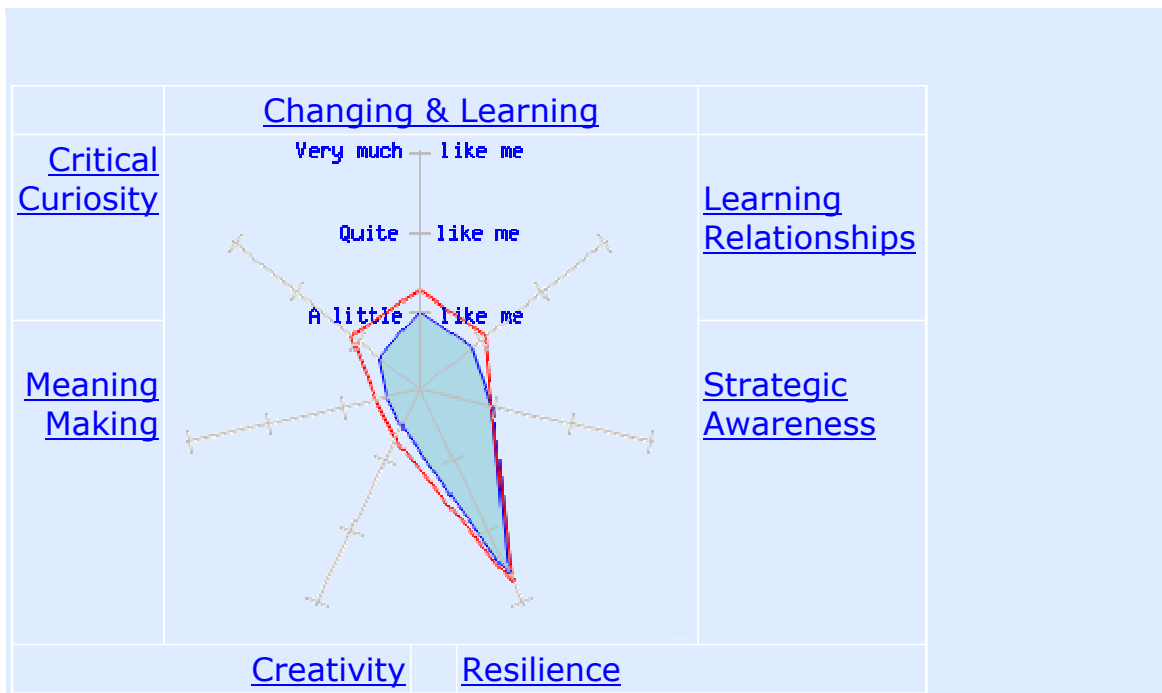


| | | | | | | | | |
|-------|----|--------|-------|-------|-------|-------|-------|--------|
| 18 | 29 | 33.33 | 18.52 | 28.57 | 20.00 | 33.33 | 25.00 | 70.59 |
| 19 | 30 | 83.33 | 85.19 | 76.19 | 73.33 | 82.05 | 41.67 | 19.61 |
| 20 | 31 | 100.00 | 66.67 | 76.19 | 50.00 | 41.03 | 58.33 | 31.37 |
| 21 | 32 | 41.67 | 48.15 | 61.90 | 50.00 | 64.10 | 58.33 | 35.29 |
| 22 | 33 | 100.00 | 81.48 | 76.19 | 76.67 | 74.36 | 47.22 | 56.86 |
| 23 | 34 | 75.00 | 14.81 | 47.62 | 43.33 | 66.67 | 63.89 | 50.98 |
| 24 | 35 | 50.00 | 29.63 | 57.14 | 40.00 | 48.72 | 16.67 | 66.67 |
| 25 | 36 | 58.33 | 14.81 | 52.38 | 33.33 | 30.77 | 22.22 | 45.10 |
| 26 | 39 | 100.00 | 51.85 | 85.71 | 46.67 | 66.67 | 66.67 | 15.69 |
| 27 | 40 | 75.00 | 74.07 | 66.67 | 70.00 | 56.41 | 41.67 | 80.39 |
| 28 | 41 | .00 | .00 | .00 | .00 | .00 | 16.67 | 100.00 |
| 29 | 42 | 33.33 | 33.33 | 33.33 | 33.33 | 33.33 | 44.44 | 66.67 |
| 30 | 43 | 25.00 | 11.11 | 4.76 | 13.33 | 12.82 | 13.89 | 96.08 |
| 31 | 44 | 50.00 | 55.56 | 71.43 | 56.67 | 48.72 | 47.22 | 82.35 |
| 32 | 45 | 58.33 | 51.85 | 23.81 | 56.67 | 48.72 | 66.67 | 35.29 |
| Total | N | 32 | 32 | 32 | 32 | 32 | 32 | 32 |

