

Appendices

Appendix A - Active reading guide

As an **active reader** you are invited to find meanings pertinent to your own context and experience. Below is a suggested process that might be helpful.

Make Time – Aim to read the learning history when you are feeling fresh and in one uninterrupted stretch. The introductory lead-in describes what a learning history is and how to read it. These can be read at any time. The history itself starts on about page 10. We have set aside time so that you have a chance to enjoy the read rather than feeling pressurized by it.

THE BIG READ: STEP 1

Actively read the learning history – read freely and be watchful of your own responses to it. Highlight parts you find important. Write on the document as you go or make notes on post-its. Read the text however you wish. Skip bits or go back and forth. There may not be time to read all of it in detail. Don't worry – what's important is being engaged in whatever you are reading. Here are some prompts for the different kinds of things to watch out for and comment upon whilst reading:

The case itself - Comment on the substance of the history itself. Highlight what you find particularly engrossing or interesting.

Relevance to you - Watch out for events or descriptions of things that feel relevant to your situation: You may be reminded of something you have experienced or situations you have been in. Or something might strike you as being potentially useful and adaptable to a situation or challenge that you face today. Note these – describing if appropriate the situation - no matter if they are quite unconnected to what is described.

Ideas - Note anything that engages your interest - intellectually or otherwise – a thought or an idea perhaps or something that articulates something you kind of knew already but had never really thought of in that way. If a theme strikes you as important – comment on this – or

add a new theme if it is not already highlighted.

Feelings - Note the feelings evoked by the passages you read – for example: amusement, boredom, enjoyment, scepticism, enthusiasm and so on.

Questions - Record questions that arise for you on the reading. These might be questions that you would put to the original protagonist if he/she were there. Or questions for your own situation or others.

Appendix B - Active reader workbook

Worksheets

Learning History:

Your name (optional³⁸):

Permission to Copy:
(please write yes/no)

³⁸ Your name will not be used. These sheets are used as a data in the research to show how individuals react to the learning histories.

Worksheet 2: ABOUT THE CASE

What interested you?

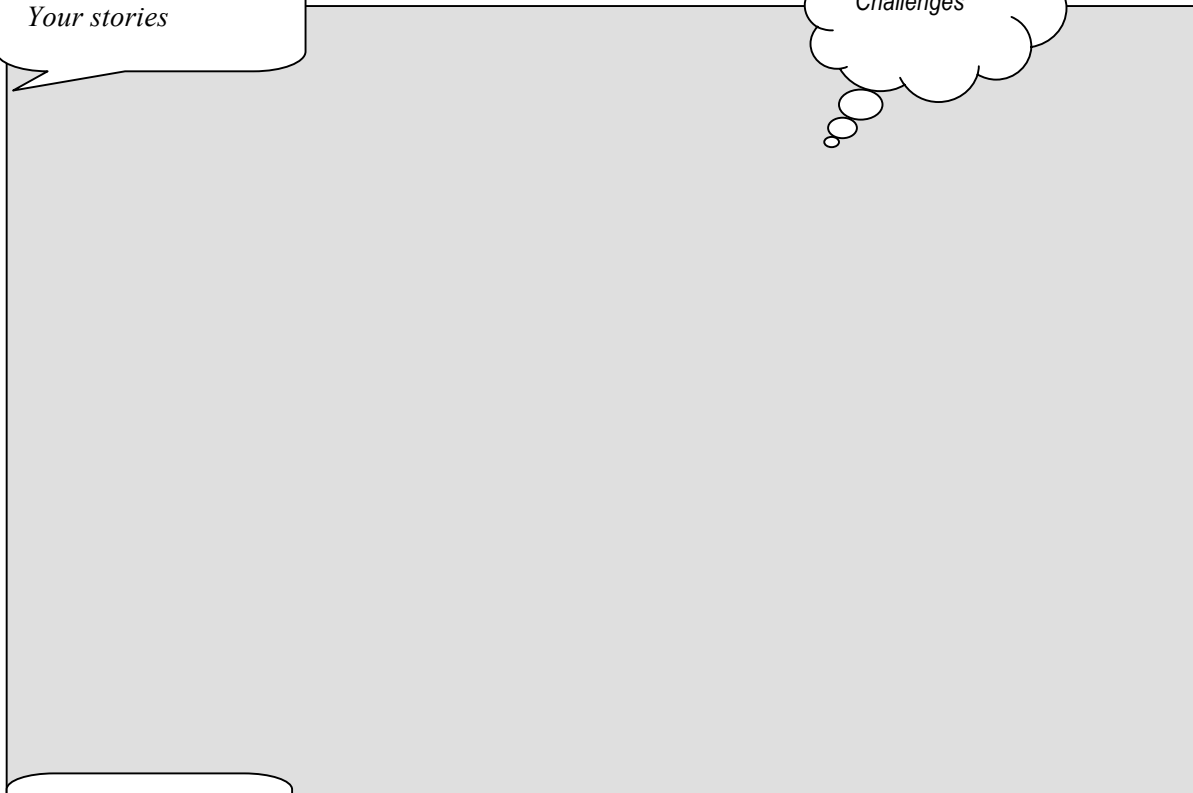
<p><i>Comments</i></p>	<p><i>Thoughts, Feelings, Reactions</i></p>
<p><i>Questions 're the case</i></p>	<p>Ideas/Elements/Themes of interest</p>

