal, Social and Health Education.

## **PT**

(1) Principal Teacher (Scotland).

(2) Part-time.

**PTA**

Parent Teacher Association.

**PTLLS**

Preparing to Teach in the Lifelong Learning Sector'

**PTO**

Parent Teacher Organisation.

**PTR**

Pupil Teacher Ratio.

**Public school**

In the UK, a 'public' school is in fact private and is not to be confused with State school. Public schools are often referred to as Independent schools. Public schools do not have a statutory obligation to deliver a national curriculum. It is not necessary to have gained **QTS** in order to teach in a public school.

**QAA**

Quality Assurance Agency – a **quango** set up in 1997 to check on quality and standards of teaching in universities and colleges of higher education; it reports to \the **DIUS**.

**QAM**

Quality assurance mechanism. A system of staff appraisal.

**QCA**

Qualifications and Curriculum Authority (Merger between **SCAA** and **NCC**).

**QCDA**

Qualifications and Curriculum Development Agency - the latest incarnation of **QCA**.

**QDC**

Qualifications Data Collection Steering Group.

**QR**

Quality Rating.

**QRF**

Quality Reward Funding (Wales).

**QT**

Qualified Teacher.

**QTLS**

Qualified Teacher Learning and Skills.

## **QTS**

Qualified Teacher Status. The professional status needed to obtain to teach in state maintained schools in England and Wales. QTS is normally awarded after successful completion of an Initial Teacher Training (ITT) course and a period of **induction**; reference must be made to the **CEDP**. See **Standards**.

## **QUANGO**

Quasi Autonomous Non-Governmental Organisation, e.g. the **TDA** and **OFSTED**.

## **QUIET**

Quality in Education and Training Associates.

## **Quorum/Quorate**

The minimum number of people required to be present at a meeting of a governing body or Committee before decisions can be taken.

## **RAE**

Research Assessment Exercise. A UK government-sponsored attempt to identify how well individual **HE** institutions perform with regard to research output by subject area. See **REF**.

## **Rainbow grouping**

A form of grouping which is based on including the whole range of abilities and which is essentially mixed.

## **RBL**

Resource-based learning (Scotland).

## **RBs**

Recommending Bodies. An institution, such as a school involved on the **GTP** which can recommend the award of **QTS**.

## **RE**

Religious Education.

## **REACH**

Record of Achievement (more commonly **RoA**).

## **Reader**

In a university, a research-based position above that of senior lecturer.

## **RECOUP**

Research Consortium on Educational Outcomes and Poverty - a research partnership of seven institutions in the UK, Africa and South Asia, funded by the UK Department for International Development (**DFID**) and led by the University of Cambridge.

## **REE**

Register of Educational Establishments.

## **REF**

Research Excellence Framework - this replaces **RAE** in assessing universities' research output.

## **R&D**

research and development.

## **RD&D**

Research, development and dissemination.

## **Reception Classes**

In state primary schools children are received at ages four and five, some schools starting children off with half-day sessions. There must be at least one adult for every 13 children.

## **REEF**

Race Employment and Education Forum.

## **Remodelling**

Remodelling was set out in a national agreement signed by the Secretary of State that aims to reform the school workforce. It was meant to be concerned with giving teachers more time, extra support and renewed leadership in order to reduce teacher workload, raise standards, increase job satisfaction and also to improve the status of the profession.

## **Reliability**

An indicator of score consistency over time, or across multiple evaluators. Reliable assessment is one in which the same answers receive the same score regardless of who performs the scoring or how or where the scoring takes place. The same person is likely to get approximately the same score across multiple test administrations.

## **RI or RGI or Rgl**

Usually pronounced 'Reggie' - Registered Inspector. The Rgl is the leader of a school inspection team and is responsible in law for making sure that inspectors are 'fit, proper, competent and effective' in their work.

## **RIG**

Rewards and Incentives Group - a part of **STRB**.

## **Rising 5s**

Children admitted to school in the term before they reach statutory school age.

## **RISS**

Register of Independent Schools.

## **ROA**

Record of Achievement; see **Profile**.

## **RQT**

Recently Qualified Teacher (cf **NQT**).

## **RSA**

(1) Royal Society of Arts (see **OCR**).

(2) Regional Subject Advisor.

## **RSSI**

Raising School Standards Initiative (N. Ireland).

## **RTP**

Registered Teacher Programme. (See also **RTS** and **GTP**; '**GRTP**' usually refers to Graduate and Registered Teacher Programme).

## **RTS**

Registered Teacher Scheme: Employment based training leading to qualified teacher status.

## **Rubrics**

Specific criteria or guidelines used to evaluate pupils' work.

## **S1, S2, etc**

Secondary 1, Secondary 2, etc (Scotland).

## **S2S**

School to School. A Department for Education secure data transfer system. Associated with **Edubase** (the register of all educational establishments in England and Wales, maintained by the **DfE**), this system is used to send the Common Transfer File (**CTF**) from one school to another.

## **SACRE**

Standing Advisory Committee on Religious Education.

## **SAI**

Schools Access Initiative.

## **SAL**

Student Achievement Leader.

## **SAO**

School Attendance Order.

## **SAR**

Students as researchers. See for example the book by Michael Fielding and Sara Bragg of the same name (reference below).

## **SAS**

(1) Student Associates Scheme

(2) Special Agreement School

### **SATs**

Standard Assessment Tasks. Often erroneously referred to as standard assessment tests (which are copyrighted in America). They are more accurately known as **NCTs** - National Curriculum Tests.

