

Ethos Presentation Final Celebration Event

Research Presentation

Meesha Welcome to our final presentation. We are the Ethos Explorers. In May 2021, we formed a research team, made up of 8 children, Canon Pilling and Father Matt to work together on a project, approved by Liverpool Hope University.

Amara The aim of the research project is to increase understanding of how our school ethos works in practice and to see how it could be even better! In particular we are interested in the impact of all our Ethos Group activities including school ethos conferences, Children's Chaplains etc. The research project is organised in five phases which began in May 2021 and will finish in May 2023. Phase 1 Building Relationships, Phase 2 Collecting Our Data; Phase 3 Analysing Our Data; Phase 4 Making Sense of Our Data and Reporting; Phase 5 Sharing. At the end of the project, we will reported our findings to our Board of Governors and make recommendations about the future development of Ethos in Bishop Bridgeman.

David For the first seven weeks, our main tasks , in Phase 1, were to build our research team and define a mutual purpose. We did this by:

Shayaan 1. Building a relationship between the team. As we started our project, we were still working in year group bubbles for the first few weeks.

Shayaan We introduced ourselves and carried out a number of activities to get to know each other better.

Shayaan One of these was our hot air balloon activity to explore our future dreams and aspirations for our research project.

Hassan 2. Deciding what we are trying to find out. We had many research group discussions to decide our overarching research question. As a group, we decided that we wanted find out what the impact of Ethos was.

Hassan We looked at different groups of people that we could use in our research. For example:

- Visitors and VIP's
- Individual groups or teams
 - Schools that come to Ethos Conference.
 - Classes
 - Churches
 - Our school community
 - Staff.

In other words, EVERYONE!

Aisha 3. Understanding of our Research method of Look, Think and Act.

Our chosen method of Look, Think and Act works in a cyclical way. There are two types of cycles, a weekly one and a termly one. At the start of every meeting, we recapped and looked back at what we had done in the previous weeks. In Phase 2, during the autumn term, we collected our data (LOOK). Each session, we allocated the roles for each member of the group to enable us to think about and carry out the research activity for that particular week. In Phase 3, during the spring term, we analysed our data (THINK).

Each time, we then agreed our next action steps for the week to come. During the summer term 2022, we started phase 4: making sense of the data and began to report it to groups such as the university and the ethos conference. (ACT)

Khadeejah 4. Designing a logo for our Research Team.

Our first task was to design a logo. We started this process by thinking of a name for our research group. After much group discussion, we decided on the name: Ethos Explorers, Reaching out to others. Next, independently, we designed our own logo to go along with our name.

Khadeejah We had several group discussions, compiling everyone's ideas and then Canon Pilling sent our compiled design to a company to produce possible logo options. When we received the different options, and , in our research journals, we wrote the positive and negative things about each one. We couldn't decide on our final logo options due to the year 4 bubble being closed.

Meesha 5. Carrying out our turning points exercise.

We individually looked back at our ethos journey so far and chose three significant turning points that impacted on us the most. For each turning point, we identified the events and people who made a difference.

Messha Some adults might think this is an exercise that children wouldn't be able to do! As a research team, we decided to use jigsaw pieces to visualize the concept. Let's look at Delisha's turning points.

Delisha Turning point 1- Ethos Conference

Ethos conference because I showed people confidence and other schools were there to listen and they could be role models at their school as well. Canon Pilling made a difference because she made me confident.

Delisha Turning point 2- Saturday School because we got to do activities and I got to make new friends. We had time to talk and worship but my friends who were there supported me and believed in me.

Delisha Turning point 3- Events like Café Church because it was a nice time to worship throughout the session. The leaders made a difference by helping us understand.

David 6. Looking at how we can put together our individual strengths to shape our Research Team. After our Friday zoom meeting, we were given a Gap task to find our strengths and skills. We did this by drawing a picture of ourselves. We wrote the skills we had on the arms and legs and any knowledge of Ethos we had on the heads of our drawings. And finally, we wrote values and qualities about ourselves on the hearts of our drawings.

