

## Secondary Curriculum Local Authority Newsletter

### Phase 3

Edition 17 – December 2009

#### Introduction to December Newsletter

This is the final newsletter for 2009. We do hope that you have found the information and case studies that have been included in the newsletter useful and have shared the newsletter with colleagues and schools.

We would particularly like to draw your attention to the series of regional seminars that QCDA, in partnership with Aspect, will be providing for Local Authorities from early February. The dates for these events can be found under the Aspect section on page 3. We do hope your Local Authority will be sending a representative.

On behalf of all the partners I would like to wish you an enjoyable holiday over the Christmas period and a happy and fulfilling 2010.

**Judith Hibbert**

ASPECT National Adviser New Secondary Curriculum

To aid your navigation through this newsletter, please see a list of the contents below by page number

**What are the partners doing?**

Aspect Page 3

QCDA Page 4

National College for Leadership of Schools and Children's Services Page 6

CfBT Page 7

**Subject Associations** Page 9

Art & Design Page 10

Languages Page 11

Music Page 14

Physical Education Page 15

PSHEe Page 17

Religious Education Page 18

**Case Study** Page 22

**Calendar of Events** Page 26

**Useful Websites** Page 28

## What are the partners doing?

### Aspect

At the start of January 2010 we will be in the final phase of the support programme for the secondary curriculum. Please do take the opportunity to take advantage of the support that is available to Local Authorities through the Aspect Regional Advisers.

#### Dates for the QCDA/Aspect Seminars

An outline of the programme is on page 4.

Region	Date
North East	February 10 2010
East Midlands	February 23 2010
Yorkshire and Humberside	February 25 2010
West Midlands	March 2 2010
London	March 11 2010
South East	March 16 2010
South West	March 18 2010
East	March 23 2010
North West	March 25 2010

If your Local Authority would like to access any of the support outlined above please contact the relevant Regional Adviser by e-mail. Contact details are below:

#### Aspect Regional Advisers

REGION	Associate	E-mail
South East & South West (part)	Martin Baxter	martin.baxter@sageinterim.co.uk
North West	Maxine Froggatt	maxinefroggatt@yahoo.co.uk
Yorks & Humberside	Judith Hibbert	judith.hibbert@ntlworld.com
West Midlands	Pat Lockett	patricia.lockett@orange.fr
Eastern & South West (part)	Bill Miller	bill@csnconsultancy.co.uk
East Midlands	John Pearce	john@johnpearce.org.uk
London	Vicki Pite	victoria@pites.globalnet.co.uk
North East	John Smith	etc@smoaklands.com

## QCDA



In February and March next year, we will be joining with Aspect to deliver a series of regional seminars. The first of which will be held February 11<sup>th</sup> in Newton Aycliffe. These will form part of our ongoing programme to support the implementation and development of the secondary curriculum and build on the Local Authority conference held in September. The focus of these events will give you the opportunity to discuss developments in the New Secondary Curriculum in your regions, as well as find out more about new resources which we will be publishing in the Spring. These include materials on:

- how schools and local authorities can evaluate their curriculum
- a curriculum planning guide for community cohesion
- the latest developments in assessment.

Invitations will be sent out in the coming weeks, however if you would like more information, please contact Hayley Suckling at [hayley.suckling@qcda.gov.uk](mailto:hayley.suckling@qcda.gov.uk).

### Building the Network

Across the country, groups of schools are working together to develop their curriculum in partnership with QCDA. Members of the Curriculum Network, which grew out of our co-development programme, have made a commitment to curriculum innovation and to sharing their ideas with us and other network members. In return, they benefit from information, resources and the opportunity to work with our team of associates.

Last month, members of the Curriculum Network met in Birmingham for their annual conference – an opportunity to celebrate the achievements of the past year and look forward to next year's opportunities. One notable success story is the marked growth of the Network. It now includes 612 schools, from 33 local authorities, across the nine government regions. A growing presence in the secondary phase is shown by the contribution of 78 secondary schools.

The experiences of one school – South Hunsley School and Sixth Form College – is highlighted in the Curriculum Network's annual report, *Building on success, moving forward*. South Hunsley joined the Network in 2006. Since then it has focused on revitalising its curriculum through making cross-curricular links and developing students' personal, learning and thinking skills (PLTS). The Network's annual report features a case study which reveals how South Hunsley's approach has had a positive impact, especially on learners' confidence in using their knowledge in unfamiliar situations.

For information on the Curriculum Network, including details of how schools can join, visit <http://www.qcda.gov.uk/22027.aspx> or email [curriculumnetwork@qcda.gov.uk](mailto:curriculumnetwork@qcda.gov.uk).

**Moving on**

As you may know, QCDA will be relocating to Coventry in January 2010. We hope that this new central location will make us more accessible, and we look forward to welcoming you to our headquarters soon. Full details of our new address will be in the next newsletter.

## National College for Leadership of Schools and Children's Services



[www.nationalcollege.org.uk](http://www.nationalcollege.org.uk)

**Date for your Diary - 24 March 2010, Learning and Conference Centre, Nottingham**

Leadership of the 11-19 Curriculum - 'The Big Picture and Beyond'

This event offers a final opportunity to engage with the National College for leading these whole school changes. It will provide:

- A national picture and how it's changed
- A regional perspective opportunities to access detailed research conducted in showcases via schools and
- Curriculum reform /key questions and links to SEF.

