



The National Academy
for Gifted and Talented Youth



THE CITY OF LONDON
ACADEMY
(SOUTHWARK)

Action Research

*“To what extent can an improvement
in articulation of student career aspirations
be linked to their knowledge of how to
realise these aspirations?”*

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Abstract

The project was set up to investigate the research question “To what extent can an improvement in articulation of student career aspirations be linked to their knowledge of how to realise these aspirations?” The project was run in three phases: an initial survey, a series of interventions and a final survey. The interventions involved workshops on public speaking, sessions developing interview skills and a link with students in a Tasmanian school. These interventions were intended to allow the students to improve their skills through direct teaching practical experience and critical comparison with other students. The interventions were held over a period from February to June 2007.

The outcome of the interventions was measured by comparing the initial survey with the final survey. Some important findings were obtained from this comparison. The project shows that this type of intervention can be productive in terms of student expressive capacity, although not necessarily in terms of aspirations. However there did appear to be a greater realism in the students’ aspirations in the second survey.

This project is now seen as part of an ongoing programme in the provision for gifted and talented students at the Academy. It will form a basis for future interventions with gifted and talented students in other year groups.

Introduction

In 2005 the Government published a White Paper, *Higher Standards: Better Schools for All*, which was written to clearly establish the national objectives for personalised support for students of all abilities, to ensure that they are enabled to reach their full potential. In terms of 'Gifted and Talented' students this guidance identifies the need for schools to make provision to stretch and challenge students within the classroom setting, through wider school activities and beyond the immediate context of the school environment, to nurture and develop gifts and talents.

It is widely recognised that the provision for 'Gifted and Talented' students varies between establishments, to which the Department for Children, Schools and Families (DfCSF) itself indicates;

"Providing for the gifted and talented pupils in our schools is a question of equity - as with all other pupils, they have a right to an education that is suited to their particular needs and abilities. They need to be presented with work that challenges, stretches and excites them on a daily basis, in an environment that celebrates excellence and is supportive of those who may, in years to come, break the boundaries of what we know and understand today.

There are gifted and talented pupils in every school, but schools define their own populations. We believe that ability is evenly distributed throughout the population, so a school's gifted and talented cohort should be broadly representative of its whole school population."

The Standards Site, DfCSF

Given the necessity for schools to define their own populations the guidance tacitly acknowledges the need for a flexible approach that is tailored to the requirements of the student body. The City of London Academy is committed to creating a culture of high expectation and achievement within a caring community. Within this environment all students are encouraged to maximise their potential and this clearly includes students who display gifted or talented qualities. An important area of focus necessary to enable 'Gifted and Talented' students to achieve their potential is to promote and develop an awareness of potential, aspirations and the steps in the processes of realising these aspirations. Comprehensive research suggests that a main goal of gifted and talented provision includes

a learning environment that will permit and encourage the capable students to develop their individual potential, while interacting with intellectual peers (Hickey 1988). The research aim was to analyse the effectiveness of deliberate interventions to create an 'Aim Higher' culture to enable gifted and talented students to become aware of their potential, establish and develop aspirational goals, and to establish the steps in the processes of making these goals a reality.

The research project focussed upon the extent to which an improvement in articulation of student career aspirations can be linked to their knowledge of how to realise these aspirations, utilising a variety of intervention strategies ranging from face-to-face training sessions, independent access to *Virtual Learning Environment* resources and an online discussion forum. The findings were focussed upon the coding of student responses to a survey conducted before and after the interventions, before and after video diaries, a commissioned report and the contents of the discussion forums. The emphasis throughout the research phases was to present the students with a variety of opportunities to express their ambitions, in environments that challenged them to extend and develop these articulations more fully, rewarding individual initiative and success.

Educational Setting

The City of London Academy opened as a new institution in 2003, it is an 11 – 19 comprehensive intake school with Business and Enterprise specialist status and a second specialism held as a Sports College. In the academic year 2006 – 2007 there were 735 students on roll from years 7 to 10, as the school is yet to reach full establishment. Year groups average 185 students, with an eight tutor group intake. In addition there is a small but growing sixth-form of approximately 50. The Academy catchment area is densely urban in nature; the intakes are drawn from surrounding estates, which are a mixture of largely social, but also private housing, with a small number of students attending from outside the immediate vicinity by virtue of their residence in the administrative jurisdiction of the academy sponsor. The student body is approximately 49 percent *White – British*, with the next largest ethnic group being represented by those of *Black – African* origin at approximately 20 percent. *School Census Data* indicates that 33 percent of students are currently registered as eligible for Free School Meals, however it is suspected that true eligibility may be higher and that for a variety of reasons this provision has not been taken up. Students on the *Register of Special Educational Needs* represent 27 percent of the school population. Fixed Term Exclusions up to Easter 2007 numbered 15 [1.9 per 100 students], with just one permanent exclusion in this period. Unauthorised absence is currently less than 1.5 percent, comparable with other similar schools.

Despite its status as a state funded independent school the City of London Academy delivers its teaching and learning in line with the requirements of the *National Curriculum*. In the majority of lessons at key-stage three students are taught in a mixed ability environment, however setting does take place in maths throughout and in science in year 9, and continues at key-stage four.

Background and Rationale

“Young white guy (about 16 – 18 years old, fed up, stacking shelves): ‘I’m sick of this job [stacking shelves in the supermarket]: I wan’ a propa job: ya know, where ya ‘ave to wear a suit and all that’[t] and ya get to tell uv[th]er people what to do.

Young black guy (similar age, laughing, stacking shelves): ‘Yeah, bu[t] wha’ d’ yer mum and dad do for a livin’?’

Young white guy (stops stacking shelves for a moment): ‘Me dad drives a van and me mum works in a caf’[e].’

Young black guy (laughing): ‘So, what d’ ya expect then?’

Young white guy (silent, continues stacking shelves, fed up).

(Tesco, Old Kent Road, in year 2000)”
Gillian Evans (2006a)

Evans’ (2006a) recently published work, based upon many years of anthropological research into educational failure amongst working class children, focuses principally upon the areas from which the City of London Academy recruits its students. Evans highlights the gulf between the social requirements of school and those necessary for surviving on the streets of Bermondsey and in some home environments. These findings reinforce the initial hypotheses of the research team, supporting the notion that many students in these neighbourhoods lack the social and communicative skills to progress into the areas to which they aspire. Furthermore Evans’ research brings to the fore the issues associated with social background and the effect that this can have upon the opportunities available to young people. For Evans the key issue facing many students of working class origins is the lack of formalised learning skills prior to arrival in school, resulting in a poor preparedness for education and employment. The research team felt one of the significant effects of this was the absence of the ability to formally express plans for the future and the way in which this, unchallenged, could manifest itself in underachievement at the end of compulsory education. Evans implies also that there is a strong link between the presence of formalised education skills and subsequent employment opportunities and successes. Many of the students at the City of London Academy aspire to enter professions that will deliver substantial remuneration, yet they often lack an understanding of what is required in order to enter these fields of employment. Can students therefore be enabled to develop sufficiently to redress this perceived imbalance between skills and desires?

In a study of the aspirations of gifted urban youth by McIntosh and Greenlaw (1990) the authors considered the needs of this group of students in relation to careers and further education choices. They concluded that there was often a lack of family encouragement in certain ethnic and economic groups toward higher education and in more professionally focussed career paths; "Getting and keeping a 'job' is the goal, as opposed to choosing and being satisfied with the career..." Furthermore there was a distinct discrepancy between the self-perceived potential and the actual talents of the gifted urban youth examined in this study. McIntosh and Greenlaw's conclusions reinforce the suggestions of Evans and reiterate the significance of the provision of a formal and challenging environment to stimulate cognition about the future.

Brigman and Campbell (2003) concluded that there is a strong body of evidence to establish a link between interventions to support "success behaviour" and an improvement in academic achievement. Considering the work of McIntosh and Greenlaw it can be suggested that these success behaviours should necessarily be manifested in a development of self-awareness and self-confidence, which in turn could be directed towards thoughts about the future. It was furthermore stated that future research into the efficacy of interventions needs to be focussed more clearly upon the link between these and student academic and social performance.

In light of the suggestions of Brigman and Campbell and building on the findings of McIntosh & Greenlaw and Evans, the research team were interested in establishing the extent to which there may be a relationship between student aspirations and the ability to use language effectively to communicate these aspirations. The project rationale was to measure the overall impact of a package of intervention strategies designed to equip students with a variety of tools to articulate aspiration.

In addition to the research interests identified by the project team, the most recent OfSTED report (Brooker 2005) identified effective provision of teaching and learning to meet the full range of the learners' needs as an area in which the City of London Academy should aim to build further upon its current practice.

Methodology

This project examined to what extent an improvement in articulation of student future aspirations can be linked to a student's knowledge of how to realise these aspirations. The first step of the project involved selection of year 10 gifted and talented students based on a specific set of criteria. Participants included only those students who achieved a level 6 and above in their SATS scores for the three core subjects (Maths, Science and English). In addition, students had to have achieved at least a grade C in two out of three of the core subject CATS predictions for GCSE final grades. An initial list of twenty-five students was compiled, but the students involved changed during the lifetime of the project.

Before the project got under way, it was decided that a link school needed to be selected so that students could communicate with other gifted and talented students and compare and share aspirations for their futures. It was decided that instead of a local link school, it would be more beneficial for students to interact and communicate with an international school¹. The link school selected for this project was Ogilvie Secondary school in Tasmania, a single sex selective institution. A link G&T practitioner at Ogilvie was also established and the equivalent number of G&T pupils was selected.

The initial stage of the project required the selected G&T students to complete a survey (Appendix A) and to record a brief video diary which asked them a very specific question: "What do you want to do after GCSE's at the Academy?" Results of the survey and video were compared to a second survey and video diary which were completed at the conclusion of the project. Before and after videos were analysed by Dallas Leigh-Hill of Collina Consulting (Appendix B) and surveys were coded and analysed based on a set of coding criteria (Appendix A).

A series of intervention strategies were implemented to measure and improve students' communication skills. These included a public speaking workshop, an interview workshop and communication with the link school via the *Virtual Learning Environment* (VLE). Both

¹ It is anticipated, anyway, that Academies will be required to establish relations with an international school by 2010.

one-day workshops were delivered by Dallas Leigh-Hill of *SpeakersBank* and *Collina Consulting* and lasted approximately 5 hours each. The effect of the workshops on students was evaluated through individual interviews and through the analysis of the final survey.

For the VLE aspect of the project, three separate tasks were set up for students to complete on-line. Data was collected from four themed discussions stimulated by video clips, an on-line chat with the link school, and on-line polls. Some of these tasks were activities that students could access in their own time, whilst others, like the live on-line chat with the link school, were organised and implemented by the project leaders.

This report concentrates largely on the survey aspects of the research project. The analysis of other aspects of this project will be published separately at a later date.

Ethical considerations for this project can be found in Appendix C. Permission was also sought and obtained from the parents/guardians of all participating students.

Findings

A total of 25 Gifted and Talented (G&T) students took part in the survey aspect of the Project. 5 of these were included in first survey but not in second, while 3 were in the second survey but not the first. 17 students were therefore included in both surveys. The analyses given below are based on these 17 students, except where otherwise indicated. A total of 9 males and 8 females took part in both surveys. This reflects the demographic of the Academy, where males somewhat outnumber females.

In response to Question 1, all students expressed the expectation of going to 6th form college. 53% (unchanged between surveys) hope to continue their studies at CoLA. Going to work was chosen by 18% in the first survey, falling to 12% in the second – but this was clearly evening/weekend work, not work replacing study. In question 2, all students wanted to go to University in both surveys. The responses to questions 1 and 2 show no significant changes in the students' aspirations for year 12 over the life of the project.

The choice of jobs (question 3) did see some change between the two surveys. The first survey gave 28 choices in 14 career groups (there was no limit to the number of career choices by each student). The second survey gave 24 choices in 13 career groups. The only career groups that saw significant changes were *Finance* (from 4 to 6) and *Working with Children* (from 3 to 1, or from 4 to 1 if *Teaching* is included). The figures are so low that no statistically useful conclusion can be drawn from these changes, but they do reflect a possible change of career expectations – a narrowing of focus.

