

**EDINBURGH COMPETENCY STATEMENT BLANKS**  
**Introductory Grids**  
**FOLLOW THROUGH QUESTIONNAIRE**  
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Having completed the Grid for a single student, the user should now complete this assessment and planning exercise for the same student.

You may already have discovered that the assessment founders on your incomplete knowledge of his or her values and competencies. Such difficulties are to be expected with so novel a framework for thinking about competence, and the constraints on what can be done in schools at the present time. The user should therefore not be discouraged. Completion of this Follow-Through Questionnaire will achieve its principal aim which is to provide an introduction to the new model. However, it is also hoped that thoughts stimulated by this exercise will provide a base on which to build individual and collective reflection on the design of educational programmes.

**HOW VALID IS THE ASSESSMENT?**

As noted in the *Guide*, the validity of assessment of high level motivational dispositions depends on what is known about the person being assessed, and the nature of his or her situation. Information is needed about the opportunities he or she has had in the past to develop a wide range of competencies. The question of the assessment situation itself must also be considered. Did the activities which were called for in the situation in which the observations were made tap his or her motives, and did they allow and encourage him or her to exercise and reveal high level competencies? The following questions are intended to help the user to reconsider some of these issues.

- a) What opportunities has the person you are assessing had in the past to develop competencies of the kind listed down the left-hand side of the Grid (i.e., all three pages) whilst undertaking activities of the kind he or she values?
- b) How has he or she been supported and encouraged (discouraged) in so doing?
- c) What kinds of exposure has the person you are assessing had to others who displayed high level competencies whilst they were doing things he or she values?
- d) In what ways have the tasks which he or she has been given *discouraged* the development of the competencies, self-images, expectations, and feelings of confidence listed down the left hand side of the Grid? (Pay particular attention to page 3).

- e) In what ways have his or her school activities tapped his or her motives and encouraged him or her to reveal and develop high level competencies whilst undertaking activities he or she cared about?
- f) On the basis of the information you have considered, what would an individualised developmental program for this student look like? What kinds of activities would harness his or her motives and which high level competencies might he or she usefully develop?
- g) What qualities would you like to help this student to develop? How would you go about nurturing these qualities?
- h) What kinds of additional information would it be desirable to collect on this student's motives, interests, strengths and talents? How might such information be obtained?

- i) Does this student need more detailed evaluation, and more careful guidance and placement, if his or her development is to be promoted?

Continued

## TOWARDS RE-VAMPED EDUCATIONAL PROGRAMS

- a) Whilst acknowledging the constraints on what can be done in schools as they are at present organised, what would you say are the most significant things you have yourself been able to do to identify students motives in order to foster high level talents? What have your main contributions been?
  
- b) What are the main barriers to doing the things that you think should be done?
  
- c) How do you think you could best contribute to the activities which would be required to implement the District's aim of developing and recording more of the talents of more of the students? In other words, what strengths do you have that you could contribute to that process? (Do not limit yourself to classroom processes).
  
- d) What, if anything, does the exercise you have just completed tell you about your understanding of students' motives and areas of competence?
  
- e) What are the implications for what your school should be doing to better uncover students' interests and motives so that they can be more effectively harnessed to develop their talents?

- f) More generally: Does this exercise suggest that there is a need to create a more developmental environment (See Appendix to the *Guide* for a brief description of what this term means) for students in your school? If so, what steps could be taken to create such a climate? What would the barriers be? What steps would need to be taken to overcome them?

The following may be useful heads under which to consider your answers to this question:

Nature of the educational processes to be emphasised or introduced (including links to integration of subjects and project based education.

Interface with standardised tests and university selectors.

Links with parents and their priorities.

Implications of variety and diversity for quality control and accountability to school board, parents, and students.

Implications for organisation of "parallel organisation" activity concerned with innovation (Kanter) at school and District level.