Details to follow shortly - watch this space!

## CfBT

### CfBT and partners 2009 – 2010 provision



Over the next few months CfBT and the Subject Associations will continue to provide subject specific support to subject leaders and teachers, this support will be available free of charge until 31<sup>st</sup> March 2010.

The range of support available includes

- A series of cross-curricular events, aimed at subject leaders and teachers to help planning cross-curricular opportunities in school.
- A series of PSHE regional conferences are being run in the Spring term to help share a collective vision for the future of PSHE education
- Local support is available through the Regional Subject Advisers (RSAs) who can offer one to one or small group support for individual schools or through Local Authority events
- The New Secondary Curriculum website ([www.newsecondarycurriculum.org](http://www.newsecondarycurriculum.org)) is available with interactive support materials, video case studies, best practice and top tips on implementing the new curriculum. The website also offers a Planning Tool, where you are guided on a journey through the site, building up your own library of materials along the way.

For further details of the support available or to arrange a local session, please contact the Subject Associations' National Subject Leads (NSLs) and to book onto any of the events, please see the flier in this newsletter for online booking links.

### Regional Cross Curriculum Conferences

These Regional Cross Curriculum Conferences are designed to help subject leaders to understand how subject areas can work together effectively to deliver the New Secondary Curriculum. Each event will showcase ways of working together across a range of different subject areas. We would ask you to encourage schools to take the opportunity to access the support provided by these events.

Please find below details and the link to book your free place on-line at the event of your choice.

[www.cfbt.com/NSC](http://www.cfbt.com/NSC)

#### Art & Design, Citizenship, Design & Technology, Geography and Physical Education

North East	<b>Tuesday 26 January 2010</b>	Life Conference & Banqueting, Newcastle
Yorkshire & Humberside	<b>Wednesday 10 February 2010</b>	Metropole Leeds
West Midlands	<b>Monday 1 March 2010</b>	Holiday Inn Birmingham City
South East	<b>Thursday 11 March 2010</b>	Wooton House, Dorking
London	<b>Wednesday 17 March 2010</b>	Marriott Maida Vale

#### Music, Languages, History, PSHEe and Religious Education

Eastern	<b>Monday 8 February 2010</b>	Huntingdon Marriott
North West	<b>Tuesday 2 March 2010</b>	Manchester United FC
East Midlands	<b>Monday 8 March 2010</b>	Leicester Tigers
South West	<b>Tuesday 16 March 2010</b>	Taunton Racecourse Ltd

## Subject Associations

### The Subject Association National Subject Leads are as follows:

Art & Design	John Bowden	johnxbowden@btinternet.com
Citizenship	Pete Pattisson	pete@petepattisson.com
Design & Technology	Andy Mitchell	info@data.org.uk
Geography	David Rayner	david.rayner@blueyonder.co.uk
History	Alf Wilkinson	alf.wilkinson@history.org.uk
Languages	Kathy Wicksteed	kathyw@all-languages.org.uk
Music	Jonathan Savage	j.savage@mmu.ac.uk
Physical Education	Andrew Frapwell	a.frapwell@btopenworld.com
PSHE	Nick Boddington	gnboddington@gmail.com
Religious Education	Dave Francis	nsl@natre.org.uk

## National Society for Education in Art & Design

Website : [www.nsead.org](http://www.nsead.org)

e-mail : [nscsupport@nsead.org](mailto:nscsupport@nsead.org)

### Take advantage of the free New Secondary Curriculum support for Art and Design teachers

#### NSEAD working in partnership with Local Authorities

The NSEAD art and design team, responsible for the support programme for the Secondary Curriculum in art and design, is available to work flexibly with Local Authorities and local networks of schools to provide FREE art and design support as a partnership activity. The team is able to plan and provide a half day session for secondary art and design teachers within a Local Authority or for teachers from adjacent Local Authorities who are working together.

The half day session consists of a presentation by a National Subject Lead covering the Art and Design Programme of Study and its implications, together with a follow up audit activity which establishes development areas for each school attending. Some of the extensive support material that has now been developed includes web based case studies and DVDs. These show cross curricular approaches that integrate art and design with other disciplines and also feature a possible cross curricular planning activity.

It would be the responsibility of the Local Authority network co-ordinator to send out publicity to their schools, provide the venue and meet any catering requirements. NSEAD would plan and deliver the programme content and interactive workshop activities for the event with local Regional Subject Adviser(s) in attendance who could subsequently contribute to any network that might develop from the event.

If there is someone in the Local Authority who would like to follow up this offer of free support please contact John Bowden, joint National Subject Leader for Art and Design in the Secondary Curriculum, by e mail at [nscsupport@nsead.org](mailto:nscsupport@nsead.org), or by telephone on 07947582012.

If you wish to discuss an alternative programme content and duration of the event, or any other ways in which the team might work with art and design teachers in Local Authorities, please do not hesitate to make contact.



