



PART II Collection of Appendices

**Sheffield University
Doctorate in Education (EdD)**

Registration Number: 189912509

Constantin Court

Contents

1	Overall setting the scene for the research project	3
1.1	The vision and values card	3
1.2	The Seven Fields Standards (sample, usually provided in Excel)	5
1.3	Seven Fields Standards Overview Dashbaord (sample)	14
1.4	Seven Fields Standards Guidance Notes (version of 01/07/2021)	14
1.5	Excerpts from presentation to trustees (strategic review 12/11/2019)	15
1.6	Senior Leader Induction (as of October 2024)	19
1.7	Ethical approval form	23
1.8	Participant Information Sheet and Consent Form (in case of the survey incorporated into survey)	24
1.9	Email to provision leaders, introducing the research and asking for participants for interviews	29
2	Survey	30
2.1	Pilot survey construction: Email to colleagues to ask for feedback on questions	30
2.2	Feedback from colleagues on draft pilot survey	30
2.3	Pilot survey: email introducing pilot survey following ethical approval	34
2.4	Results Pilot Survey (available on request)	35
2.5	Mail to all staff	35
2.6	Reminder mails sent to staff on the 10 th and 12 th of January 2023	36
2.7	Briefing note for training coordinators	36
2.8	Survey questions	37
2	Survey results (detailed results available on request)	41
3	Workshop observations	41
3.1	Email to centre leads explaining the research	41
3.2	Email to craft tutors explaining the research	42
3.3	Sample responses from craft tutor	43
3.4	Parent and student information sheet	43
3.5	Script to introduce the research to students at the beginning of the session	44
3.6	Field notes – see PART III ethnographic diary	44
3.7	Pictures (in addition to the ones included in the thesis; more available on request)	44
4	Focus groups	45
4.1	Email to all staff from training coordinators asking for focus group volunteers	45
4.2	sign in sheet for focus group	46
4.3	Invitation email to online focus group	46
4.4	Focus group transcripts (see PART IV)	47

5	Interviews	47
5.1	sample responses by senior leaders to be interviewed	47
5.2	questions for semi-structured interviews	48
5.3	Transcripts (see PART IV)	48
5.4	Concluding email from Aonghus Gordon	48
6	Code and theme development.....	51
	Phase 1: Familiarisation and Phase 2: Generating of Initial Codes.....	51
	Phase 3: Searching for themes and Phase 4: Reviewing themes.....	52
	Phase 5: Defining and naming themes	55
	Checklist for good Reflexive Thematic Analysis; Braun and Clarke (2022, p.269).....	57
7	Timetable of research as conducted	58
8	Possible future research	59

OUR VALUES

- We value inclusive learning and living activities that integrate practical activity, thinking and emotions
- We value mutual respect, and we strive to understand all people's differences and uniqueness
- We value the capacity for re-imagination present in all people, towards positive change and development
- We value openness, goodwill, tolerance and treating individuals with dignity and respect

OUR PURPOSE

We provide students with holistic learning by role modelling positive relationships in the fields of arts, crafts, commerce, agr. culture, nutrition, living skills and the environment.

By immersing themselves in the productive aspect of the curriculum, students learn to care for their own wellbeing and development and overcome their barriers to learning. Students learn to recognise their capabilities and to positively contribute to society. This is continuously celebrated through cultural events, the arts and festivals for staff, students and the wider community

OUR METHOD

Our method of Practical Skills Therapeutic Education (PSTE) stands behind the students' curriculum and the professional development of our staff.

Inspired by Arnebus Gordon using the insights of Rudolf Steiner, John Ruskin and William Morris, Ruskin Mill Trust works with hand, head, heart and place to provide students with the tools to transform material and in doing so transform themselves.

In this way students can come to recognise themselves and others, develop self and social awareness and be empowered to achieve and make positive contributions to society, giving back in a self-directed, productive and enjoyable way.

▷ WHY do we use PSTE?

To enable each learner to develop their own capacity for self-generated conscious action

▷ HOW do we do this?

By helping each learner to find their own pathway through role modelling and contemporary apprenticeship learning in an individualised curriculum

▷ WHAT is involved?

Enabling every learner's pathway to be informed through the integration of the Seven Fields of Practice

The positive effect of PSTE in a student's own words:

"As I began to polish my spoon, my picture of myself began to be reflected. It looked weird as it distorted my reflection. Sometimes I looked better than I thought, I felt, and sometimes I looked disturbed. My dislike for myself was tested because the spoon was beautiful."



OUR RESEARCH

practice enhanced research • research enhanced practice

Our research aims to develop staff knowledge, understanding and practice for the benefit and impact of student progressions. As a practice-based methodology embedded in research, PSTE draws on the heights and indications of several paradigms:

Pedagogy • Goethean Science • Spiritual Science

Practitioners are invited to undertake research into the Seven Fields of Practice through action research, Master's degree in Education, or Doctoral degree research (PhD / EdD).

SEVEN FIELDS OF PRACTICE

These are the practically applied fields that guide the student journey with Ruskin Mill Trust.

- 1 Genius Loci (Spirit of Place)
- 2 Practical Skills
- 3 Biodynamic Ecology
- 4 Therapeutic Education
- 5 Holistic Support and Care
- 6 Holistic Medicine
- 7 Transformative Leadership

SEVEN CARE QUALITIES

Woven throughout our work, and in particular the practice of Holistic Support and Care with students, are the Seven Care Qualities. These are drawn from Rudolf Steiner's Seven Life Processes.

The Seven Care Qualities: The Seven Life Processes

Rhythm	Breathing
Warmth	Warming
Nourishment	Nourishing
Trust	Securing
Constancy	Maintaining
Culture	Growing
Re-creation	Generating

1.2 The Seven Fields Standards (sample, usually provided in Excel)

Field of Practice	aspect of the field of practice	achieved	notes
	Total achieved	81.71%	
Field 1-Genius Loci	Has a Genius Loci Audit been conducted?	Yes	
Field 1-Genius Loci	Has the wider staff body been involved?	Yes	
Field 1-Genius Loci	Has this been conducted in the last three years?	Yes	
Field 1-Genius Loci	Has the Genius Loci audit been written up in an accessible form?	No	
Field 1-Genius Loci	Is the Genius Loci Audit been displayed in an accessible location?	No	
Field 1-Genius Loci	Are the main crafts identified in the Genius Loci Audit part of the curriculum?	No	
Field 1-Genius Loci	Does the curriculum offer access to crafts connected to mineral, plant, animal and human kingdom?	Yes	
Field 1-Genius Loci	Can tutors evidence the connection of the Genius Loci in their scheme of work?	Yes	
Field 1-Genius Loci	Are celebrations taking place that celebrate the locality, the local crafts and history and involve the local community?	Yes	
Field 1-Genius Loci	Are there festivals celebrating the seasons?	Yes	
Field 1-Genius Loci	Is there a festival group?	Yes	
Field 1-Genius Loci	Are the celebrations involving the land?	Yes	
Field 1-Genius Loci	Are students involved in arranging the festivals?	Yes	
Field 1-Genius Loci	Can the student describe a sense of belonging?	Yes	
Field 1-Genius Loci	Can students describe the local bus routes?	Yes	
Field 1-Genius Loci	Are the students working with materials from the location in each craft?	Yes	
Field 2 Practical Skills	Do students/staff and the school/college participate in the local farmers market?	Yes	
Field 2 Practical Skills	Do craft practitioners understand the planes of space and can they relate this to their session?	Yes	
Field 2 Practical Skills	Are practitioners aware of the concept of focus, grasp and step?	Yes	
Field 2 Practical Skills	Do the crafts connect back to the source of the material and are students involved in the whole process?	No	
Field 2 Practical Skills	Are all craft items captured in a craft inventory?	No	
Field 2 Practical Skills	Are all craft items exhibited?	No	
Field 2 Practical Skills	Are students involved in the creation of the exhibition/presentation?	Yes	
Field 2 Practical Skills	Are craft items sold in the local college/school shop?	Yes	

Field 2 Practical Skills	Are craft items sold from across the Trust?	Yes	
Field 2 Practical Skills	Are materials as much as possible sourced on site?	Yes	
Field 2 Practical Skills	Are all full time practitioners participating in the "pedagogic potential of craft" course?	Yes	
Field 2 Practical Skills	Is there a theoretical framework accessible in each session for the individual craft, why we do this and how it benefits the student?	Yes	
Field 2 Practical Skills	Is the site producing felted slippers?	Yes	
Field 2 Practical Skills	Is the site producing stools and chairs?	Yes	
Field 2 Practical Skills	Is the site producing clay cups and plates?	Yes	
Field 2 Practical Skills	Is there succession in place for the signature crafts?	Yes	
Field 2 Practical Skills	Are workshops placed into the biodynamic landscape and close to the animals?	Yes	
Field 3 Biodynamic Ecology	Is the land farmed and maintained using biodynamic methods?	Yes	
Field 3 Biodynamic Ecology	Is the land Demeter accredited?	Yes	
Field 3 Biodynamic Ecology	Is there a visual representation of the whole farm organism and is it explicit in practice?	Yes	
Field 3 Biodynamic Ecology	Are there animals on site and are students involved in the care of the animals?	Yes	
Field 3 Biodynamic Ecology	Is the livestock reflecting the Genius Loci?	Yes	
Field 3 Biodynamic Ecology	Are the staff aware of the therapeutic benefits of interaction with the animals?	Yes	
Field 3 Biodynamic Ecology	Is the wider staff body and management team involved in the preparations?	Yes	
Field 3 Biodynamic Ecology	Is the wider staff team involved in the preparations?	No	
Field 3 Biodynamic Ecology	Are tools stored in a well organised manner?	No	
Field 3 Biodynamic Ecology	Is the compost area tidy and well managed?	No	
Field 3 Biodynamic Ecology	Are the canteens supplied with the biodynamic produce?	Yes	
Field 3 Biodynamic Ecology	Are the canteens using otherwise mainly organic produce?	Yes	
Field 3 Biodynamic Ecology	Is the kitchen waste used in composting?	Yes	

Field 3 Biodynamic Ecology	Are students involved in the food preparations in the canteen?	Yes	
Field 3 Biodynamic Ecology	Is there a veg box scheme in place?	Yes	
Field 3 Biodynamic Ecology	Are students involved in the veg box scheme through:		
Field 3 Biodynamic Ecology	Packing the boxes	Yes	
Field 3 Biodynamic Ecology	Putting orders in for supplies	Yes	
Field 3 Biodynamic Ecology	Running the online scheme	Yes	
Field 3 Biodynamic Ecology	Delivery of the boxes	Yes	
Field 3 Biodynamic Ecology	Marketing the scheme	Yes	
Field 3 Biodynamic Ecology	Is the land well utilised and are there enough students and staff working on the land?	Yes	
Field 3 Biodynamic Ecology	Are the BD practitioners meeting with the SMT at least on a termly basis?	Yes	
Field 3 Biodynamic Ecology	Is there are termly farm newsletter in place?	Yes	
Field 3 Biodynamic Ecology	Are parents informed and involved about the food and nutrition policy and supporting it?	Yes	
Field 3 Biodynamic Ecology	Are there whole staff presentations in place around the work with animals and the land?	Yes	
Field 3 Biodynamic Ecology	Are all staff involved in caring for the land and animals on the "Ruskin Mill Biodynamic Training"?	Yes	
Field 3 Biodynamic Ecology	Are all catering staff on the "Nutrition Course"?	No	
Field 3 Biodynamic Ecology	Are all home-managers participating on the "nutrition course"?	No	
Field 4 Therapeutic Education	Are tutors aware of the twelve senses and can they relate this to their session?	No	
Field 4 Therapeutic Education	Are tutors aware of human phasic development as described by Steiner and can they relate this to their session?	No	
Field 4 Therapeutic Education	Are the workshop/classroom environments:		
Field 4 Therapeutic Education	tidy	Yes	

Field 4 Therapeutic Education	aesthetically pleasing	Yes	
Field 4 Therapeutic Education	Is there a therapeutic colourscheme in place and is it applied consistently?	Yes	
Field 4 Therapeutic Education	Is the entrance area to all sites planted and maintained well?	Yes	
Field 4 Therapeutic Education	Is screen use managed well?	Yes	
Field 4 Therapeutic Education	Does the curriculum include:		
Field 4 Therapeutic Education	drama	Yes	
Field 4 Therapeutic Education	music	No	
Field 4 Therapeutic Education	art history	No	
Field 4 Therapeutic Education	educational trips	No	
Field 5 Holistic Support and Care	Are staff aware of the seven life-processes and seven care qualities and able to describe key aspects?	Yes	
Field 5 Holistic Support and Care	Is the description of the seven care qualities and seven life processes available to all staff in the each household?	Yes	
Field 5 Holistic Support and Care	Are the houses maintained with a high level of aesthetic and devotion to detail?	Yes	
Field 5 Holistic Support and Care	Is the entrance and the garden well maintained and welcoming?	Yes	
Field 5 Holistic Support and Care	Is a therapeutic colourscheme in place?	No	
Field 5 Holistic Support and Care	Is there a maintenance plan in place that allows for regular painting of households so that all houses are re-painted all two years?	No	
Field 5 Holistic Support and Care	Are there pictures and student art work on the wall?	No	
Field 5 Holistic Support and Care	Are there rugs and cushions and do they fit into the overall colourscheme?	Yes	
Field 5 Holistic Support and Care	Are there live plants and are they well maintained by staff and students?	Yes	
Field 5 Holistic Support and Care	Are craft items used in each household?	Yes	
Field 5 Holistic Support and Care	Are there student made hooks on the wall?	Yes	
Field 5 Holistic Support and Care	Are the paperbaskets made by students out of willow?	Yes	
Field 5 Holistic Support and Care	Are there rolling pins in the house made by students?	Yes	
Field 5 Holistic Support and Care	Are there table runners on the tables made by students?	Yes	