Worksheet 3: ABOUT YOU

What was relevant to your situation?

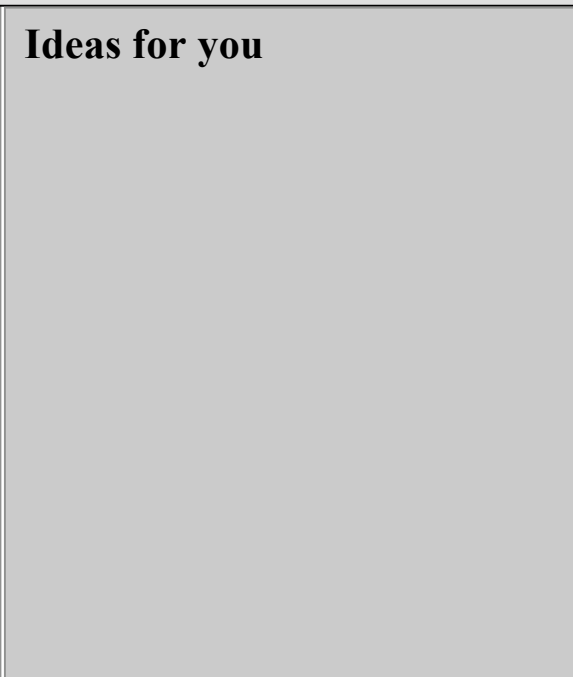
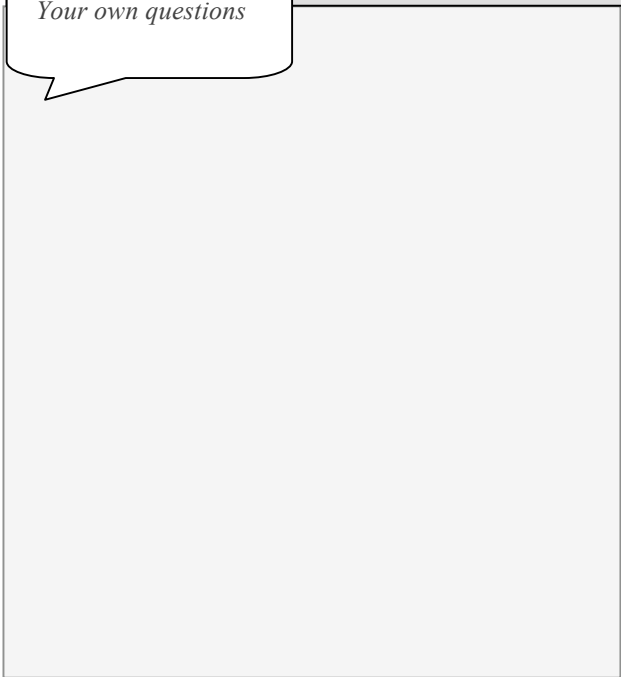
*Reminds you of..
Your stories*