a Limited to first 100 cases.

The following table gives a learning profile of one of these cases and a narrative profile. It is followed with the second negotiated assessment outcome.



Narrative

'E' is a 15 year old African black London boy (year 10). He was remanded for gang rape of two 13 year olds and false imprisonment. He came from a main stream secondary school and portrayed himself as able and expectant of GCSE success. The school

evidence didn't support this – and suggested he was both troubled and a trouble maker, with low levels of attainment, non-compliant with teachers requests – all rather low level ie feet on desks, no work, lateness, picking arguments and intimidatory. The secure unit's assessments indicated a range of ability within norms, reading age, accuracy and comprehension were acceptable. He continually reported to his review meetings (legal monthly ones) that the work set was too easy. The reality was he rarely did as he was asked because he couldn't risk failure. The assessment below was written after the evaluation of his second learning profile with the tutor:

| The Learning Power | The Animal | What it means for you |
|---------------------------|-------------------|--|
| Changing and learning | Chameleon | You are still not sure about your learning – but you have made a little progress towards trying new things. |
| Learning Relationships | Bee | You are still following the path of someone who looks like they are busy... but you're not really getting anything done. |
| Strategic Awareness | Owl | You have still to learn that there is more than one side to things. |
| Resilience | Tortoise | You are determined not to back down in any situation as you may see this as failure. You won't let anything go if you think you may lose face. |
| Creativity | Unicorn | You really don't like trying new ideas out. |
| Meaning Making | Spider | You remain focused on seeing things from your own point of view. |
| Critical Curiosity | Cat | You don't show much interest in changing the way you think about things. |

Report 2

How have things changed and how can this help you?

Well E, your 2nd report doesn't show much change to be honest. It seems to me that you haven't really accepted any of the challenges we have offered to you to think about how you could treat people differently and still earn their respect. It seem to me that you continue to believe that it is ok to disregard whatever anyone else thinks – whilst you continue to have the right to do, be or say whatever you feel. I would like for you to develop some empathy with others and to respect other peoples' rights to be treated fairly.

Signed XXXXXX

Date January 2006

Discussion and Conclusions

These data suggest that the dynamic assessment of learning power may be a useful pedagogical tool with this type of at risk learner. It enables the learner to reflect 'backwards' to their sense of self and their learning identity and provides a mentored way of scaffolding the development of higher order thinking skills and personal awareness and development.

The findings relating to the subgroup convicted of violent crime are interesting and merit further research. It may indicate that such learners are disconnected from themselves as learners and from the impact of their actions on others. Their apparent resilience may be due to the absence of a positive relationship either with themselves or with other people, and a drive to achieve their own goals regardless of other considerations.

We recommend that the following further investigations:

- A development and research project exploring the application of this assessment methodology, including the personalised project methodology among a wider group of secure units, or residential schools for young people excluded from mainstream education.
- A survey of the whole national cohort of young offenders in secure units (n=>500) to test whether the findings in relation to resilience are sustained.

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Alison Salway
November 2006