Field 5 Holistic Support and Care	Are there slippers in the house, felted by students?	Yes	
Field 5 Holistic Support and Care	Are staff aware of and implement the food and nutrition policy?	Yes	
Field 5 Holistic Support and Care	Are the houses supplied with biodynamic produce from the local college/school provision?	Yes	
Field 5 Holistic Support and Care	Are the households otherwise mainly using organic produce?	Yes	
Field 5 Holistic Support and Care	Is the household waste composted?	Yes	
Field 5 Holistic Support and Care	Are staff and students sitting down for meals together?	Yes	
Field 5 Holistic Support and Care	Is the table set and cleared with love, care and attention to detail?	Yes	
Field 5 Holistic Support and Care	Are students involved in cooking the meals?	Yes	
Field 5 Holistic Support and Care	Are guests invited to the meals?	Yes	
Field 5 Holistic Support and Care	Is there are schedule in place of the management team including Principal/Headteacher to have meals in the households?	Yes	
Field 5 Holistic Support and Care	Is there a household chore rota in place with all members of the household participating, covering all the essential tasks?	Yes	
Field 5 Holistic Support and Care	Are there developmentally appropriate night-time routines in place?	Yes	
Field 5 Holistic Support and Care	Are young people and children encouraged to take part in leisure activities which are in line with RMT vision and values (e.g. exploring the outdoors, art and craft activities, cultural and seasonal events, live performances, group activities) and is this reflected in their individual leisure time schedules?	Yes	
Field 5 Holistic Support and Care	Are students involved in caring for the land and the animals on weekends and in the holidays?	Yes	
Field 5 Holistic Support and Care	Are students involved in the festivals and are these celebrated/marked in the home?	Yes	
Field 5 Holistic Support and Care	Are students involved in supporting community and performing arts events?	Yes	
Field 5 Holistic Support and Care	Is the residential quality tool used on a weekly basis?	Yes	
Field 5 Holistic Support and Care	Is the Head of Care involved in delivering training on the seven life-processes and seven care qualities?	Yes	
Field 5 Holistic Support and Care	Does the residential management team visit households regularly and participate in meals and activities?	Yes	
Field 5 Holistic Support and Care	Have managers accessed the residential induction training?	Yes	
Field 5 Holistic Support and Care	Have all residential staff (including managers) attended the residential induction training?	Yes	
Field 5 Holistic Support and Care	Do tutors have a residential experience?	No	
Field 5 Holistic Support and Care	Do residential staff take part in the craft trainings in college?	No	

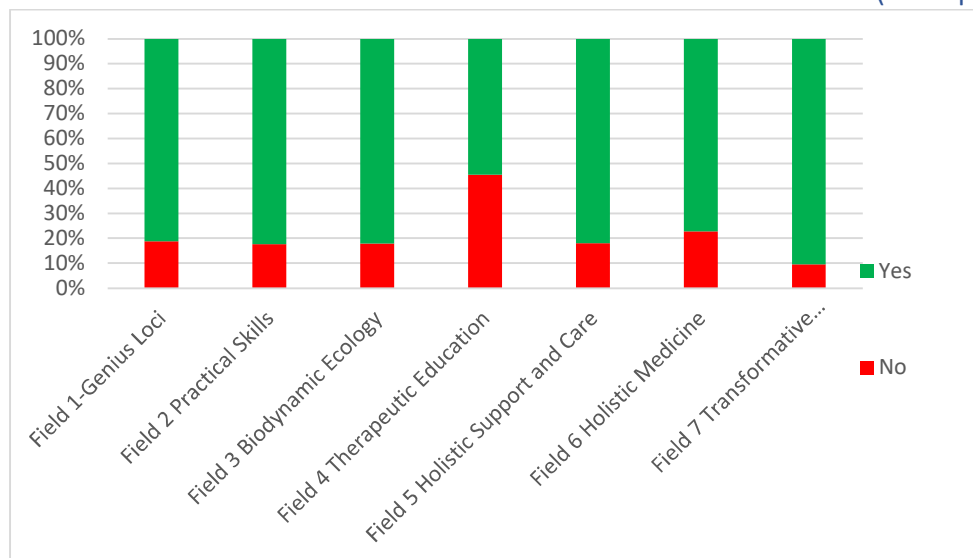
Field 5 Holistic Support and Care	Is there training in place for day-time staff on the residential student experience?	No	
Field 5 Holistic Support and Care	Do all ECH Managers have meals with students at residential houses on a regular basis?	No	
Field 6 Holistic Medicine	Does the college/ school/site provide:		
Field 6 Holistic Medicine	eurythmy therapy	Yes	
Field 6 Holistic Medicine	anthroposophical therapeutic art	Yes	
Field 6 Holistic Medicine	rhythmical massage	Yes	
Field 6 Holistic Medicine	Is there a regular student study in place?	Yes	
Field 6 Holistic Medicine	Do the student study facilitators have a deep insight into Rudolf Steiner's model human phasic development?	Yes	
Field 6 Holistic Medicine	Is there a student therapy "carousel" in place?	No	
Field 6 Holistic Medicine	Have all staff had an induction to the student study?	No	
Field 6 Holistic Medicine	Are the curriculum recommendations from the student study informing the student timetable?	No	
Field 6 Holistic Medicine	Are staff from day, therapy and residential attending the student study?	No	
Field 6 Holistic Medicine	Are senior managers attending the student study?	No	
Field 6 Holistic Medicine	Are there homely remedies in the each household?	Yes	
Field 6 Holistic Medicine	Do staff feel confident and do they use these homely remedies?	Yes	
Field 6 Holistic Medicine	Are staff are aware of seasonal dressing?	Yes	
Field 6 Holistic Medicine	Are health issues addressed rigorously?	Yes	
Field 6 Holistic Medicine	Are plans in place to support:		
Field 6 Holistic Medicine	Good physical health	Yes	
Field 6 Holistic Medicine	Good mental health	Yes	
Field 6 Holistic Medicine	Healthy sleeping patterns	Yes	
Field 6 Holistic Medicine	Good digestion	Yes	
Field 6 Holistic Medicine	Is the therapy team consulted with on health difficulties?	Yes	
Field 6 Holistic Medicine	Have all staff had an induction and experience of these therapies?	Yes	
Field 6 Holistic Medicine	Are the therapies part of the ongoing staff training schedule?	Yes	
Field 6 Holistic Medicine	Is there good information available for parents around the therapies?	Yes	

Field 7 Transformative Leadership and Management	Is there a "7 Fields" diagram on the wall in the management team office?	Yes	
Field 7 Transformative Leadership and Management	Are all Senior Managers currently involved in a training concerning the method of the Trust?	Yes	
Field 7 Transformative Leadership and Management	Are all middle managers involved in a training concerning the method of the Trust?	Yes	
Field 7 Transformative Leadership and Management	Is there a copy of the vision and values card with each staff member?	No	
Field 7 Transformative Leadership and Management	Is there a copy of practically minded in each workshop?	No	
Field 7 Transformative Leadership and Management	Is there a copy of the standard works available in the SMT office:	Yes	
Field 7 Transformative Leadership and Management	Sigman: Practically minded	Yes	
Field 7 Transformative Leadership and Management	Soesman: the Twelve Senses	Yes	
Field 7 Transformative Leadership and Management	The Practitioner's Guide (2015)	Yes	
Field 7 Transformative Leadership and Management	Steiner: The Therapeutic Education course (Special Needs Course)	Yes	
Field 7 Transformative Leadership and Management	Steiner: Theosophy	Yes	
Field 7 Transformative Leadership and Management	Steiner: The development of the child in the light of anthroposophy	Yes	
Field 7 Transformative Leadership and Management	Koenig: The first three years of the child	Yes	
Field 7 Transformative Leadership and Management	Steiner: The Agricultural Course	Yes	

Field 7 Transformative Leadership and Management	Steiner: Study of Man	Yes	
Field 7 Transformative Leadership and Management	Sigman: Does not compute	Yes	
Field 7 Transformative Leadership and Management	Sennett: the craftsman	Yes	
Field 7 Transformative Leadership and Management	Ruskin: Unto this last	Yes	
Field 7 Transformative Leadership and Management	Wilson: the hand	Yes	
Field 7 Transformative Leadership and Management	Gordon and Bulow (2012)	Yes	
Field 7 Transformative Leadership and Management	Steiner: Philosophy of Freedom	Yes	
Field 7 Transformative Leadership and Management	Has the Principal read and understood these standard works?	Yes	
Field 7 Transformative Leadership and Management	Has the Head of Care read and understood these standard works?	Yes	
Field 7 Transformative Leadership and Management	Has the Senior Leadership Team read and understood these standards works?	Yes	
Field 7 Transformative Leadership and Management	Is there a Heart-Space (training and research space) that holds a further copy of the above standard works?	Yes	
Field 7 Transformative Leadership and Management	Are craft items from the whole trust displayed in the heart space?	Yes	
Field 7 Transformative Leadership and Management	Does the staff training impart the seven fields to all staff?	Yes	
Field 7 Transformative Leadership and Management	Is there effective monitoring of staff training session attendance?	Yes	

Field 7 Transformative Leadership and Management	Do senior managers deliver staff training on the Seven Fields?	Yes	
Field 7 Transformative Leadership and Management	Do senior managers attend the staff training?	Yes	
Field 7 Transformative Leadership and Management	Are there people in place to champion each of the Seven Fields ("Seven Fields Champion") and do all staff know about this?	Yes	
Field 7 Transformative Leadership and Management	Does the provision produce a monthly report to Trustees of a high standard?	Yes	
Field 7 Transformative Leadership and Management	Is the provision judged by Ofsted as "good" or "outstanding"?	Yes	
Field 7 Transformative Leadership and Management	Is there a supervision matrix available?	Yes	
Field 7 Transformative Leadership and Management	Have all staff had a performance and development review (PDR)?	Yes	
Field 7 Transformative Leadership and Management	Has the senior leadership had a 360 degree feedback and has this informed the PDR?	Yes	
Field 7 Transformative Leadership and Management	Have all staff had an induction?	Yes	
Field 7 Transformative Leadership and Management	Is there a clear development plan (SAR,QIP, SEF, SIP) in place that braids vision, method and compliance?	Yes	
Field 7 Transformative Leadership and Management	Is this agreed by the Executive Team and Trustees?	Yes	
Field 7 Transformative Leadership and Management	Are all staff aware of the development plan?	No	
Field 7 Transformative Leadership and Management	Do Senior Leaders take part in Quality Assurance visits to other Trust sites?	No	
Field 7 Transformative Leadership and Management	Is a system of manager peer coaching in place?	Yes	

1.3 Seven Fields Standards Overview Dashbaord (sample)



1.4 Seven Fields Standards Guidance Notes (version of 01/07/2021)

Background and process

The Seven Fields Standards are based on the Seven Fields of Practice, based on the Charitable Objects of Ruskin Mill Trust, the pedagogical insights of Rudolf Steiner (1860-1925), their further development as detailed in secondary literature, Gordon and Bulow (2012) and the Ruskin Mill Practitioner Guide (2015). The Seven Fields of Practice form the basis of Practical Skills Therapeutic Education (PSTE) and the student (and staff) experience. These standards should make the expectations explicit and -while aspirational- they should give an agreed direction.

They were first conceived in 2018 on request of the Trustees of Ruskin Mill Trust. In individual and group consultation with Trustees, Principals, members of the management teams, practitioners, the Heart Team and Trust Heads in the last month a set of standards have been constructed. They are meant to be a set of quality standards that each of our provisions meets similar to the "Independent School Standards" in schools. Based on the "The Seven Fields" the question has been asked:

"What do you expect to see in place for each of the Seven Fields?"

The response from all sides has been overwhelmingly enthusiastic and positive with the general tone that this is something that people have been waiting for since long! Also, the Trustees want to thank all contributors of the most recent review.

They are phrased as simple questions which make the sometimes implicit expectations explicit. They were first taken to the Trustees meeting on the 15/12/2017 and agreed with the aim to have an agreed set of expectations that the provisions can start working towards. The reviewed version 2.0 has been agreed at the Trustees meeting on the 28/06/2021.

Implementation

The implementation will take place in the following steps:

1. Once agreed the intention is that they are shared with Principals, Headteachers and management teams in July with the request to utilise them in their usual self assessment and provision development plan and quality assurance cycles.
2. After two months provisions will be asked for their self assessment and development plans (embedding the Seven Fields Standards), with clear actions and responsibilities, to items concerning compliance as well as the Seven Fields Standards.
3. The Cross Trust Quality Assurance visits will review “The Seven Fields Standards” and their implementation
4. Further conversations around implementation and overcoming of obstacles will have to take place on a weekly basis in the provision leader meeting with the Executive Team

Further applications are possible, e.g. in reviewing job descriptions, appraisal paperwork, training course outlines etc.

1.5 Excerpts from presentation to trustees (strategic review 12/11/2019)



Lead question for the Director of PSTE



How can we ensure that the method (PSTE and the Seven Fields of Practice) is implemented throughout the organisation?

2

[Going back to source...](#)



3

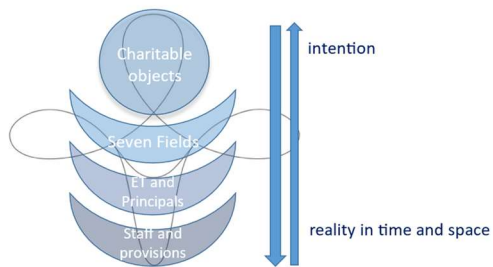


ET and
Principals
Staff and
provisions



6

Starting with the intention...



What happens on the ground continually also informs the re-alignment of the intention

...or: as our friends from Ofsted like to say: it is about:

1. intent; 2. implementation; 3. impact

9

Problem No.1:

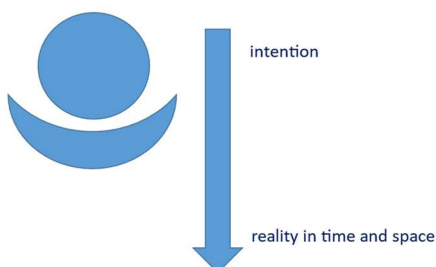


We want to “advance the education of young people(...) with particular reference being given to the indications and insights of Rudolf Steiner (...)”.