## Association for Language Learning

Website : [www.all-nsc.org.uk](http://www.all-nsc.org.uk)

e-mail : [kathyw@all-languages.org.uk](mailto:kathyw@all-languages.org.uk)

### Meanings that matter: engaging languages with the cross-curriculum dimensions

The regional cross-curricular events are highlighting the importance of co-planning with other subjects and have shown how the cross-curriculum dimensions can contribute to compelling learning experiences.

Building the dimensions into the languages curriculum helps pupils' learning to be:

- **meaningful**, dealing with real-life issues and engaging pupils critically and creatively
- **active**, taking pupils beyond the classroom to participate in enterprising, healthy or community-focused activities or to use new media
- **purposeful**, as pupils undertake real tasks and use the target language to communicate with a real audience.

Cross-curricular learning is also subject learning. It should be part of a seamless continuum and not divorced from 'normal' language learning. This will be achieved most effectively if:

- pupils discuss and prepare in advance the language content and learning skills they will need to use
- activities are in the target language and build on prior learning
- pupils use language creatively
- there is an international or intercultural dimension to the topic being addressed.

The activities listed below are some ideas (not all new!) that illustrate the potential of bringing the dimensions into the languages curriculum:

### Identity and cultural diversity

- Creating opportunities to interact with speakers of the target language through programmes such as *e-twinning* for European countries or *elanguages* worldwide (accessible through [www.globalgateway.org.uk](http://www.globalgateway.org.uk)).
- Making and sharing food from relevant countries
- Learning about and participating in art, stories, music, dance or sports of target language countries in collaboration with subjects such as English, art, music and PE

- Creating a display or presentation about a country of personal interest or importance. This can be an opportunity to re-use language about location, weather, sports, hobbies and food.

### Healthy lifestyles

- Exploring and comparing lifestyles in other countries. This could be linked to work in science and geography, using the excellent resources of Science across the World ([www.scienceacross.org](http://www.scienceacross.org))
- Combining language learning with outdoor pursuits for a 'language immersion' experience, perhaps as part of an exchange visit
- Linking with Food Technology to research how diets vary in different countries.

### Community participation

- Finding out what languages are spoken in the local community, the countries where the languages are spoken and how they fit into language families
- Involvement in local community activities such as town twinning schemes with target language countries
- Activities which celebrate the diverse languages spoken in school, such as teaching community languages to both ethnic and non-ethnic groups, and European day of languages activities.
- Visits to relevant businesses, places or worship or community centres in the local community.

### Enterprise

- Enterprise activities relating to languages – for example, preparing international food, making story books for younger learners, or a guide to the area for visitors
- Fund-raising to help a partner school or a community in a country where the target language is spoken
- Developing a mini enterprise project with a partner school, for example through Young Enterprise international activities ([www.company-programme.org](http://www.company-programme.org)).

### Global dimension and sustainable development

#### Global dimension:

- Exploring development issues in countries beyond Europe, through speakers of French in West Africa, German in Namibia or Spanish in Central and South America
- Activities which involve all the different languages spoken in a school, for example on the European Day of Languages
- Approaching a specific theme such as Fair Trade, drawing on some examples from target language countries. For links to learning resources see [www.fairtrade.org.uk/resources\\_education\\_packs.htm](http://www.fairtrade.org.uk/resources_education_packs.htm).

#### Sustainable development:

- A project with a partner school to compare what is being done to address an issue such as energy, water or recycling.

- A focus on one of the eight sustainable development 'doorways', working with design and technology, science or geography
- An energy saving activity carried out jointly with partner schools, for example through a Comenius project – see [www.globalgateway.org.uk/comenius](http://www.globalgateway.org.uk/comenius)

For more information, visit the global dimension website funded by the Department for International Development, [www.globaldimension.org](http://www.globaldimension.org), and the sustainable schools website [www.teachernet.gov.uk/sustainableschools](http://www.teachernet.gov.uk/sustainableschools).

### Technology and the media

Collaborate with media studies, ICT, English or humanities subjects to:

- Create simple newspaper front pages in the target language
- Look at headlines and photographs used to report an item of news in a target language country and compare them with coverage in this country.
- Critically evaluate target language television or magazine advertisements.

In relation to the use of new technologies, pupils can:

- Create their own target language blog or podcast
- Make digital animations or cartoon strips
- Use technologies such as video-conferencing and a shared web space to communicate with pupils in a partner school
- Film or record interviews in the target language with pupils and staff.

### Creativity and critical thinking

Pupils can:

- Look at examples of language and work out grammar rules for themselves
- Discuss and agree criteria to evaluate their work, and use their analysis to improve accuracy and quality
- Use mind-mapping and pair or team work to broaden the range of vocabulary, phrases and structures they can use for a task
- Use a poem, picture, historical event or piece of music as a source of inspiration for expressing their own feelings or ideas
- Use language creatively for story-telling, poetry or song-writing, or creating puzzles, riddles, quizzes and tongue-twisters.
- 

*This article draws on guidance produced for phase 1 of the secondary curriculum support programme, with thanks to Liz Fotheringham who wrote the original document.*

Kathy Wicksteed [kathyw@all-languages.org.uk](mailto:kathyw@all-languages.org.uk)

Visit our new curriculum website at [www.all-nsc.org.uk](http://www.all-nsc.org.uk)



## National Association of Music Educators

Website : [www.name.org.uk](http://www.name.org.uk)

e-mail : [j.savage@mmu.ac.uk](mailto:j.savage@mmu.ac.uk)

### The New Secondary Curriculum: Support Programme for Music

The New Secondary Curriculum has been introduced to enable schools to raise standards and help all their learners meet the challenges of life in our fast-changing world. The Qualifications and Curriculum Development Agency (QCDA) has designed a curriculum that:

- Reduces prescription over subject content;
- Creates flexibility;
- Frees up time and space to allow pupils to study some areas in more depth;
- Highlights the connections between the subjects;
- Gives a new emphasis to the development of personal and life skills.

