Case Studies

There are several case studies that you can use as scenarios to identify how you would behave ethically. Alternatively, you may wish to create your own case study, or revisit a case that you have previously considered to re-examine the case under the framework.

Case study 1: Exam Malpractice

Exams are one of the biggest outputs of any school. A huge amount of teaching time and resources is put into ensuring the best possible outcomes from exams. Exam Malpractice is a growing concern in schools, especially when paired with growing attention to school performance and the new Progress 8 scores in secondary schools. This mounting pressure is faced by all of those within schools, including Heads, teaching staff, support staff, and pupils. In June 2018, it was reported that exam malpractice penalties had risen 149% since the following year, whilst the rise in technology has been suggested as the cause of malpractice for students, there is a worry that the combined pressures will cause an increase in exam malpractice and bad practice.

Of course, schools often do not intend to behave unethically   however, schools should ensure that there are policies and practises in place to identify and deter exam malpractice. This ties in with your schools whistle-blower policy. School leaders must ensure that exams are conducted in a fair, ethical and accountable manner. It should also be remembered that examinations, whilst part of the a curriculum are not the sole purpose of education, and schools should balance the need to monitor progress with the safeguarding of children, not adding more pressure to children by undergoing rigorous testing. The delivery of exams should be considered as part of the learning process and challenge and encourage staff and student to improve and excel. Considerations should be made in regards to the exam schedule for both students and staff, and responsibilities of those involved. Clear training and expectations should be provided and communicated. Schools should have a clear route of escalating concerns, and everyone involved should understand their position and requirements to ensure a successful exam season.

Imagine

You have had a busy and tough start to the exam season. A teacher colleague is, in your view, piling pressure onto his students in advance of the exam, continually stressing to them the need to perform

Openness	Is there clear an open communication between students and staff?
Honesty	Can you be considered honest when faced with the exam board?
Leadership	=

Case Study 3: Curriculum

The curriculum is the single largest cost in a school or college, and, alongside keeping children and young people safe, the central function of an educational institution. Taxpayers assume that pupils will leave school with a core of knowledge and skills. These include English language and literature, mathematics, chemistry, biology, physics, geography, history, art, music, foreign languages, design technology, religious education and physical education. A school leader must decide what curriculum to provide, why and who to?

Children have a right to knowledge which is useful, interesting, helps them to prosper in life and aids their development. It should have sufficient content to enable a wider world-view and sufficient time for her to absorb and understand what she has learned. It should be broad and balanced,

Case Study 5: Pupil Well-being

The impor ance of ell-being has been widely acknowledged over the past twenty years by ps chologis s B   he concep i self is s rprisingl comple
(21/8/17 post from Psychology Today)

Research findings, political statements and media commentary seem to find consensus around the conclusion that well-being is important and is increasingly fragile in modern society, particularly for young people. The roots of this fragility are less precisely identified but schools and school leaders are often suggested as part of the solution. This raises obvious challenges, particularly when juxtaposed with accountability and financial pressures. It also brings us inexorably back to the question of what schools are for. Should our decisions purely focus on seemingly measurable outcomes that enable

Case Study 6: SEND

The 2015 SEND Code of Practice entitles all children and young people with SEND to timely and personalised support to achieve their aspirations. Children, young people and their families should have an active voice in any decisions that are made.

Pupils with SEND are more likely to experience poor outcomes against a range of indicators, such as attainment, attendance and exclusions, when compared to their peers without SEND. Delivering timely and effective targeted support to children and young people with SEND can be transformational.

Many additional needs can be catered for through quality first teaching, however some pupils will require additional or different support to their peers to reach developmental milestones and expected attainment targets.

It is widely accepted that initial teacher education does not consistently prepare new teachers to be confident teachers of SEND despite expectations laid out in the professional standards. It is also widely accepted that mainstream schools are increasingly required to support young people with complex needs who previously may have attended special schools.

Schools face financial challenges which impact on the budgets available to put CPD in place to support staff development, hire support staff, and commission specialist support. Local services have also come under strain, with delays for assessment of need common and EHCP processes often protracted and burdensome.