### **SBPO**

School Based Police Officer.

### **SCAA**

School Curriculum and Assessment Authority. This ceased to exist in 1997 and was replaced by **QCA**.

### **Scaffolding**

This is a **Brunerian** concept which pertains to the structure or scaffold which adults give to children within which they can form new concepts. It is an instructional technique in which the teacher breaks a complex task into smaller tasks, models the desired learning strategy or task, provides support as pupils learn to do the task, and then gradually shifts responsibility to the pupils. In this manner, a teacher enables pupils to accomplish as much of a task as possible without adult assistance.

### **Scale**

The range of scores possible for the pupil to achieve on a test or an assessment. Performance assessments typically use a 4-6 point scale.

### **SCD**

Severe Communication Difficulties.

### **SCE**

Service Children's Education.

### **SCETT**

Standing Committee for the Education and Training of Teachers.

### **ScotXed**

Scottish Exchange of Educational Data.

### **SCRE**

Scottish Council for Research in Education.

### **SCIS**

Scottish Council of Independent Schools.

### **Scientific knowledge**

Knowledge that provides people with the conceptual and technological tools to explain and describe how the world works.

## **SCITT**

School Centred Initial Teacher Training. A school-based teacher training course leading to Qualified Teacher Status.

## **SCOTVEC**

Scottish Vocational Educational Qualification equivalent to **BTEC** and Advanced **GNVQ**.

## **SCRE**

Scottish Council for Research in Education.

## **SDL**

Self-directed learning - refers to learners making decisions about what training and development experiences will occur, and how. Learners select and carry out their own learning goals, objectives, methods and approaches to assessment.

## **SDP**

School development plan.

## **SEAL**

Social and Emotional Aspects of Learning.

## **SEBD**

Social, emotional and behavioural difficulties.

## **SEBDA**

Social, Emotional and Behavioural Difficulties Association.

## **Secondary Modern School**

Pupils who were unsuccessful in the **11+** examination usually went to a secondary modern school where the emphasis tended to be on vocational and practical subjects. These schools became redundant in 1976 with the widespread introduction of comprehensive (non-selective) education. See also **Grammar Schools**.

## **SEED**

Scottish Executive Education Department.

## **SEF**

Self Evaluation Form – used in preparation for inspections. It is compiled in the first instance by the institute about to be inspected.

## **SEG**

Southern Examining Group (see **AQA**).

## **Self-governing schools**

The Scottish equivalent to **grant-maintained** schools in England.

## **SEN**

**Special Educational Needs**. This refers any child that has been identified as having some form of educational need either as a result of a learning difficulty or if they are

deemed as particularly talented or gifted. Children designated as having special needs receive additional support either from within the school or from outside agencies.

### **SENCO**

Special Education Needs Co-ordinator.

### **SEND**

- (1) Special Educational Needs Database.
- (2) Special Educational Needs & Disability.

### **SENDIST**

Special Educational Needs and Disability Tribunal. This is a Tribunal which hears complaints about decisions made by Local Education Authorities on provision for individual children's special needs. See also **SENT**.

### **SENDA**

Special Educational Needs and Disability Act 2001.

### **SENIMS**

Special Educational Needs in Mainstream Schools.

### **SENJIT**

Special Educational Needs Joint Initiative for Training.

### **SENSS**

Special Educational Needs Support Service.

### **SENT**

Special Educational Needs Tribunal.

### **SEO**

Society of Education Officers.

### **SEP**

Single Education Plan.

### **SERF**

Special Education Resource Facility.

### **Serious weaknesses**

This is an outcome of the school inspection process. The **Registered Inspector** will have concluded that the school, although providing an acceptable standard of education, nevertheless has serious weaknesses in one or more areas of its work.

### **SeSDL**

Scottish electronic Staff Development Library.

## **Setting**

Putting pupils into different groups for a particular subject according to their apparent ability in that subject. See **ability grouping**.

## **Short inspection**

This is a style of inspection which was introduced in January 2000. It tends to focus on quality assurance, with smaller teams of inspectors spending 2-3 days in the institution; they do not report in detail on each subject.

## **SEU**

Standards and Effectiveness Unit (**DSCF**) - to be distinguished from the Cabinet Office SEU - Social Exclusion Unit.

## **SFEFC**

Scottish Further Education Funding Council.

## **SFEU**

Scottish Further Education Unit.

## **SG**

Standard Grade (Scotland).

## **SHA**

(1) Secondary Heads Association.

(2) Strategic Health Authority.

## **SHEU**

Schools Health Education Unit.

## **SHEFC**

Scottish Higher Education Funding Council.

## **SI**

School Improvement.

## **SILO**

Schools Industry Liaison Officer.

## **SIMS**

School Information Management System.

## **SIP**

School Improvement Plan. A plan to improve a school's effectiveness, usually drawn up in the light of an **OFSTED** inspection.

## **SIPS**

School Inclusion: Pupil Support.

**SIPs**

School Improvement Professionals/Partners.

**SL**

Senior Lecturer - Second level of seniority among lecturers in the 'new' universities. In 'old' universities it is broadly equivalent to Principal Lecturer and below that of Reader.

**SLC**

Student Loans Company.

**SLCD**

Speech, Language and Communication Difficulties.

**SLCN**

Speech, Language and Communication Needs.

**SLD**

Severe Learning Difficulties.