CfBT Education Trust is working with the **National Association of Music Educators** (NAME) to offer **free subject specific support** for the implementation of the New Secondary Curriculum for music teachers in all maintained schools in England.

The Lead Regional Support Adviser in each region can be contacted for information about their specific programmes of **free support** for groups of teachers:

Region	Name	E-mail
London	Graeme Rudland	graemerudland@hotmail.co.uk
South East	Jane Humberstone	jane.humberstone@eastsussex.gov.uk
South West	Martin Sayer	mcsayer@ntlworld.com
East of England	Chris Hiscock	chris.hiscock@cambridgeshire.gov.uk
East Midlands	Anthony Anderson	ada@beauchamp.org.uk
West Midlands	Robert Bunting	buntingbc@tiscali.co.uk
North West	Jane Petrie	j.petrie@mmu.ac.uk
North East	David Ashworth	davidashworth16@hotmail.com
Yorkshire & the Humber	Jayne Price	j.price@hud.ac.uk

For general information about the programme of support please contact Dr Jonathan Savage at [j.savage@mmu.ac.uk](mailto:j.savage@mmu.ac.uk) (tel: 0161 247 2363).

Further information about the National Association of Music Educators can be found at their website: [www.name.org.uk](http://www.name.org.uk).



## Association for Physical Education

Website : [www.afpe.org.uk](http://www.afpe.org.uk)

E-mail : [a.frapwell@btopenworld.com](mailto:a.frapwell@btopenworld.com)

Physical Education Phase 3 support is concerned with building on the implementation process under way and schools/Local Authorities can expect a personalised approach that may focus on combinations of the following:

- Securing successful changes that are taking place so that they make a real difference to all learners
- Using evidence that has been gathered to inform the next steps
- Ensuring departments (and schools) have robust systems and processes for evaluating the impact of changes made

In practice this means revisiting key messages and processes that have perhaps been overlooked:

1. Revisit priorities.
2. Lead and manage change using the 3 key questions driving change and the 7 disciplined innovation steps so that we can measure impact.
3. Focus on the 3 new curriculum aims and the list of aims for each of these (29 in total).
4. Develop more effective assessment for learning processes leading to effective use of periodic assessment that can lead to improvement.
5. Explore and maximise opportunity as a result of the new flexibility (and this is different to freedom) versus simply changing the range and content activity headings that children follow.
6. Continue to rethink physical education and its distinctive contribution in terms of implications for curriculum planning.
7. Develop cross-curriculum planning which is coherent, continuous, challenging and engaging and meets learners needs.
8. Develop and grow young people's minds and develop them as thinking, physical beings as well as doing, physical beings that leads to learners making informed choices about healthy active lifestyles.
9. Raise standards and recognise wider achievement and learning in and through physical education and school sport (a 5 hour offer) which leads to further improvements.

### afPE / CfBT Key Contacts

Overleaf are the contact details for the Lead Regional Subject Advisers for Physical Education. If you want to negotiate support for any schools in your Local Authority, please contact the appropriate adviser.

REGION	Lead Regional Subject Advisors
1. East Midlands	Mick Abrahams <a href="mailto:mabrahams@mac.com">mabrahams@mac.com</a> 01242 571638
2. East of England	Carol Gronow <a href="mailto:carol.Gronow@cambridgeshire.gov.uk">carol.Gronow@cambridgeshire.gov.uk</a> 07867 905068
3. London	Jan Hickman <a href="mailto:jan.hickman@enfield.gov.uk">jan.hickman@enfield.gov.uk</a> 07961 994681
4. North East	Steve Caldecott <a href="mailto:stvnCld@aol.com">stvnCld@aol.com</a> 07872 609621
5. North West	Steve Caldecott <a href="mailto:stvnCld@aol.com">stvnCld@aol.com</a> 07872 609621
6. South East	Mick Abrahams <a href="mailto:mabrahams@mac.com">mabrahams@mac.com</a> 01242 571638
7. South West	Mick Abrahams <a href="mailto:mabrahams@mac.com">mabrahams@mac.com</a> 01242 571638 Steve Kibble <a href="mailto:steve.Kibble@devon.gov.uk">steve.Kibble@devon.gov.uk</a> 07989 384870
8. West Midlands	Keith Spencer <a href="mailto:gkpartners@blueyonder.co.uk">gkpartners@blueyonder.co.uk</a> 07767 250071
9. Yorkshire and The Humber	Shirley Pryce <a href="mailto:shirley@hbpryce.force9.co.uk">shirley@hbpryce.force9.co.uk</a> 07879 647467



## New Secondary Curriculum Regional PSHE Education Conferences

Spring Term 2010

Are you passionate about the future of PSHE education and the New Secondary Curriculum?