David The exercise was so important for us to see the many strengths we had to bring to the research team. This is an example of Meesha's drawing.

Amara 7. Develop our Ethos Explorers Ground Rules referencing the University Ground Rules. We started by looking at the University Ground Rules and using them as a base to write our own research ground rules. Every member of our research team contributed to our discussion, it was important to value and incorporate everyone's ideas.

Amara After a number of team discussions, we decided on our final set of ten ground rules. We transferred our ten ground rules to a canvas, displayed in our ethos headquarters to remind us of our rules at all times.

Shayaan 8. Deciding on our research team roles and responsibilities.

As a research group, we discussed the different roles that we would need to be an effective research group. For example:

1. Ethos guardian
2. Multitasker
3. Discussion manager
4. Welcomer
5. Notetaker
6. Prayer leader
7. Photographer and filmmaker
8. Interviewer
9. Team coach
10. Team leader

Hassan 9. We looked at what resources we have in school to help us answer our research questions. As a team, we brainstormed in the way of a spider diagram, different ethos resources we could use.

Here are some examples:

David-Impact of prayer spaces and activities

- Ethos scrapbooks over the years.
- Ethos worship.
- Ethos Presentations across the diocese.
- Ethos Conferences since 2013
- Café church
- Ethos Saturday school.
- Ethos to go
- Ethos website

Everything is data.

Hassan 10. Carrying out a SWOT analysis on our research project.

We carried out a SWOT analysis to identify our strengths, weaknesses, opportunities and threats. Strengths

Our combined Ethos Knowledge.

Weaknesses

Time

Opportunities

Ethos website and Ethos Conference.

Threats

Covid and if Canon Pilling couldn't give up the time to be our facilitator.

Aisha 11. We used an Ethos Super Learning Day to begin to practice our research skills, interviewing, taking photos/ videos etc. From the very first week of our project, we zoomed Father Matt to discuss our progress with him every Friday lunch time. Here am I being notetaker for the SWOT analysis. Meesha being notetaker.

Aisha We made our first progress report on the 21st of July 2021, it took us two full days to plan and film.

Khadeejah September 2021

We are now Year 6 and Year 5! We moved onto Phase 2 of our research project In Phase 2, our tasks were:

1. To decide on our final logo. Due to Covid, we had to delay this decision until we were back in school.

Khadeejah 2. Thinking about how to tackle the Ethos Archive. We did this by physically creating a timeline of all the resources on an Ethos Saturday School.

Khadeejah 3. On the same Saturday, we created, on the hall floor, a huge research action plan under the headings, " What do we want to do?, How we are going to do it and a list of people to interview. " We discussed the actions we would need to carry out.

Khadeejah Under the heading "How are we going to do it" we discussed the resources and the people we would need to carry out our actions. We also discussed out initial list of groups of people and individuals we wanted to interview.

Khadeejah 4. Lightbulb moments- We aren't learning to be researchers, we are researchers! Here are some examples of our lightbulb moments:

We are able to write an effective research action plan!

We are outstanding interviewers with the extraordinary ability of asking supplementary questions to dig for more information!

We are able to look for links and themes

We are ACTUALLY researchers!

Khadeejah 5. Making a list of sample questions we wanted to ask different types of people e.g. pupils, teachers, governors, special visitors and ex pupils.(Pause) 6. We stuck our research action plan, long list of interviewees and suggested questions on the wall in our Ethos Explorers Headquarters.

Delisha Here is Aisha, sharing some of our questions for pupils with Father Matt on a Friday Zoom. (Play video) 7. We then looked at preparing our research skills to become skilled interviewers.

First of all, we practiced our interviewing skills on 8 of our teachers.

We looked at the interviewer's feelings.

We developed a phenomenal skill of asking relevant supplementary questions.

We looked at the interviewee's feelings.