Assumption: those who design provision and deliver provision throughout the organisation can do this using the insights of Rudolf Steiner and subsequent works out of Spiritual Science

12

2. From intention to reality in time and space... implementation



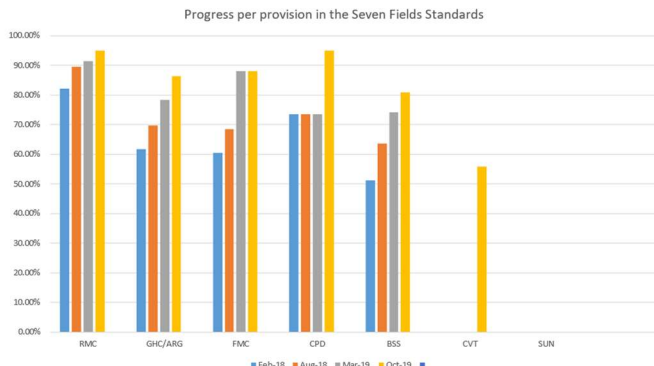
7 fields of practice:
(based on Steiner's insights)

1. Genius Loci
2. Practical Skills
3. Biodynamic Ecology
4. Therapeutic Education
5. Holistic Support and Care
6. Holistic Medicine
7. Transformative Leadership and Management

13

Implementation

The Seven Fields Standards... two years on: not perfect but moving forward...



14

Implementation II

- Please note that cross site comparison is not valid as the different standards have different weighting (e.g. one is about having a particular book; the other is whether a Genius Loci audit has been conducted which is of course more significant)
- However all sites show progress over time
- It is all about how the 7 fields are implemented on the ground and how connectivity is worked towards
- The standards are aspirational
- Some example questions:
 - Has this been conducted in the last three years?
 - Has the Genius Loci audit been written up in an accessible form?
 - Is the Genius Loci Audit been displayed in an accessible location?
 - Do the crafts connect back to the source of the material and are students involved in the whole process?
 - Are all craft items captured in a craft inventory?
 - Are the BD practitioners meeting with the SMT at least on a termly basis?
 - Is there a termly farm newsletter in place?
 - Are parents informed and involved about the food and nutrition policy and supporting it?
 - Are there whole staff presentations in place around the work with animals and the land?
 - Is the description of the seven care qualities and seven life processes available to each household?
 - Are the houses maintained with a high level of aesthetic?



15

1.6 Senior Leader Induction (as of October 2024)

Senior Leaders Cross Trust Induction and Research Activity Checklist



The SLT Induction is for Directors; Trust Heads; Principals; Headteachers; Deputy Principals/Head Teachers; Assistant Heads; Heads of Care; or as requested by Directors or Senior Managers.

As a Senior Leader of Ruskin Mill Trust (RMT), you are embracing the vision and method of RMT as a whole and take it into your day-to-day work and decision making in your workplace. It is important to appreciate that the paradigm of education which is practiced in the RMT is entirely different to the paradigm of education which is practised in the surrounding educational landscape.

We therefore want you, in addition to the standard PSTE induction that any employee would go through in your local centre, to undergo a Cross-Trust induction. The aim of this induction is to give you the opportunity to step into the students' shoes and research what they experience, as well as engage practically and theoretically with some of the key ideas and thinkers that are underlying the Trust's method of PSTE and the Seven Fields of Practice.

Your allocated Heart-Coordinator will assist you with making contacts and arrangements, but in completing the Cross-Trust induction you carry a lot of responsibility yourself. This induction forms part of your probationary period, and only after completing the activities as well as your presentation at the RMT Executive Team will your probationary period be signed off. Please ensure you discuss the induction during your supervision and probation meetings with your line manager.

You are encouraged to keep a reflective diary and records of your training throughout. This training uses the "Seven Fields of Practice" as a template (please refer to your card).

Please diarise all dates in the list below in a conversation with your allocated Heart Coordinator.

Name of Senior Leader:

Your date of presentation of your insights to ET is..... (in six months)

Senior Leaders PSTE Induction Activity	Date booked	Date completed
1. Complete a Genius Loci Walk at all provisions		
a. Ruskin Mill College (2h) and Field Centre		
b. Glasshouse College (2h)		
c. Freeman College (2h)		
d. Sunfield School (2h)		

Senior Leaders PSTE Induction Activity	Date booked	Date completed
e. Argent College (2h)		
f. Brantwood School (2h)		
g. Coleg Plas Dwbl (2h)		
h. Clervaux (2h)		
i. Fairhill (2h)		
j. Tyr Eithin (2h)		
k. Trigonos (2h)		
l. Grace Garden School (2h)		
2. Complete practical skills projects (at least two not in your own centre)		
a. Felting a pair of slippers (1d)		
b. Making a three-legged stool (2d)		
c. Forging a spoon (3d) or make a Hook (3h)		
d. Blowing a vase (3h)		
e. Making a cup from clay (3h)		
<i>f. Optional:</i>		
i. Pewter craft (3h)		
ii. Making an item in jewellery (1d)		
iii. Weaving a braid (1d)		
iv. Weaving a leather bracelet (1d)		
3. Biodynamic Agriculture		
a. Engage in a whole day of biodynamic farming (1d)		
b. Take vegetables from the garden to the kitchen: Spend one morning of catering and serving food to the students and staff (4h)		
4. Therapeutic Education		
a. Conduct a student observation describing the state of the four lower senses and discuss with your local Heart Coordinator (3h)		
5. Holistic Support and Care		
a. Visit a residential household for dinner and reflect with your allocated Heart Coordinator on the application of the Seven Care Qualities (3h)		
b. As required: take part in a residential induction seminar at Upper Grange (3d)		
6. Holistic medicine		
a. Attend a student study (2h)		
b. Arrange to have two sessions of the following options:		
i. Eurythmy therapy (1h)		
ii. Anthroposophical therapeutic art (1h)		

Senior Leaders PSTE Induction Activity	Date booked	Date completed
iii. Rhythmical massage (1h)		
iv. Anthroposophical Music Session (1h)		
v. Metal Colour Light Therapy (1h)		
7. Complete a reflective assignment and presentation		
Read all the following material:		
a. Sigman: Practically minded		
b. The Practitioner's Guide (2015)		
c. Gordon and Cox (2023): Place, Craft and Neurodiversity		
<i>d. One of the following:</i>		
i. Steiner: Autobiography: Chapters in the Course of My Life		
ii. Steiner: Philosophy of Freedom		
iii. Steiner: Theosophy		
iv. Koenig: The first three years of the child		
v. Koenig: Being Human-Diagnosis in Curative Education		
vi. Soesman: The Twelve Senses		
Use this space to record any additional training you complete as requested by your line manager: <ul style="list-style-type: none"> • Training in the conditions and diagnoses of applicants to RMT • Training in admissions procedures • Training in the EHCP/tribunal processes • Training in the requirements of residential care planning • Training in the use of the MIS • Training in leading and running professional meetings (member of local SMT) • Training in professional report writing (local Speech and Language Therapist) • Training in line-management and "courageous conversations" (Lindsay Wilkinson) 		
Write a reflective assignment of 1000 words referencing the Ruskin Mill "Seven Fields" card and the three source texts above that you have read. Send your assignment, along with a copy of this checklist, to your local HEaRT Coordinator for sharing with the Executive Team (ET). Date completed and sent.....		
Upon receipt of the assignment, you will be invited to deliver a 30-minute presentation (please bring your finished craft items). Date of presentation.....		
Your probationary period will be signed off by your local line-manager on completion of the induction.		

For completion by Heart:

SLT Cross-trust Induction Completed date	
Employee date and signature	
Heart-Coordinator date and signature	
Line Manager date and signature	
ET member date and signature	
Heart will now update training records to sign off the SLT Induction, and give this sheet to HR for filing	

1.7 Ethical approval form



Downloaded: 01/11/2021
Approved: 29/10/2021

Constantin Court
Registration number: 180252936
School of Education
Programme: Doctorate in Education (EdD)

Dear Constantin

PROJECT TITLE: How can Ruskin Mill Trust ensure coherence of understanding of its educational method (PSTE), which is informed by Rudolf Steiner's educational insights, through all levels of the organisation and what should the training for governors and senior leaders be?

APPLICATION: Reference Number 037433

On behalf of the University ethics reviewers who reviewed your project, I am pleased to inform you that on 29/10/2021 the above-named project was **approved** on ethics grounds, on the basis that you will adhere to the following documentation that you submitted for ethics review:

- University research ethics application form 037433 (form submission date: 20/10/2021); (expected project end date: 06/09/2022).
- Participant information sheet 1097573 version 2 (20/10/2021).
- Participant information sheet 1095614 version 5 (01/10/2021).
- Participant information sheet 1088512 version 5 (01/10/2021).
- Participant consent form 1088513 version 4 (27/09/2021).

If during the course of the project you need to [deviate significantly from the above-approved documentation](#) please inform me since written approval will be required.

Your responsibilities in delivering this research project are set out at the end of this letter.

Yours sincerely

David Hyatt
Ethics Administrator
School of Education

Please note the following responsibilities of the researcher in delivering the research project:

- The project must abide by the University's Research Ethics Policy: <https://www.sheffield.ac.uk/rs/ethicsandintegrity/ethicspolicy/approval-procedure>
- The project must abide by the University's Good Research & Innovation Practices Policy: https://www.sheffield.ac.uk/polopoly_fs/1.6710661/file/GRIPPpolicy.pdf
- The researcher must inform their supervisor (in the case of a student) or Ethics Administrator (in the case of a member of staff) of any significant changes to the project or the approved documentation.
- The researcher must comply with the requirements of the law and relevant guidelines relating to security and confidentiality of personal data.
- The researcher is responsible for effectively managing the data collected both during and after the end of the project in line with best practice, and any relevant legislative, regulatory or contractual requirements.

1.8 Participant Information Sheet and Consent Form (in case of the survey incorporated into survey)

PARTICIPANT INFORMATION SHEET

Dear Participant,

As you are well aware Ruskin Mill Trust since years has the ambition to research its educational method and practice in a number of ways, one of them being through RMT staff undertaking research in the Higher Education context. The project that I undertake as part of doctoral studies (EdD) with Sheffield University has the working title:

“How can Ruskin Mill Trust ensure coherence of understanding of its educational method (PSTE), which is informed by Rudolf Steiner’s educational insights, through all levels of the organisation and what should the training for governors and senior leaders be?”

As part of this project I will undertake observations in workshops, interview individual staff and undertake focus groups. I would like to ask you to take part in this research project.

While consent is sought well in advance, due to the ongoing challenges by the Covid-19 pandemic, all workshop observations, focus groups and individual interviews will be undertaken in line with the government guidance and the relevant hygiene recommendations at the time.

Before deciding if you wish to participate or not, it is important for you to understand what the research will involve and what the rationale for it is. It is really appreciated that you take the time to read this and please feel free to discuss it with others before you decide to take part or not. Please do contact me if there are any questions or would like more information beforehand or at any other point. You can contact me on: 07805304201 or Constantin.Court@rmt.org.

1. What is the project’s purpose?

As you are aware Ruskin Mill Trust claims to have a unique educational method, Practical Skills Therapeutic Education (PSTE) and the Seven Fields of Practice. This project explores the understanding of staff of this method through all levels of the organisation, but specifically in how far the understanding of the method of the leadership of the organisation (middle, senior managers, trustees) impacts on the delivery on the ground.

2. Why have I been chosen?

In order to have a sample of staff of significant and representative size I have chosen to ask staff in different locations and of different roles. I have contacted all staff with line-management responsibility for individual interviews and from those who are willing to engage I will chose a mix of locations and roles. For the focus groups I will chose a number of different roles as well (Teaching/Learning assistant, supportworker, residential staff, tutors, teachers, administrators) in order to have a focus group of about 5 people per location of different roles. From the willing volunteers the final composition of the group is likely to be determined by availability at the time of meeting as well.

3. Do I have to take part?

Taking part in the research is entirely voluntary and that if you do not wish to take part, there will be no negative consequences. In addition, you may discontinue participation at any time by simply letting me know personally, by phone or email using the contact details provided above. You do not need to

give any reasons. If you feel uncomfortable about anything at any point, please do let me know immediately.

4. What will happen to me if I take part? What do I have to do?

If you consent to take part to be interviewed individually or take part in a focus group conversation I will contact you in line with the laid out schedule below. Each will take between 30-45min but not longer. For interviews we will agree a date and time that suits you. For focus groups I will arrange times and dates in the time that is usually available for staff training.

For both, individual interview and focus group, I will have some questions prepared but I am really interested in your views and insights around PSTE and the Seven Fields, hence it will be fairly informal. Those conversations will be recorded, however, only for the purpose of transcription and analysis.

I am interested in your personal experiences regarding meeting PSTE, being inducted to the Seven Fields of Practice, how you experience it in your day to day work and decision making, how you experience it in comparison to your previous educational experiences, what the impact has been on you personally, how you see the impact on the development of the student, what you think your impact has been on the delivery of the method, how you see your development and learning in this, what modes and modalities of learning you have experienced, where you wish to deepen your understanding and what the obstacles have been so far, what you see as your next steps to gain a deeper understanding and where the organisation could develop and should change in your view.

You do not need to prepare anything, it also is no test and there are no right or wrong answers. As I am interested to have in depth conversations it is unlikely that we cover all of those aspects but this is really to give you an idea. Again, your personal details will fall under the confidentiality ensured throughout this project.

The purpose of the workshop observations is purely to give it a real life relevance. The focus will be purely to look at the method in practice and there will be no feedback to managers or any of the usual processes involved around teaching and learning observations. Neither will there be any student or staff specific information gathered. No photographs or recordings will be taken. The researcher will merely produce fieldnotes of his observations and anonymity will be ensured.

5. What are the possible benefits of taking part?

Whilst there are no immediate -monetary or other- benefits for participating in the project, it is hoped that this work will stimulate helpful discussions around the Trust's educational method, during the interview or focus group but also before and afterwards.