A must attend event for those who believe that PSHE education is at the heart of students well being enabling them to be successful learners, confident individuals and responsible citizens.

To **book your free delegate place** please go to the link below and complete the online booking form **by the 22<sup>nd</sup> January 2010, as places are limited:**

[www.cfbt.com/NSC](http://www.cfbt.com/NSC) *(Please click on the region you wish to attend)*

East Midlands	2 February 2010	Ramada Leicester
Yorkshire & Humberside	5 February 2010	Leeds Marriott
North West	9 February 2010	Crowne Plaza Manchester
South West	12 February 2010	Novotel Bristol
Eastern	5 March 2010	Huntingdon Marriott
West Midlands	9 March 2010	Crowne Plaza Birmingham
London	12 March 2010	Holiday Inn Kensington Forum
North East	17 March 2010	Newcastle Gosforth Park
South East	19 March 2010	Holiday Inn Guildford

**Do you want to be actively involved in shaping the future of PSHE education?**

**If you do, make sure you come and participate in one of our conferences.**

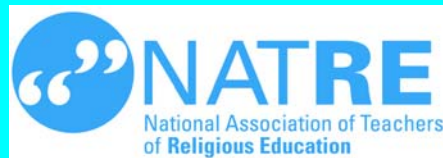
New Secondary Curriculum Subject Specific Support

Helpline: 0118 902 1506

Fax: 0845 643 2181

E-mail: [NSC@cfbt.com](mailto:NSC@cfbt.com)





## The National Association of Teachers of Religious Education

Website: <http://www.natre.org.uk/>

e-mail: [info@natre.org](mailto:info@natre.org)

NATRE continues to support the **free regional conferences** taking place in the Autumn term 2009 and Spring term 2010 (teachers can book their place online at <http://www.cfbt.com/nsc>, though places at most venues are filling fast). Please do encourage heads of department and other Religious Education teachers to attend.

### Developing Religious Education through ICT in the context of the New Secondary Curriculum: A Case Study

One of our Regional Subject Advisers in the North-East, Sharon Artley, has been working with Isobel Short and Trish Benson of Durham Children & Young People's Services to explore and trial ICT strategies, programmes and software aimed at enhancing engagement and learning in Religious Education. The team decided that two schools could be selected to be part of a pilot project. The following summary is based on Trish's report on the progress of the project so far.

#### 1. What we wanted to achieve

In 2004, as part of the secondary national strategy, the government launched 'ICT Across the Curriculum' (ICTAC). The accompanying materials aimed to develop ICT within subject areas using a range of exemplified strategies.

Since then evidence from Ofsted monitoring visits suggests that, whilst there are some examples of good practice, the use of ICT to enhance Religious Education is limited.

We therefore decided to apply the principles of the New Secondary Curriculum in designing some opportunities for pupils to develop both Religious Education and ICT skills and engage in some 'compelling learning experiences'.

By using ICT to enhance learning in Religious Education we wanted to give pupils the opportunity to develop a sense of autonomy, including the opportunity to think critically, make decisions, take responsibility and manage risks.

By making learning outcomes and links to the ICT curriculum explicit and creating a collaborative and co-operative learning environment we wanted to encourage pupils to step out of their 'comfort zones', and in so doing meet challenges which aim to 'broaden their horizons and raise aspirations'.

In RE, both **AT1 Learning about religion** and **AT2 Learning from religion** can be enhanced by building the Personal, Learning and Thinking Skills (PLTS) into Religious Education schemes of learning. We therefore set out to build in activities which gave pupils opportunities to develop all the Personal, Learning and Thinking Skills.

## 2. How we organised the learning

Michael O'Carroll, Head of Religious Education at Bishop Barrington School, Bishop Auckland and Paul Welch Head of History and RE at The Hermitage, Chester Le Street were invited to participate in the project as ICT was identified as an area of learning for development in their respective department plans.

The project was launched on 25 February 2009 with an initial INSET meeting delivered by Sharon. Isobel then introduced the plans for development along with Trish who was to take the project forward.

Sharon presented a range of strategies and websites available on the internet which raise the level of challenge by providing pupils with the opportunity to work independently and creatively. The strategies presented encompass both the Personal, Learning and Thinking Skills and functional skills, particularly those of English and ICT. In addition, pupils would present their understanding of the cross-curricular dimension of **cultural diversity** in a more imaginative and innovative form. Having received this initial INSET both Mike and Paul returned to school to trial a couple of strategies which would enhance the learning in Religious Education.

After four months both colleagues fed back to Sharon Artley and Trish Benson detailing the work they had undertaken. Both colleagues detailed the strategies they had engaged in and gave a brief assessment of the trial outlining the successes that had been achieved as well as any concerns which arose during the project.

**Michael O'Carroll, Head of Religious Education at Bishop Barrington School, Bishop Auckland** used three main strategies in Key Stage 3 and Key Stage 4, namely Wordle, Fibs (poems named after the Fibonacci sequence), and Concept Maps. These programmes can be downloaded from the relevant websites.