We transcribed Mr McPhail's interview to see what the process was.

In order to carry out 28 interviews, we had to give up a great deal of our own time and even catch up on lessons!.

We interviewed 28 subjects, we tailored the questions dependant on the Ethos experience the interviewee had.

Meesha We interviewed a range of people;

* Range of special visitors

* Ethos members from the original Ethos group in 2012 who are now at university.

* Past Ethos leaders at secondary schools.

* Children from schools who have attended Ethos conference

Here are three clips of the 28 interviews we have

carried out. Our interviews ranged from 15minutes

to well over an hour!! We would like to show you a clip from three of our interviews.

Bishop Mark Davies, Mr Hunter and Happy.

This demonstrates our interviewing skills. It also demonstrates our ability to ask supplementary questions and the fantastic responses from our interviewees! (Play video)

Shayaan Research Questions

Through our initial discussions, we decided on 13 research questions. Following further discussions, at the beginning of Phase 3, we realised that 13 questions would be too much in the time we had so we shortened it to 7. Our final list of questions were as follows:

1. How does Ethos unite people from different faiths?
2. How have our Ethos books made an impact on you, your school and your place of worship?
3. How does Ethos affect the spiritual development of others and yourself?
4. How does Ethos support the mental health of children and adults?
5. Do you think children are the leaders of today or tomorrow?
6. Do adults underestimate children? Why?
7. What is the impact of Ethos Conference?

When we were analysing the interviews, we noticed that there was a gap in our interview questions we decided to add an extra research question.

8. What is the impact of Christian values?

Khadeejah's research tree diagram. This also shows what our main research question is:

What is the impact of Ethos?

Amara We took two full days to plan, write and film our second progress report and completed it on the 21st of December 2021. We presented both our progress reports to our Local Governing Board at Bishop Bridgeman Church Of England Primary School. We then answered questions asked by the governors

David Phase 3: Making Sense Of The Data Part 1

How did we do it?

We began to look at 6 categories: What went well, Surprise, Challenge, Confirm, New information and improve and then applied this method to 27 out of 28 interviews.

We chose 5 of the 27 interviews to look at in more depth. We had a research team discussion on the most effective way of collecting the data. We decided on one recording sheet for each question where for each question, we wrote down all the interviewees' responses. In our usual Friday lunchtime zoom meetings, we shared our progress with Father Matt and discussed our findings.

Aisha Phase 4: Making Sense Of The Data Part 2

Now was a time to start to think about looking for links and themes. Our key questions for phase 4 were:

1. What is the data telling us?
2. What sense can we make of it?
3. Which ideas or data link together?
4. Which ideas or data don't link together?
5. Are there any ideas or data from anywhere else that now seem to link to this?
(E.g. from other interviews, from the Ethos archive, from Ethos club or anywhere else)

This is an example of one of the recording sheets we decided to create.

Research group discussions during our Friday Zoom session.

Hassan_ Right from the 14th of June 2021, we have met every Thursday night after school, zoomed Fr Matt every Friday and attended ,every other Saturday, to work on our research project. PLUS many, many, many, many additional lunch times, after school sessions and when appropriate, class time.

Delisha We visited Liverpool Hope University on the 23rd May 2022 to deliver a presentation. Our presentation was based around the methodology of our research project throughout the year. We presented to a panel of professors who were extremely impressed with the work we had done. We worked extremely hard in preparing the presentation and imagined lots of challenging questions that the panel might ask us.