The answers to question 4 proved more revealing. Twice as many students had discussed careers with their teachers by the time of the second survey (53%) as had done so in the first survey (24%). This indicates an increased recognition of the importance of “professional” advice for future careers. This is supported by the reduction in numbers for other categories, which probably reflects the fact that students are now discounting the relevance of earlier conversations about careers in light of the knowledge they now have.

Question 5 produced some important evidence of changes of expectations, but it also raised a small issue of statistical methodology. Not all the responses closely followed the instructions: some students selected only one option, some students marked some options as equal. In order to include all relevant responses, the answers to question 5 have therefore been normalised so that the sum of each set of answers totals 28 (the sum of 1 to 7).

There was little change in the answers to question 5 between the two surveys: *I want a lot of people working for me* remained clearly the least popular choice, and *I want good health and a fulfilling life* remained clearly the most popular choice. There was some narrowing of range, indicating slightly more consensus in the second survey, but this was only marginal. The largest change was in *I want a job which interests me*, which saw a 24% rise in perceived importance. This may reflect an increased awareness of the role that work plays in a lifetime.

Question 6 proved the most valuable question on the survey, and revealed some significant changes of writing skill between the two surveys. The responses were coded for syntactic, lexical and discursive significances to identify content changes between the two surveys. The lexical analysis was not a straight count of words, the semantic content of the word was also considered. So, for instance, *home* was only coded if it referred to type of accommodation; and *family* was only coded if it referred to partner and offspring, it was not coded if it referred to extended family.

One small item of note for question 6 is that the number of null responses dropped from 3 on the first survey to 0 on the second. All students now feel that a considered response to this question is appropriate (although one student still responds with uncertainty about the future).

On the first survey, the responses to question 6 covered only two tense groups: the present and present continuous (5); and the present modal and present modal continuous (7). There was also one use of the future tense. On the second survey the range was much greater: 8 cases of present and present continuous; 2 cases of present modal and present modal continuous; 4 mixed cases with future tense content; two cases with present and future; and 1 case of present modal and future. This shows an increase in sophisticated use of language

which may be a product of the intervention or of the natural maturation process – there was no peer control in this study.

Average response word count rose slightly, from 35 to 38, but the average sentence count has increased by nearly 70%, from 2.4 to 4.0. This indicates better control over marshalling of thoughts into written form. The number of utterances has also risen, from 5.2 to 6.5, indicating that more arguments are being assembled, or that there has been an increase in the complexity of the idea, *my life in 15 years time*, in the minds of the respondents. However, while more utterances and sentences are being used, the length of utterance and length of sentence have fallen significantly, from 17.3 to 11.6, and from 8.2 to 6.4. The ideas in the second survey are packaged more succinctly and simply than in the first. This is supported by a fall in the frequency of three-syllable words (the average fog index fell from 5.1 to 4.2).

In terms of individual words, there has been an increased emphasis on *work* (from 11 references to 16) and *home* (from 5 to 10). References to all other “typical day” words are statistically equivalent between the two surveys. In the answers to question 6, the changes in presentation are clearly greater than the changes in content.

The use of high status phrases, such as *sports car*, *my large stately home*, and *luxury bed*, were conspicuously rare in both surveys: only 4 respondents used them in the first survey and 7 in the second. Expectations in this group remain mundane (or realistic, depending on your point of view). The reduction in the number of “exotic” jobs in question 3 between the two surveys tends to support this hypothesis.

The use of the first person plural was missing from both surveys. Although there were frequent references to *partners*, *children*, *family* and *house*, they were all possessions of the respondent (my *x*). There was no *our*, *us* or *we*. This is likely to be an age-related code restriction which will mitigate with maturity – for many adults the “we” is as frequently referenced as the “I” – and it is an important reminder of the cognitive limits of students in this age group.

One feature of particular significance is the use of parataxis (expressing utterances serially as events of equal weight) and hypotaxis (expressing dependencies between utterances and building a discourse hierarchy). In the first survey, hypotaxis was used more frequently than in the second (9 to 6), but the usages reflected limited control over the written medium (for example, inappropriate use of footnotes, inappropriate changes of tense, and excessive use of *then*). It seemed that the hypotaxis was being used because it was “the right thing to do” rather than being an appropriate tool. The hypotactic discourses in the second survey reflected both a more controlled use of language and better “chunking” of ideas into a structure, while the increased use of parataxis seems to reflect a better modelling of the likely requirements of the survey and of the reader.

The two surveys therefore present some interesting outcomes. There seems to be little change in aspirations between the two surveys, but the expression of those aspirations is clearer and articulated in more everyday terms. It is almost as if, at the time of the first survey, the students saw the future as something not necessarily about them; while, at the time of the second survey, the future has become more concrete and personal. If this is the case then the project seems to have built a bridge across the chasm between the student and their future.

Three final questions were included in the second survey but not the first, to allow the students the opportunity to evaluate the project. The responses here do not need to be comparative, so they are based on all 20 respondents to the second survey.

The best experiences for the students on the project (question 7) were given as Public Speaking (9), Interviewing (3) and The Connection to Tasmania (3). As these were the three main strands of training offered to the students, it appears that the training choices were correct. The major deficiencies of the project for the students (question 8) were career advice (wanted by 6), followed by communication methods (wanted by 3, although it was not clear what they actually wanted), and better connections to other schools (wanted by 3). Finally, 17 out of 20 students would recommend this project to next year’s Year 10 students (question 9), indicating that the students, over all, felt the project was successful.

Discussion and Conclusions

As a result of these findings, it is clear that the exercises have not significantly changed the students' expectations for the future. The way that those expectations are expressed, however, is more sophisticated and better structured. There has been no epiphany in the students' understanding of their futures, but there is a consistent improvement in the way they have taken ownership for their own future. As this was the intention of the project it can be counted as a success. Although it has not been analysed here, the evidence from the public speaking and interview workshops support this conclusion.

Of particular significance in our findings were the improved use of tense (the range of tenses and the cohesion between tenses was noticeably improved in the second survey); the more effective use of appropriate taxis (hypotaxis and parataxis); and the revised approach by the students to the effectiveness of different information sources of careers advice. All of these features show a higher level of maturity in both expression and cognition by the students.

Once again, although the evidence from the interviews and public speaking workshops are not analysed here, noticeable improvements were observed in both of these areas. The changes between the two surveys therefore reflect these improvements and their transfer from the spoken to the written medium.

There were, however, some aspects of the project which, with hindsight, could have been improved. As it is likely that this project or a similar one will be carried out with subsequent cohorts of students, it is worthwhile recording these problems so that they can be avoided in the future.

For instance, it would have been extremely useful to have been able to compare the survey results of the G&T students with non G&T students of the same year group. This would have clearly demonstrated a difference in the articulation of aspirations between the two groups. It would also have been useful to administer the *before* and *after* surveys to our link school in Tasmania and compare those with the Academy's cohort. This would provide us with both

diachronically and synchronically comparative data sets which would improve the accuracy of our findings.

The sample group chosen was small, but statistically realistic. However, we did not anticipate a high level of change in the population. Unfortunately the number of changes was greater than we had hoped. A larger sample group with a more varied socio-economic background would also improve the results.

In terms of the survey, question 5 produced the most problems. In particular there were two issues with the ranking of the question. First, students misunderstood the procedure for ranking importance of life choices. In the future, an example of the ranking process would improve this question. Second, the question had too many choices. Although most students seemed able to rank the seven options, it was clear from the amount of corrections that this was a time consuming operation and that five options would be more realistic.

The link school chosen had a notably different profile to that of the Academy. It was single sex, it was selective and the students clearly came from a different socio-economic background. It would be useful in future projects to select a school with similar characteristics to the Academy.

The project has involved a learning experience for project leaders as well as students. We recognised that this was likely to be the case at the start of the project and we therefore did not take a heavily structured approach: we allowed the learning of students and leaders to dictate the direction of the project within the pre-stated vision. This approach has enriched the experience for all participants in the project and, we believe, has contributed to the success we have achieved. The project will now be used as a basis for future interventions with gifted and talented students in other year groups.

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**The National Academy
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THE CITY OF LONDON
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(SOUTHWARK)

Appendix A:
Survey Proforma and Results



Year 10 NAGTY Project Questionnaire

This questionnaire is designed to assess your aspirations (your dreams, hopes and expectations for the future).

It is not a test; there are no right or wrong answers.
Please make your answers as complete as you can.

Thank-you!

NAME: _____

FORM: _____

I am **Male / Female** (please indicate which)

1 After you finish your GCSEs or age 16 examinations, what do you see yourself doing? Tick ALL that apply to your future plans.

6th Form College at this school

6th Form College somewhere else

College

Work

I don't know yet

2 Do you want to go to University? Yes / No

3 What job do you want to do in the future?

4 Who have you discussed your plans for the future with?

My Parents

Other Members of my Family Please say who:

My Friends

My Teachers

A Careers Advisor

Other People Please say who:

5 Please put the following statements in their order of importance to you.
Put "1" next to the most important down to "7" for the least important.

I want to earn a lot of money

I want a lot of people working for me

I want a job which interests me

I want to own a large and comfortable house

I want a happy and long-lasting relationship

I want children

I want good health and a fulfilling life

Questionnaire continued on other side of page...

6

If you could fast-forward 15 years into the future, how would you describe a typical day in your life? Be specific.

Thank you for participating in our survey! Students who FULLY complete this survey will be rewarded!



Year 10 NAGTY Project Questionnaire

This questionnaire is designed to assess your aspirations (your dreams, hopes and expectations for the future).

It is not a test; there are no right or wrong answers.
Please make your answers as complete as you can.

Thank-you!

NAME: _____

FORM: _____

I am **Male / Female** (please indicate which)

1 After you finish your GCSEs or age 16 examinations, what do you see yourself doing? Tick ALL that apply to your future plans.

6th Form College at this school

6th Form College somewhere else

College

Work

I don't know yet

2 Do you want to go to University? Yes / No

3 What job do you want to do in the future?

4 Who have you discussed your plans for the future with?

My Parents

Other Members of my Family Please say who:

My Friends

My Teachers

A Careers Advisor

Other People Please say who:

5 Please put the following statements in their order of importance to you.
Put "1" next to the most important down to "7" for the least important.

I want to earn a lot of money

I want a lot of people working for me

I want a job which interests me

I want to own a large and comfortable house

I want a happy and long-lasting relationship

I want children

I want good health and a fulfilling life

Questionnaire continued on other side of page...