The first strategy trialled was 'Fibs' which Michael used mainly at Key Stage 4 to enhance the *Edexcel* Religion and Society short course. It was used as a means to crystallise learning in the Stewardship and Creation unit whereby pupils were asked to create a visual representation of their learning and to present it using PowerPoint.

Michael commented that the strategy certainly added depth to the GCSE course and it was agreed that this could be further developed by asking pupils to justify their choice to the class who could then go on to peer assess the work.

Concept Maps were used with GCSE groups and produced as a revision tool. These could be produced for each topic in the course, peer assessed, modified according to feedback and then used for podcasting. The concept maps could also be made into jpegs and made available on the school virtual learning environment (VLE).

The first example of 'Wordle' which Michael shared with us was based on Martin Luther King's 'I had a Dream' speech. Michael's intention was to provide an opportunity for pupils to look at the emotional dimension of the content thus combining Social and Emotional Aspects of Learning (SEAL) with Religious Education's AT2.

Pupils were asked to consider what Rosa Parks would say in response to the speech and then they went to the ICT room to present their thoughts in the form of a new 'Wordle'. Pupils fed back to the class with their finished 'Wordles' explaining why they had included the words they had and why they had chosen to display them in the patterns used. This work was then displayed on the wall and used as an exemplar for other Year 8 classes.

This programme has also been used as a homework task and to 'follow up' work carried out on a module entitled 'Death and Dying' whereby pupils were asked to write a prayer to God from a Christian perspective. As a result of these pieces of work 'Wordle' has become embedded in the schemes of learning as a strategy across a mixture of learning activities including starters, main activities, plenaries and homework tasks.

**Paul Welch, Head of History and Religious Education at The Hermitage School, Chester-le-Street** shared a few of the strategies he had been introduced to at an initial Religious Education and ICT staff meeting and which he had begun to use in his classroom teaching. These included:

- Concept/ Mind Mapping which he had used to build up pupils' knowledge base and to provide learners with the 'Big Picture';
- 'Wordle' to create a visual response to detailed information;
- TrueTube which he used across Key Stages 5, 4 and 3. These clips were short and succinct but their impact on learning was clear. The use of 'Truetube' has extended into the use of specifically selected clips taken from 'YouTube';
- 'Glogster' which was used with GCSE pupils to aid revision and which acted as a substitute for podcasts which were not available at the time;

Feedback was very positive and Paul outlined his next steps to develop ICT further. This would include the creation of podcasts by GCSE pupils to enable them to take a more active role in revision exercises as both designers and users of this effective and creative learning tool.

It was proposed that ICT lessons would provide pupils with practice in using the different tools and strategies needed to succeed in the project. This would reduce the time pupils were spending working out the technical difficulties encountered in presenting their work. If ICT became a regular part of learning for pupils entering Year 7, familiarity of requirements and practices would ensure that the focus remained with the RE as well as the ICT skills.

### Next Steps

As a result of this trial it was agreed that the project would expand to involve other Religious Education teachers in the Local Authority using Michael and Paul as coaches.

To commence the second phase, Trish Benson presented the project at the July Secondary Religious Education network. Colleagues were shown three of the strategies presented by Sharon at the initial INSET session and Paul contributed to the input by describing and presenting some of the strategies he had trialled.

It was agreed that Trish would approach up to eight colleagues and invite them to get involved in the expansion of the scheme. This phase of the development process will begin with another INSET session led by Sharon. Participants will be encouraged to experiment with any of the techniques illustrated but will be asked to concentrate on one particular strategy allocated to them to trial within their own departments. This second group of participants, who will be encouraged to work in pairs, will themselves coach a 3<sup>rd</sup> group of teachers planned for 2010/2011.

A review meeting will be held before Easter 2010 to evaluate the impact the strategies had on learning, especially in relation to GCSE grade criteria and the relevant 'can-do' level statements found in the non-statutory national framework for Religious Education and in most of the more recent agreed syllabuses. The team will use this to plan future developments.

### 3. How we found out how successful the project had been

Pupils at the Hermitage School were asked to respond to two questions:

#### 1. What learning took place?

*'Using Truetube allowed us to relate easily to the theme of the lesson. It was a very short clip, but we watched it twice in order to think carefully and respond to the situation presented from different perspectives. It was a good website in order to engage class discussion and develop opinions and think about other people's perspectives.'*

*'Using ICT has helped make the course more exciting, it has enabled us to learn in new, different ways and we feel more in control of our own development.'*

#### 2. Was learning better?

*'Learning was made more interesting and fun, it helps when you can watch a short clip of a life-like or realistic situation, which you can then discuss and reflect upon.'*

*'Yes, we would like further opportunities to develop our own presentations of key words using Wordle. It enabled us to take a lengthy text and chose carefully the key terms, which we then come to learn. It means you can explain the text only by focussing on these words – rather than having to copy and make notes.'*

Paul noted that, *'Boys particularly became more enthusiastic about Religious Education. In some cases there were negative aspects, whereby learners focussed only on presentation and detail. Yet many learners enjoyed the experience of visiting an ICT classroom and didn't at first make links between how Religious Education and ICT can be used successfully.'*

Dave Francis

e-mail: [nsf@natre.org](mailto:nsf@natre.org)