Meesha Here are some of the ideas we were beginning to build up in Phase 4. In analysing our data, we looked at the building blocks that make up all the different aspects of Ethos and we used them to answer our research questions. This taught us a lot about the impact of Ethos. Kaleidoscope concept: In looking at our data, we have learnt that we can find many different patterns and meanings in the process of making sense of it. Key people: Our learning from e.g. 27 interviews including pupils, past pupils, parents, church leaders and VIP's. Key activities: Our learning from e.g. Ethos Conference, Ethos books, Ethos to go, Saturday school, prayer spaces and café church. Key settings: Our learning from e.g. in lessons, in the curriculum, assemblies, worship, reflection areas, prayer spaces. Outside of school: Homes, other schools, conferences, churches and Church House. Ethos/culture: Our learning from e.g. values, spirituality, faith, confidence, ethos involvement, happiness and the "ripple effect." Key structures: Our learning from e.g. churches, deanery synod, diocesan synod, national church, Liverpool Hope University, other Ethos groups, Lahore (Pakistan), Reports- local and national.

David_ In September 2022 we are now Year 6 and Year 7, we moved to phase 5, pulling our findings together. As a group we decided on how we were going to complete phase 5.

Khadeejah_ First considering the **Look** aspect of our methodology

We reflected on all our data so far;

- 28 interviews
- 2 rounds of data analysis
- Presentations
- Follow up interviews at Ethos Conference July '22
- Carried out our final data analysis

Shayaan_ Next we reflected on the **Think** element of our methodology

We discussed as a group how we would like to share our findings. We considered a number of ways and eventually decided that the most effective way would be presentations and films.

Meesha_ Finally, we discussed the **Act** stage of our methodology

- We completed our final data analysis
- We agreed our findings
- We prepared our recommendations for our LGB, Manchester Board Of Education and National Boards.

Hassan_ We began the term, on one of our first Saturday schools, by reminding ourselves of our core missional approach. Our missional approach comprises of the following.

Amara - Equipping children with leadership skills.

- Enable other schools to develop their own Ethos group.

- Everyone feels valued and equal.
- Enable children to believe and feel unique and special.
- Develop children and adults mental health.
- Living out and acting upon our Christian values.
- Support children and adult's spirituality.
- Making adults aware of how much children can do.
- Unite people from different faiths.
- We feel true humility- sharing key Ethos knowledge and messages with other children, schools, wider community.
- “Ethos is sustainable” (goes on forever)

Delisha During our Thursday after school sessions we decided on our methodology on how to record our findings.

As you can see from the picture above, this was our initial thoughts and ideas on the recording method for our findings.

Delisha Aisha, taking on the role of note taker during our decision making process for our methods of recording our findings.

Aisha We transferred our recording method onto a huge sheet of paper on the floor. We made this decision so that we could see all of our findings in one place.

As we were discussing our findings, we had a significant lightbulb moment which we will expand upon later. We used post-it notes to record our thought process.

Aisha As a group we summarised our findings for each question. Our recording sheet comprised of four columns. Research questions, findings, important information from Ethos Explorers and in the last column, additional discussions on findings and Ethos knowledge.

Hassan Research Question 1 –

How does Ethos unite people from different faiths?

Our findings - Ethos unites us all no matter what your faith or background is and has a positive impact on behaviour and attitude. Christian Values allows us to relate to one another and provides a safe space.

Important information from Ethos Explorers - Children Chaplains and Ethos Leaders model values and behaviour which is shown through child-led worship, Ethos conference and much more. Ethos is inclusive, develops spirituality and provides a sense of belonging- we call this the missional approach.

David Research Question 2 –

What is the impact of our Ethos books on you, your school and your place of worship?

Our findings - The Ethos books are accessible as they are written by children for children and adults. Our books give other schools a starting point for their own ethos as the activities in there are relevant and well thought out.

Important information from Ethos Explorers - Our books are adaptable and inspirational. Writing the books has impacted on Bishop Bridgeman's pupils and staff by improving their own knowledge of spirituality, prayer, courageous advocacy etc.

Shayaan Research Question 3 – **How does Ethos effect the spiritual development of others and yourself?** Our findings - The breadth of Ethos Conference- impacts on the curriculum building a common purpose. Children teach adults how to be authentic. **TRUE HUMILITY.**

Spirituality is something that everybody has their own definition of. Ethos Conference illustrates there is no right way to pray, putting values into practice.