**SLDD**

Students with Learning Difficulty and/or Disability.

**SLDM**

Subject Leader Development Material.

**SLI**

Speech and language impairment.

**SLS**

School Library Service.

**SLT**

Speech and Language Therapy.

**SMART**

Specific, Measurable, Achievable, Realistic & Timed.

**SMT**

Senior Management Team.

**SN**

(1) Special Needs.

(2) Standard Number.

**SNA**

Special Needs Assistant.

**SNIP**

Special Needs Improvement Plan.

**SNS**

- (1) Standard National Scale (for teachers).
- (2) Secondary National Strategy.

**SOC**

School Organisation Committee.

**SOP**

School Organisation Plan.

**SoW**

Scheme of work.

**SPAG**

Spelling and Grammar.

**SpLD**

Specific Learning Difficulty.

**SPTC**

Scottish Parent Teacher Council.

**Special Needs**

A term associated with the Warnock report of 1978 which advocated that children with 'special educational needs' be educated within mainstream schools.

**Special Schools**

State schools in England and Wales which are provided by local education authorities for certain children with special educational needs.

**Specialist Schools**

This type of school includes technology, languages, sports and art colleges operating in England.

**Special Measures**

This is an outcome of the school inspection process. The **Registered Inspector** will have concluded that the school is failing or likely to fail to give its pupils an acceptable standard of education and thus requires special measures.

**SPM**

Strategic planning meeting.

**SQA**

Scottish Qualifications Agency.

**SRB**

Single Regeneration Budget.

**SRCF**

Schools Renewal Challenge Fund.

**SRD**

Staff Review and Development.

**SRE**

Sex and Relationship Education.

**SRS**

Safer Routes to School. This is a government initiative intended to make children's journey to school safer by encouraging them to walk or cycle to school; the intention is to avoid 'school car runs'. Schools and local education authorities are expected to work with local community and transport planners to facilitate safer routes to school.

**SSA**

- (1) Student Support Assistant.
- (2) Standard Spending Assessment.

**SSBA**

Scottish School Board Association.

**SSCI**

Social Science Citation Index.

**SSD**

Social Services Department.

**SSF**

School Standards Fund.

**SSFA**

School Standards and Framework Act.

**SSI**

Social Services Inspectorate.

**SSI**

Specialist Schools Initiative.

**SSP**

- (1) Starting salary point.
- (2) Safer School Partnership.

## **SSR**

Staff-Student Ratio.

## **SSSS**

Secondary Subject Shortage Scheme.

## **SSTA**

Scottish Secondary Teachers' Association.

## **SST**

Specialist Schools Trust (formerly known as the Technology Colleges Trust).

## **Standard Number**

The number of pupils in each year group below which the governing body cannot legally refuse admission.

## **Standardised tests**

Assessments that are administered and scored in exactly the same way for all pupils. Traditional standardised tests are typically mass-produced and machine-scored; they are designed to measure skills and knowledge that are thought to be taught to all pupils in a fairly standardised way.

## **STA**

Specialist Teacher Assistant.

## **STAR**

Specialist Teacher Assistants Record.

## **Standards**

In education, Standards usually refers to the **TDA** list of Standards which beginning teachers are expected to attain in their training in order to achieve **QTS**.

## **State Nursery Schools**

These take children from the age of three or four and are open during school term time and normally offer five half-day sessions a week. There must be at least one adult for every thirteen children. Staff are qualified teachers and assistants.

## **State Schools**

Otherwise known as publicly funded schools; parents do not pay any fees. They are attended by most (over 90 per cent) of pupils. Scottish state schools are maintained and controlled by the local education authority.

## **Statements**

A Statements of Special Educational Needs (**SEN**) is a statutory document that describes a child's special educational needs and how they are to be met. The process of making the assessment is known as *statementing*. Statements describe any learning difficulties which pupils have, and specify the extra help or equipment they need. Usually around three per cent of school pupils nationally have statements. Some pupils with special educational needs are academically able. Pupils without statements are

other pupils registered as having special educational needs but whose schools meet the pupils' needs without statements.

### **Statutory School Age**

The period from the beginning of the term following a child's fifth birthday until the leaving date following his/her 16th birthday.

### **STEP**

Scottish Traveller Education Programme.

### **STPCD**

School Teachers' Pay and Conditions Document.

### **STRB**

School Teachers' Review Body.

### **Streaming**

A type of school organisation where children are placed according to their perceived ability into groups in which they stay for most of their work. See **ability grouping**.

### **STO**

Statutory Transfer Order.

### **Sure Start**

A cross-departmental strategy which aims to improve services for children under four and their families in disadvantaged areas.

### **SVQ**

Scottish Vocational Qualification.

### **SWDB**

School Workforce Development Board.

### **SWF**

School workforce census.

### **Syllabus**

A summary of the main topics within a designated course of study. While a **curriculum** would normally describe all that a school, for example, offers students in terms of subjects, each subject would have a syllabus highlighting the particular aspect of that subject which are to be taught.

### **SYS**

Sixth Year Studies (Scotland).

### **TA**

- (1) Teaching Assistant. See also **HLTA**.
- (2) Teaching Agency.

## **TDA**

(1) Training and Development Agency (as below).  
Test of Developed Ability.

## **TDAS**

Training and Development Agency for Schools (also **TDA**).

## **Teach First**

An independent UK government-backed charity that recruits and supports successful or high-performing graduates in certain preferred subjects to teach in 'challenging' schools. It is supported by partner schools, businesses and some universities.