6	If you could fast-forward 15 years into the future, how would you describe a typical day in your life? Be specific.
7	You have now completed a project specially designed for gifted and talented students like yourself. Which part of this experience was most beneficial for you and why?
8	Which aspect of this project could have been further developed to help you?
9	Would you recommend the project to a current year 9 pupil? Yes / No

Survey Results (columns or rows highlighted are students who took part in one survey but not both)

Survey 1, Questions 1, 2, 4 and 5

		Count	A 15	D 15	E 01	E 05	E 08	E 10	E 11	E 12	E 15	E 16	F 07	F 08	F 09	F 10	F 11	F 12	G 02	G 10	G 11	H 03	H 05	H 08	H 14	H 15	H 16	Relev. Count
Sex:	Male	13	1	1		1	1		1	1	1	1	1				1					1	1		1			9
	Female	9			1			1						1	1	1				1	1				1		1	8
Q1 After you finish your GCSEs at COLA, what do you see yourself doing? Tick ALL that apply to your future plans.	6 th Form College at COLA	10	1	1				1	1	1	1	1											1			1	1	9
	6 th Form outside COLA	7			1				1					1	1	1	1								1			5
	College	4	1				1		1				1															2
	Work	4	1				1						1			1												3
	I don't know yet	4				1														1	1			1				2
Q2 Do you want to go to University?	Yes	21	1	1	1	1	1	1		1	1	1	1	1	1	1	1		1	1		1	1	1	1	1	1	17
	No	1							1																			0
	Maybe / No answer	0																										0
Q4 Who have you discussed your plans for the future with?	My Parents	22	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		1	1		1	1	1	1	1	1	17
	Other Members of my Family	9	1	1				1		1			1		1	1	1								1			9
	My Friends	15			1			1		1		1	1	1	1	1	1		1	1			1	1	1	1		13
	My Teachers	5		1						1				1		1				1								4
	A Careers Advisor	0																										0
	Other People	2			1											1												2
Q5 Please put the following statements in their order of importance to you.	I want to earn a lot of money	72.5	3	5	2	6	1	6.5	4	3	3	1	3		2	6	6		1	2		5	4	4	3	2		57.5
	I want a lot of people working for me	144.5	7	7	7	7	7	6.5	6	7	7	7	6		7	7	7		7	7		7	7	7	7	7		117.5
	I want a job which interests me	79	6	4	6	1	3	2	5	6	6	2	2		3	1	5		4	1		6	3	5	5	3		67
	I want to own a large and comfortable house	87	4	6	4	3	2	5	2	4	3	5	5		6	4	4		5	3		1	6	6	4	5		74
	I want a happy and long-lasting relationship	68	5	2	3	4	4	2	1	5	3	4	4		4	2	2		3	6		4	2	2	2	4		57
	I want children	88.5	2	3	5	5	6	4	3	1	3	6	7		5	3	3		6	4		2.5	5	3	6	6		69.5
	I want good health and a fulfilling life	48.5	1	1	1	2	5	2	7	2	3	3	1		1	5	1		2	5		2.5	1	1	1	1		33.5
			28	28	28	28	28	28	28	28	28	28	28	0	28	28	28	28	0	28	28	0	28	28	28	28	28	

Survey 1, Question 3: What job do you want to do in the future?

	Count	Don't Know	Sports	Medicine	Law	Entertainment	Management Working with animals	Finance	Self-employed	Teacher Working with children	Artist	Media	Catering	Family business	Photographer	Pilot	Science	
A15	1							1										
D15	1							1										
E01	1	1																
E05	3					1		1					1					
E08	1	1																
E10	2						1			1								
E11	1													1				
E12	4		1	1	1				1									
E15	2															1	1	
E16	1	1																
F07	1						1											
F08	1			1														
F09	5			1	1	1		1		1								
F10	2			1						1								
F11	2					1			1									
F12	0																	
G02	1	1																
G10	1			1														
G11	0																	
H03	1				1													
H05	4					1					1	1		1				
H08	2			1						1								
H14	3					1					1				1			
H15	1							1										
H16	0																	
Totals	41	4	1	6	3	2	3	2	5	2	1	3	2	1	1	2	1	1
Relevant Totals	31	3	1	5	3	1	2	2	4	2	1	3	1	0	0	0	1	1

Survey 1, Question 6: If you could fast-forward 15 years into the future, how would you describe a typical day in your life?

		Null Response	Tense	Word ct	Sentence ct	Utterance ct	mean sentence length	mean utterance length	3 syllable words	Fog index	Children	Money	Car	Home	Partner	life satisfaction	Work	Wake up	Family Parataxis /hypotaxis
A15	go to work - short hours. Get a lot of money. Go home to family. Do something with the family - theme park etc. come home happy	pr		25	5	5	5.00	5.00	2	8		1		1		1	1		1 p
D15	I'd be coming home from the city in a nice car on my way to my house*. My wife and kids are waiting for me so we can have dinner together. * after I've just had a busy but successful day at work.	prc		42	3	3	14.0	14.0	2	4	1		1	1	1		1		h
E01	A big car with my fine husband 4 children. Going to have a lot of money.	fu		16	2	2	8.00	8.00	0	0	1	1	1		1				
E05	Going to work in the morning and arriving to a nice and comfortable large home after work.	prc		17	1	2	17.0		2	11				1			1		
E08	I would wake up sit in my Lexus coup I would take my elevator to the top floor where my big office is then I would sit down sign some papers then I would go home	prm		36	2	6	18.0	6.00	1	2			1	1			1	1	
E10	I would like to be in a job that interests me and that I enjoy to some extent. I would like to be in a relationship and maybe thinking about a family.	prmc		32	2	3	16.0	10.6	3	9						1	1		1 h
E11		1		0	0	0	0.00	0.00	0	0									
E12	I want to have to wake at early hours of the morning to a fulfilling job loving wife and two kids, and have work colleagues who are very kind and comforting when I come to work at 9.00am in the morning.	prm		41	1	2	41.0	20.5	2	4	1				1	1	1	1	h
E15		1		0	0	0	0.00	0.00	0	0									
E16		1		0	0	0	0.00	0.00	0	0									
F07	I would wake up early in the morning. Walk down the steps in my large home and out into the kitchen for breakfast. I would then get dressed and head out to my vet surgery where I worked on animals till five o'clock in the afternoon. I would return home in my car and be greeted by my partner. I would then sit down to dinner and then relax.	prm		69	5	8	13.8	8.63	2	2			1	1	1		1	1	h
F08		1		0	0	0	0.00	0.00	0	0									
F09	I would get up in the morning to go to work, working somewhere in the city. I would come back home and be living in a flat with my husband and one child	prm/ prc		33	2	4	16.5	8.25	0	0	1			1	1		1	1	h
F10	Wake up, take the children to school, go to work, pick children from school, spend time with my family	pr		19	1	5	19.0	3.80	1	5	1						1	1	1 p

		Null Response	Tense	Word ct	Sentence ct	Utterance ct	mean sentence length	mean utterance length	3 syllable words	Fog index	Children	Money	Car	Home	Partner	life satisfaction	Work	Wake up	Family Parataxis /hypotaxis
F11	Get up at 9pm, leave for work at 9:30pm, work hard, go home at 5pm to family and have a good time (wink! wink!)	pr		24	1	5	24.0	4.80	1	4						1	1		1 p
F12							0.00	0.00		0									
G02		1		0	0	0	0.00	0.00	0	0									
G10	I wake up in the morning and get ready then get the kids ready for school and go work. I work in a hospital near home and work from morning till about 3 or 4 and on late days 7. Then coming home have dinner all together. Then do any activity like computer, TV then bed.	pr/p rc		56	4	11	14.0	5.09	4	7	1						1	1	h
G11							0.00	0.00		0									
H03	Wake up, shower, breakfast with kids, drop kids at school, start work, finish work, go home, spend time with kids, dinner, kids go to bath & bed, spend time with wife/partner, go to bed, have "relations" with wife, go to sleep. (If I achieve law career some nights may be spent on case study)	pr/p rm		55	2	15	27.5	3.67	1	1	1				1		1	1	p
H05		1		0	0	0	0.00	0.00	0	0									
H08	Well ... I don't know ... maybe looking after my children			9	1	2	9.00	4.50	0	0	1								p
H14	I would be coming back from a successful day's work in the Arts, to my wife and children. I would have a moderately large house and good amount of spending money on top of my luxury expenses.	prmc /prm		37	2	5	18.5	7.40	4	10	1	1		1	1				h
H15	I would have a high-paid job and probably in a relationship. Going out with friends or visiting parents. I would probably go on holiday often with parents and visit family too.	prm/ prc		32	2	3	16.0	10.6	6	18		1			1		1		1 h
H16							0.00	0.00		0									
Totals		6		543	36	81	277.	129.	31	85	9	4	4	7	8	4	13	7	5
Relevant cases only		3		490	33	73	242.	114.	28	72	9	4	3	5	8	4	11	6	5
Averages				35	2.4	5.2	17.3	8.21	2	5.1									9h

Survey 2, Questions 1, 2, 4, 5 and 9

		Count	A 15	D 15	E 01	E 05	E 08	E 10	E 11	E 12	E 15	E 16	F 07	F 08	F 09	F 10	F 11	F 12	G 02	G 10	G 11	H 03	H 05	H 08	H 14	H 15	H 16	Relevant Count
Sex:	Male	14	1	1		1	1		1	1	1	1	1					1			1	1	1		1			9
	Female	10			1			1						1	1	1			1	1	1				1		1	8
Q1. After you finish your GCSEs at COLA, what do you see yourself doing? Tick ALL that apply to your future plans.	6 th Form College at COLA	11	1	1				1		1	1								1		1	1		1		1	1	9
	6 th Form outside COLA	6													1	1	1		1	1				1				5
	College	5		1									1						1	1					1			4
	Work	2																		1					1			2
	I don't know yet	4			1			1				1									1							4
Q2. Do you want to go to University?	Yes	20	1	1	1			1		1	1	1	1		1	1	1	1	1	1	1	1		1	1	1	1	17
	No	0																										0
	Maybe / No answer	0																										0
Q4. Who have you discussed your plans for the future with?	My Parents	19	1	1	1			1		1	1	1	1		1	1	1	1		1	1		1	1	1	1	1	16
	Other Members of my Family	7		1									1				1	1	1					1				6
	My Friends	14		1	1			1					1		1	1	1	1		1	1			1	1	1	1	11
	My Teachers	11		1	1								1		1	1	1				1	1			1	1	1	9
	A Careers Advisor	0																										0
	Other People	4													1	1					1	1						3
Q5. Please put the following statements in their order of importance to you.	I want to earn a lot of money	72	2	5	2			6		1	4.5	6	3		4	2	2	2	1	5	3	5.5		5	5	3	5	62
	I want a lot of people working for me	130	7	7	7			7		4.5	4.5	7	7		7	7	7	4	5	7	7	7		7	7	7	7	112
	I want a job which interests me	55.5	6	2	3			2		4.5	1	1	2		3	3	5	1	4	1	1	4		4	3	2	3	50.5
	I want to own a large and comfortable house	91.5	5	6	5			5		4.5	4.5	5	4		6	6	4	3	3	6	4	2.5		6	4	4	4	80.5
	I want a happy and long-lasting relationship	67.5	4	3	4			1		4.5	4.5	2	5		2	4	6	5	2	2	6	5.5		2	2	1	2	54.5
	I want children	94.5	3	4	6			4		4.5	4.5	4	6		5	5	3	6	7	4	5	2.5		3	6	6	6	77.5
	I want good health and a fulfilling life	49	1	1	1			3		4.5	4.5	3	1		1	1	1	7	6	3	2	1		1	1	5	1	39
Q9. Would you recommend the project to a current year 9 pupil?	Yes	17	1	1	1						1	1	1		1	1	1	1	1	1	1	1		1	1		1	14
	No	3						1		1																1		3
	No Answer	0																										0

Survey 2, Question 3: What job do you want to do in the future?

	Count	Don't Know	Sports	Medicine	Law	Entertainment	Management	Working with animals	Finance	Self-employed	Teacher	Working with children	Artist	Media	Catering	Family business	Photographer	Pilot	Science	Computing	Other	
A15	1								1													
D15	2				1				1													
E01	1	1																				
E05	0																					
E08	0																					
E10	1	1																				
E11	0																					
E12	3			1	1		1															
E15	3		1															1	1			
E16	2						1								1							
F07	1							1														
F08	0																					
F09	2				1				1			1										
F10	2			1								1										
F11	1								1													
F12	2													1							1	
G02	2								1													1
G10	1			1																		
G11	2												1	1								
H03	1																			1		
H05	0																					
H08	1			1																		
H14	1					1																
H15	1								1													
H16	1					1																
Total	31	2	1	4	3	2	2	1	6	0	0	1	1	2	1	0	0	1	2	1	1	
Relevant totals	26	2	1	4	3	1	2	1	6	0	0	1	0	0	1	0	0	1	2	0	1	
Survey 1 results	31	3	1	5	3	1	2	2	4	2	1	3	1	0	0	0	1	1	1			

Survey 2, Question 6: If you could fast-forward 15 years into the future, how would you describe a typical day in your life?

