

The Energy for Learning Indicator (ELI)

The ELI is a 50 item questionnaire that aims to measure a pupil's energy for learning or wellbeing in the classroom. It covers four energies or powers which are aligned to the four capacities. It helps pupils think about themselves and perhaps realise things about themselves that they never knew.

It gives immediate feedback to the young person, structures the discussion of key issues around how the young person sees themselves and empowers them to take a more meaningful part in discussions with teachers and parents. The ELI also provides useful information to teaching staff and helps to identify a pupil's perceived strengths.

This process tunes into pupils' feelings about themselves that have been often unarticulated. It triggers a natural motivation to know the self and achieve greater self control.

Using the ELI 50 and Eli 20

The ELI is used through a computer.

- On opening the file select 'Master Sheet' from the tabs showing at the bottom of the page.
The questionnaire opens as a list of 50 (or 20) questions and the pupil is invited to insert their name and date of birth and then to answer 'yes, no, or sometimes' to each question.
- Click on the empty response box next to the first question and then on the little arrow on the right of the box and a drop down menu (yes, no, sometimes) appears; the pupil then selects the appropriate response.
- There are also empty boxes which invite the pupil to type in comments.
- Complete questions A-D at the bottom of the page.
- Some pupils will benefit from the assistance of an adult to read and interpret the questions; it is essential that the adult does not influence the pupil's response.
- Save the completed ELI under the pupil's name before moving on to look at the results.

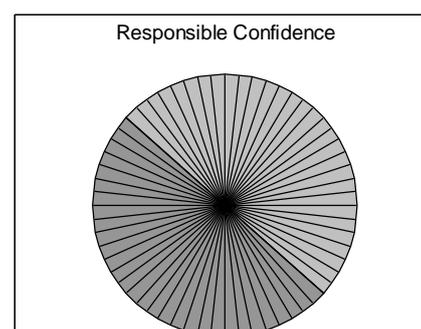
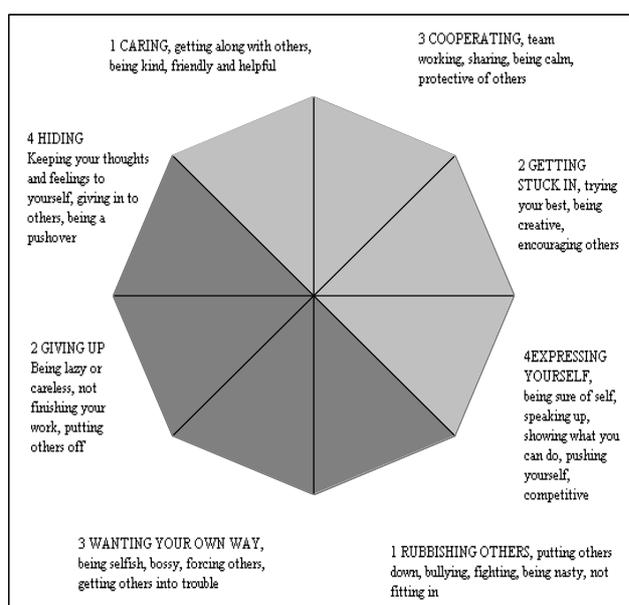
Interpreting the Results

The ELI 50 produces a score of between +20 and -20 on each of the 4 energies and a separate (super power) 'responsible confidence' scale.

The pupil's scores are translated automatically into a profile chart which can be viewed by opening the tab entitled 'Radar Chart'. This is located at the bottom of the page. The red area on the chart gives the personal profile. A score of +20 or -20 puts the pupil at the extreme end of a dimension, a score of 0 puts them in the middle. The 5 Energy scores can be summed together to give a total score which ranges between 100 to -100.