## **Teacher Assessment**

A formal assessment made by a teacher when a child is aged 7, 11 and 14. It is meant to be used alongside the national tests to judge a child's educational progress.

## **Teaching for understanding**

A teaching method that focuses on the process of understanding as the goal of learning, rather than simply on the development of specific skills. It focuses on forming connections and seeing relationships among facts, procedures, concepts, and principles, and between prior and new knowledge.

## **Teaching style**

The approach adopted (consciously or unconsciously) by a teacher when teaching. There are usually said to be four different teaching styles:

The *expert* or *formal authority* style - this is characterised by being teacher-centered and information is presented to and received by learners.

The *demonstrator* style is a teacher-centered approach that emphasises **modelling** and demonstration. This approach encourages learners to observe processes as well as content.

The *facilitator* is a learner-centered model for the classroom. Teachers design activities or create situations that allow pupils to engage in **heuristic learning**.

The *delegator* places much of the onus of learning on the pupils. Teachers adopting this approach often give tasks that require some degree of pupil initiative to complete successfully.

## **Team inspector**

A member of a school inspection team, usually with a subject expertise.

## **TC**

Technology College.

## **TDA**

Training and Development Agency - formerly the Teacher Training Agency (**TTA**) until September 2005.

## **TEC**

Training and Enterprise Council.

## **TEFL**

Teaching of English as a Foreign Language.

## **TEN**

The Education Network.

## **TEP**

Technology Enhancement Project.

## **TES**

(1)Times Educational Supplement.

(2)Traveller Education Service.

## **TESOL**

Teaching English to Speakers of Other Languages.

## **TESSS**

The Extended Schools Support Service.

## **Testing**

Testing refers to one procedure through which some kinds of evidence are obtained; it secures a sample of a pupils' or group's behaviour or product through a mechanism – a 'test'. See **Assessment**.

## **TCT**

Technology College Trust.

## **THES**

Times Higher Education Supplement.

## **Three Rs**

A term which has come to refer to the 'basics' in education. It is widely believed that Sir William Curtis, an alderman who became Lord Mayor of London, once presented a toast to the three R's as 'reading, riting, and rithmetic'. However, when the term 'the three Rs' was first used, in Parliament in 1840, Hansard recorded that it stood for reading, (w)roughting (i.e. making) and (a)rithmetic.

## **TLR**

Teaching and learning responsibility (payments).

## **TLRP**

(1) Teaching and Learning Responsibility Payment.

(2) Teaching and Learning Research Programme.

## **TPS**

(1) Teachers' Pension Scheme.

(2) Teachers' Pay Spine.

## **TQM**

Total Quality Management.

## **TQA**

Teaching Quality Assessment.

## **Transferable skills**

These might include such things as the ability to work as part of a team or solve problems. 'Transferable' might well be a quality of the learner, rather than the skill.

## **TrefNos**

See **TRN** (below)

## **TRN**

Teacher's reference number, formerly known as the **DfES** number.

## **TS**

Training School. A school designated by the **TDA** to train teachers.

## **TSC**

Training Standards Council.

## **TSI**

Technology Schools Initiative.

## **TT**

(1) Timetable.

(2) Trident Trust (Organisation and insurance for Work Experience Placements).

## **TTA**

Teacher Training Agency, formerly responsible for raising standards in schools in England by attracting 'able and committed people' to teaching and by improving the quality of teacher training. Now renamed **TDA**.

## **TTRB**

Teacher training resource bank. See [www.ttrb.ac.uk](http://www.ttrb.ac.uk)

## **TUPE**

Transfer of Undertakings Protection of Employment.

## **TVEI**

Technical and Vocational Education Initiative.

## **U3A**

University of the Third Age: self-managed lifelong learning co-operatives for older people no longer in full time work.

## **UA**

Unitary Authority.

## **UCAC**

Undeb Cenedlaethol Athrawon Cymru (National Association of the Teachers of Wales).

## **UCAS**

Universities and Colleges Admissions Service. This is the central agency for processing applications for undergraduate courses, including degree level initial teacher training courses (BEd, BA/BSc with qualified teacher status).

## **UCET**

University Council for the Education of Teachers.

## **UCLES**

University of Cambridge Local Examinations Syndicate.

## **UFA**

University of the First Age.

## **UFC**

Universities Funding Council.

## **Ufi**

University for Industry.

## **UKCOSA**

UK Council for Overseas Student Affairs.

## **ULN**

Unique Learner Number.

## **UNCRC**

United Nations Convention on the Rights of the Child.

## **Underachieving school**

This is an outcome of the inspection process. The **Registered Inspector** will have concluded that the school's performance is below that of schools in similar circumstances.

## **UNESCO**

United Nations Educational, Scientific and Cultural Organisation.

## **UOA**

Unit of Assessment - usually in the context of the **REF**.

## **UPN**

Unique Pupil Number.

## **UPS**

Upper pay scale.

## **VA**

- (1) Voluntary Aided (School), e.g. Church School.
- (2) Value Added.

## **VAK**

Visual, auditory, kinaesthetic - see **learning styles**.

## **VARK**

Visual, Aural, Read/Write, Kinesthetic. A commercially orientated copyrighted set of materials relating to **learning styles**.

## **Validity**

An indication that an assessment instrument consistently measures what it is designed to measure, excluding extraneous features from such measurement.