6. Will my taking part in this project be kept confidential?

All the information that I collect about you during the course of the research will be kept strictly confidential and will only be accessible to myself. You will not be able to be identified in any reports or publications. The exception to this would be the disclosure of improper working practices in which case any processing of information would be guided by the usual relevant RMT policies such as the safeguarding and/or whistleblowing policy.

The audio recordings of the interviews and focus groups made during this research will be used only for analysis. Excerpts from the anonymised transcripts might also be used in conference presentations and lectures. No other use will be made of them without your written permission, and no one outside the project will be allowed access to the original recordings.

7. Which other people, if any, may be affected by the research activities, beyond the participants and the research team?

No other people outside the research should be affected by the research activities, beyond participants and the research team.

8. What is the potential for harm to these people?

There is no potential harm for people who are not taking part in the study.

9. How will this be managed to ensure appropriate safeguarding of these people?

As there are no areas of potential harm to people who are not taking part in the study, there are no extraneous safeguarding requirements.

10. What arrangements will be in place for participants, and any other people external to the University who are involved in, or affected by, the research, to enable reporting of incidents or concerns?

Participants are informed within the information sheet of the designated safeguarding contact, as well as the University safeguarding policy - participants are directed to report their concerns to the designated contact on their site through the usual RMT safeguarding policy - who will then facilitate the reporting.

11. Who will be the Designated Safeguarding Contact(s)?

As designated in the RMT safeguarding policy.

12. How will reported incidents or concerns be handled and escalated?

Incidents or concerns will be handled and escalated in line with the RMT safeguarding policy.

13. What is the legal basis for processing my personal data? What will happen to the data collected, and the results of the research project?

The research data will be stored in accordance with the General Data Protection Regulation (2018) and the Universities data storage policy (available from: [Ethics Policy Senate Approved.pdf \(sheffield.ac.uk\)](#)). No other person than the researcher has access to the personal data. Any personal data shall be deleted as soon as possible. The only personal data that will be stored is:

- Name
- Role
- Site
- workemail
- workphone

Field notes as well as transcripts will be anonymised at the earliest possible opportunity.

14. Who is organising and funding the research?

The research is quality assured by Sheffield University and sponsored by Ruskin Mill Trust.

15. Who is the Data Controller?

Sheffield University will act as the Data Controller for this study. This means that the University of Sheffield is responsible for looking after your information and using it properly.

16. Who has ethically reviewed the project?

This project has been ethically approved via the University of Sheffield's Ethics Review Procedure, as administered by School of Education.

17. What if something goes wrong and I wish to complain about the research?

In the first instance you should contact myself if you are unhappy about any aspect of the research during it. Should you not been satisfied with the response you're your concern you may contact my research supervisor Tim Herrick of Sheffield University on t.herrick@sheffield.ac.uk, or -should this not suffice-Head of School, Professor Rebecca Lawthom, r.lawthom@sheffield.ac.uk. If there are concerns regarding other participants' or my conduct before, during or after the interview or focus sessions the usual RMT policies apply and are available from: <https://www.rmt.org/policies-and-procedures/>.

18. Contact for further information

If you wish to have any further information regarding any of the aspects of the research project please contact myself under the above contact details. If there are any remaining questions you may also contact my supervisor Tim Herrick of Sheffield University on t.herrick@sheffield.ac.uk.

Should you wish so, you will be given a copy of the information sheet and a signed consent form to keep.

Many thanks for taking part in the project.

CONSENT FORM

I(name).....(role)

<i>Please tick the appropriate boxes</i>	Yes	No
Taking Part in the Project		
I have read and understood the project information sheet dated 01/10/2021 and the project has been fully explained to me. (If you will answer No to this question please do not proceed with this consent form until you are fully aware of what your participation in the project will mean.)	<input type="checkbox"/>	<input type="checkbox"/>
I have been given the opportunity to ask questions about the project.	<input type="checkbox"/>	<input type="checkbox"/>
I agree to take part in the project via a workshop observation by being in the same workshop with the researcher.	<input type="checkbox"/>	<input type="checkbox"/>
I agree to take part in the project and agree to participate in the focus group conversation.	<input type="checkbox"/>	<input type="checkbox"/>
I agree to take part in the project and agree to take part in an individual interview.	<input type="checkbox"/>	<input type="checkbox"/>
I understand that by choosing to participate as a volunteer in this research, this does not create a legally binding agreement nor is it intended to create an employment relationship with the University of Sheffield.	<input type="checkbox"/>	<input type="checkbox"/>
I understand that my taking part is voluntary and that I can withdraw from the study at any time; I do not have to give any reasons for why I no longer want to take part and there will be no adverse consequences if I choose to withdraw.	<input type="checkbox"/>	<input type="checkbox"/>
How my information will be used during and after the project		
I understand my personal details such as name, phone number, address and email address etc. will not be revealed to people outside the project.	<input type="checkbox"/>	<input type="checkbox"/>
I understand and agree that my words may be quoted in publications, reports, web pages, and other research outputs. I understand that I will not be named in these outputs unless I specifically request this.	<input type="checkbox"/>	<input type="checkbox"/>
I understand and agree that other authorised researchers will have access to this data only if they agree to preserve the confidentiality of the information as requested in this form.	<input type="checkbox"/>	<input type="checkbox"/>
I understand and agree that other authorised researchers may use my data in publications, reports, web pages, and other research outputs, only if they agree to preserve the confidentiality of the information as requested in this form.	<input type="checkbox"/>	<input type="checkbox"/>
So that the information you provide can be used legally by the researchers		
I agree to assign the copyright I hold in any materials generated as part of this project to The University of Sheffield.	<input type="checkbox"/>	<input type="checkbox"/>

Researcher's signature date.....

Participant signature..... date.....

1.9 Email to provision leaders, introducing the research and asking for participants for interviews

From: Constantin Court (RMT)

Sent: 02 December 2021 15:56

To: XXX

Subject: Your engagement with Seven Fields research project

Dear Principals and Headteachers,

Hope this finds you well. You might or you might not be aware that I am undertaking research for the Field Centre with Sheffield University with the question: *“How can Ruskin Mill Trust ensure coherence of understanding of its educational method (PSTE), which is informed by Rudolf Steiner’s educational insights, through all levels of the organisation and what should the training for governors and senior leaders be?”*

The stages and methods of the project are in a nutshell:

1. Breadth: all staff survey on their understanding of the method (January)
2. Depth: workshop participation/observation (January/February)
3. Synthesis: analysis of findings in conversations with a cross section of frontline staff (focus groups of 5) and individual interviews with senior leaders (March)

The reason why I write to you are:

1. **To foster conversations about the implementation of the method**
2. **To be aware of and involved in the project**
3. **To be aware of the all staff survey that will come out in January (currently undergoing a pilot, let me know if you want to have sight of it beforehand)**
4. **Angie and Eric, I will contact you separately regarding me spending some time in some of the workshops in January/February**
5. **I am looking for Principals and Headteachers to volunteer to be interviewed by myself regarding the above question. I might also approach you individually but please do let me know if you are interested. It would only take a 30 minute conversation which would be held individually and confidentially.**

I have copied in the Heart Team to also be aware of the ongoing research. Please do contact me on 07805304201 if there are any questions about this project. Any questions and comments are welcome at any point!

There is more information including the presentation that was given to Trustees, Executive Team and researchers in the link below:

https://docs.google.com/presentation/d/1F9vK07GToClxXkni_yjICaS5BtQUVVHR/edit?usp=sharing&ouid=113779555053002249918&rtpof=true&sd=true

Kind regards

Constantin Court

2 Survey

2.1 Pilot survey construction: Email to colleagues to ask for feedback on questions

From: Constantin Court (RMT) <constantin.court@rmt.org>

Sent: 09 November 2020 14:24

To: XXX

Subject: survey questions

Dear colleagues,

You will be familiar with the Seven Fields Standards which have been constructed in a big consultative exercise a few years back, drawing on the expertise of dozens of colleagues, and then were rolled out across the organisation and are currently being reviewed. These were constructed with the aim to assist Principals and Headteachers in identifying gaps in their school/college development plan and ensure that PSTE is lived and alive in the everyday processes of the organisation. Far from perfect, I am looking forward to pulling the review together and improving on them.

Attached you now find the next level. The Seven Fields Standards were written for the organisational development. The attached survey questions are based on these standards but are now written for the development of the individual staff member. Again, far from perfect and only as a starting point, I am probably also breaking various academic protocols and convention before even having started properly on my EdD research project but the survey I have put together with the aim of putting a staff survey together that somehow gives me a broad brush understanding of how much of the method has landed with the individual staff members. This will of course be complemented by other methods such as observations and in depth interviews (still all need to be designed in collaboration with my tutor). However, in my role, I of course have to ask these questions anyway and of course I want to involve as many staff as possible to think and talk about (and practise!) the Seven Fields.

Let me know what you think...

Many thanks

Constantin

2.2 Feedback from colleagues on draft pilot survey

From XXX

Sent: 09 November 2020 17:35

To: Constantin Court (RMT) <constantin.court@rmt.org>

Subject: RE: survey questions

Hello Constantin

I am sending this just to you but feel free to circulate if you wish.

First of all, you are correct in thinking that if you want to use this for your EdD you will have to comply with the ethical procedures for Sheffield as well as those for Ruskin Mill. You are also right that at present your framing of the survey is not ethical as there is no assurance of confidentiality at

the start nor in the data that your questions are generating. I will comment further about this below with reference to specific questions.

I am not an expert in designing surveys but I do understand the general principles and have quite a lot of experience of supporting students at masters level to design effective surveys, questionnaires and interview questions.

Before going through the survey questions in more detail I have several general comments to make.

First, in my experience, novice researchers whether at M or D level, are often tempted to jump into data collection too early because it feels like something they can get on with rather than spending time working on the theoretical framework for their research which is challenging and time consuming. The resulting problem down the line is that the data you have may turn out not to be the data that you actually want or need.

Second, you need to be able to relate/justify any questions that you ask in interviews and surveys to your literature (in your case eg theoretical knowledge base of educational practitioners). Vicky's logic model approach could be very helpful to you in this respect.

Third, there is a vast literature on producing survey and interviews of good quality that enable collection of the data that you want. I would caution against designing survey's and interview questions without reading the recommended literature provided by your course.

Fourth, any research design that involved questions whether in surveys, questionnaires or interviews must be piloted first. Matt will no doubt comment on that from his experience.

The Survey

I wonder if in the first sentence, to 'all levels of staffing' you might want to add 'and roles' because it seems like on the one hand you want to survey all staff and yet you are really only interested in those who have direct contact with students. This needs to be clear.

Q2: Do you need to know where people work? Indeed, do you need to know the answer to questions 2 – 5? You would be able to work out whose response it was (in some cases) and this might put people off especially as there is no mention of confidentiality of data at the start. To be confidential you have to craft the survey in such a way to protect participant confidentiality.

Q6 Why is job satisfaction relevant? It feels as an assumption of yours is driving this question.

Q8 1 shallow; 5 deep. You should provide a description of each of the five responses available to your respondents. Are there better words than shallow and deep as these have value judgements. Refer to survey design literature to help you with this.

Q9 It's not clear what you want here that is different from Q8.

Q 10, 12,13,14,17,18,19,20 are all closed questions – will yes, no responses provide you with the information that you need? Fine, if so.

Q 15 is blank

Q23 is ambiguous ie (all full time craft tutors) does this mean you only want full time craft tutors to answer this question?

Q24 – 30 are also a mix of closed and open questions but there are more open ones so a better balance than 10 – 20 above.

Q28 Is this information necessary? It may be difficult to justify a question of this kind which is personal when the survey is about professional knowledge and practices.

Q29 This question assumes that there are therapeutic benefits for students of interaction with animals. Of course there are but better to reframe eg Does interaction with animals have therapeutic benefits for students? If so what are they?

Q 30 ask respondents to please tick one.

Q 31 and 32 these are huge questions that could result in an essay. How about incorporating Q33 into 30 and 31 eg Do you use the concept of the 12 senses in your area of work, if so please explain how?

32 similarly

Q34 This might result in interesting responses from administrative/central services/research staff for whom minimizing their own screen use and maximizing their own real life experiences might seem like a distant dream. Perhaps limit this to staff who work directly with students???

Q35 could you add at the end of this question:If so, how do you apply them to your role or context?

Q36 not sure what this means, after all what is and is not aesthetic is a personal matter. Perhaps 'Does your place of work reflect the Ruskin Mill aesthetic?'

Q64 This feels as if driven by value judgements and assumptions. I was also not sure why it is in Field 7. Is that the assumption, that you cannot be a transformational leader or manager at RMT unless you have read some or all of these books.

Rightly or wrongly, I detect value judgements and assumptions driving quite a few of the questions. This is problematic in research generally but also at Ruskin Mill where phenomenology is a preferred approach to knowing/finding out because a phenomenological approach demands the suspension of one's beliefs and biases in order to enable the actual phenomena to emerge.

The remainder follow similar lines ie a mixture of closed and open questions. I suggest you look at the closed ones and ask whether they provide the information you need and at the open ones to make sure they are sufficiently targeted because with the sheer number of questions the analysis of the data is going to be challenging. I don't know anything about analysis software but it might be worth exploring.

I do think that responses to certain questions need to be clearly indicated for certain types of staff/roles. So, better indications about who is to answer what is needed – you may need to develop different surveys for different groups of staff. Others with more experience of surveys than I will be better able to advise.