Important information from Ethos Explorers - Ethos empowers you to shine and it helps you to develop a positive mindset, confidence, relationship skills, leadership skills and becoming the best version of yourself. Ethos becomes a part of you. The reason why Ethos has such a significant impact is because children are at the heart of it- missional approach. Additional discussions on findings and Ethos knowledge - Ethos spreads the word of God. Provides opportunities to reflect. Children can utilize Ethos skills to overcome challenges.

Delisha **Research Question 4 – How does Ethos support the mental health of children and adults?** Our findings - Children bring fun and joy to Ethos. Ethos is a safe space. Gives you time to help your anxiety and self-esteem. Its ok not to be ok and ask for help. Creative and engaging ideas develops confidence and gives you people to talk to. Important information from Ethos Explorers - In Ethos you can be who you are. Our Ethos books help you to focus your mind. Ethos is fun which makes everyone feel good and ready. Ethos is engaging. Ethos equips children with the right tools to fight challenges and overcome them. Additional discussions on findings and Ethos knowledge - Prayer/reflections spaces help both children and adults. to feel calm. The role of a children chaplain provides someone to talk to.

Amara **Research Question 5 – Do you think children are the leaders of today or tomorrow?** Our findings - Children are the leaders of every single day-children are role models for other children to relate to them.

Ethos develops children's leadership skills empowering self-belief. Ethos has made and is still making a great impact on others schools in and beyond the diocese. Important information from Ethos Explorers - Ethos develops many skills that will be useful in the future where ever you go in life. Visitors and adults are inspired by seeing children lead.

Ethos puts children at the heart of everything and that's what Jesus did. Additional discussions on findings and Ethos knowledge - Children from all faiths can be leaders. Ethos conference proves children are outstanding leaders.

Khadeejah **Research Question 6 – Do you think adults underestimate children?** Our findings - Adults underestimate the ability and wisdom of children, they have a great deal to learn from us. Children can teach adults and demonstrate how to live out the values. Children can articulate their definition of spirituality whilst adults find it complicated. We have proved that children can deliver training and presentations to adults.

Important information from Ethos Explorers - We considered how we felt when we are underestimated. What would we do? Demonstrate our research journals, plan and deliver presentations, carry out interviews. Part of our missional approach is making sure that adults are aware of how much children can do. Additional discussions on findings and Ethos knowledge - Children can see clearly through problems.

Aisha **Research Question 7– What is the impact of Ethos Conference?** Our findings - Ethos Conference has made a significant impact on children and adults all ages, faiths or no faiths. supporting spirituality and inspiring others to see what is possible. Ethos Conference is a memorable, engaging experience nationally recognised.

Important information from Ethos Explorers- Ethos Conference develops ethos knowledge and leadership skills. Impact - adults don't underestimate children. Missional approach – to spread the word of God, to show children are leaders and not to be underestimated and

develop a sense of belonging. Ethos Conference supports other schools to develop their own vision. The impact of ethos is significant but sometimes intangible, you can feel the impact more than you can see it. Ethos conference unites us from different faiths.

Additional discussions on findings and Ethos knowledge - We can promote our missional approach through Ethos Conference. Think on the spot and articulate new perspectives.

Meesha **Research Question 8 - What is the impact of Christian Values** Our findings - Ethos brings values to life and ways to live them out. Values are to be lived- not laminated. Values are universal. Values impact on people in secondary schools, University and life in general. Important information from Ethos Explorers- Values are the building blocks of everyday life, you can apply them to any situation and think outside the box. Christian values impact on behavior and attitudes and should be embedded throughout the curriculum.

Hassan As we completed our findings recording sheet we had a group lightbulb moment!

We realised that all of our findings cross referenced and linked together with each other. We went back to our findings again and recorded our cross referencing on post-it notes.