## **VC**

- (1) Vice Chancellor (of a University).
- (2) Voluntary Controlled (School).
- (3) Village College.

## **VCE**

Vocational Certificate of Education.

## **VCT**

Voluntary Competitive Tendering.

## **VFM**

Value for Money (an **OfSTED** criterion when inspecting schools). See also **BVFM**.

## **VI**

Visually Impaired

## **VDU**

Visual Display Unit.

## **Vertical grouping**

Classes formed in primary schools from children of different age-groups.

## **VET**

Vocational and Educational Training.

## **VLE**

Virtual Learning Environment – usually refers to online, web-based instructional materials.

## **Voc Ed**

Vocational Education.

## **Voluntary aided schools**

Schools in England and Wales which are maintained by the Local Education Authority, with a foundation (generally religious) which appoints most of the governing body. The governing body is the admissions authority.

## **Voluntary controlled schools**

Schools in England and Wales which are maintained by the Local Education Authority, with a foundation (generally religious) which appoints some, but not most, of the governing body. The **LEA** is the admissions authority.

## **Voluntary grammar schools**

Grant-maintained, integrated schools in Northern Ireland which take both Protestant and Roman Catholic pupils.

## **Voluntary Maintained Schools**

Schools in Northern Ireland which are mainly managed by the Catholic Church.

## **VRQ**

Verbal Reasoning Quotient.

## **VSC**

Virtual Staff College.

## **VTC**

Virtual Teacher Centre. A service for school professionals providing news, support for professional development and the facility to search resources across the National Grid for Learning (**NGfL**).

## **Vygotsky[an]**

Lev Vygotsky was born in Russia in 1896 and produced seminal works such as *Thought and Language* (1932).

## **WALT**

What Are We Learning Today (refers to learning **objectives**) - see **WILF**.

## **WAMG**

Workforce Agreement Monitoring Group. It works in partnership with the **NRT**, representing signatories of the 'National Agreement'.

## **Warnock Report**

Refers to the 1978 publication on **Special Educational Needs** - report by the Committee of Enquiry into the Education of Handicapped Children and Young People, London: HMSO.

## **WBL**

Wider Benefits of Learning.

**WILF**

What I am Looking For (refers to **learning outcomes**).

**WJEC**

Welsh Joint Education Committee.

**WLB**

Welsh Language Board.

**WLGA**

Welsh Local Government Association.

**WEA**

Workers' educational Association.

**WRA**

Work Related Activities.

**WRC**

Work Related Curriculum.

**YAS**

Youth Award Scheme.

**YE**

Young Enterprise.

**Yellis**

Year 11 Information System. It is used widely in the UK and elsewhere, forming a baseline for 'value added' measures in secondary schools.

**Year Groups**

Under the National Curriculum, year groups are numbered from Year 1 (5/6 year olds) to year 13 (17/18 year olds). Year R represents reception classes.

**YOT**

Youth Offending Team.

**YJB**

Youth Justice Board.

**YSS**

Youth Support Service.

**YT**

Youth training.

## **YTS**

Youth Training Scheme.

## **Zone of proximal development**

A level or range in which a pupil can perform a task with help. It refers to the difference between the level of solved tasks that can be performed with guidance from a teacher (or other adult) and the level of independently solved tasks; it is the place where the learner and the teacher meet. **Vygotsky** emphasised the importance of play. When playing, children use their imagination and often take on imaginary roles where they are acting out behaviour which is beyond their age. They do this in a way which is more focused than when given a task to do by an adult. One lesson for teachers here is that learning is best facilitated through creating a situation where people can learn at their own pace, doing things which are relevant to them.

## Glossary of Terms used in Educational Research

Adapted from *Research in Art & Design Education* by the same author, published by Intellect, Bristol.

### Action research

A type of research in which educators examine and reflect upon their own practice and evaluate strategies to improve practice. It is a multi-stage type of research, in which a problem is researched, changes are made, the problem is researched again, more changes are made, and so on through a number of cycles, until the problem is solved. Most action research studies use descriptive research designs.

### A/r/tography

This term refers to an approach in which art forms are used as part of the research process. Rita Irwin writes, 'A/r/tographers are living their practices, representing their understandings, and questioning their positions as they integrate knowing, doing and making' from Irwin, R.L. and A. de Cosson (2004).

### Art-based research

This refers to research that privileges the visual over the written word. See also *a/r/tography*, above. *Arts-based research* refers to research that privileges all art forms (dance, drama, music, poetry) over the written word.

### Attrition

Attrition refers to the reduction in the number of participants during the course of a research project.

### Audit trail

Within a naturalistic study, an audit trail is the systematic documentation of material gathered that allows others to follow and audit the researcher's thinking and conclusions about the data.

### Autoethnography

An autobiographical account that is placed within a broader cultural context.

### Autophenomenography

A qualitative empirical research method, related to **autoethnography**, but focusing on the use of narrative description, focusing upon the self as a phenomenon.

### Average

In descriptive statistics, 'averages' are divided into 'mean', 'median' and 'mode', terms used to describe a measure of central tendency. 'Mean' refers to all scores in a set of scores when they are added together and divided by the number of subjects; 'median' is the score that is exactly in the middle of a distribution (i.e. the value above which and below which 50% of the scores lie), while 'mode' refers to the score that occurs most frequently in a distribution of scores.

### Axiology/axiological

An axiological concern is a concern with human values; axiology deals with the nature of value and considers the question - what is intrinsically worthwhile?