Best wishes

XXX

Good stuff, Constantin, and this is a very thorough and considered approach. I've offered some individual comments above, but I'll try and pull together some summary points here:

1. Very obviously, you're suggesting collecting a mass of data here. If you get even only a proportion of the response rate you're hoping for, you will have an absolute mountain of data to look through. I'd encourage you to be clear at this stage how you will analyse it, and especially how you will join together any items to try and reveal deeper correlations - this will, I think, save you a bit of trouble when it comes to the analysis stage.
2. Along similar lines, something I would encourage any student to do is have their research questions in one hand, and their research instrument in the other, and constantly cross-check between them. Are you collecting any information that doesn't help you address your research questions - and if so, why? Are you missing anything that would help you make sense of your research questions, and how can this gap be addressed? If you can follow this through into the analysis stage, so much the better - "I will address research question 1 through questionnaire items 16, 23, and 57, and I will analyse the findings through a chi-squared test for statistical significance". (Or whatever)
3. As we've discussed a few times, there will need to be an equal level of careful thought that goes into the ethics application underpinning this study. A few times in this questionnaire it felt like you were balancing on a line between "This is useful research data" and "This is useful data for my management of the organisation", and I think you need to be as clear as possible about the distinction between these two things, if for no other reason than that of self-interest- if participants are responding with you in mind as their line manager, they may not be as candid and forthcoming as they would to an external researcher.

Anyway, that's probably enough for now. To summarise - this is a strong start. Keep thinking about what you'll do with the data, how it helps you find out what you want, and how it fits with your other roles, and I think you'll do great! Let's keep this moving alongside an ethics application and the research design we discussed, and it'll be really good to see it all come together in due course.

Tim

suggestions/comments – meant kindly and intended to help – so ignore if not helpful ;) I could /am happy to offer more feedback on this doc., but conscious that this is your PHD work Constantin...

- 1) The format could be improved for ease of access and collation – suggest tables with tick boxes
- 2) It is massive! What is the 'essence, the distillation, the flavour' of each Field?
- 3) I've added suggestions for Field 1 and 4 and random smatterings on others...

This survey is part of a research project that tries to establish how deep the understanding of PSTE is alive in the day to day work in the organisation (compared to what/who? Can you compare deep understanding? Aliveness? How is it evidenced? Can you see it/feel it/know it? How?) throughout all levels of staffing. So what? What needs to be known/understood more clearly - and why does this need to be known? Who is it for? What is going to be done with the results – how will the survey impact the organisation? Beyond? Is this questionnaire the most effective method of finding out what is needed to be known?

Transparency important I feel. Participants may want to know these things - and to be thanked for their participation!

XXX

2.3 Pilot survey: email introducing pilot survey following ethical approval

From: Constantin Court (RMT)

Sent: 30 November 2021 17:40

To: XXX

Cc: XXX

Subject: Research on the implementation of PSTE and the Seven Fields of Practice

Dear colleagues,

Thank you for your time listening to the brief outline of my EdD research project at the most recent strategic review in Wales. And thank you for volunteering to be a participant for the pilot survey on the implementation of the Seven Fields of Practice.

This is a pilot for an all staff survey and my intention would be to shorten it to 20 minutes and make it an all staff survey which would be distributed across the Trust to all staff. This is the first stage of three of my project, the second being immersive observations in workshops and the third focus groups and interviews with a range of staff evaluating the first two stages. Some more information is in the survey.

I would expect that this pilot survey might take around 40 minutes but if you let me know how long it has actually taken you that would be really helpful. At the end of the survey I have also put in some questions to feedback on the survey. These would be removed in the final version of the survey.

<https://forms.gle/bDKb15xfKVztR9VXA>

If you could complete this by next Tuesday 7th of December that would be amazing. If there are any questions please do give me a call 07805304201.

I have copied in the Heart-Team as you are of course also all researchers and this survey might generate some interesting conversations. If you wanted to take part in this pilot, also undertake the survey and help me shape the project that would be fantastic...

Many thanks for your time!

Best wishes

Constantin

2.4 Results Pilot Survey (available on request)

2.5 Mail to all staff

From: RMT News <RMTNews@rmt.org>

Sent: 31 December 2021 09:53

Subject: Survey on the implementation of PSTE

Dear colleagues,

Hope this finds you well. As you are well aware Ruskin Mill Trust since years has the ambition to research its educational method and practice in a number of ways, one of them being through RMT staff undertaking research in the Higher Education context. As part of the research I undertake with the University of Sheffield I will firstly undertake a Trust-wide survey, then observations in workshops and lastly interviews with individual staff and focus groups.

With this survey I would like to ask you to reflect on how you in your role have gained understanding of PSTE and the Seven Fields of Practice and how you in your role implement it. What has been helpful? What has been less helpful?

The survey is anonymous and I have no means of knowing a participant's identity, it will take between 30-60 minutes, depending of how much time you give it. You can also do some of it and come back to it the next day or on several days (on the same computer and browser). You can access the survey and some more information here:

<https://forms.gle/8qdXYNkcFHNFWAmj9>

Hopefully it will generate some interesting reflections for the individuals and interesting discussions in the teams.

Thank you so much for your time and interest and I am looking forward to sharing some of the results with yourselves and through the staff training. **The survey closes on the 11/01/2021.**

Best wishes

Constantin Court

Director of Practical Skills Therapeutic Education (PSTE) Pedagogy

Member of the Executive Team Ruskin Mill Trust

Ruskin Mill Trust

Ruskin Mill Trust

Ruskin Mill

Old Bristol Road

Nailsworth

Gloucestershire

GL6 0LA

07805 304 201

constantin.court@rmt.org

www.rmt.org

2.6 Reminder mails sent to staff on the 10th and 12th of January 2023

Dear colleagues,

Thanks for all the encouraging words and the responses which were facilitated by yourselves. I am pleased to say that there have been now 57 full responses which is fantastic! Looking at the results of the survey briefly it would still be great to have more responses from Senior Leaders (given the impact we have...). I know how busy people are but if you could put 30-60 minutes into this yourselves over the next few days that would be amazing.

<https://forms.gle/8qdXYNkcFHNFWAmj9>

I shall leave the survey open for yourselves until the end of the week before I take it back to my supervisor and would really value your input!

Many thanks!

Constantin Court

Dear colleagues,

Thank you again for the collaboration with the research project into the implementation of PSTE and the Seven Fields. I appreciate how busy everybody is but it would be great if you could encourage colleagues to see if they find some time to progress the survey before it closes tomorrow.

<https://forms.gle/8qdXYNkcFHNFWAmj9>

Over the last week I had responses from all sites which is fantastic! So that there is a fair representation from the different staff groups I would be especially keen to have some more responses from:

- **Residential staff**
- **Senior managers**

Please reassure colleagues that all their answers are completely anonymous and I have no possibility to link answers to names (even if they volunteer to participate in an interview or focus group) and it is also ok to **not** know an answer!

If you could please encourage your teams to give this some time that would be great.

Many thanks!

Constantin Court

2.7 Briefing note for training coordinators

Briefing note on staff survey to be read out/announced by Heart Coordinators on behalf of Constantin Court

Dear colleagues,

In your inbox you will find an email from Constantin regarding participation in a survey about the Seven Fields of Practice. As we come to the conclusion of our first three year cycle of going through the Seven Fields it is a good time to take stock and hopefully this survey supports this. As explained in the email the survey is part of Constantin's doctoral research on the implementation of the method. We hope it supports your individual reflection on your relationship to the method as well as discussions in teams. If there are any questions please do put them to Constantin directly. If you could complete the survey until next Tuesday (11/01) that would be much appreciated.

Many thanks

2.8 Survey questions

1. Please click the boxes that best describe your job role
2. Which trust site are you based at (smaller emerging sites are grouped as one group to ensure anonymity):
3. Which department does your role belong to?
4. How many hours do you have direct student contact in an average week?
5. How long have you been working at Ruskin Mill Trust?
6. Why have you chosen to work at Ruskin Mill Trust?
7. How would you describe your relationship with Practical Skills Therapeutic Education (PSTE) in brief?
8. How would you rate your overall understanding of PSTE and the Seven Fields of Practice
9. How would you rate your understanding of Field 1
10. How would you rate your understanding of Field 2?
11. How would you rate your understanding of Field 3?
12. How would you rate your understanding of Field 4?
13. How would you rate your understanding of Field 5?
14. How would you rate your understanding of Field 6?
15. How would you rate your understanding of Field 7?
16. Have you been involved in a Genius Loci audit in the last three years?
17. Could you please describe your understanding and experience of the Genius Loci audit process?
18. Have you been able to read up on the Genius Loci of your site?
19. Have you used your understanding and insights of the Genius Loci in designing/delivering experiences for the students you work with? (if applicable)
20. Can you evidence the connection of the Genius Loci in your scheme of work? (if applicable)

21. Are you regularly sourcing materials from the location? (if applicable)
22. And if so, how often per year? Give examples
23. Have you taken part in celebrations that celebrate the locality and local history?
24. How would you characterise your relationship to your Field 1 and your Genius Loci? What would help you to develop this further?
25. Is there anything else you would like to add on Field 1?
26. Have you been engaged in the last 6 months in a craft session?
27. Have you made an item of service in the last 6 months?
28. Have you been involved in sourcing the material on site from nature as raw materials (animal, plant or mineral) as part of this process?
29. What do you understand under the "planes of space" ?
30. What do you understand under the concept of "focus, grasp and step"?
31. Are you currently participating or have you in the past participated in the "paedagogic potential of craft" course?
32. How would you describe your overall understanding of Field 2? What would help you to develop this further?
33. Is there anything else you would like to add on Field 2?
34. Have you been engaged in a land-based activity in the last 6 months?
35. Have you ever been involved in building a biodynamic compost heap?
36. What would you describe is the difference between organic and biodynamic vegetables?
37. What would you say is the value of biodynamic nutrition?
38. What would you say are the therapeutic benefits for the student of interaction with the animals?
39. Have you been at the farm/market garden (please tick one)
40. How would you describe your overall understanding of Field 3? What would help you to develop this further?
41. Is there anything else you would like to add on Field 3?
42. What is your understanding of the twelve senses?
43. How do you apply this understanding to your role or context?
44. What is your understanding of the model of human phasic development as described by Steiner?
45. How do you use those concepts in your area of work?
46. Do you try to minimize screen use and maximise real life experiences? (staff working directly with students)

47. How would you describe your overall understanding of Field 4? What would help you to develop this further?
48. Is there anything else you would like to add on Field 4?
49. What is your understanding of the seven life-processes and seven care qualities?
50. How do you apply them to your role or context?
51. Is your workplace reflecting the Ruskin Mill aesthetics?
52. Is your workplace well maintained?
53. Do you work in an environment with a therapeutic colourscheme in place? (indoor spaces only)
54. Is there student art work on the wall?
55. Do you have plants in your workplace and are they well maintained?
56. Do you have craft items in your workplace made by yourself or students?
57. Are you aware of and the food and nutrition policy?
58. Do you eat sitting down for meals with students?
59. Do you cook meals with students? (residential staff only)
60. Are guests regularly invited to the meals? (residential staff only)
61. Are students involved in the household chores? (residential staff only)
62. Are there developmentally appropriate night-time routines in place? (residential staff only)
63. Are there therapeutic leisure time schedules in place? (residential staff only)
64. Are students involved in caring for the land and the animals on weekends and in the holidays? (residential staff only)
65. Are students involved in the creation of the festivals in the households? (residential staff only)
66. Are students involved in supporting community and performing arts events in evenings and on weekends? (residential staff only)
67. Does the residential management team visit households regularly and participate in meals and activities? (residential staff only)
68. Have you accessed the residential induction training at Upper Grange? (residential staff and managers only)
69. Have you ever visited one of our RMT residential households?
70. Have you ever had training on the residential student experience?
71. How would you describe your overall understanding of Field 5? What would help you to develop this further?
72. Is there anything else you would like to add on Field 5?
73. Have you ever had a session of: (tick if yes)

74. Have you attended a student study in the last 6 months?
75. Have you had training in using homely remedies and do you use them for students? (residential staff only)
76. Have you attended staff training on therapies for students?
77. How would you describe your overall understanding of Field 6? What would help you to develop this further?
78. Is there anything else you would like to add on Field 6?
79. Do you have a copy of the vision and values card on you at all times?
80. Have you read:
81. Apart from the above texts which are part of the Seven Field Standards, are there any other books, research or articles that has helped you to understand the Seven Fields of Practice and PSTE deeper?
82. Do you know where the Heart-Space (training and research space) is in the school/college?
83. Have you had a 2 week PSTE induction?
84. Do you have clear development plan for yourself and your role in place that braids vision, method and compliance?
85. Have you contributed to the school's/college's self assessment?
86. Are you aware of the school's/college's development plan?
87. Have you taken part in peer observations of sessions/visits to other households?
88. Do you have regular supervisions that help you reflecting on your practice?
89. Do you keep a reflective journal?
90. Please describe how your relationship with students has developed over the time you have worked with the organisation?
91. Which crafts and land work you are most drawn to? Please describe why you think this is.
92. What is your own experience of developing Self Generated Conscious Action?
93. What do you feel it is essential for you as a practitioner to offer the students you work alongside?
94. What do you feel it is essential for you as a practitioner to offer the organisation of RMT?
95. How would you describe your overall understanding of Field 7? What would help you to develop this further?
96. Is there anything else you would like to add on Field 7?

2. Survey results (detailed results available on request)



240223 survey
results cleansed.xlsx

3 Workshop observations

3.1 Email to centre leads explaining the research

From: Constantin Court (RMT)

Sent: 02 December 2021 16:09

To: XXX

Subject: FW: Your engagement with Seven Fields research project

Dear XXX and XXX,

In addition to the below research project it would be great to have a conversation in the next few weeks. I am looking to spend some time in workshops as part of the research project; I was thinking of:

- Blacksmithing with XXX at XXX
- Felting with XXX at XXX
- Greenwood work at XXX or XXX

I would of course also get the agreement of the tutors. The students would not be classed officially as participants, no photos or other data of them would be taken as the focus is fully on the staff, how they have progressed their understanding of the method, what has been helpful to them and what not.

It would be great to briefly talk this through in the next week or two when I see you. If you have any questions in the meantime please do let me know.

Best wishes

Constantin

3.2 Email to craft tutors explaining the research

From: Constantin Court (RMT)

Sent: 21 April 2022 16:10

To: XXX

Cc: XXX

Subject: Seven Fields research project

Dear XXX,

Hope you are well. I believe we have briefly chatted about the research I am undertaking and that I would be interested to be for a few days with you in blacksmithing. I am now at a stage where this could actually happen and have also briefly talked it through with XXX and XXX who are happy with this to proceed.