The Energies or Powers and what they mean:

- **Getting Along - Alienating Others: (Responsible Citizen)** reflects a pupil's pro social attitudes and social skills and ability to interact with his/her classmates.
- **Getting Stuck in - Giving up: (Successful Learner)** reflects a pupil's conscientiousness and desire to work hard to improve.
- **Negotiating - Wanting Own Way: (Effective Contributor)** reflects how accommodating and reciprocating a pupil is and how they react when things don't go their way.
- **Expressing Yourself - Hiding Out: (Confident Individual)** reflects a pupil's capacity to express and assert themselves
- **Responsible Confidence** - reflects how much a pupil feels that they are in control, able and allowed to contribute.
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Feeding back to pupils

When using the ELI with a whole class, the teacher should meet with a small group of pupils with similar profiles, making sure there is a gender balance. It will be important to identify pupils who need or would prefer a one to one session.

1. Examine the Radar Chart with the pupils.
2. Point out that the red areas within the light side of the circle are those in which the pupil has identified strengths. Record this on the ELI Planning Sheet in the box entitled 'Pupil's strengths in relation to the Energies'
3. After explaining the chart, ask the pupil to consider whether the profile is accurate or not: they may feel that their scores should be higher or lower in a particular area. Invite them to change the chart.

If available and appropriate, show them the average profile for the class to help them compare themselves with the class as a whole.

4. Using the Radar Chart, consider, with the pupil areas that they feel they would like to develop. Choose one Energy to work on and record this on the ELI Planning Sheet.
5. Then show the list of strengths. Ask pupils to select and asterisk one or two that are their strongest strengths, the ones they are most sure about, *the real you*. They will probably asterisk quite a few. Ask them to double asterisk their most important, biggest strength that really describes them well, that they do most of the time, the one they are or would like to be known best for.
6. Now look at the issues and check if they are correct and they still agree that they are issues for them. Ask pupils to select one or two that they would like to improve and work on as their personal target, that would make the biggest difference and make them better learners.
7. Try to link their strengths and issues back to their chart.
8. Include *the best and worst about you* in the feedback discussions
9. Ask them to return to the targets they have chosen and check if they think these targets will help. If so, they are good choices for their targets. If not, they need to rethink and select better targets. In addition, or alternately, ask how they could improve on their energy to establish their own target.
10. With the pupil, identify and record specific goals which would support the development of the chosen Energy.

11. Discuss the support that the pupil feels they would need and describe the support required on the ELI Planning Sheet.
12. Agree next steps with the pupil. Pupil and teacher sign off the target sheet and date and child takes it home to show parents.

You may want to take a whole class approach, where you focus on the whole class profile, based on the average energies profile to identify which one needs to improve. Involve the class in discussing how this can be done? What needs to change?

Exploring their issues

1 How do your big issues get you into bother?

2 What defensive stance do they get you into?

3 Who would be the first to notice this had changed? How would they know?

4 What will help get you out of this stance?

4 Could any of your strengths help?

5 What about how the teacher/ schools deals with it - does it help or hinder?

6 What would help you more?

Follow up

Having this individual discussion of their profile empowers the pupil to formulate their own views on where things are going well or going wrong and the reasons for this: it also allows them to reflect on difficulties in the context of their whole profile of strengths and weaknesses which is more empowering than focusing on difficulties alone.

For the most vulnerable group referred to support agencies this process prepares the pupil to take a more meaningful part in discussions.

After an ELI profile has been drawn up and discussed with the pupil, a structured meeting can be convened for adults who work with them to look at the Energies. The adults involved are encouraged to consider each energy in turn and discuss where the pupil's strengths and weaknesses are located: the pupil can contribute or they can choose to have their previously formulated views represented at the meeting by an adult. This structure leads to a discussion which takes full account of the reality as it is perceived by the pupil as well as by the adults who perhaps have concerns.

A Teacher or other adult who knows the pupil well can also complete a Teacher Observation version (T.ELI) so that this view can be compared.

Pupils with similar profiles and the same target energy can be brought together to share their targets and help each other work out how they can improve. They could establish a baseline rating for their target from a number of pupils they choose by asking them to give them marks out of 10 for their issue and so work out their average score.