Meesha As a group we spent some time reflecting on our findings, our lightbulb moments and these are as follows:

- We used post-it notes to cross reference all of our findings and research questions
- Our findings from all of our questions relate to each other
- By the time we discussed the findings of all of our questions, we realised Christian values came into findings for all the other questions
- Our ethos archive has now expanded even further
- We can now answer our over-arching research question 'what is the impact of Ethos'
- Write our recommendations for various groups
- The research project has helped the Ethos Explorers to be the best version ourselves
- We will leave a legacy for other children
- On our research journey we have gained a tremendous amount of knowledge and skills
- We have REACHED OUT TO OTHERS (our missional approach)

Aisha Using all our findings we have answered our over-arching research question. To sum up the impact of Ethos is-

1. Ethos unites us all no matter what your faith or background is.
2. The impact of our ethos books are accessible and written by children. They are adaptable and inspirational.
3. Ethos empowers you to shine and it helps you to develop a positive mindset, confidence, relationship skills, leadership skills and becoming the best version of yourself children are at the heart of it-Missional approach.
4. Ethos is a safe space where you can develop your self-esteem, focus your mind and be who you are. Ethos supports mental health by having people to talk to, to have fun and laughter and being creative.
5. Children are the leaders of every single day. Ethos develops childrens leadership skills, empowering self-belief.
6. The majority of adults underestimate the ability and wisdom of children. Children can teach adults and demonstrate how to live out the values.

7. Ethos Conference has made a significant impact on children and adults of all ages, faiths or no faiths. supporting spirituality and inspiring others to see what is possible. Ethos Conference is a memorable, engaging experience nationally recognised.

8. Ethos brings values to life and ways to live them out. Values are to be lived- not laminated.

David One of our final tasks as a research group was to discuss and decide on recommendations to make sure the missional approach of Ethos lives on.

Shayaan Our Recommendations for Bishop Bridgeman Local Governing Board

1. Develop an Ethos app designed by children made for children and adults.
2. Write a regular Ethos news letter, written by Ethos Leaders to promote key Ethos messages.
3. Plan, deliver and evaluate 5 Ethos Super Learning Days per year to ensure Ethos principles are embedded throughout the school.
4. Ethos Leaders and Staff together write an Ethos policy document for school.
5. Ensure that children's leadership skills are prioritised to the maximum.
6. As an LGB, take on the vitally important role of Ethos guardian to ensure that the missional approach of Ethos lives on.

Amara Our Recommendations for Manchester Diocesan Board of Education

1. All schools establish an ethos group led by children but facilitated by adults .Use children to deliver diocesan training.
2. Develop resources and tools to support the development of ethos work across the diocese.
3. Ensure that children's leadership skills are prioritised to the maximum. Children to deliver diocesan training on Children's Chaplains, Prayer Space Leaders and Ethos Leaders.
4. Ethos Leaders and Education team, together write an Ethos policy document for the diocese.
5. Manchester Diocesan Board Of Education write a regular Ethos newsletter uniting different faiths through Christian values.
6. Develop a Diocesan team of Ethos Advocates made up of children and adults.
7. Develop a diocesan child-led research group.

Delisha Our Recommendations for National Boards

1. Encourage all schools to have an Ethos group by holding a National Ethos Conference for children.
2. Develop an Ethos award, bronze, silver and gold, for all church schools.
3. Develop resources and tools to support the development of ethos work across the country.
4. Ensure that children's leadership skills are prioritised to the maximum. Children to deliver National training on Children's Chaplains, Prayer Space Leaders and Ethos Leaders and develop a Children's Chaplains award.
5. Develop a National team of Ethos Advocates made up of children and adults.
6. National Boards write a regular Ethos newsletter uniting different faiths through Christian values.

Khadeejah

We presented to Bishop Bridgeman Local Governing Board and the whole school on 18th January. We presented at the National Church schools conference on 27th January in London.

We presented to all the staff of Bishop Bridgeman as part of a staff training day on 17th February and to the Manchester Board of Education on 28th March.
Today, 19th May, we are holding our Ethos Explorers final celebration event.