The research I am undertaking for the Field Centre with Sheffield University has the question: "How can Ruskin Mill Trust ensure coherence of understanding of its educational method (PSTE), which is informed by Rudolf Steiner's educational insights, through all levels of the organisation and what should the training for governors and senior leaders be?"

The stages and methods of the project are in a nutshell:

1. Breadth: all staff survey on their understanding of the method (January)
2. Depth: workshop participation/observation (May/June)
3. Synthesis: analysis of findings in conversations with a cross section of student facing staff (focus groups of 5) and individual interviews with senior leaders (June/July)

I would be looking at **the 18-20 of May** to be with you in the workshop. Beforehand we would go through the attached participant sheet but please do let me know if you see any issues there.

I have copied XXX and XXX in as the information to parents and students would be send out through the college.

The students would not be classed officially as participants, no photos or other data of them would be taken as the focus is fully on the staff and the leadership, how they have progressed their understanding of the method, what has been helpful to them and what not. All this would be anonymised and there are more details in the information sheet.

Please do let me know if there are any more questions or if you have any comments on the information to parents and students. I shall come and find you next time I am at Freeman or High Riggs.

Best wishes

Constantin Court

3.3 Sample responses from craft tutor

Hi Constantin

Thanks for your email. I would be delighted to host you in the green woodwork shelter, and have sent you a calendar invite for the three days you have specified.

Look forward to seeing you then, contact me in the meantime if you need to.

Best wishes

XXX

Hello Constantin,

Sounds good to me, and the dates work well too- just after our half term here.

Let me know if you need any more information from me.

Thanks,

XXX

3.4 Parent and student information sheet

Information for students, parents and carers on research project at XXXX (insert site name)

Dear students, parents and carers,

As you are well aware Ruskin Mill Trust since years has the ambition to research its educational method and practice, Practical Skills Therapeutic Education (PSTE) in a number of ways. One of these ways is supporting staff to undertake research in the Higher Education context. The project that I undertake as part of doctoral studies (EdD) with Sheffield University has the working title:

“How can Ruskin Mill Trust ensure coherence of understanding of its educational method (PSTE), which is informed by Rudolf Steiner’s educational insights, through all levels of the organisation and what should the training for governors and senior leaders be?”

As part of this project I will participate between (dates) to in the (name of workshop) at (name of college/school). The focus of the research is the understanding and application of the method by the staff, and all field notes that I take will concern this rather than the students who are present in session. No photos, audio or other recordings will be taken, therefore please rest assured that staff and especially students will remain anonymous.

I will explain this to all students at the beginning of the session and should any student not feel comfortable with me being in the session I will of course remove myself from the session.

We hope from this research to gain insights into how to further improve our educational method through training, mentoring, research and other means and hope that this study contributes to further strengthen a unique educational approach and hopefully make it available to many more students in the future.

I want to thank you in advance for your support in this. Please do not hesitate to contact me should you have any questions or concerns regarding this or should you definitely not wish me to be in a session with your son/daughter. Alternatively, please do contact me, should you not wish your son/daughter to be present in the session and would like them to not attend the session for that period of time. My contact details are: Constantin.Court@rmt.org.

Kind regards

Constantin Court

3.5 Script to introduce the research to students at the beginning of the session

Script for student conversation at the beginning of the session

Hello, my name is Constantin. We have (not) met before and this week I will be working with (name of tutor/teacher). I am here as a researcher for Sheffield University, and I am interested in how (name of tutor) does PSTE.

I am really only interested in how the tutor/teacher does this and what he thinks about this, so I am only observing him really.

As you know our schools/and colleges are very different to many other schools/and colleges. Because of this we need to be able to explain why we do things differently and research helps with that.

I hope that is ok with you and you feel comfortable with this. If that is difficult for you I am happy to work far away from you or leave the session, just let me know.

Have you got any questions around this?

Thank you for sharing a space with me

3.6 Field notes — see PART III ethnographic diary

3.7 Pictures (in addition to the ones included in the thesis; more available on request)

4 Focus groups

4.1 Email to all staff from training coordinators asking for focus group volunteers

From: XXX

Sent: 16 June 2022 14:11

To: XXX [site name]

Cc:

Subject: FW: Invitation to Research Focus Group at FMC

Invitation to participate in Focus Group from Constantin Court: *Thursday, the 30th of June between 4pm and 5pm in the Heart Space in Butcher Works.*

Dear colleagues,

Hope this finds you well. As you are well aware Ruskin Mill Trust since years has the ambition to research its educational method and practice in a number of ways, one of them being through RMT staff undertaking research in the Higher Education context. The project that I undertake as part of doctoral studies (EdD) with Sheffield University has the working title:

“How can Ruskin Mill Trust ensure coherence of understanding of its educational method (PSTE), which is informed by Rudolf Steiner’s educational insights, through all levels of the organisation and what should the training for governors and senior leaders be?”

As part of this project I have undertaken an all staff survey and am currently undertaking observations in workshops, interviews with individual staff and focus groups.

I am now looking for about 5-6 participants from Freeman for a focus group on ***Thursday, the 30th of June between 4pm and 5pm in the Heart Space in Butcher Works.***

I am looking for staff with direct student contact and with different roles, ideally a combination of a therapist, teaching assistant, class teacher, craft teacher and residential supportworker and land-worker. Matt and Felix kindly agreed to have a signing up sheet on their desk and I have attached the consent and information sheet that I would need the interested participants to sign before the conversation.

Thanks a lot for your interest already in advance and please do let me know if there are any questions!

Best wishes

Constantin Court

4.2 sign in sheet for focus group

Sign up sheet for research focus group Thursday 30th of June 4-5pm at XXX in XXXX

role	Name
Teaching assistant	
therapist	
Class teacher	
Craft teacher	
Residential support worker	
Land worker	

4.3 Invitation email to online focus group

From: Constantin Court (RMT)

Sent: 10 June 2022 11:41

Subject: research into the implementation of PSTE and the Seven Fields of Practice

Dear colleagues,

Hope this finds you well. Some time ago you undertook a survey as part of my research project for the Field Centre and as part of doctoral studies (EdD) with Sheffield University with the working title:

“How can Ruskin Mill Trust ensure coherence of understanding of its educational method (PSTE), which is informed by Rudolf Steiner’s educational insights, through all levels of the organisation and what should the training for governors and senior leaders be?”

I am pleased to say that the first two stages (1. Cross trust survey, 2. Workshop observations) are now nearing completions and I am now undertaking individual interviews with senior leaders and trustees as well as focus groups with staff.

With yourselves and colleagues who have stated from the survey that they are willing to be part of a focus group I would like to undertake a cross trust focus group via VC. I would suggest two dates and times for this so that you hopefully can make at least one of those groups.

The dates and relevant links for you to join are:

Thursday 23/06 at 3.30pm [Click here to join the meeting](#)

Wednesday 06/07 at 4pm [Click here to join the meeting](#)

Prior to that if you could send me please the attached consent form that would be great. Of course, please do contact me if there are any questions about anything. Many thanks again for your interest in this and your willingness to participate!

Best wishes and looking forward to seeing you on the VC!

Constantin Court

4.4 Focus group transcripts (see PART IV)

5 Interviews

5.1 sample responses by senior leaders to be interviewed

From: XXX

Sent: 03 December 2021 12:12

To: Constantin Court (RMT) <constantin.court@rmt.org>

Subject: RE: Your engagement with Seven Fields research project

Also happy to be interviewed for your research.

Kind regards,

XXX

From: XXX

Sent: 03 December 2021 06:27

To: Constantin Court (RMT) <constantin.court@rmt.org>

Subject: RE: Your engagement with Seven Fields research project

Hi Constantin,

Sounds interesting! I'd be more than willing to be interviewed. This is something that we are very invested in at XXX and is a focus for development for our new middle leadership team.

XXX

From: XXX

Sent: 02 December 2021 21:05

To: Constantin Court (RMT) <constantin.court@rmt.org>

Subject: Re: Your engagement with Seven Fields research project

Hi Constantin,

First of all what a wonderful email to receive, it looks like a remarkable piece of research that will benefit us on many levels!

I am very interested to be involved and interviewed for 30 mins (or longer) and assist in any way. Please let me know when and where.

Kind regards,

XXX

5.2 questions for semi-structured interviews

1. What has been helpful for you to further your understanding of the method (PSTE)?
2. What have been the obstacles?
3. How do you relate to the thoughts of Rudolf Steiner and how would you say do they relate to PSTE?
4. What do you think is the most helpful for staff in understanding the Ruskin Mill method?
5. What do you think is the most unhelpful?
6. What would need to change to help staff understanding the method better?

5.3 Transcripts (see PART IV)

5.4 Concluding email from Aonghus Gordon

From: Aonghus Gordon (RMT)

Sent: 07 November 2024 12:03

To: Constantin Court (RMT) <constantin.court@rmt.org>

Cc: XXX

Subject: RE: request for a last contribution to my doctorate study

Dear Constantin,

I am not sure how much you want but here is my response:

At the very beginning of Ruskin Mill in 1983 we had a board identifying all the different craft workshops. The strapline above was *Ruskin Mill Centre for cultural development, design and craft workshops, training and study*. Study has morphed into the Ruskin Mill Centre for Research. Training has morphed into the Ruskin Mill Centre for Practice. The workshops, within the context of the environment, have morphed into the Ruskin Mill 7 Fields of Practice.

The idea of design is not so much the thought behind the pot but the concept of design as the whole area of thinking: How do we think so that design follows through. The design is both cultural, social and economic.

In 1996, Ruskin Mill set up its own charity, Ruskin Mill Trust. Parallel to this had been a significant demand from Rudolf Steiner schools for an audit, a Genius Loci, of their school grounds. This then provided what Ruskin Mill had already developed which is a facility for engaging in environmental craftwork, Descent into Matter, supported by human phasic development, care and Anthroposophic therapeutic work. The entire process was always to be researched and at the time, I was unaware that this temple picture, obviously drawn from Hiram and Solomon's collaboration was in fact a preemption of the Field Centre, with the cosmology behind, indicated by the rainbow.

It is possible to see within the blacksmith's posture Hiram himself, forging the reimagination of the earth's material, iron fueled by coal.

You will note the large chimney that led to the industrial revolution. The smoke of which is ascending and partly obscuring the rainbow. Woven into this picture you will also note that the descent into matter pictures woodland, trees, green woodwork and weaving, and a subterranean white light, indicative of the emerging new technologies.

The temple is in fact a new vision of the University and is Greek in principle, as this was my reference point. A university based within the environment. This only became a clear concept in 2000 with Manfred Klett liberating and confirming the already held thought that BD farms should become universities of the future.

The challenge with this picture is how the practitioner comes to terms within themselves to be a reflective practitioner, and in doing so, gain insights through his own transformed will. Being a blacksmith was not the primary interest for staff but being a reflective practitioner enabled the individual to grow and bridge the gap between thought and action, or Solomon and Hiram.

I spent three days locked in a room with David Newbatt in Aberdeen to produce the picture. It was commissioned by the Hiram Trust at the time for both the Rudolf Steiner schools as a new image but also for staff training at Ruskin Mill.

What is interesting however is the journey that then took place within Ruskin Mill Trust with regards to the development of the Glasshouse, Freeman College and Argent College, three iconic industrial centres of production and craftwork in which the division of labor, so challenged by Ruskin, Steiner and Morris, became a central thematic method of renovation; to find the essence of movement in each of those craft activities, performed in the industrial legacy of England.

If you look carefully at the blacksmith in the picture, you will see that he is three dimensional. A very strong vertical, horizontal, and a powerful front and back. Hiram is operating within the cross. Although this was still dormant at the time, the archetypes have all been clearly set for the building of PSTE.

You are right to point out the uniqueness of this painting as it is a record of the imagination still to be discovered from the seed germ of thoughts and ideas in 1996.

Warm regards

Aonghus

Aonghus Gordon, OBE, Hon DUniv, MEd

Founder & Executive Chair

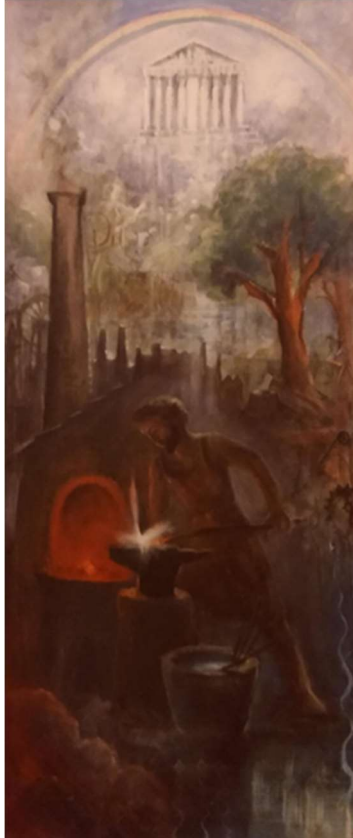
From: Constantin Court (RMT) <constantin.court@rmt.org>

Sent: 07 November 2024 10:17

To: Aonghus Gordon

Subject: request for a last contribution to my doctorate study

Dear Aonghus,



Hope this finds you well. As you are aware I am nearing the completion of my doctorate. The recent months have taken an interesting turn with me giving more focus to 'self generated conscious action' and how PSTE and the Seven Fields bring this about. I have been reflecting on this in my study with regards to the staff member and the role of practitioner research, starting from the most basic level of a staff member engaging in a craft experience with the material and then reflecting on it. At a different level the 'Practitioner University' and 'practice enhanced research, research enhanced practice' throughout the organisation, the role of leadership and succession. In this context I also wanted to include the picture you commissioned David Newblatt to paint. I was wondering if you could write your thoughts around how and when this picture came about and its significance with regards to the above mentioned process of practitioner research. With having interviewed you several times in the beginning of my study I would also like to include your email in my study and through this close the arc of your direct engagement with this. If you could please signal your consent for your email to be included as well that would be great.