Your
Challenges



Your own questions

Ideas for you



Worksheet 1: QUICK WRAP-UP

Quick Wrap-up Statement



Write a quick, top of the head wrap-up statement of how you've found the experience of reading the learning history. This can include comments on the actual history, its relevance to you or more general comments on how you find the presentation of the document or this approach to learning.

Appendix C - Letter inviting perspectives on Merton



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Researcher: Margaret Gearty, MSc
M.R.Gearty@bath.ac.uk
Tel: xxxxxx

Supervisor: Professor Peter Reason,
e-mail: mnbspwr@management.bath.ac.uk

Dear Merton history participant,

I've been passed your e-mail address by Adrian Hewitt of the London Borough of Merton. I am writing to let you know about case history research that I have been doing with Adrian that indirectly involves you.

The research is part of a major public funded EPSRC/ESRC Carbon Vision project called 'Lowcarbonworks' that is being led by the University of Bath. This is an action research project looking at how transformations to a low carbon future might be enabled. My particular research within that has been located in Local Authorities – where for the past 18 months I've been conducting what is called a Learning History of a handful of places across the UK where various innovative steps have been taken to reduce carbon (directly or indirectly). The research digs into the human story of what happened and explores how learning from such cases might be disseminated as widely as possible. It emphasizes the importance of co-learning between local authorities and others who are tackling carbon reduction. It is work therefore that is important in the wider public interest.

As part of this research, based on interviews with Adrian, I have created what is called a Learning History of the Merton Rule. In that learning history your name has been mentioned in some of the key scenes of the story of how this innovative piece of policy came about. So I am writing to make you aware of this research, to check if you would consent to having your real name used in the 'Learning History', and to warmly invite you to add your own recollections (or comments) to those parts of the Learning History that involve you.

The next page outlines the research and explains why I am approaching you in this way.

It also explains how these case histories are being used and why any input you might give, however short, would be of great value. I hope you will have a few minutes to respond and look forward to hearing from you.

Background to the research

Action research is a form of research that seeks to engage meaningfully with participants rather than extracting data from them. It is geared largely at finding value in the field - for participants and for the sustainability agenda in general. The Learning History being created is looking at examples such as the Nottingham Declaration, The Merton Rule etc. and presenting alongside an analytical take of these cases, the more human story of chance and endeavour that lies behind them.

Purpose of the Research

The research then sets about quite deliberately to amplify the impact of these examples of carbon reduction and to increase the level of learning from them. It seeks to do this in different ways. Firstly, by inviting people to engage with the Learning Histories, it is hoped to enlarge a mood of celebration and participation around the examples that have been documented. Second, by bringing people together to collaboratively ask how stories from one place might have relevance elsewhere, it is hoped that there can be a joining up of some of the different themes and lessons that are being documented.

Who will see the learning history?

The History is shown to and discussed with others participating in the research (generally people working in the field of sustainability in other Local Authorities or elsewhere) and also to wider audiences including academic audiences as well as research partners. There are plans too for multi-stakeholder events around these Learning Histories where again the contents would be shared a wider audience drawn from Local Government and other sectors. Some of the research may be published, in academic journals, or on a website. You would be notified of this should you wish.

Policy on making people anonymous.

The names of 3rd parties are anonymised by default. However, in the spirit of giving a real account of what happened and celebrating all the stakeholders involved, I seek permission from most of the 3rd parties to use their real names. The Learning History is written with due care and concern for all 3rd party's reputation or privacy. Permission to use real names is sought only from those for whom, based on the judgment of myself and the interviewee, there is little or no reputational risk. On the contrary, the desire is to acknowledge, indeed give credit for the part that you have played.