## Local Authority Case Study

### Ealing Local Authority, London Region

#### Twyford Learning Community “Stimulating Learning Conversations”

##### Main Emphasis

Ealing serves a highly diverse community of considerable extremes. The “Big Learning Conversation” <http://www.egfl.org.uk/eblc> signals the strategic commitment to enhancing learning at all levels and means that Ealing schools are well placed to capitalise on the opportunities offered by the New Secondary Curriculum. The Building Schools for the Future strategy for change embraces an enquiry based approach to problem solving across networks of schools that come together to focus on specific projects. Ealing secondary schools were already undertaking a range of initiatives that shared the common goal of improving students’ capacity to learn, one of which was QCDA’s PLTS framework for 11-19. Hence the idea of school to school “Professional Learning Communities”, (PLCs) led by change agents across hierarchies and traditional boundaries, was identified in the Building Schools for the Future Change strategy as an important lever for change. The first year of the PLC was evaluated by Prof Louise Stoll<sup>1</sup>, her findings inform this case study as do the observations of Aspect’s New Secondary Curriculum Adviser for the London region who was kindly invited to participate in a Learning Review as an observer.

##### Question 1: What were you trying to achieve?

A moral purpose underpins the work of all of the PLCs, that of “taking collective responsibility for caring about and improving education for *all* students in the network – learning on behalf of each other<sup>2</sup>” while keeping a close eye on the learning and achievements of their own students. The general remit of the PLCs was to “develop and pilot new approaches to the organisation of learning, professional development and curriculum innovation” with a focus on e-learning and learning to learn. However, the project oriented approach enables each individual project to reflect the needs and capacities of the schools concerned. Accordingly, the Local Authority commissioned Twyford School to provide staff capacity to host, and co-lead a PLC consisting of 9 secondary schools that was “designed to share experiences and strategies in developing and embedding learning-to-learn principles and practice at Key Stage 3”. Twyford was selected, not because the school was highly advanced in learning-to-learn, but because they were willing to openly share their journey and aspirations, without positioning themselves as experts. In 2008-2009 the PLC concentrated on Key Stage 3.

<sup>1</sup> Stoll, L (2009) Stimulating learning conversations: reflections on the first year of the Twyford Professional Learning Community

<sup>2</sup> NCSL (2006) Learning about Learning Networks. Nottingham: NCSL.

## The starting point: Identifying the priorities for development

### What were your schools like at the start?

“Attainment of secondary pupils is above the national average. The percentage of students achieving 5+A-Cs, including English and maths, in GCSE examinations increased from 45% A-C in 2005 to 54% in 2009, those achieving %+A-Cs increased from 59% in 2005 to 69% in 2009, and Ealing now has the highest CVA in London and is second highest nationally (1020). Eleven out of 12 secondary schools are also currently judged “good” or “outstanding” on the basis of Ofsted inspections. Despite these successes, underperformance still exists within schools, a particular priority being to tackle relative under-attainment of certain groups”<sup>3</sup>.

### What differences did you want to see in schools?

Ultimately, the goal of enhancing learning is to improve performance. A priority in Ealing was to tackle the under-attainment of certain groups. Because of their conviction that learning about learning has the potential to transform learning and teaching in their schools, they chose to approach the priority in ways that sustain improvements by changing habits of mind and practice.

## Question 2. How did you organise learning to achieve your aims?

### How did you set about making a change?

The aim of the Twyford PLC was:

*“to develop collaborative approaches to developing Personal Learning and Thinking Skills – sharing our learning experiences to date and working together to generate new knowledge to improve the culture for learning in our schools”*

In the first year Ealing provided 30 days release time for an Advanced Skills Teacher from Twyford School to support the PLC. Subsequently the support role was assimilated into Ealing’s staffing establishment. Each participating school identified a “vertical change team” usually a deputy head, an Advanced Skills Teacher and two “early” leaders, and made an upfront commitment to the programme of structured workshops (facilitated by local authority, and external, consultants), school visits for the purpose of the learning review and the methodology, based on the principles of “appreciative enquiry”<sup>4</sup>

Beyond the brief of this case study was the development of other PLCs and an intranet community.

### Learning review

The enquiry element of the PLC takes place during the learning review. ‘Appreciative’ enquiry disposes reviewers to a positive perspective that highlights the best of practice whilst pursuing other opportunities and potential.

The host school formulates an enquiry question, for example, one team’s line of enquiry was ‘How do we encourage team working and self managing at KS3?’ Another, in the second year of the development, was “Where is good and outstanding Assessment for Learning (Reflective learning) happening across the school?”

<sup>3</sup> Stoll, L (2009) Stimulating learning conversations: reflections on the first year of the Twyford Professional Learning Community p4

<sup>4</sup> Cooperrider, D. L. and Srivastva, S. (1987) Appreciative inquiry in organizational life. In W. Pasmore and R. Woodman (Eds) *Research in Organization Change and Development: Volume 1*. Greenwich, CT: JAI Press.

<sup>5</sup> Lieberman, A. and Wood, D. R. (2003) *Inside the National Writing Project: Connecting Network Learning and Classroom Teaching*. New York and London: Teachers College Press.

The review team consists of about 12 colleagues from the host school, lead school, other schools and the Local Authority who spend a day in the host school, reviewing practice through observations, interviews, examination of documents and data and, sometimes, viewing DVDs of practice.