Many thanks!

Constantin Court

6 Code and theme development

The coding was developed following the iterative process by Braun and Clarke (2006, 2020). Due to the amount of data this was developed in sets of three interviews from participants/groups of different 'hierarchy levels' of the organisation:

- Founder, member of the Executive Team, Greenwoodwork tutor
- Founder, College Principal, Focus Group of school staff
- Founder, Trustee, Blacksmithing Tutor

Phase 1: Familiarisation and Phase 2: Generating of Initial Codes

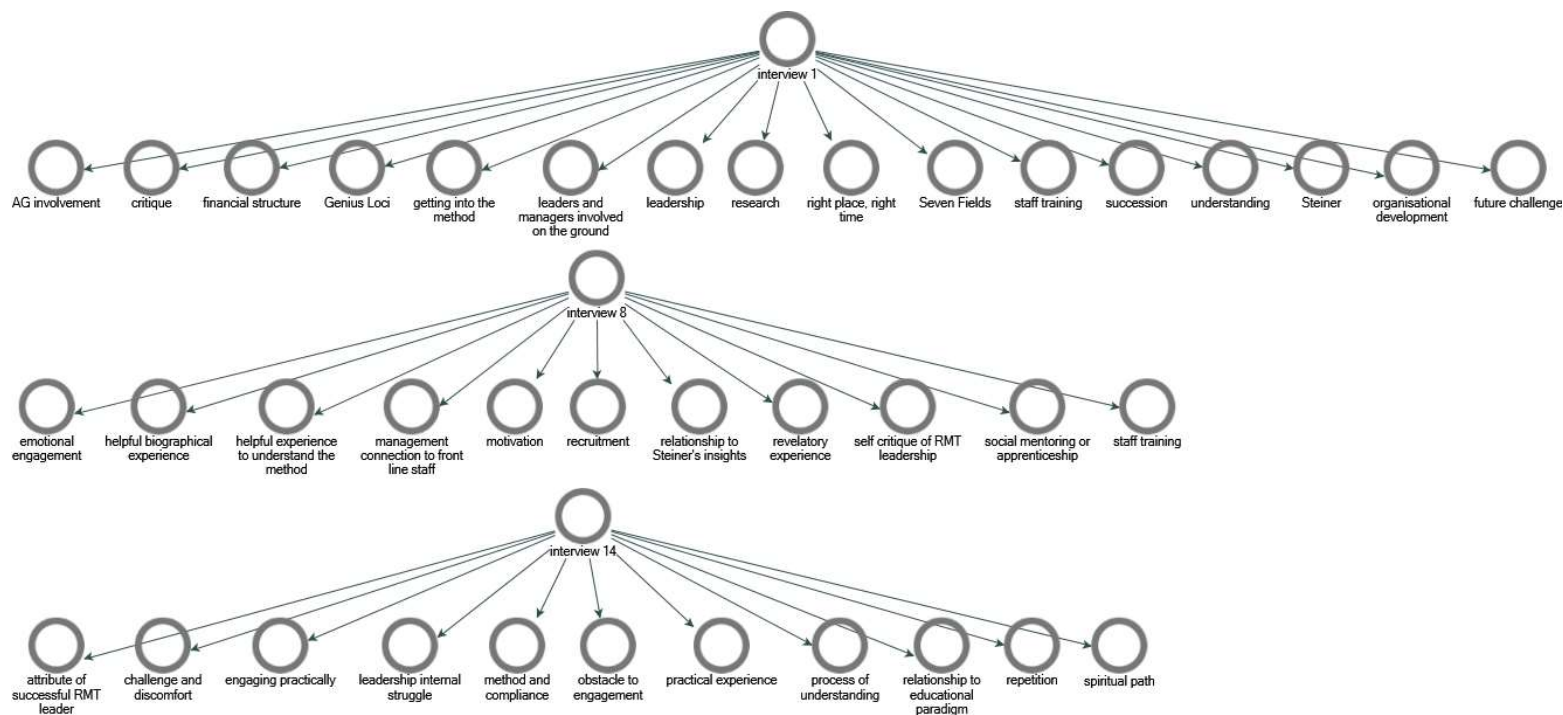


Fig 6.1.1 Initial Codes

This was the first stage of coding with three separate interviews of staff of "different levels" being coded independently and not connected. Then these codes were combined and checked for repetitions into one set of codes. These were applied and 'tested' on a further set of three

interviews of different staff of different levels.

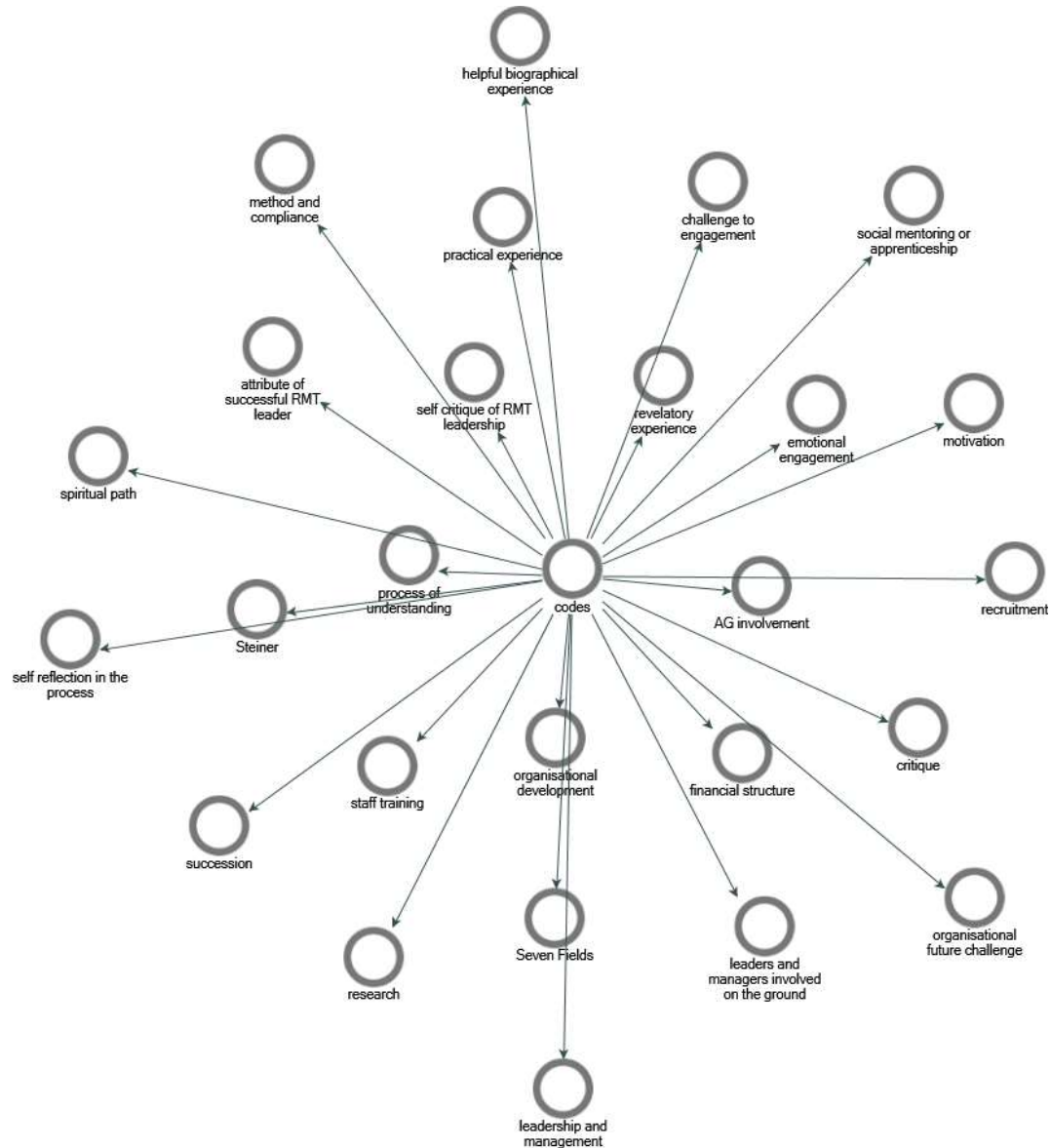


Fig 6.1.2. Initial Codes collapsed

Codes of the first three interviews collapsed and simplified Familiarisation and Finding of Initial Codes

Phase 3: Searching for themes and Phase 4: Reviewing themes

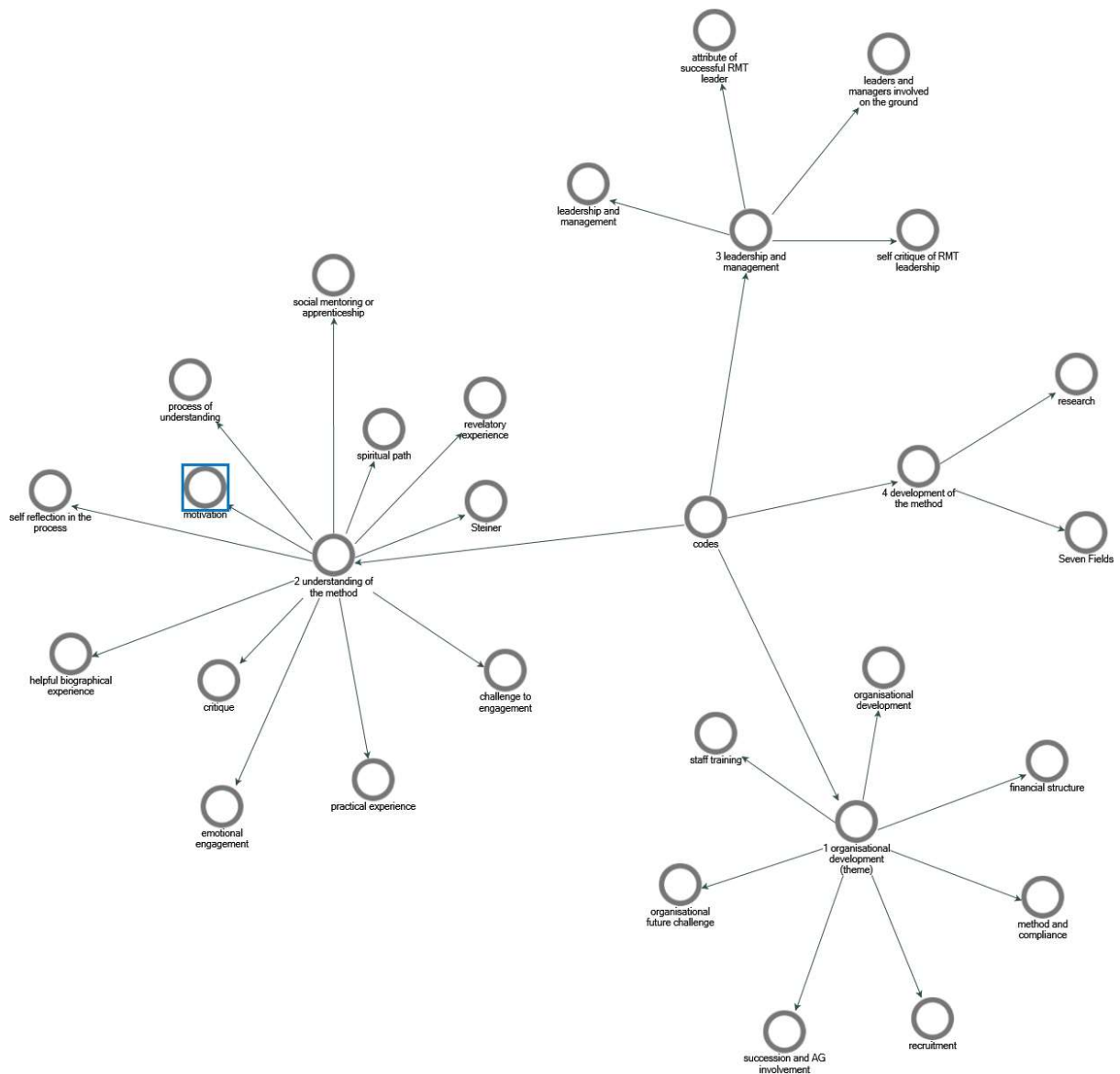


Fig: Initial Codes grouped and initial themes emerging
 Tested in second phase of initial code development.