	Null Response	Tense	Word ct	Sentence ct	Utterance ct	mean sentence length	mean utterance length	3 syllable words	Fog index	Children	Money	Car	Home	Partner	Life satisfaction	Work	Wake up	Family	Parataxis /hypotaxis
A15		pr	32	6	6	5.33	5.33	2	6	1	1	1			1	1	1	p	
D15		mixed	75	2	7	37.50	10.71	2	2			1	1	1		1	1	1	h
E01		mixed	102	7	15	14.57	6.80	5	4	1		1	1	1	1	1	1	1	h
E05						0.00	0.00	0											
E08						0.00	0.00	0											
E10		prmc	24	2	2	12.00	12.00	0	0				1		1	1			h
E11						0.00	0.00	0											
E12		pr	16	4	4	4.00	4.00	0	0					1		1			p
E15		pr/fu	11	2	2	5.50	5.50	0	0						1	1			p
E16			8	1	2	8.00	4.00	0	0										p
F07		prm/fu	42	3	4	14.00	10.50	3	7	1			1	1		1			p
F08						0.00	0.00	0											
F09		pr	33	6	9	5.50	3.67	2	6	1						1	1	1	p
F10		pr	33	5	6	6.60	5.50	2	6	1						1	1	1	p
F11		pr	13	2	3	6.50	4.33	1	7	1						1		1	p
F12		prm/fu	31	2	5	15.50	6.20	1	3										h
G02		pr	74	8	8	9.25	9.25	4	5	1			1			1	1		h
G10		pr/fu	39	7	10	5.57	3.90	4	10	1			1			1	1	1	h

	Null Response	Tense	Word ct	Sentence ct	Utterance ct	mean sentence length	mean utterance length	3 syllable words	Fog index	Children	Money	Car	Home	Partner	life satisfaction	Work	Wake up	Family	Parataxis /hypotaxis
Everyone home, normal thing: computer, homework, etc. 5. Bed. Live in London. Work as medical doctor.																			
G11		mixed	49	4	7	12.25	7.00	1	2										
H03		pr	31	1	17	31.00	1.82	1	3	1		1		1		1	1		p
H05						0.00	0.00	0											
H08		mixed	67	5	8	13.40	8.38	6	8	1			1	1		1		1	h
H14		prc	30	2	3	15.00	10.00	1	3	1	1		1	1		1			h
H15		mixed	18	5	5	3.60	3.60	1	5	1		1	1			1			p
H16		prm	64	3	4	21.33	16.00	4	6										h
Totals		0	792	77	127	246	138	40	83	10	3	5	10	7	3	16	8	8	6h
Relevant cases only		0	648	68	111	197	109	34	72	10	3	5	10	7	3	16	8	8	
Averages			38	4	6.5	11.6	6.43	2	4.2										
Survey 1 results		3	490	33	73	242	115	28	72	9	4	3	5	8	4	11	6	5	
Survey 1 averages			35	2.4	5.2	17.3	8.21	2	5.1										9h

Survey 2, Question 7: You have now completed a project specially designed for gifted and talented students like yourself. Which part of this experience was most beneficial for you and why?

	Don't know	interview	future plans	What G&T means	Public speaking	Tasmanian connection	Gaining confidence
A15 Learning what to do in an interview because I will have to do an interview to get a job and it will determine if I get the job or not.		1					
D15 I think talking about my future plans and hopes has helped me decide clearly what routes I'm going to take in order to succeed.			1				
E01 Gaining even more confidence. Interacting with people across the world.						1	1
E05							
E08							
E10 Finding out what others thought about G and T meant because not everyone thinks G and T means being good a maths for example.				1			
E11							
E12 Not sure.	1						
E15 ? Everything. It was all very goo							
E16 The speeches, work interviews, working with Dalas					1		
F07 Public speaking training, as it improved my confidence in speaking to a larger crowd and I can speak without being embarrassed.					1		
F08							
F09 The speaking project with speaker's bank, communicating with students in a different country.					1		
F10 Getting to know people all the way on the other side of earth and doing public speaking.					1	1	
F11 The interview process because it provides me with essential things I need for interviews.		1					
F12 I don't know because there are lots of parts, I just can't put my finger on which part but I like the fact that we can talk to people from other schools from a different country. It showed me that there is a different world out there.							
G02 All of it.							
G10 I think that the public speaking helped a little but I didn't enjoy it as I don't like it in general. Talking to tas people was good.					1	1	
G11 The most beneficial was the Interview practice & public speaking.							
H03 The sessions with Dallas gave me more confidence in my interpersonal skills with unknown people i.e. interviewers					1		
H05							
H08 All of it was helpful.							
H14 Doing G&T projects like "Financially Speaking"					1		
H15 I found the public speakers skill workshop quite helpful as they helped me with interviewing skills and confidence.		1			1		
H16 The public speaking was most beneficial as it improved my social skills as well as my confidence. This will not only help me socially and also my professional life.					1		
Totals	1	3	1	1	9	3	1

Survey 2, Question 8: Which aspect of this project could have been further developed to help you?

	Don't know	CV Creation	Public speaking	Careers advice	Communication	Better scheduling	Interviewing skills	connections to other schools
Work Experience. Making a CV.		1						
I think some more imaginative ways of improving our interview and public speaking skills could be found.			1					
Have more live events with Tasmania								1
We could have found out about different careers and what we would need to do					1			
Communication						1		
Communication, I am good around						1		
Less unexpected times							1	
I could of further developed communication skills so that I was more able to communicate with strangers.						1		
Helping me decide on a career suitable for me, and how I get this job.					1			
Helping me decide the necessary steps to take to achieve the career that I want to achieve.					1			
Nothing.								
It would be communication, now I can communicate with all kinds of people.								
It could involve seeing a career advisor.					1			
Advice on careers and work experience.					1			
Speaking to the other students from Tasmania and seeing which opportunities and hopes they have for the future.								
Not sure.								
Interviewing skills.							1	
The connection with Ogilvie school in Tasmania								1
More advisors on what I want to do in the future. E.g. careers.					1			
We could've furthered our communications Tasmania and its students.								1
Totals	0	1	1	6	3	1	1	3



**The National Academy
for Gifted and Talented Youth**



THE CITY OF LONDON
ACADEMY
(SOUTHWARK)

Appendix B:
Consultancy Report

'Year 10 G & T Aim Higher Project!'

"The programme was really helpful and will help me enormously in achieving my future goals!"



Prepared by Dallas Leigh-Hill
Collina Consulting
21 May, 2007

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EXECUTIVE SUMMARY

“The programme helped me with answers in terms of where I am heading and an insight into what I may be faced with in the workforce!”

B1 - Female

The programme has clearly been a success.

Everyone taking part remarked that it had been extremely useful and helped focus them on their future aspirations.

Highlights

- **Improved clarity**

The average increase was **48%** when we asked them - **“WHAT SORT OF CLARITY DID YOU HAVE FOR YOUR FUTURE BEFORE THIS PROGRAMME STARTED? AFTER?”**

- **Improved aspirations**

The average increase was **53%** when we asked them - **“WHAT WERE YOUR ASPIRATIONS BEFORE THIS PROGRAMME STARTED? AFTER?”**

- **Improved confidence**

Most impressive was the increase in confidence levels. The average increase was **74%** when we asked them – **“HOW WAS YOUR CONFIDENCE BEFORE THIS PROGRAMME STARTED? AFTER?” (PLEASE SEE STATISTICS PG 45)**

The most helpful results in terms of personal development cited in interviews were:

- Increased confidence
- Viewing themselves on video helped identify weaknesses and provided a reality check on how they presented themselves
- The training provided a focus when preparing for interviews and for being more specific in highlighting achievements
- Learning by doing was more effective than simply learning by listening

Suggestions for future training

- Almost everyone said they would welcome more specific information concerning their job and work experience in their respective fields
- Almost everyone wanted more intense interview skills training with more difficult questions, particularly in front of a panel

- Around 80% wanted more public speaking training

A substantial number indicated the following specific issues would be useful for future training

- Personality tests
- Putting together CVs
- Personal Leadership training
- Goal setting training (focus was an issue for many students)
- Assertiveness training
- Stress management

Recommendations for the future

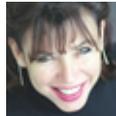
A comprehensive programme that was put together before the academic year started that included the following elements

- More intensive interview training – both one-on-one and panel with far more difficult questions
- Video analysis to continue – everyone found this helpful (if not always easy)
- A continuation of public speaking training – both through the Jack Petchey and Citigroup programmes and smaller group intensive sessions
- Goal setting, personal leadership and stress management incorporated into the programme
- An overview to be provided of what potential employers are looking for
- Clear outcomes for the students in terms of the benefits of the programme

In conclusion

The twenty participants in the training all said it was extremely useful and they wanted more training to further develop their skills. Many said that although they were not initially particularly enthused, the reality was far easier than they had expected. There is clearly the energy and commitment to progress the programme and to build on the substantial foundations that were put in place in 2006/7.

**For further information please contact
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INDIVIDUAL INTERVIEWS & VIDEO FEEDBACK

A1 - Male

HOW WAS YOUR CONFIDENCE BEFORE THIS PROGRAMME STARTED? 7 AFTER? 9

WHAT SORT OF CLARITY DID YOU HAVE FOR YOUR FUTURE BEFORE THIS PROGRAMME STARTED? 5 AFTER? 9

WHAT WERE YOUR ASPIRATIONS BEFORE THIS PROGRAMME STARTED? 9 AFTER? STILL A 9

WHAT ARE YOUR ASPIRATIONS

- To be rich – in a chemical engineering or chemical weapons role
- To go to university
- To work in the UK or America
- Currently studying Business, additional Science, English, Maths, Science, PE and Media
- Trying to focus on science course work and my teachers have said I have a good chance of getting an A.
- In order to reach my goals I'm particularly concentrating on science studies and the chemistry lessons. I aim to go for A levels in specific chemistry

WHAT DID YOU GET OUT OF THIS PROGRAMME?

Public speaking training

- Helped with my confidence
- When I saw myself on video, I came across less confident than I perceived myself
- Specifically worked on eye contact
- Needed to change my pace
- Highlighted the weaknesses: my voice projection and pace
- I felt as though I improved a lot
- I felt as though I had some more impact
- I was more comfortable speaking in front of people – I had never done that before
- I will probably have to give out project studies in the company I eventually join so public speaking will be helpful with that

Interview skills

- Helped with communicating with another person
- To keep more eye contact
- I needed more passion and vocal variety
- Seeing myself on video – made it clear how I looked so bored and dull and needed to be more animated

- Clarified how other people saw me.
- Showed me how to handle difficult questions – made me deal with not making my weaknesses look so bad to an interviewer
- Helped me clarify what my achievements like G & T and showed that these can be classed as achievement. I don't do much outside of school so I really need highlight school achievements.

WHAT FUTURE TRAINING WOULD BE HELPFUL?

- To have more specific information on my career in chemical engineering - what the job is like, what are the benefits, stress levels etc
- Work experience for a week – I don't care about having to get them coffee but it would be helpful to see the speed, pace they work at and see what is required in that field. A chance to speak to them personally would also be great.
- More opportunities to lead group and understating personal leadership qualities
- Putting together a CV training

VIDEO FEEDBACK

BEFORE VIDEO - COMMENDATIONS

- Great voice projection
- Very fluent
- Good pace
- No filler words

RECOMMENDATIONS

- Looked a bit bored and lacking enthusiasm
- Very serious – does not come across as particularly personable or likeable
- Appears as too focused on money
- Did not really give any specifics

AFTER VIDEO - SUMMARY

- Better – came across as warmer and more enthusiastic
- Got rid of the focus on money
- Gave more specifics and was more comprehensive

A2 - Male

“The programme was really helpful and will help me enormously in achieving my goals!”

HOW WAS YOUR CONFIDENCE BEFORE THIS PROGRAMME STARTED? 6 AFTER? 9

WHAT SORT OF CLARITY DID YOU HAVE FOR YOUR FUTURE BEFORE THIS PROGRAMME STARTED? 7 AFTER? 10

WHAT WERE YOUR ASPIRATIONS BEFORE THIS PROGRAMME STARTED? 5 AFTER? 9

WHAT ARE YOUR ASPIRATIONS

- To be either a pilot or work in some type of engineering/geology
- I really want to make a lasting impression in whatever field of work I choose
- I want to go to university
- Currently studying additional Science, English, Maths and core Science
- Additional science will help me with both career options

WHAT DID YOU GET OUT OF THIS PROGRAMME?