## **Bias**

Bias is any influence that distorts the results of a research project, but particularly from the researcher.

## **Bracketing**

Bracketing refers to a process used by some phenomenological researchers to identify their preconceived beliefs and opinions about the phenomena under investigation, in order to clarify how the researcher's belief system might influence what is seen, heard and reported.

## **Bricolage/bricoleur**

Bricolage is a term used to refer to the construction or creation of a work from a diverse range of things which happen to be available, or to a work created by such a process. A person who engages in bricolage is a bricoleur: someone who invents their own strategies for using existing materials or ideas in a resourceful, and original way to learn and solve problems through experimentation. It can therefore be used to refer to research which is so conducted.

## **Case Study**

A type of **qualitative** research which studies one or a few cases (a single person, entity or phenomenon) in great detail; it is a data collection method in which a case (for example an art teacher or a particular child) is studied in depth over a sustained period of time and through a variety of means.

## **Categorical variable**

A **variable** with a particular value such as gender or ethnicity.

## **Coding**

A procedure for transforming raw data into a form suitable for data analysis. It involves the labelling of a piece of text or a statement, to make sense of it by summarizing it. Depending on the research question, one piece of text can be coded in various different ways.

## **Constant comparative method**

A procedure used in **grounded theory** research which refers to data being continually compared with previously collected data in order to refine the development of theoretical categories.

## **Content analysis**

A procedure for organising narrative, qualitative data into emerging themes and concepts.

## **Core category**

The central category that is used to integrate all the categories identified in **grounded theory** research.

## **Correlation**

This refers to the degree of association between two **variables**. A correlation coefficient is a measure of the degree of relationship between two variables: it lies between +1.0

(indicating a perfect positive relationship), through 0 (indicating no relationship between two variables) to -1.0 (a perfect negative relationship).

### **Critical realism**

Critical Realism is a philosophical attempt within social science to argue for the material presence of the social and natural world outside of our knowledge of it. It is concerned with questions of **ontology**, and the deeper structures and relations that are not directly observable but lie behind the surface of social reality. It is seen as a pragmatic development arising from a reaction to **positivism**.

### **Data saturation**

This refers to the point at which data collection can stop. This is arrived at when the information that is being shared with the researcher becomes repetitive and contains no new ideas, so the researcher can be reasonably confident that the inclusion of additional participants is unlikely to generate any new ideas. In a similar way, literature searches can reach a point of closure when references do not throw up any new significant texts.

### **Descriptive research**

A type of research that has the goal of describing what, how or why something is happening.

### **Descriptive statistics**

Statistical methods used to describe data that is collected from a specific sample (e.g. mean, median, mode, range, standard deviation).

### **Determinism**

The belief that everything is caused by specified factors in a predictable way rather than by chance; it is said to be a key assumption within the positivist paradigm.

### **Emic**

An emic perspective (or emic view) is a term used by ethnographers to refer to the insiders' views of their world (see also **etic** perspective).

### **Empirical research**

Empirical research seeks systematic information about something that can be observed in the real world. Empirical information is information based on something that can be observed. Students' achievements, observations of art teachers' use of their own work, and artists' interview responses are examples of empirical information in art education research.

### **Epistemology**

The study of the theory of knowledge.

### **Ethnography**

A research **methodology** associated with anthropology and sociology that systematically describes the culture of a group of people. A principal aim of ethnographic research is to understand a culture from the 'inside' - from an **emic** perspective.

## **Ethnology**

Ethnology is a data-collection **method** in which information is collected about a group of individuals in their natural setting, primarily through observations. It is a branch of anthropology that compares and analyses the origins, distribution, technology, religion, language, and social structure of the various distinctive groupings within humans. Compared to ethnography, the study of single groups through direct contact with the culture, ethnology takes the research that ethnographers have compiled and then compares and contrasts different cultures. *Not to be confused with ethology, which is the zoological study of animal behaviour.*

## **Ethnomethodology**

This research approach focuses on how people understand their everyday activities. It is a systematic study of the ways in which people use social interaction to make sense of their situation and construct their 'reality'.

## **Etic**

An Etic perspective (or etic view) is a term used by ethnographers to refer to the outsider's view of the experiences of a specific cultural group (see **emic** perspective).

## **Field notes**

Notes taken by researchers in the field which record unstructured observations.

## **Focus group**

An interview conducted with a small group of people to explore their ideas on a specific topic.

## **Grounded theory**

A research approach used to develop conceptual categories and/or theory about social processes from real-world observations, usually from a selected cultural group. The researcher may subsequently make further observations to test out the developed categories/theory. It is seen as an approach to qualitative research where the researchers try to approach a problem with no preconceptions, and to build their theories solely from the data gathered. See Glaser & Strauss (1967).

## **Hermeneutics**

This used to refer to a method of Biblical criticism: interpreting the whole of a text in the context of its parts, and vice versa. Its meaning is now extended to refer to qualitative research which is concerned with analysing transcripts of interviews and group discussions. It is research concerned principally with interpretation and could be seen as the art of interpreting texts.

## **Heterophenomenology**

An approach to the study of human consciousness characterised by combining the informant's self-reports with other evidence, such as close observation. The aim is to determine the informant's mental state as accurately as possible. See Dennett (1991).