Imagine

Midway through the school year a new pupil joins the school. This is the third school that they have a ended in as man ears The child s paren s mee i h o before he s ar and seem an io s as they tell you about their previous experiences their child was bullied by other pupils, frequently left to work alone in the corridor and placed on a part time timetable in their previous school.
The child joins the only class in the year group, which already has 29 pupils, 3 of whom have Education, Health and Care plans. The class teacher is an NQT who receives support from a teaching assistant in the mornings. 1 of the children with an EHCP in the class has 1-2-1 support.
Baseline assessments suggest that that new pupil has significant gaps in their learning and may have some communication needs and a specific learning difficulty and will require further assessment.
Over the first few weeks it become clear to the class teacher, support staff and SENCo that the child will require significant additional support to thrive at school. The SENCo has put some interventions in place, such as a literacy group during assembly time, but is unable to redeploy any support staff at this point. The child frequently disrupts learning time within the class and does not appear to be making progress. The SENCo is not confident that the LA will provide additional support and has a high workload.
The parents are becoming increasingly dissatisfied with the situation, contacting the head and class teacher almost daily to complain about the quality of teaching. The child has started refusing to attend school and becomes distressed at the start of the school day.

The class teacher feels overwhelmed and has asked for additional support or for the child to be

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school, an academy trust or as required by the scheme of delegation for specific responsibilities within a multi acad

Case Study 9: Teacher Workload

Teachers are a schools biggest asset and its biggest cost. Young graduates filled with zeal to help children and change the world for the better consider teaching as a career. Those who make it into the classroom retain that motivation and, despite the inherent difficulty of the task, find the mutual energy of being with children and young people a life-enhancing experience. Good teaching is the

Honesty	Can you honestly review your opinions and actions in regards to the school? Are you sure that you cannot use the older teachers to change the school? Is it just easier to use young ones?
Openness	What will you do now you have had this conversation? How might others share the discussion?
Objectivity	Look closely at your expectations. What is the problem?
Integrity	To whom do you feel obliged that makes you act this way?
Accountability	Which aspect of accountability has made you act this way? What accountability do you bear for sustaining young teachers in the profession?
Leadership	How do you feel about your leadership of this issue?
Trust	Do you reproach yourself? What motivated you to lead in this manner?
Wisdom	What insight have you got from this? What will inform future decisions?

Kindness

Justice	Will this work fairly for everyone? including disadvantaged children who might miss out most if the curriculum is narrower?
Service	Does this serve your community in the best way?
Courage	as opposed to what you think people want?

Optimism	Are you confident that your assessment choices will serve pupils better in their future education and career?

Case study 11: Pupil grouping and attainment

Education systems internationally range from the entirely comprehensive to systems where children are channelled into different pathways during primary years. Those systems which segregate early tend to perpetuate large socio-economic gaps, with disproportionate numbers of children from particular social backgrounds on some pathways. In the UK the vast majority of state schools are comprehensive to 16   the approach suggested by OECD evidence to facilitate both social inclusion and student outcomes.

Schools must balance equality of entitlement and the learning needs of all their students. Deciding how to group pupils for learning is a basic curriculum management decision so a school must have principles by which classes are organised. In the UK, a relatively high number of schools adopt forms

Honesty	Are you honest with parents about the experience children have?
Leadership	How sure are you that you have the best policy?
Trust	Can all the young people in your school trust you to act in their best interest?
Wisdom	How will you apply experience, knowledge and insight to your policy? Are you satisfied with the answer you give yourself?
Kindness	Is your policy humane? Is it kind?
Justice	Does your policy help all the children in your school?
Service	Does your policy build up high-quality education for the future?
Courage	What prevents you from considering or changing your policy? Whom do you fear?
Optimism	How does your policy help change the world for the better?

Case Study 12: Your own case study

There is no better opportunity to put your own practice into analysis than using your own case study. You may choose to provide a case study that you have experience (the expelling of a pupil for example), or make up a case study based on worries you have at your institution (a budget concern, or if your head teacher is coming close to retirement). A (non-exhaustive) list of possible case studies are provided below. Please choose a case study that would refer to your position (i.e. if operational, do not use at governing board level).

When working through your own case study, it is not only important to recognise successes, but also improvements. Whilst you might feel that you behaved ethically on an exclusion board previously; what aspects might not have been considered at the time, which in the future you may wish to

as above (whether this is a real or imagined case study), proposing an ethical dilemma (a budget concern referring to the loss of support staff). Use the blank framework below to consider what questions can be asked to examine decision making. Discuss with others how you would examine the case and work through the case study as if it was an item at your board.

The categories below and the framework should help to inform all questioning and ethical decision making at your school/trust.

Selflessness	
Honesty	
Openness	
Objectivity	
Integrity	
Accountability	
Leadership	
Trust	
Wisdom	
Kindness	
Justice	
Service	
Courage	
Optimism	