- Biggest gain from the programme was making me assess how I look at the future – it made me think about what I wanted to do and what I need to do to get there.

Public speaking training

- Helped with how I projected myself
- Showed me how I stood and how others saw me
- I learnt from other peoples mistakes
- Voice projection
- Showed me my weaknesses

Interview skills

- Helped me work out what I needed to do to stand out from others
- Taught me how to leave a lasting impression
- Helped me to adapt to unexpected questions
- The video gave me a good look at how others might see me
- Provided me with experience of being in an unnatural situation

WHAT FUTURE TRAINING WOULD BE HELPFUL?

- Being able to have more specific information on building a career as a pilot or in the geology field.

- Indications on what basic steps I need to take to change my career aspirations into reality
- Need more training on how to be focused and also on goal setting
- I have a challenge with thinking big sometimes – my friends don't always move in these circles
- Would like some more advanced interview techniques training with mock competitions for jobs.

VIDEO FEEDBACK

BEFORE VIDEO - COMMENDATIONS

- Very fluent
- Good eye contact
- Well groomed
- Clear and concise with good clarity of aspirations

RECOMMENDATIONS

- Looked a bit bored and lacking enthusiasm
- No smile – does not come across as particularly personable

AFTER VIDEO - SUMMARY

- 1st take was quite good – came across as more enthusiastic
- Needs to get rid of the focus on money
- Was not as much improvement as there should have been

A3 - Male

“The programme was really helpful and will help me enormously in achieving my goals!”

HOW WAS YOUR CONFIDENCE BEFORE THIS PROGRAMME STARTED? 5 AFTER? 8

WHAT SORT OF CLARITY DID YOU HAVE FOR YOUR FUTURE BEFORE THIS PROGRAMME STARTED? 7 AFTER? 8

WHAT WERE YOUR ASPIRATIONS BEFORE THIS PROGRAMME STARTED? 3 AFTER? 6

WHAT ARE YOUR ASPIRATIONS

- To be a merchant banker
- I want to go to university
- I want to work internationally (anywhere hot)
- Currently studying Business, English, Maths, Science, Media, Design technology
- Trying to focus on business course work and hope to get an A.
- In business studies – learning how business works and the terminology.

WHAT DID YOU GET OUT OF THIS PROGRAMME?

Public speaking training

- Better eye contact
- Improved voice projection
- Ways I carry myself – I needed to improve
- Seeing my weaknesses improving
- Video gave real clarity on what I am doing or not doing
- Helped slowed down my pace
- Helped build my confidence
- Helped me to be more persuasive

Interview skills

- Provided an idea of questions we would be asked
- Showed me the helpfulness of preparation
- Helped me to keep more eye contact
- Video – showed me how my appearance came across
- Showed me how to look professional
- Showed me the importance of handshakes

- Getting over nerves
- Turning around difficult questions
- Dealing with the unexpected
- Being in an unnatural situation

WHAT FUTURE TRAINING WOULD BE HELPFUL?

- Being able to have more specific information on merchant banking
- Work experience in a merchant bank – in the investment banking section
- More public speaking
- Citigroup training
- “Putting together a CV” training
- Goal setting

VIDEO FEEDBACK

BEFORE VIDEO - COMMENDATIONS

- Very likeable and personable – smiles and came across very warm
- Good specifics and clarity around goals

RECOMMENDATIONS

- Grooming needs to be improved – looked messy and dishevelled
- Needs to slow down more and make more use of pausing around key points
- Needs to include more information

AFTER VIDEO - SUMMARY

- Better – came across very warmly
- Slightly better pace
- Slightly more comprehensive
- Still needs to keep improving in this area – he is keen to train more

B1 - Female

“The programme helped me with answers in terms of where I am heading and an insight into what we may be faced with in the workforce!”

HOW WAS YOUR CONFIDENCE BEFORE THIS PROGRAMME STARTED? 2 AFTER? 7

WHAT SORT OF CLARITY DID YOU HAVE FOR YOUR FUTURE BEFORE THIS PROGRAMME STARTED? 3 AFTER? 9

WHAT WERE YOUR ASPIRATIONS BEFORE THIS PROGRAMME STARTED? 4 AFTER? 8

WHAT ARE YOUR ASPIRATIONS

- To be work as a paediatrician in medicine
- I want to go to university
- Currently studying English, Maths, Science and additional Science
- Additional science will help me with my career
- G & T programme has helped with clarifying answers for me and an insight into what we may be faced with in the workforce

WHAT DID YOU GET OUT OF THIS PROGRAMME?

Public speaking training

- In the beginning I was really shy but found out there was no need to be and I warmed up to the challenge
- Helped with eye contact
- Helped with voice projection
- Video highlighted my weaknesses

Interview skills

- Showed me how preparation is key for interviews
- Showed me how to be more specific and engaging in my answers
- Provided me with an idea of questions we would be asked
- Helped me to deal with difficult questions
- Helped me with eye contact
- Helped me with my shyness
- Showed me how to come across more confident
- Showed me how to speak more clearly
- I felt like I was shouting but the video showed me how normal my voice projection was and highlighted that I needed to speak with more volume

WHAT FUTURE TRAINING WOULD BE HELPFUL?

- More advance interview techniques
- More socialising as a group
- Assertion training
- More specific information on my career choice

VIDEO FEEDBACK

BEFORE VIDEO - COMMENDATIONS

- Came across very warmly and is personable
- Good specifics and clarity around goals - paediatrician

RECOMMENDATIONS

- Eye contact is weak
- Needs to really slow down on her pace
- Needs to make voice projection a lot stronger

AFTER VIDEO - SUMMARY

- Marked improvement
- 2nd take – eye contact much better
- Pace improved
- Much more comprehensive
- Came across very warm
- Overall – still needs to work on voice projection but really improved, she has clearly taken on learnings.

C1 - Male

HOW WAS YOUR CONFIDENCE BEFORE THIS PROGRAMME STARTED? 3 AFTER? 7

WHAT SORT OF CLARITY DID YOU HAVE FOR YOUR FUTURE BEFORE THIS PROGRAMME STARTED? 9 AFTER? 9

WHAT WERE YOUR ASPIRATIONS BEFORE THIS PROGRAMME STARTED? 7 AFTER? 9

WHAT ARE YOUR ASPIRATIONS

- To be a stock broker and work in Canary Wharf
- I want to go to university (if I need to)
- I want to work in the UK or move if opportunity presented itself
- Currently studying Business, English, Maths, Science, Art and Media. I wanted more general subjects at this stage and will do more specifics at A level to meet goals.
- Trying to focus on business course work
- Trying to do work experience with a relation who works for stock broking company focused in Asia – hope to do that this summer. I want to clarify and focus on career path and see what it's like on the ground in stock broking.

WHAT DID YOU GET OUT OF THIS PROGRAMME?

Public speaking training

- Helped my confidence
- Hated the camera at first and was too scared to play it back – I need to do it next time
- Controlling my pace
- Helped with stopping me fiddling
- Focusing
- Helpful to speak in front of people but still uncomfortable

Interview skills –

- N/A - Did not do that/away at time

WHAT FUTURE TRAINING WOULD BE HELPFUL?

- Talking to smaller groups for public speaking
- Need to master video and do it without other people there
- More advanced interview skills and being in front of panel
- Dealing with panic, spur of the moment – unexpected questions and scenarios.

- Specific information re. stock broking and what I can do in own time to help achieve my goals
- Personality test – careers
- Goal setting
- Stress management

VIDEO FEEDBACK

BEFORE VIDEO - COMMENDATIONS

- Well groomed
- Very likeable and personable – smiles and came across very warm
- Good specifics and clarity around goals
- Excellent voice projection
- Good confidence

RECOMMENDATIONS

- Needs to slow down more and make more use of pausing around key points
- Needs more vocal variety – has a monotone issue with his voice

AFTER VIDEO - SUMMARY

- Better – pace and pausing was improved
- More comprehensive
- Still needs to work on the monotone issue

C2 - Female

HOW WAS YOUR CONFIDENCE BEFORE THIS PROGRAMME STARTED? 6 AFTER? 9

WHAT SORT OF CLARITY DID YOU HAVE FOR YOUR FUTURE BEFORE THIS PROGRAMME STARTED? 4 AFTER? 7

WHAT WERE YOUR ASPIRATIONS BEFORE THIS PROGRAMME STARTED? 5 AFTER? 8

WHAT ARE YOUR ASPIRATIONS

- I want to work in some entrepreneurial role and thinking about doing accountancy first to provide a strong foundation (also exploring the media business).
- Eventually want to start up my own business.
- Major subject other than core are media and drama. Main focus is maths and business studies.

WHAT DID YOU GET OUT OF THIS PROGRAMME?

- Gave me more confidence
- Helped me to think about things before I do them and be more proactive in my planning
- Helped to clarify my future and explore different possibilities
- Camera work helped me with my speaking a lot and raised my confidence and highlighted my problem areas - speed and fidgeting
- It was a process and you realise at the end to see how lacking you were in confidence at the beginning
- Helped me be more specific in interviews and get away from umms and ahs etc. I needed to go more into detail.
- Helped me to realise what things will be more helpful in interviews
- Helped me with body language.
- Seeing my self on video really helped - allowed me see how I really came across.

WHAT FUTURE TRAINING WOULD BE HELPFUL?

- More specific career advice about accountancy, which 6th forms and colleges do accountacy courses etc.
- Talking to an accountant for a better overview of that profession
- Goal setting and personal leadership training - sometimes I can get a bit disorganised and out of focus.
- Want to continue working on my speed of delivery and being concise on camera
- More intense interview skills with video

VIDEO FEEDBACK

BEFORE VIDEO - COMMENDATIONS

- Came across very professionally
- Good voice projection

- Came across quite confidently
- Good specifics and clarity around goals
- Gave really good examples
- Excellent eye contact
- Came across very warm

RECOMMENDATIONS

- Main issue is pace – needs to slow down
- Needs to use pausing more to highlight pertinent points

AFTER VIDEO - SUMMARY

- More confidence after video
- Overall – one of the strongest candidates in the group and very impressive

D1 - Male

HOW WAS YOUR CONFIDENCE BEFORE THIS PROGRAMME STARTED? 4 AFTER? 9

WHAT SORT OF CLARITY DID YOU HAVE FOR YOUR FUTURE BEFORE THIS PROGRAMME STARTED? 2 AFTER? 8

WHAT WERE YOUR ASPIRATIONS BEFORE THIS PROGRAMME STARTED? 4 AFTER? 9

WHAT ARE YOUR ASPIRATIONS

- To work in the city as a stock broker – on the stock exchange
- I want to go to university
- I want to work in London
- Currently studying business, English, Maths, Science, Media
- I am trying to focus on business course work and my teachers have said I have a good chance of getting an A. I also had to create a music or sport shop and create a business around that – logos, target markets and in the end make as much artificial money as possible.

WHAT DID YOU GET OUT OF THIS PROGRAMME?

Public speaking training

- Helped my confidence, before this I wasn't able to talk for a very long time in front of people – now I can talk much more easily
- Made me aware of my weaknesses – showed me I wasn't as good as I thought I was
- Having to speak in front of people gave me great experience to help me to one day represent a company, talk in front of work colleagues
- Could speak in front of assembly now quite easily
- Specifics – eye contact, and vocal variety
- I was able to see myself and really try and change my style.

Interview skills

- Learnt how to use eye contact more effectively
- How important a handshake is
- Talking at length about my aspirations and what I want to do in the future
- Learnt techniques that would help me to be more effective and stand out
- Highlighted difficult questions
- Before this I thought I was good at everything – the video really highlighted my weaknesses and allowed me to work at improving them
- Learnt how to handle myself under pressure

- Learnt how to highlight my achievements – hadn't realise I had achieved much and this helped me to focus on what I actually have for interview purposes.