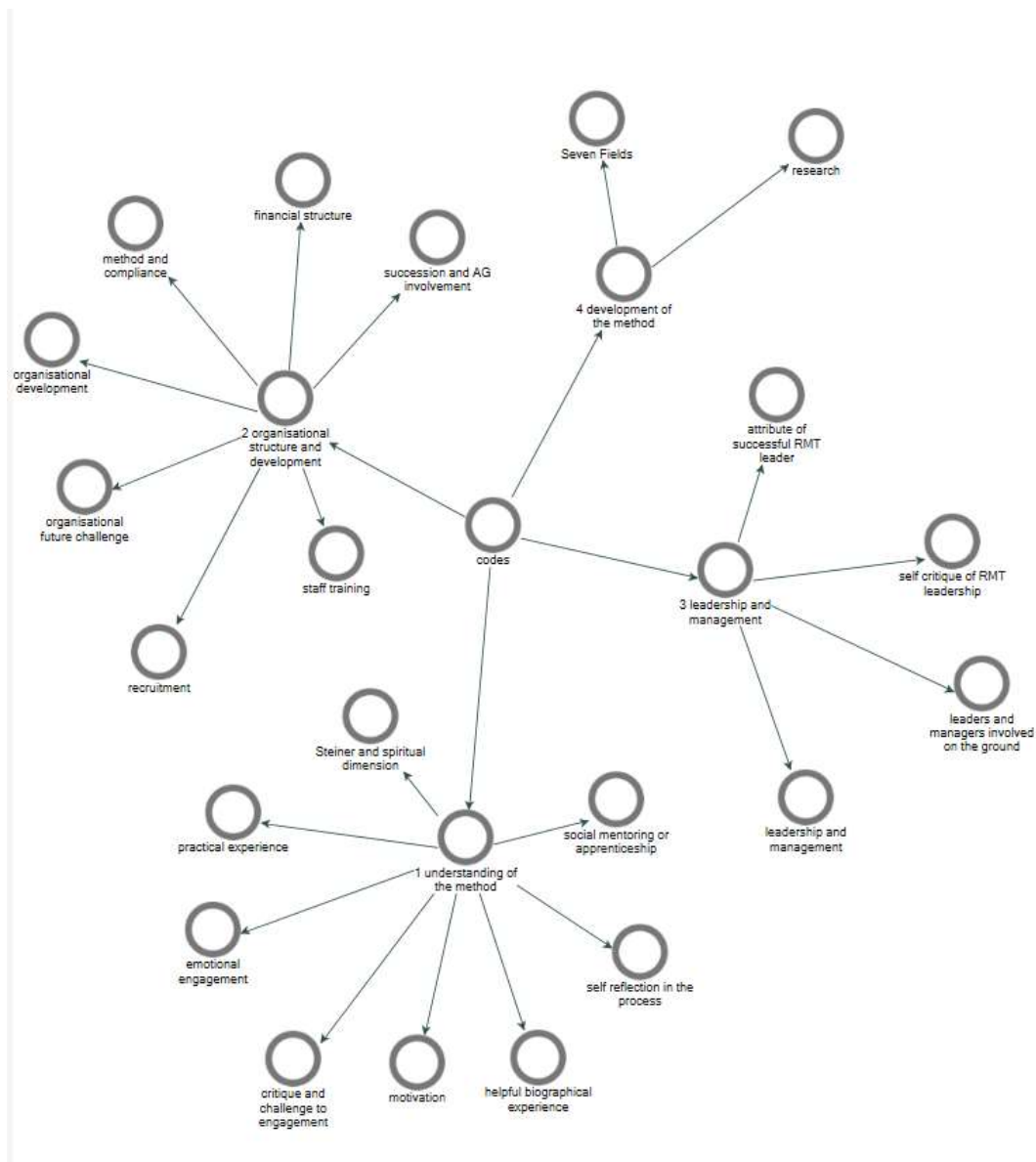


Fig 6.1.2. Following further coding the themes have been reviewed and some more codes collapsed

Phase 5: Defining and naming themes

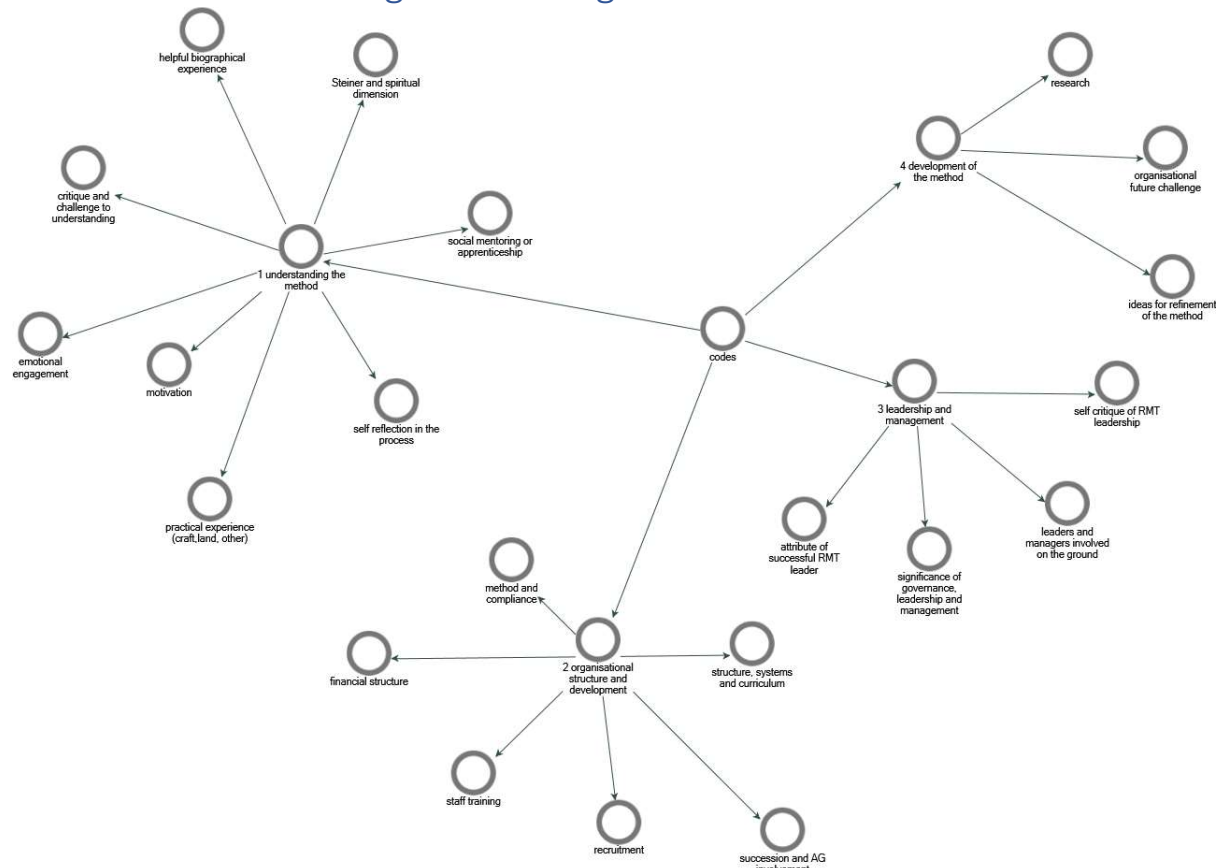
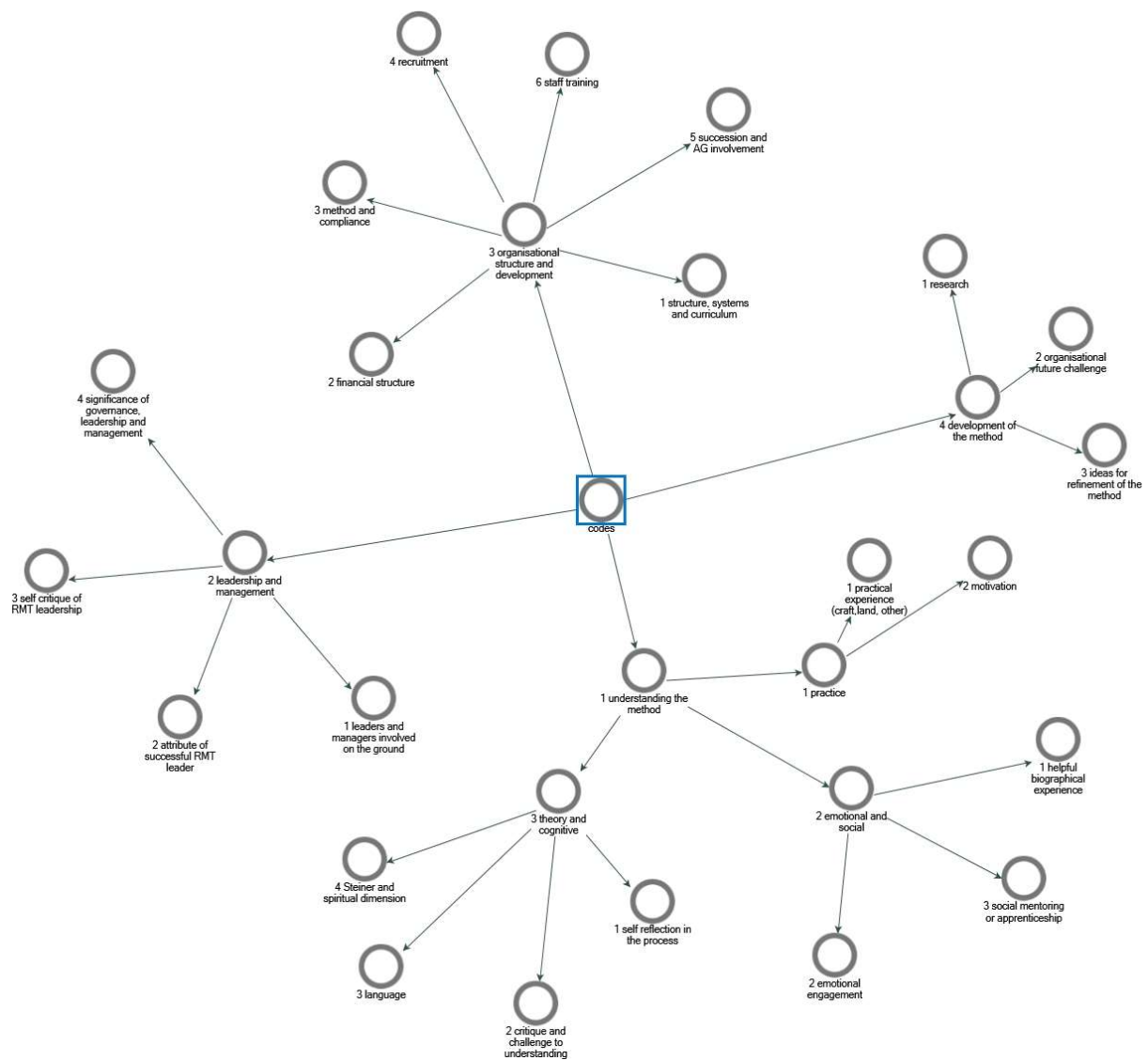


Fig.XXX: Overview following the reviewing of themes and codes



FigXXX: Overview of themes and codes following review of the contents of the codes, introduction and splitting of codes (e.g. language) and introduction of subthemes

Checklist for good Reflexive Thematic Analysis; Braun and Clarke (2022, p.269)

No	Process	Criteria
1	Transcription	The data have been transcribed to an appropriate level of detail, all transcripts have been checked against the original recordings for 'accuracy'.
2	Coding and theme development	Each data item has been given thorough and repeated attention in the coding process.
3		All relevant extracts for each theme have been collated.
4		The coding process has been thorough, inclusive and comprehensive; themes have not been developed from a few vivid examples (an anecdotal approach).
5		Candidate themes have been checked against coded data and back to the original dataset.
6		Themes are internally coherent, consistent, and distinctive; each theme contains a well-defined central organising concept; any subthemes share the central organising concept of the theme.
7	Analysis and interpretation	Data have been analysed - interpreted, made sense of - rather than just summarised, described or paraphrased.
8		Analysis and data match each other - the extracts evidence the analytic claims.
9		Analysis tells a convincing and well-organised story about the data and topic; analysis addresses the research question.
10		An appropriate balance between analytic narrative and data extracts is provided.
11	Overall	Enough time has been allocated to complete all phases of the analysis adequately, without rushing a phase, or giving it a once-over-lightly (including returning to earlier phases or redoing the analysis if need be).
12	Written report	The specific approach to thematic analysis, and the particulars of the approach, including theoretical positions and assumptions, are clearly explicated.
13		There is a good fit between what was claimed, and what was done - i.e. the described method and reported analysis are consistent.
14		The language and concepts used in the report are consistent with the ontological and epistemological positions of the analysis.
15		The researcher is positioned as active in the research process; themes do not just 'emerge'.

7 Timetable of research as conducted

Dates	
29/10/2021	Ethics agreed
November 2021	Presentation to trustees
December 2021	Literature review; Construct pilot survey and have volunteers undertake it 1 st Interview with Aonghus Gordon
January 2022	Survey sent out to all staff and introduced in all staff training day
May – July 2022	Writing of literature review chapter; methods chapter; ethnographic workshop observations
June-July 2022	Focus groups and interviews
September 2022	Begin of quantitative analysis of survey
January 2023	Begin transcription of ethnographic dairy, focus groups and interviews
	Leave of absence due to family circumstances 24/06/23-27/09/23
January 2024	Completion of transcription and begin of coding and anlysing all qualitative data
July 2024	Writing of discussion chapter
September 2024 - January 2025	Finalising of thesis and appendices

8 Possible future research

	theme	method/participants	possible journals to publish paper (example)
Field 1	PSTE craft materials sourced from the location	Action research over a year: core crafts in three locations, change of practice, impact on practitioner and student	British Educational Research Association, The Curriculum Journal
Field 2	Impact of certain crafts on certain diagnosis in the PSTE curriculum (e.g. attachment with Angie Iverson)	Case studies of a number of students/Masters students	Developmental Child Welfare
	rolemodelling engagement vs. observing the student (larify the role of the supportworker and what “supporting a student means”)	Small sample of supportworkers/tutors in all college locations	Educational Research (NFER)
Field 3	Action research on PSTE Food and Nutrition policy	with three residential households and staff teams in three locations, training, practical and theory, coaching, survey, interviews, over 6 months, what has changed	Journal of Nutrition Education and Behavior (JNEB)
Field 4	Class-teachers and PSTE outdoor curriculum	Classteachers in a number of RMT schools	Journal of Adventure Education and Outdoor Learning (Taylor&Francis)
	The PSTE school curriculum	Classteachers/craft teachers, initial focus on English, Maths, Science	The curriculum journal (BERA)
	Safeguarding incidents reducing through engagement of PSTE	Case study of a number of students over a period of time, engagement of managers in timetable construction	Emotional and Behavioural Difficulties (EBDs) (Taylor and Francis)
Field 5	The impact of cooking and eating at the dinner table together	Interviews and observations across a number of households/cross trust	Clinical Social Work Journal
Field 6	The impact of student studies	Interview with practitioners	Health and Social Care in the community
Field 7	Impact of the PSTE senior leadership induction	A number of Senior Leaders across schools and colleges	International Journal of Leadership in Education (Taylor&Francis)
	How to design a method based organisational administration (RMT civil service)	Interviews cross trust colleagues, action research, training, lectures, workshops	SSRN - Elsevier
	“Connection to the ground”: Managers in workshops half a day per month	Pilot group of senior managers, interviews, survey before and after 6 months	Culture and Organization (Taylor&Francis)