Invitation to read and comment on the Learning History.

You are invited to add your own recollection to the Learning History. Currently the 'history' is derived based on just one or two people's experience of events – inevitably there will be gaps on detail; certain events will be emphasised whilst others not. The research actively seeks to balance and enrich that with perspectives, comments and

stories from others who were involved. I stress that the research aims not to arrive at one agreed account of everything that happened. Rather it is trying to gather different perspectives and recollections that are hopefully not entirely incompatible! So you are invited to add any story or recollection of yours that fills a gap or casts a new slant on events described. You can do this in whatever way you see fit – via e-mail, by marking up the document, a phonecall or whatever you wish. If you would like to comment directly on the "word" document then please let me know and I will send it to you. If there's anything you'd like to clarify then please don't hesitate to contact me.

With best wishes,

Margaret Gearty

Appendix D - Highlights of research for participants

What is this Research about?

- This **PhD** research is part of a bigger research program (*LowCarbonWorks*³⁹ - under *Carbon Vision umbrella*) funded by ESRC/EPSC and being run at the University of Bath.
- It is an **Action research** program: i.e. it is designed to engage **with** people & have **value** for people rather than just 'extract' stuff.
- The research is trying to understand how **innovation for carbon reduction** in or connected with local authorities comes about and how we might **learn** from such innovation. It is doing this by developing a **learning history** of such innovations.
- The research is centered on the use of **low-carbon technologies** (e.g. CHP, Biomass and Solar PV etc) but includes too **innovative practices**, be they financial, economic or social, that are needed in order to enable such technologies (e.g. ESCO as in Woking, the Merton Rule, Housing Associations...)

Who and What's involved?

- A Learning History is produced based on **2-3 hour conversation/interview** with '*innovator(s)*' (one or two people who were closely connected with the proj and who are interested and willing to describe its highs and lows). Most people quite enjoy **taking time out to reflect** and talk about their experiences.
- The history includes direct quotes from interview, a story as well as thematic analysis to make it a **readable lively account**. Quotes and facts are checked back with the original innovator.
- The researcher then goes on to work with other stakeholders (e.g. other **LAs** but possibly other interested stakeholders like the NTrust) to see how they can learn from these innovations (**i.e. applied and aiming to be useful**)

³⁹ Formerly went under the name: Unlocking Low Carbon Potential

- Learning history could be used as a **resource** then by LA itself internally as part of its portfolio. The original innovator also can hear how others respond to the learning history.

- Learning History is **not a case study** - it is different – it keeps in some of the messy bits and the human story. It acknowledges each context is different - part of the research is to judge if this is helpful for others trying to innovate in different contexts. Links are made to theory too.

- Participant has opportunity to see and comment on other learning histories gathered in the research and is invited to participate in a Learning History **workshop** with stakeholders in **early 2008**. This event is designed as a learning and networking event and the innovator is invited to bring along one or two others from his/her local network to attend.

- Participant also has opportunity to participate in larger research program dialogue conferences planned for 2008