WHAT FUTURE TRAINING WOULD BE HELPFUL?

- Being able to have more specific information on my career in stock broking
- Hearing a stock broker speak
- Work experience - a week at a stock broking company
- Personal leadership because it will improve my all round performance
- Goal setting to help me achieve my aspirations so I can achieve what I need to achieve in this school
- Putting together a CV training
- Going in front of a panel as if I want experience of more intense interviews with more than one person interviewing.

VIDEO FEEDBACK

BEFORE VIDEO - COMMENDATIONS

- Good eye contact
- Came across fairly confidently
- Good specifics and clarity around goals even though no job identified
- Included good examples

RECOMMENDATIONS

- Does not come across with special warmth – needs to smile and work on getting more personality across
- Monotone issue
- Too focused on earning money – may put off some potential employers

AFTER VIDEO - SUMMARY

- N/A – no after video to review
- Overall – still needs to do quite a bit of work on improving how he comes across (keen to work at this though).

D2 - Male

HOW WAS YOUR CONFIDENCE BEFORE THIS PROGRAMME STARTED? 4 AFTER? 9

WHAT SORT OF CLARITY DID YOU HAVE FOR YOUR FUTURE BEFORE THIS PROGRAMME STARTED? 5 AFTER? STILL 5

WHAT WERE YOUR ASPIRATIONS BEFORE THIS PROGRAMME STARTED? 6 AFTER? 10

WHAT ARE YOUR ASPIRATIONS

- Exploring opportunities in the media – looking at presenting on TV or perhaps acting. Something in the arts area. Would ideally like my own business which had something to do with media.
- I want to go to university or college
- I want to work in the UK
- Currently studying Business, Additional Science, English, Maths, Science and RS. Not studying media.
- Trying to focus on business education course work and doing a mock business which highlights fundamentals of a business.

WHAT DID YOU GET OUT OF THIS PROGRAMME?

Public speaking training

- One of the winners at the school level and gave me something substantial for my CV
- Gave me more confidence
- Allowed me to speak large numbers of people
- I competed in the regional finals in front of 100 people from 7 different schools
- Taught me new techniques
- Taught me how to make an audience laugh
- Eye contact
- Voice projection
- How to get audience involvement
- How to make my content more relevant and beef it up
- How to address the stage more effectively
- Learnt a lot about presentation/speech writing

Interview skills –

- Learnt how to sell myself better
- How to speak to an interviewer
- Seeing myself on video helped me see how I could improve
- Helped me with my eye contact

- Showed me my weaknesses
- Helped me with stage management
- Helped me clarify what my achievements were – I had more than I originally thought
- Learnt how to handle difficult questions

WHAT FUTURE TRAINING WOULD BE HELPFUL?

- Going into a place of media – learning how to CGI (special effects etc, what work goes on behind the scenes before going on to the stage)
- Panel interviews
- More information on the media
- More public speaking

VIDEO FEEDBACK

BEFORE VIDEO - COMMENDATIONS

- Very personable – friendly and warm
- Very fluent
- Good eye contact
- Came across confidently
- Good specifics and clarity around goals even though no job identified

RECOMMENDATIONS

- Big issue is voice projection – had to strain to hear at times

AFTER VIDEO - SUMMARY

- N/A - No after video
- Overall – one of the stronger candidates if he could just improve his voice projection.

F1 - Female

HOW WAS YOUR CONFIDENCE BEFORE THIS PROGRAMME STARTED? **N/A** AFTER? **N/A**

WHAT SORT OF CLARITY DID YOU HAVE FOR YOUR FUTURE BEFORE THIS PROGRAMME STARTED? **N/A** AFTER? **N/A**

WHAT WERE YOUR ASPIRATIONS BEFORE THIS PROGRAMME STARTED? **N/A** AFTER? **N/A** PARENTS WOULD NOT LET HER TAKE PART IN EITHER PUBLIC SPEAKING OR INTERVIEWS SKILLS

WHAT ARE YOUR ASPIRATIONS

- Still unclear – perhaps teaching
- I want to go to university
- I want to work internationally
- Currently studying Additional Science, English, Maths, Science, History

WHAT DID YOU GET OUT OF THIS PROGRAMME?

- **Public speaking training** N/A
- **Interview skills** – N/A

WHAT FUTURE TRAINING WOULD BE HELPFUL?

- Work experience but unsure in what area
- Doesn't want to miss core subjects for extra training – parents won't allow and confidence low.

VIDEO FEEDBACK

BEFORE VIDEO - COMMENDATIONS

- Comes across as relatively confident
- Good voice projection

RECOMMENDATIONS

- Needs to slow down and use pause more
- Grooming needs improvement – comes across as quite scruffy

AFTER VIDEO - SUMMARY

- It shows that she was not allowed to do the training – unlike some of the others there was no real improvement
- Needs to slow down and pause more
- Grooming needs improvement. No overall improvement as she did not attend the training

H1 - Female

“The programme has been extremely helpful and I really want to be more committed to it next year!

HOW WAS YOUR CONFIDENCE BEFORE THIS PROGRAMME STARTED? 2 AFTER? 6

WHAT SORT OF CLARITY DID YOU HAVE FOR YOUR FUTURE BEFORE THIS PROGRAMME STARTED? 5 AFTER? 7

WHAT WERE YOUR ASPIRATIONS BEFORE THIS PROGRAMME STARTED? 3 AFTER? 7

WHAT ARE YOUR ASPIRATIONS?

- To work in either accountancy, business or catering - but still clarifying this
- I want to go to university or college
- I want to work in London
- Currently studying Business, English, Maths, Science, Additional Science, Food tech and PE and RS
- I am really focusing on setting up small businesses eg's school fairs, barbecues etc
- In business studies – learning basic business techniques like marketing and course work including market research, economics and how the economy works.

WHAT DID YOU GET OUT OF THIS PROGRAMME?

Public speaking training

- Helped my confidence, dealing with nerves
- Learnt how to speak in public
- Learnt the best ways to get audience attention
- Voice projection
- Eye contact
- Dealing with motivation – need to be angry to raise voice
- Being on video showed me how I come across
- Improved my skills slightly
- Still find it difficult

Interview skills

- Learnt a lot of useful tips
- Learnt how to come across the best you can
- Eye contact
- Voice projection

- Planning ideas logically
- Preparation is key
- To know what I am speaking about
- Highlighting my achievements
- Learnt not to say “I don’t know” all the time
- Tried to avoid pausing for too long
- I felt I really improved

WHAT FUTURE TRAINING WOULD BE HELPFUL?

- Being able to have more specific information regarding business
- More of the same – i.e. public speaking and interview skills
- I want to take public speaking seriously this year
- More Video analysis
- More intense interview skills - going in front of a panel as I want to interview with more than one person
- I want to do more work experience but want to take it seriously
- Personality test to see where my skills/personality lie
- Goal setting – when I was a kid I wanted to be a footballer, then a scientist, then a astronaut – what I really looking for is some sort of focus and coming across a bit more positively.

VIDEO FEEDBACK

BEFORE VIDEO - COMMENDATIONS

- Warm smile – came across quite personable
- Good specifics and clarity around goals

RECOMMENDATIONS

- Really needs to work on improving eye contact – comes across as somewhat shifty at times
- Has a lot of umms – needs to prepare and practice more in advance
- Voice projection needs to be louder

AFTER VIDEO - SUMMARY

- Really needs a lot more training in this area – still coming across as not a particularly strong candidate
- Eye contact and voice projection are still weak
- Came across weaker in this second video

H2 - Female

“I learnt by doing – it was much better than just watching others do it!”

HOW WAS YOUR CONFIDENCE BEFORE THIS PROGRAMME STARTED? 2 AFTER? 6

WHAT SORT OF CLARITY DID YOU HAVE FOR YOUR FUTURE BEFORE THIS PROGRAMME STARTED? 4 AFTER? 6

WHAT WERE YOUR ASPIRATIONS BEFORE THIS PROGRAMME STARTED? 4 AFTER? 7

WHAT ARE YOUR ASPIRATIONS

- To work as an accountant
- Wants to go to university or college
- Currently studying Business, English, Maths, Science
- Trying to focus on business course work to maximise my grades

WHAT DID YOU GET OUT OF THIS PROGRAMME?

Public speaking training

- It wasn't as bad as I thought it would be
- Really helped my confidence
- Helped me to see my weaknesses – the video was very valuable
- Helped with my eye contact
- Helped me with my voice projection
- I thought at first that I really couldn't improve but the reality on the video was that I actually could
- I learnt by doing – it was much better than just watching others do it!

Interview skills

- Video was great – it really helped me to see myself as others would
- I could see tangible improvements and how little changes can make such a big impression
- Helped me with voice projection
- Helped me with eye contact
- Helped me see how I can make more impact

WHAT FUTURE TRAINING WOULD BE HELPFUL?

- Being able to have more specific information on accountancy
- More help on planning the best route to achieve my accountancy aspirations

- More advanced interview techniques training

VIDEO FEEDBACK

BEFORE VIDEO - COMMENDATIONS

- Fluent
- Clearly very bright
- Gave good specifics and clarified where she wanted to go

RECOMMENDATIONS

- Needs better eye contact – kept looking down and away
- Looked very shy
- Talked about wanting a high paid job which did not come across that well (i.e. excessive money aspirations)
- Needs more voice projection

AFTER VIDEO - SUMMARY

- Much better – has clearly taken on the learnings from the first one
- Came across much warmer
- Came across more confident
- Had better voice projection
- Was more enthusiastic
- Still need to have stronger eye contact
- Still needs to improve voice projection even though better from first video.

J1 - Male

“I hated it at first but even though it was hard I could see the benefits. In short it’s worth it to make my aspirations a reality!”

HOW WAS YOUR CONFIDENCE BEFORE THIS PROGRAMME STARTED? 7 AFTER? 9

WHAT SORT OF CLARITY DID YOU HAVE FOR YOUR FUTURE BEFORE THIS PROGRAMME STARTED? 6 AFTER? 8

WHAT WERE YOUR ASPIRATIONS BEFORE THIS PROGRAMME STARTED? 8 AFTER? 9

WHAT ARE YOUR ASPIRATIONS

- To work in design – set design or costume design
- I want to go to arts college or university
- want to work in UK to begin, then USA or Paris
- Currently studying textiles after school on Tuesday at the Fashion & Textile museum and doing a workshop.
- Also doing Business, English, Maths, Science, and Art to help with career goals. Family is very creative so brought up in this environment.
- Going to do work experience with Anthoni & Alison, designers.
- Also doing school council, doing a project representing UK and going to Brussels to speak to the European parliament. Talking about environmental injustice, human rights etc.

WHAT DID YOU GET OUT OF THIS PROGRAMME?

Public speaking training

- At first hated being on camera but now not particularly bothered. Don’t really enjoy it but will do it.
- Helped my confidence
- Learnt to relax more in front of people
- Learnt to slow down
- Eye contact
- To see how you come across on film
- Getting through my resistance and letting go of it

Interview skills

- Learnt how to be more precise and to get rid of waffle
- Learnt to focus on the most relevant issue to highlight
- Eye contact

- To be relaxed
- To see how I came across
- To practice for the real thing
- To slow down
- To see that personality and being personable is really helpful

WHAT FUTURE TRAINING WOULD BE HELPFUL?

