Self- Evaluation - Stuart Boydell

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| **Self-evaluation** | **Evidence - items** |
| * Personal practice   I am a Member of the Royal Historical Society based upon contribution to historical research.  I had two articles published in the *Medieval History Magazine* and a chapter in the *Bath History Journal* vol. XVII, a peer-reviewed journal, published by Bath Spa University. The research for latter was used in a presentation to a local historical society.  I have been engaged in several History-based volunteer projects. The most rewarding was being part of the team who were researching and building Neolithic round houses at Old Sarum - the prototype project leading to the permanent installation at Stonehenge.  I am currently working finishing a proposal for a PhD in History & English at Birmingham University – looking at the role of women artists at the Boydell Shakespeare Gallery (1780s-1804). | ITEM 1  ITEM 5  ITEM 6  ITEM 8A  ITEM 8B  ITEM 1  ITEM 1 |
| * Professional practice   I do not tire of finding ways to impart my passion for history to enthuse my pupils. I am a committed advocate of the importance of teaching History in the early years. The HAQM assessor wrote of the quality of the teaching & learning in History in my school that “it was striking just how motivated pupils at King Edward’s Pre-Prep are about learning History. They talk positively of the rich variety of activities.”  I have spent my teaching career trying to raise History to the level of a core subject by showing teachers the value of using History as to teach other subjects. I was part of a Bristol LA consultation group working to promote and keep History on primary schools’ curriculum. I published several documents giving easy-to-follow guidelines and lessons suggestions with resources to teach History as a cross-curricular subject. From this I became the EYFS/KS1 teacher-advisor at Bristol Museum providing activities for the Ancient Egyptology exhibitions.  A core component of my PGCE and my M.Ed. in Educational Psychology was researching the cognitive development involved in acquiring a sense of chronology for young learners. I strongly believe that History teaching for the youngest historians would benefit from a deeper understanding of a child’s acquisition of a sense of chronology. This would impact on History teaching & learning and offers the possibility of giving greater understanding of how to maximise children’s progression in learning chronology, which is fundamental to an early acquisition of understanding the past.  History-based projects are often neglected in the early years. I, therefore, devised several History-based topics which were created to help early years practitioners teach historical knowledge. These schemes have given early years practitioners projects that make History a key teaching tool. They are on the **HA website**.  School-based History has a key role in creating a sense of community. I have actively engaged the community in the History in my school to help children see the world through the context of their local community. This was a key feature of the HA quality mark as noted by the HAQM assessor. The school is situated within the heart of Brunel-territory so I developed History topics that use local landmarks and historical sites to help teach the children about the imperial and technical developments of Victorian Britain. Similar, with Gregorian architecture of Bath. More recently, I have created schemes of work which reflect the interests and ethnic-heritage of the children in our school (children’s voice).  In 2016, I developed a prep’ school History cluster group for local History coordinators & Heads of History to share best-practice as well as promote the work of the HA and the quality mark. I have also ensured that my school’s marketing department publicises any History work in the local press, which draws Bath-readers attention to the wealth of History opportunities available for children. In 2010, I published an article in *Bath Parents* (a local free magazine which goes home with all primary-aged school children) detailing a host of activities that parents could do with their children.  As a committed History teacher who is passionate about bringing History closer to the children I embarked on the HA Quality Mark, which culminated in the school becoming the first pre-prep (infant school) to attain the **HA Gold Quality Mark**. This has had several beneficial consequences. The school is now registered with IAPS as a centre of History excellence with myself as a registered ‘History-specialist’ for EYFS & KS1 children. Consequently, I have been called upon on several occasions to talk to other preparatory schools about ways to improve their History provision and, on occasions, discuss the benefits of embarking on the HAQM. I am also part of the **HA Member-Feedback Panel**.  The HAQM has helped me to work towards an NPQH. My *home-school leadership project* raises the level of *children’s voice* in the choice of topics and content being taught in History from Reception - Year 2. I have also imposed a tracking system that monitors pupil’s progression and sets personalised targets in History. It was an unpopular move as it required accountability in a non-core subject, but I felt it was necessary to ensure that the pupils were receiving the highest History provision. | Second reference  ITEM 1  ITEM 2  ITEM 1  ITEM 2  ITEM 3  ITEM 4  Certificates  ITEM 7  ITEM 2  ITEM1  ITEM 2  ITEM 3  ITEM 3  Second reference  ITEM4  Second reference  ITEM 2  ITEM 4  HA Gold Quality  ITEM 3  ITEM 2  HA Gold Quality  ITEM 1 |

**Evidence items**

Item 1 – CV 2018 ITEM 8A - Margaret of Anjou – *Medieval History Magazine* (first page only)

Item 2 - HA Quality Mark - Assessor's Report ITEM 8B - William II – *Medieval History Magazine* (first page only)

Item 3 - NPQH History assessment & pupil's voice report HA Quality Mark – Assessor’s Report

Item 4 - Governor\_Presentation\_\_March\_2016 Certificates - BA (HONS), PGC in History

Item 5 - Peer-reviewed article in *Bath History Journal*, 2018 Second reference – Dr John Wroughton FRHistS

Item 6 - Sir George Colebrooke Presentation

Item 7 - HA Website evidence -EYFS scheme of work