## **Historical research**

There are said to be four types of historical evidence: primary sources, secondary sources, running records, and recollections. Historians rely mostly on primary sources (often kept in museums, archives, libraries, or private collections). Emphasis is given to

the written word on paper, an example might be an artist's correspondence to another artist. Secondary sources are the work of other historians writing history. Running records are documentaries maintained by private or non-profit organisations. Recollections can be autobiographies, memoirs, or oral histories.

## **Historiography**

This refers to the method of doing historical research or gathering and analyzing historical evidence. Historiographers are careful to check and double-check their sources of information, and this is seen as giving validity and reliability to their conclusions.

## **Hybrid research - see mixed method**

## **Hypothesis**

A statement that predicts the relationship between variables, in particular, the relationship between the independent and dependent variables. A null hypothesis is statement that there is no relationship between the independent and dependent variables and that any relationship observed is due to chance or fluctuations in sampling.

## **Inductive reasoning**

Inductive reasoning moves from the specific to the more generalised and refers to the logical process of reasoning used to develop more general rules from specific observations.

## **Informed consent**

The process of obtaining voluntary participation of individuals in research based on a full understanding of the possible risks and benefits.

## **Interpretive (methodology)**

A **qualitative** approach characterised by an assumption that 'reality' is socially constructed. See also **Hermeneutics**.

## **Interview**

A method of data collection. It usually involves an interviewer asking questions of another person (a respondent) either face-to-face or over the telephone. In a structured interview, the interviewer asks the respondents the same questions using an interview schedule - a formal instrument that specifies the precise wording and ordering of all the questions to be asked of each respondent. Unstructured interviews are where the researcher asks open-ended questions which give the respondent considerable freedom to talk freely on the topic and to influence the direction of the interview. In unstructured interviews, there is no predetermined plan about the specific information to be gathered from those being interviewed.

## **Longitudinal research**

A data-collection strategy in which data are collected from the same participants at different points in time. The purpose is to draw conclusions about individual change over time.

## **Method**

Specific procedures used to gather and analyse research data.

## **Methodology**

Different approaches to systematic inquiry developed within a particular paradigm with associated epistemological assumptions.

## **Method slurring**

This term is used to describe the tendency of some researchers to combine research approaches without adequately acknowledging the epistemological origins and assumptions that underpin the methodologies they are blending.

## **Mixed Method Research**

In mixed method (or hybrid) research, a qualitative phase and a quantitative phase are included in the overall research study. Proponents of mixed research typically adhere to the idea that quantitative and qualitative methods are compatible, that is, they can both be used in a single research study. Pragmatism indicates that researchers should use the approach or mixture of approaches that works the best in a real world situation. In short, what works is what is useful and should be used, regardless of any prior assumptions. It should not be confused with '**method slurring**' (see above).

## **Naturalistic (paradigm)**

This **paradigm** assumes that there are multiple interpretations of reality and that the goal of researchers working within this perspective is to understand how individuals construct their own reality within their social context.

## **Negative correlation**

A relationship between two variables where higher values on one **variable** tend to be associated with lower values on the second variable.

## **Neonarrative**

In a neonarrative approach the researcher is actively managing narrative data, synthesising it and rendering it more 'comprehensible'. A neonarrative is said to become a story more representative than the one it replaces.

## **Observation**

A method of data collection in which data are gathered through visual observations. Observation in a research setting can be structured or unstructured; structured observation typically involves the researcher determining beforehand the phenomena that are to be observed, often using a standardised checklist to record the frequency with which those phenomena are observed over a specified time period. Unstructured observation involves uses direct observation to record things as they occur, with no preconceived ideas of what will be seen; there is no predetermined plan about what will be observed.

## **Ontology/ontological**

Ontology refers to the form and nature of reality and what can be known about it. An ontological perspective considers the question 'what is real?'

## **Paradigm**

The term paradigm is often used to denote a worldview based on a set of basic values and philosophical assumptions that are shared by a particular academic community and that guide their approach to research. A paradigm can be defined as both a group of beliefs, values and techniques shared by a scientific community and also as the procedures and methods used to solve specific problems.

## **Participant observation**

Participant observation is a method commonly used in **ethnography** and involves the researcher being totally immersed in the phenomena observed. Non-participant observation is less concerned with immersion and more with detachment.

## **Phenomenology**

A research approach which has its roots in philosophy and which focuses on the lived experience of individuals. It is a qualitative research method in which the researcher conducts an in-depth and extensive study of participants' experiences of an event or situation from the participants' perspectives.

## **Phenomenography**

The word phenomenography has Greek roots, being derived from the words *phainonmenon* (appearance) and *graphein* (description) - this can be compared with phenomenology where 'ology' refers to 'the study of'. Thus, phenomenography is a description of appearances whereas phenomenology is primarily concerned with analysis. Phenomenography is an empirical research method designed to answer questions about thinking and learning, and so is particularly relevant in educational research; it is primarily concerned with describing the relationships that people have with the world around them.

## **Population**

A well-defined group or set that has certain specified properties (e.g. all art teachers working full-time in Cambridge state secondary schools).

## **Portraiture**

In educational research, portraiture is a form of qualitative research which is related to ethnography but, characteristically, draws upon the subjective interpretations of the narrator (the portraiture) to describe and analyse the object of enquiry (the sitter).

## **Positive correlation**

A relationship between two variables where higher values on one variable tend to be associated with higher values on the second variable (e.g. art teachers' qualifications and their students' examination performance).