Appendix E- Learning history workshop flyer



<p>Achieving Carbon Reduction in Local Authorities <i>Tales of Vision, Chance and Determination</i> Bath, UK Mon 25th pm – Tue 26th Feb, 2008</p>	
<ul style="list-style-type: none"> • How can we learn from places where there has been significant Carbon Reduction? • What are the key lessons to be learned from the experience of those involved? • Does achieving carbon reduction require a new way of working? • How relevant are moments of chance and opportunity in achieving change? • Are there new ways to join-up such successes and increase their impact? <p>The University of Bath, EPSRC/ESRC 'lowcarbonworks' Action Research program personally invites you to a workshop to explore questions such as these, to hear about exciting new research focussed in this area, and to develop ideas and actions that build on success. This event is endorsed by the Improvement & Development Agency (I&DeA)</p>	
<p>At the workshop you will.... Hear about Learning History research carried out over the past 18 months that has explored innovative approaches to carbon reduction in Local Authorities. Experience some of the 'human story' that lies behind innovations such as the Merton 10% rule, the Nottingham Declaration, and Barnsley's shift to Biomass and others in the company of those directly involved, including, among others: Adrian Hewitt (Merton), Dick Bradford (Barnsley) Mike Peverill (Nottingham) and Steve Waller (I&DeA, formerly Nottingham) Engage, working in smaller groups, with the learning histories asking how they might relate to challenges you face in your particular setting and what you might learn from them Assess, as part of a larger group the themes arising from the research and explore how change for lower carbon might be achieved more rapidly.</p>	<p>Further Information Venue: Menzies Waterside Hotel (4 star) Bath (5 mins walk from Bath railway station)</p> <p>Times: Monday 25th Feb: 4:00pm – Late Tuesday 26th Feb: 9.30am – 4.30pm (see overleaf for outline programme)</p> <p>Cost: £80 to include accommodation, dinner, lunch and teas/coffees. This event is being subsidised by the EPSRC/ESRC Carbon Vision research program, 'lowcarbonworks'.</p> <p>Interest in this event is expected to be high and places are limited to 40 so please respond early.</p>
<p>Who should attend? Local authority innovators, sustainability champions, academic partners and interested stakeholders in carbon reduction from other sectors are being invited. This diverse group will be brought together in a lively and interactive setting that will include elements of storytelling, café style discussion and large group brainstorming.</p>	<p>To register for this event or for more information please contact Kathryn Tate (Mon-Wed) E: kat21@management.bath.ac.uk T: 01225 383175</p>



lowcarbonworks

Unlocking Sustainable Futures

Achieving Carbon Reduction in Local Authorities
Tales of Vision, Chance and Determination

Learning History Workshop
Outline Programme

Mon 25th pm – Tue 26th Feb, 2008

What is a Learning History?

A learning history is an approach to learning that seeks to combine story and analysis to render a real and messy account of any occurrence of interest. It a tale 'jointly told' between researcher and protagonist(s). In this research Margaret Gearty has worked with a handful of Local Authorities over the past 18 months to create a learning history on the subject of innovation for carbon reduction. The account produced is just one part of the learning history. As this is action research, wider participation in these learning histories is actively sought. Processes such as this workshop and other methods are designed to bring these histories to life. For more information on the research please email: M.R.Gearty@bath.ac.uk

Monday 25th Feb, 2008

4.00pm – Arrival and registration at the Menzies Hotel

4:30pm – **Welcome and setting the scene**

Formation of working groups.
Presentation of initial findings and themes from learning histories, story of the research process
7.30pm – Dinner, networking and "twice told tales"

Tuesday 27th Feb (9:30-4.30pm)

Morning – Learning history surgeries

Digging deeper. Exploring themes and resonances from the learning histories both in groups and individually. What sense do we make of them? What experiences and stories do they evoke from our practice elsewhere in the country?
What are we learning together?

Afternoon – Joining it all up: co-creating a shared learning history. How can we transfer lessons and learning from one place to another? What could be done to join up actions in tackling climate change? What could we do? Next steps.

4.30pm – Close and departure

The workshop will be facilitated by Dr. Geoff Mead, specialist in organizational story and narrative and co-founder of the Centre for Narrative Leadership. He will be joined by other members of the action research team from the Centre for Action Research in Professional Practice, at the University of Bath.



Appendix G - Learning history artefacts

Accompanying the hardcopy of this thesis are the following Learning History booklets:

The Nottingham Declaration

Barnsley & Biomass: It's a no-brainer!

Kirklees: A lonely solar pioneer

Southampton District Energy Scheme

Electronic versions of these and the Merton Rule learning history are also included on the enclosed disc and should be printed 2 sheets per page on A4 to re-create the A5 booklet.

Please open electronically if you are accessing the online/electronic version.