- To learn more about what training I need to get into college/university
- To speak to someone involved in it
- Work experience in my area
- Tougher interview situations
- Compete against others for a mock job
- Panel interviews – want to be more focused/serious
- More public speaking opportunities in front of a bigger audience (even though I won't enjoy it)
- More difficult questions in the interviews to stretch you
- More video opportunities (even though I won't like it)

VIDEO FEEDBACK

BEFORE VIDEO - COMMENDATIONS

- Great voice projection
- Very confident
- Gave good specifics on future goals even though still unclear on the exact job he wants in the video

RECOMMENDATIONS

- Needs to slow down
- Needs to pause more round key points
- Needs more vocal variety – voice comes across as somewhat monotone at times

AFTER VIDEO - SUMMARY

- Better – comes across as very warm
- Good use of a smile – appears very personable
- Pace is better and more pausing
- More comprehensive even though still not totally clear on career direction

J2 - Male

HOW WAS YOUR CONFIDENCE BEFORE THIS PROGRAMME STARTED? 7 AFTER? 9

WHAT SORT OF CLARITY DID YOU HAVE FOR YOUR FUTURE BEFORE THIS PROGRAMME STARTED? 8 AFTER? 10

WHAT WERE YOUR ASPIRATIONS BEFORE THIS PROGRAMME STARTED? 3 AFTER? 6

WHAT ARE YOUR ASPIRATIONS

- To work in the performing arts – singer, acting – even backstage in drama. Recording productions – song writer etc
- I want to go to university and drama school
- I want to work in UK or America
- Currently studying business, English, Maths, Science, Media plus drama and music to help with career goals
- Trying to focus on learning by doing – taking lead roles in school drama productions, public speaking competitions, Cochrane Theatre to perform a scene in The Magic Flute. Do anything to help progress CV.

WHAT DID YOU GET OUT OF THIS PROGRAMME?

Public speaking training

- Helped my confidence
- I realised I need to be more prepared
- Learnt how to handle going first in the public speaking competition
- Spoke in front of 200 people in corporate environment – handled nerves
- Learnt to deal with weaknesses – moved deliberately on stage
- Made content more precise
- Improved my voice projection
- Eye contact – improved it.

Interview skills

- Made me think more before I say things – made me much more effective
- Video – helped me see my problems with voice projection
- Learnt to be ready for anything
- Provided tactics for dealing with difficult questions
- Learnt how to deal with open questions
- Learnt better posture
- Eye contact
- Learnt how to be more personable

WHAT FUTURE TRAINING WOULD BE HELPFUL?

- Work experience theatre, music and TV
- More public speaking opportunities
- Goal setting to help me achieve my aspirations, better organisational skills to achieve results
- Going in front of panel interviews
- Want to face more difficult questions in the interviews to really stretch me.

VIDEO FEEDBACK**BEFORE VIDEO - COMMENDATIONS**

- Good voice projection
- Great eye contact
- Came across quite confidently
- Good specifics and clarity around goals – singer/actor

RECOMMENDATIONS

- Pace – needs to slow down and pause more
- Slight monotone issue

AFTER VIDEO - SUMMARY

- Difficult to access as clearly annoyed by how many takes he needed to do, looked very annoyed and first video was better
- Overall – one of the strongest candidates in the group

J3 - Male

HOW WAS YOUR CONFIDENCE BEFORE THIS PROGRAMME STARTED? 5 AFTER? 9

WHAT SORT OF CLARITY DID YOU HAVE FOR YOUR FUTURE BEFORE THIS PROGRAMME STARTED? 9 AFTER? 10

WHAT WERE YOUR ASPIRATIONS BEFORE THIS PROGRAMME STARTED? 8 AFTER? 9

WHAT ARE YOUR ASPIRATIONS

- To work in the music industry – on the production side and song writing etc. Don't mind starting off at the very bottom to learn.
- I want to go to university or college – studying performing arts at performing arts college and traditional university for writing skills
- I want to start locally, then on to UK and then internationally
- Currently studying Business, English, Maths, Science, Higher level ICT and Diploma in digital applications to help with future job.
- Extras are music and history which means I have a wider range of options. Digital applications help with learning different software packages and use history as back up for another job. Music expands knowledge of different applications in the industry and making the most of talents I already have like my singing and song writing.
- Outside of school I'm working with my personal software to do demo tapes and produce music to show proof of my commitment.

WHAT DID YOU GET OUT OF THIS PROGRAMME?

Public speaking training

- Signed up for four training opportunities
- Helped me become more calm and deal with nerves (compose myself better – showed more calmness)
- Helped me with social communication
- Helped me prepare better - helped with speech writing and presentations
- Helped me focus and make my content stronger
- Eye contact
- Voice projection
- Animation – coming across more passionate
- Needed to be much more active
- Met new people
- Helped with debating subjects
- Helped with my life in general – really took in what they were saying

Interview skills –

- Helped me to understand myself more and how I came across
- Helped me be more focused in answering questions
- Learnt how to use eye contact more effectively

- Used handshake to show commitment to the job
- Importance for preparation before interview
- Dealing with nerves
- Dealing with the unexpected
- Made me come across more warmer
- Worked on my pace – I used to be too fast
- Showed me my weaknesses
- Helped picture of achievements
- Really helped me with preparing my future

WHAT FUTURE TRAINING WOULD BE HELPFUL?

- Goal setting training – to keep me really focused
- Identifying specifics that employers are looking for
- Being able to have more specific information on performing arts and career options
- Work experience - would give me a feel for the business and would let me evaluate this career path and provide even more reasons to pursue it
- Personal leadership – putting together a strategy, tactics
- Going in front of a panel - more difficult discussions, expand knowledge in that area
- More public speaking opportunities

VIDEO FEEDBACK

BEFORE VIDEO - COMMENDATIONS

- Good voice projection
- Came across quite confidently
- Good specifics and clarity around goals – music producing

RECOMMENDATIONS

- Pace – needs to slow down and pause more
- Slight monotone issue

AFTER VIDEO - SUMMARY

- One of the most improved in the whole group
- Much better pace
- Marked improvement in monotone issue
- More comprehensive
- Good backup plan
- Looked very confident
- Overall – one of the stronger candidates in the group and the most improved

M1 - Male

HOW WAS YOUR CONFIDENCE BEFORE THIS PROGRAMME STARTED? 4 AFTER? 8

WHAT SORT OF CLARITY DID YOU HAVE FOR YOUR FUTURE BEFORE THIS PROGRAMME STARTED? 5 AFTER? 8

WHAT WERE YOUR ASPIRATIONS BEFORE THIS PROGRAMME STARTED? 5 AFTER? 8

WHAT ARE YOUR ASPIRATIONS

- To work in business (possible own my own business) or doctor
- I want to go to university
- I want to start in London and then go international
- Currently studying Business, English, Maths, Science, Art and Additional science.
- Trying to focus on business course work
- Doing additional science for medical and business studies for owning own business (doing a mock business).
- Doing mini business with friends – mini fairs and Christmas fairs over and above business studies. Sold burgers, drinks, ice-cream etc.

WHAT DID YOU GET OUT OF THIS PROGRAMME?

Public speaking training

- Opportunity to compete at London grand final in front 200 people (and regional finals in front of 100 people)
- Helped improve my confidence
- Eye contact
- Speech writing
- Making your content more specific and adaptable
- Handling nerves
- Learning through doing – going through the fear of being the first speaker
- Learnt to pace myself more
- Using humour
- Speaking in front of a variety of audiences
- Competing against other really talented people
- Ability to socialise more with others from a wider range than I had ever met before
- Connected more and understood others more

Interview skills

- Really helped a lot - great tips for job interviews
- Handshake

- Coming across positive
- Learning more than basics
- Eye contact at all time
- Highlighting achievements
- Becoming more focused
- Dealing with trick questions
- Turing weaknesses and setbacks into positives

WHAT FUTURE TRAINING WOULD BE HELPFUL?

- More intense interview training – one-on-one and panels, really want to shine in this area
- More public speaking training – more competitions. I love competing against other schools
- Work experience - in public speaking, hospital or in business
- Opportunities to be involved in schemes that would help me clarify between a career in business or medicine. Would particularly like to pursue a career in business.

VIDEO FEEDBACK

BEFORE VIDEO - COMMENDATIONS

- Very strong
- Very likeable and personable – smiled and came across very warm
- Good specifics and clarity around goals
- Excellent voice projection

RECOMMENDATIONS

- Pace – needs to slow down and pause more
- Needs to be more comprehensive and give more specifics

AFTER VIDEO - SUMMARY

- Real improvement – came across very warmly & confidently
- Much more comprehensive
- Slightly better pace but still an issue
- One of the strongest in the group – very impressive

O1 - Female

“... Showed me the importance of just being yourself and having your own unique style!”

HOW WAS YOUR CONFIDENCE BEFORE THIS PROGRAMME STARTED? 4 AFTER? 8

WHAT SORT OF CLARITY DID YOU HAVE FOR YOUR FUTURE BEFORE THIS PROGRAMME STARTED? 2 AFTER? 7

WHAT WERE YOUR ASPIRATIONS BEFORE THIS PROGRAMME STARTED? 3 AFTER? 8

WHAT ARE YOUR ASPIRATIONS?

- To work as a TV presenter in the media
- I want to go to university or college

WHAT DID YOU GET OUT OF THIS PROGRAMME?

Public speaking training

- Helped improve my confidence
- Video showed me the importance of just being yourself and having your own unique style
- Got lots of pointers on how to improve

Interview skills

- Helped highlight the importance of preparation
- Video showed me how I came across and how I could get more impact
- Got new techniques on how to make a better impression
- Helped with dealing with difficult questions
- Gained more confidence

WHAT FUTURE TRAINING WOULD BE HELPFUL?

- More role models – many of my friends don't want to go to the 6th form
- Leadership training
- Goal setting
- More advanced interview techniques

VIDEO FEEDBACK: N/A

O2 - Female

HOW WAS YOUR CONFIDENCE BEFORE THIS PROGRAMME STARTED? 1 AFTER? 2

WHAT SORT OF CLARITY DID YOU HAVE FOR YOUR FUTURE BEFORE THIS PROGRAMME STARTED? 10 AFTER? 10

WHAT WERE YOUR ASPIRATIONS BEFORE THIS PROGRAMME STARTED? 6 AFTER? 8

WHAT ARE YOUR ASPIRATIONS

- To work as a doctor
- I want to go to university to study medicine
- Currently studying additional science to achieve this goal

WHAT DID YOU GET OUT OF THIS PROGRAMME?

Public speaking training

- Helped my confidence
- Nervous in front of people – tiny bit better
- Eye contact
- Learnt better voice projection
- Helped me try and stop fidgeting
- Better posture
- Showed me I needed more engagement and passion
- Still feel a bit negative but worked through fears and got up and did it!

Interview skills

- Eye contact
- To stop fidgeting
- Express myself more
- Enabled me to give more specifics
- Highlighted my achievements better
- On video, I looked horrible – gave me a new perspective on how I came across
- Learnt basics of interview skills

WHAT FUTURE TRAINING WOULD BE HELPFUL?

- Work experience in a hospital
- More specifics on what employers are looking for
- Putting together a CV
- Goal setting

VIDEO FEEDBACK**BEFORE VIDEO - COMMENDATIONS**

- Came across relatively confidently
- Very warm – lovely smile
- Great use of pace and pause

RECOMMENDATIONS

- Grooming is an issue
- Needs to increase voice projection
- Needs to be more specific – lack of clarity around goals

AFTER VIDEO - SUMMARY

- Marked improvement – much better grooming
- Much better structured
- Gave a lot more specifics
- Still needs to work on getting rid of the “umms” – preparation is key for her
- Overall – comes across well.

P1 - Male

“The programme helped me to understand myself more re. what I’m going to do and how I’m going to do it!”

HOW WAS YOUR CONFIDENCE BEFORE THIS PROGRAMME STARTED? 6 AFTER? 8

WHAT SORT OF CLARITY DID YOU HAVE FOR YOUR FUTURE BEFORE THIS PROGRAMME STARTED? 6 AFTER? 8

WHAT WERE YOUR ASPIRATIONS BEFORE THIS PROGRAMME STARTED? 7 AFTER? 9

WHAT ARE YOUR ASPIRATIONS

- To work in the city as a stockbroker – on the stock exchange or as an entrepreneur.
- I want to go to university
- I want to work in London
- Currently studying Business, English, Maths, Science, Art
- Trying to focus on business course work and really studying marketing and how to advertise/sell products. Learning what qualities you need for good business, how to be motivated, confident and not afraid to take risks.
- Also read up about the stock exchange and about to do some virtual training in stock broking.