## **Positivism**

This **paradigm** assumes that human behaviour is determined by external stimuli and that it is possible to use the principles and methods traditionally employed by the natural scientist to observe and measure social phenomena.

## **Qualitative data**

Information gathered in narrative (non-numeric) form (e.g. a transcript of an unstructured interview).

## **Quantitative data**

Information gathered in numeric form.

## **Random sampling**

A process of selecting a sample whereby each member of the population has an equal chance of being included.

## **Reflexivity**

Reflexivity refers to researchers' reflections upon their research and their place within it; it requires an awareness of the researcher's contribution to the construction of meanings throughout the research process, and an acknowledgment of the impossibility of remaining outside of one's subject matter while conducting research. Personal reflexivity involves reflecting upon the ways in which our own values have shaped the research and involves thinking about how the research may have affected the researcher. Epistemological reflexivity on the other hand encourages researchers to reflect upon their assumptions about the world (and knowledge of it) that have been made in the course of the research, and about the implications of such assumptions for the study as a whole.

## **Reliability**

Reliability is concerned with the consistency and dependability of a measuring instrument, that is, it is an indication of the degree to which it gives the same answers over time, across similar groups and irrespective of who administers it. A reliable measuring instrument will always give the same result on different occasions assuming that what is being measured has not changed during the intervening period. Inter-rater reliability is a measure of the consistency between the ratings or values assigned to an observed phenomenon and is employed by researchers using structured observation techniques; it is usually expressed as a percentage of agreement between two raters.

## **Research problem**

A research problem is an issue that lends itself to systematic investigation through research.

## **Research question**

A clear statement in the form of a question of the specific issue that a researcher wishes to answer in order to address a **research problem**.

## **Response rate**

The proportion of those invited to participate in a research study who actually do so.

## **Sampling**

The process of selecting a sub-group of a population to represent the entire population. Simple random sampling gives each eligible element an equal chance of being selected, while systematic sampling involves the selection of participants randomly drawn from a population at fixed intervals (e.g. every 10th). Cluster sampling involving successive sampling of clusters from larger ones to smaller ones (e.g. Local Education Authority to school to head of department). Convenience sampling uses the most easily accessible people (or objects) to participate in a study while purposive sampling refers to a strategy by which the researcher selects participants who are considered to be typical of the wider population. Quota sampling refers to the researcher identifying the

various aspects of a given population and ensuring that they are proportionately represented. Theoretical sampling occurs within a naturalistic research study; it is based on emerging findings as the study progresses to ensure that key issues are adequately represented.

### **Sampling bias**

Distortion that occurs when a sample is not representative of the population from which it was drawn.

### **SAS**

Statistical Analysis System – a software package.

### **Significance**

In quantitative research, 'significance' has a particular and specific meaning related to statistical analysis. It is used to indicate whether the results of an analysis of data drawn from a sample are unlikely to have been caused by chance at a specified level of probability (usually 0.05 or 0.01).

### **SPSS**

Statistical Package for the Social Sciences.

### **Survey research**

A research approach designed to collect, in a systematic way, descriptions of existing phenomena in order to describe or explain what is going on. Data are often obtained through direct questioning of a sample of respondents.

### **Theme**

A recurring issue that emerges during the analysis of qualitative data.

### **Theoretical framework**

The conceptual underpinning of a research study which may be based on theory or a specific conceptual model.

### **Theory**

In its most general sense a theory describes or explains something. Often it is the answer to 'what', 'when', 'how' or 'why' questions.

### **Triangulation**

Sometimes known as 'methodological triangulation', this term is used in a research context to describe the use of a variety of methods to examine specific phenomena either simultaneously or sequentially in order to produce a more accurate and reliable account of the phenomena under investigation; it does not necessarily refer to 'three' approaches.

### **Trustworthiness**

With reference to **naturalistic** research, trustworthiness describes the extent to which the study has been conducted in a way that gives others confidence in the findings. It can be determined by considering both credibility and dependability. Credibility can be compared with internal validity in positivist research; dependability of a study is evaluated if it meets the associated criterion of auditability (see **audit trail**, above).

Auditability is achieved when a researcher provides a sufficiently clear account of the research process to allow others to follow the researcher's thinking and conclusions about the data and thus assess whether the findings are dependable.

### **Transferability**

Sometimes known as 'applicability', transferability is said to be equivalent to the concept of external validity as applied to positivist research. A study is said to be transferable if the findings 'fit' contexts beyond the immediate research situation. In order to judge the transferability of a study's findings, one needs sufficient information to be able to evaluate the extent to which a specific research setting is similar to other settings.

### **Validity**

In research terms, validity refers to the veracity of the data and findings that are produced. Validity can refer to: the concepts that are being investigated; the phenomena that are being studied; the methods by which data are collected; and the findings that are produced. There are several different types of validity, as follows: External validity, which refers to the degree to which the results of research can be generalised beyond the immediate study sample and setting to other samples and settings; face validity, which refers to the extent to which a measuring tool appears to be measuring what it claims to measure and internal validity, which refers to the extent to which changes in the dependent variable can be attributed to the independent variable rather than to other variables.

### **Variable**

An attribute or characteristics of a person or an object that takes on different values (i.e. that varies) within the population under investigation, such as teacher's qualifications or gender. In experimental research, the dependent variable is the variable presumed within the research hypothesis to depend on another variable (known as the independent variable). An extraneous variable is a variable that interferes with the relationship between the independent and dependent variables and which therefore needs to be controlled for in some way.

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## Notes

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