WHAT DID YOU GET OUT OF THIS PROGRAMME?

Public speaking training

- Helped my confidence and my ability to talk in public
- Made me more motivated to achieve my goals
- Made me think more about what I have to offer
- Eye contact
- Body language
- Pacing
- Understand myself a bit more and what I’m going to do and how I’m going to do it
- Became more focused
- Took part in school competitions
- Represented the school at the Regional borough final of “Financially Speaking”. Great for my CV and experience.
- Learnt about the hard work needed to represent school at the borough finals – was great to see the competition out there and compete against them. Had to try my hardest.
- Learnt to deal with speaking in front of loads of people – I wasn’t expecting so many
- Learnt the importance of planning and just not to coast through

Interview skills –

- Helped me to understand how to present myself and how I need to put myself across
- Being specific in my answers
- Helped me with confidence, I needed to put myself across in a really confident manner so I don't look weak minded and nervous
- Highlighted my achievements – I did a lot of things but hadn't really thought about it - how to market these and now I know how to highlight these
- Showed me my weaknesses – I need to relax more and was too stiff. Seeing myself on video highlighted my flaws
- Eye contact
- Voice projection
- Pausing and slowing down
- Showing more enthusiasm

WHAT FUTURE TRAINING WOULD BE HELPFUL?

- Being able to have more specific information on my career in stock broking and hearing a stockbroker speak
- Seeing myself on video more – want more time to do this
- Panel interviews with more difficult, intense and unexpected questions (specific questions relating to my career path)
- Personality test to see where I would be suited career-wise
- Work experience - a week at a stock broking company or business – particularly on stock exchange
- Putting together a CV training

VIDEO FEEDBACK

BEFORE VIDEO - COMMENDATIONS

- Very likeable and personable – smiles and came across very warm
- Good grooming
- Good specifics in terms of future aspirations

RECOMMENDATIONS

- Needs to slow down more and make more use of pausing around key points
- Needs to work on vocal variety – has a monotone issue

AFTER VIDEO - SUMMARY

- Not much change – still came across very warmly
- Monotone is key issue – still needs quite a bit of work in this area

S1 - Male

HOW WAS YOUR CONFIDENCE BEFORE THIS PROGRAMME STARTED? 5 AFTER? 8

WHAT SORT OF CLARITY DID YOU HAVE FOR YOUR FUTURE BEFORE THIS PROGRAMME STARTED? 7 AFTER? 9

WHAT WERE YOUR ASPIRATIONS BEFORE THIS PROGRAMME STARTED? 6 AFTER? 8

WHAT ARE YOUR ASPIRATIONS

- To work as a vet
- I want to go to university to study this – Dulwich perhaps
- I want to work in London
- Currently studying Additional Science to achieve this goal - Business, English, Maths, Science.
- Also do revision over and above what is required. Have looked closely into what grades are needed for the course – need A's in Maths, English and Science.

WHAT DID YOU GET OUT OF THIS PROGRAMME?

Public speaking training

- Helped my confidence
- Dealing with larger crowds
- Got over my embarrassment
- Was able to talk through my nerves
- Able to talk to people better
- Social skills
- Eye contact
- Opening body language
- Became more aware of my strengths as well

Interview skills – N/A wasn't here for these

WHAT FUTURE TRAINING WOULD BE HELPFUL?

- Work experience in a vets or local zoo
- Basic interview skills – I get very nervous at interviews
- More specifics on what employers' are looking for
- Putting together a CV training
- After schools clubs in Maths and Science

VIDEO FEEDBACK

BEFORE VIDEO - COMMENDATIONS

- Came across very professional
- Great voice projection
- Confident
- Good specifics and clarity around goals

RECOMMENDATIONS

- Looked slightly bored – needs to smile and be more enthusiastic
- Needs to slow down more and make more use of pausing around key points
- Needs to work on vocal variety – has a slight monotone issue

AFTER VIDEO - SUMMARY

- Better – came across more enthused
- Less of a monotone issue
- Very confident and clear goals – one of the best.

T1 - Female

“The course has made a huge difference in my life (particularly the public speaking) by helping me to discover my true abilities and career path!”

HOW WAS YOUR CONFIDENCE BEFORE THIS PROGRAMME STARTED? 8 AFTER? 10

WHAT SORT OF CLARITY DID YOU HAVE FOR YOUR FUTURE BEFORE THIS PROGRAMME STARTED? 3 AFTER? 7

WHAT WERE YOUR ASPIRATIONS BEFORE THIS PROGRAMME STARTED? 7 AFTER? 9

WHAT ARE YOUR ASPIRATIONS?

- To work in the media in some type of presentation role, perhaps news reading
- I want to go to university/college and further training
- I want to study in the United States
- Currently studying Business, English, Maths, Science, Media, Drama
- Trying to focus on English and public speaking.
- Participated in the public speaking competitions
- Borough finalist for Southwark Jack Petchey public speaking competition
- Taking opportunities - interviewing Jack Petchey at the Jack Petchey final
- Taking Media Studies to know more about the business I want to get into.
- Drama is helping my confidence and bringing out more of my personality and helps me associate with different people.

WHAT DID YOU GET OUT OF THIS PROGRAMME?

Public speaking training

- Helped improve improvisation
- Helped me to recover quickly when I sometimes forgot my speech
- Helped me deal with nerves
- Improved my handling of difficult situations
- Won the Jack Petchey school competitions for Year 10's
- Competed at Southwark borough final – taught me to deal with large audiences
- Was 5th in the Citigroup “Financially Speaking” competition
- Helped me with my fiddling
- Umms and ah's - helped me try to eradicate these
- Encouraged me to use the power of the pause

- Showed me that I needed to prepare more
- Showed me the importance of taking opportunities

Interview skills

- Good practice
- Helped me to deal with difficult questions
- Highlighted that I needed to slow down
- Focused me on being specific in terms of achievements
- Made me think about my future more and to be more realistic

WHAT FUTURE TRAINING WOULD BE HELPFUL?

- Interviewing in front of panels – with more difficult questions
- More specific career interviews
- More specific information regarding working in the media
- More public speaking – more competitions
- Work experience
- Dealing with stress/nerves

VIDEO FEEDBACK

BEFORE VIDEO - COMMENDATIONS

- Very likeable and personable – smiles and came across very warm
- Good specifics and clarity around goals
- Very good eye contact
- Good grooming

RECOMMENDATIONS

- Needs to slow down more and make more use of pausing around key points

AFTER VIDEO - SUMMARY

- N/A but clearly one of the strongest candidates.

T2 - Female

“The training has helped me clarify where I want to go in life and help me take control of the future!”

HOW WAS YOUR CONFIDENCE BEFORE THIS PROGRAMME STARTED? 2 AFTER? 7

WHAT SORT OF CLARITY DID YOU HAVE FOR YOUR FUTURE BEFORE THIS PROGRAMME STARTED? 3 AFTER? 8

WHAT WERE YOUR ASPIRATIONS BEFORE THIS PROGRAMME STARTED? 4 AFTER? 8

WHAT ARE YOUR ASPIRATIONS?

- To work in one of the following fields – medicine, law or accountancy
- I want to go to university or college
- The programme really helped me clarify where I want to go in life

WHAT DID YOU GET OUT OF THIS PROGRAMME?

Public speaking training

- Helped build my confidence
- Showed me my weaknesses
- Video showed me how I came across to others
- Showed me that I used “filler words”
- Showed me I needed to slow down my speed of delivery

Interview skills

- Helped to clarify and highlight my achievements
- Showed me my weaknesses
- Showed me how to come across more appealingly in an interview
- Highlighted the importance of being specific in interviews
- Video really showed me how I came across in reality.

WHAT FUTURE TRAINING WOULD BE HELPFUL?

- More advanced interview training
- Going in front of a panel
- Leadership training

VIDEO FEEDBACK

BEFORE VIDEO - COMMENDATIONS

- Very good voice projection
- Good specifics and clarity around goals
- Good grooming

RECOMMENDATIONS

- Needs to be more enthusiastic – comes across as quite bored
- Body language – jiggles about quite a bit

AFTER VIDEO - SUMMARY

- Better – more comprehensive
- Looked slightly less bored
- Still needs to work on her jiggling and staying still.

STATISTICS

Name of School											
City of London Academy						Pupils Feedback					
2006/7											
20 Students											
Out of 1 to 10 -											
Q1: How was your confidence before the programme started? After?											
Q2: What sort of clarity did you have for your future before this programme started? After?											
Q3: What were your aspirations before this programme started? After?											
Feedback Questions	1	2	3	4	5	6	7	8	9	10	Avg
Before the training	1	4	1	4	3	3	3	1	0	0	4.5
After the training	0	1	0	0	0	2	3	5	8	1	7.85 74%
Feedback Questions	1	2	3	4	5	6	7	8	9	10	Avg
Before the training	0	2	3	2	4	2	3	1	2	1	5.5
After the training	0	0	0	0	1	1	4	6	4	4	8.15 48%
Feedback Questions	1	2	3	4	5	6	7	8	9	10	Avg
Before the training	0	0	4	4	3	3	3	2	1	0	5.35
After the training	0	0	0	0	0	2	2	7	8	1	8.2 53%



**The National Academy
for Gifted and Talented Youth**



THE CITY OF LONDON
ACADEMY
(SOUTHWARK)

Appendix C:
Ethical Considerations

Ethical Considerations

Ethical issues that arise for consideration during this project will be monitored by the member of the senior management team responsible for the project and will follow the guidelines advised by The British Educational Research Association's Revised Educational Guidelines (2004), and take account of the guidance of the British Association for Applied Linguistics (1994 & 2000)

Voluntary Informed Consent

We take voluntary informed consent to be the condition in which participants understand and agree to their participation without any duress, prior to the research getting underway. We will take the steps necessary to ensure that all participants in the research understand the process in which they are to be engaged, including why their participation is necessary, how it will be used and how and to whom it will be reported. We will avoid deception or subterfuge unless the research design specifically requires it to ensure that the appropriate data is collected or that the welfare of the researchers is not put in jeopardy.

Right to Withdraw

We must recognise the right of any participant to withdraw from the research for any or no reason, and at any time, and they must inform them of this right. We will not use coercion or duress of any form to persuade participants to re-engage with the work.

Children

We will comply with Articles 3 and 12 of the United Nations Convention on the Rights of the Child. Article 3 requires that in all actions concerning children, the best interests of the child must be the primary consideration. Article 12 requires that children who are capable of forming their own views should be granted the right to express their views freely in all matters affecting them, commensurate with their age and maturity. Children should therefore be facilitated to give fully informed consent. We will ensure that all those involved with the research project comply with legal requirements in relation to working with school children. We will take all necessary steps to reduce the sense of intrusion and to put them at their ease. We will desist immediately from any actions, ensuing from the research process, that cause emotional or other harm. We will seek to minimize the impact of our research on the normal working and workloads of participants.

Incentives

Our use of incentives to encourage participants will be commensurate with good sense and will avoid choices which in themselves have undesirable effects.

Detriment Arising from Participation in Research

Any unexpected detriment to participants, which arises during the research, will be brought immediately to their attention and to the attention of their guardians.

Privacy

We will comply with the legal requirements in relation to the storage and use of personal data as set down by the Data Protection Act (1998) and any subsequent similar acts. We will debrief participants at the conclusion of the research and provide them with copies of any reports or other publications arising from their participation.

Responsibilities to Sponsors of Research

We will fulfil our responsibilities to sponsors (NAGTY and The City of London Academy) to the highest possible standards. We will inform them of our work we propose to undertake and keep them informed throughout the project with three reporting milestones spread out across the year. A final report will be submitted at the end of the research to all sponsors. We provide honest and complete details of our competence and capacity to undertake the research that is proposed in this document.

Methods

We are employing methods that are fit for the purpose of the research we are undertaking. We have considered a wide range of philosophies and existing research upon which we justified our chosen methods. During the research we will communicate the extent to which our data collection and analysis techniques are reliable, valid and generalizable.