Subsequently most, if not all, of the review team's feedback informs the host school's plans for development. A report for the school community and the whole network is circulated through the PLC's intranet and in face-to-face meetings with the PLC and the Local Authority. The agreed format for the report covers the rationale e.g. wanting to know 'whether the approach to creating a climate conducive to the development of PLTS is paying off', the data collected, evidence of Personal Learning and Thinking Skills, the sharing of insights and what the school intends to do as a result.

### 3. How well have you achieved your aims?

#### What differences are evident? What impact have you made on your learners?

A number of benefits and positive changes to adult learners were ascribed to the PLC by the independent evaluation.

- 1 *Personal learning and change*
  - ◆ PLC strategies and resources have been used in many PLC members' own classrooms
  - ◆ Being part of a network helped people see themselves and their work differently and to change as a result
- 2 *Changes in conditions and culture supporting learning*
  - ◆ PLC foci? What is this – please explain and activities found their way into virtually all schools' improvement or development plans for the academic year in one form or another
- 3 *Specific changes in learning and teaching practice in school*
  - ◆ A sizeable number of people start to get involved at levels from "creating a buzz" to "dramatic changes". A year in, deeper involvement was still confined to a smaller number of people e.g. one school member thought that "about 10% of us have had our teaching directly informed by the PLC necessarily engage with it".
- 4 *Increased leadership capacity*
  - ◆ Vertical teams have created an excellent opportunity to build leadership capacity.
- 5 *An evolving sense of greater interdependence between schools*
  - ◆ Developing better connectedness between Ealing secondary schools is a key goal of the PLC. and it appears to be happening
- 6 *Focusing on a compelling topic is a motivator for teacher involvement*
- 7 *Appreciative enquiry is potentially powerful as a mode of enquiry*
- 8 *Openness to learning is critical, irrespective of the school's stage of development*
- 9 *External critical friendship can be valuable*

Inevitably, the PLC has also faced a number of challenges.

- 1 *Creating time for PLC participation and follow up*
- 2 *Developing genuine collective responsibility*
  - ◆ E.g. engaging parents to support Personal Learning and Thinking Skills.
- 3 *Commitment of head teachers*
  - ◆ The overall sense was that while some "really embraced the whole process", for others this was not a priority, although in the early stages, certainly, the PLC had not been a topic on head teachers' whole group meeting agendas.

- 4 *Commitment of all members of the vertical team*
  - ◆ The coordinator played a critical role. Things seemed to work best where this person was committed to the PLC, kept everyone informed and up to date, advocated for it with other senior leaders at school, especially the headteacher and encouraged their team colleagues' involvement. Where any of these did not occur, the potential impact of the PLC was reduced.
- 5 *Meeting different schools' needs*
- 6 *Networking as a means to address school and local authority agendas simultaneously*
  - ◆ Local Authority leaders have to consider how much they are prepared to 'hold back' when they are under pressure "to close the gap". The national agenda obviously plays a role but by focusing on aspects of Personal Learning and Thinking Skills, a national initiative that has captured teachers' imagination (see below), there is more of a chance of aligning the agendas.
- 7 *Network leadership is different from school leadership*
  - ◆ Successful network leaders bring people together as learning partners presenting ideas through models of collective enquiry, rather than "presenting information with an all-knowing stance"
- 8 *Facilitating colleagues' learning takes skill and practice*

Just over one year in, there is insufficient evidence, yet, of the impact upon young learners.

Contact Carrie Sharman [CSharman@EALING.GOV.UK](mailto:CSharman@EALING.GOV.UK)

## Calendar of events

### Religious Education “Making Cross-Curriculum Projects Meaningful and Manageable”

Please contact Dave Francis [nsl@natre.org](mailto:nsl@natre.org) for further information on a number of events taking place throughout the country.

### National College for Leadership of Schools and Children’s Services

Leadership of the 11-19 Curriculum - 'The Big Picture and Beyond'  
Date for your Diary - 24 March 2010, Learning and Conference Centre, Nottingham

### CfBT and Subject Associations Cross Curriculum Events Spring 2010

#### Art & Design, Citizenship, Design & Technology, Geography and Physical Education

North East	Tuesday 26 January 2010	Life Conference & Banqueting
Yorkshire & Humberside	Wednesday 10 February 2010	Metropole Leeds
West Midlands	Monday 1 March 2010	Holiday Inn Birmingham City
South East	Thursday 11 March 2010	Wooton House, Dorking
London	Wednesday 17 March 2010	Marriott Maida Vale

#### Music, Languages, History, PSHEe and Religious Education

Eastern	Monday 8 February 2010	Huntingdon Marriott
North West	Tuesday 2 March 2010	Manchester United FC
East Midlands	Monday 8 March 2010	Leicester Tigers
South West	Tuesday 16 March 2010	Taunton Racecourse Ltd

## New Secondary Curriculum Regional PSHE Education Conferences – Spring 2010

To **book your free delegate place** please go to [www.cfbt.com/NSC](http://www.cfbt.com/NSC) and complete the online booking form **by the 22<sup>nd</sup> January 2010**, as places are limited:

<b>East Midlands</b>	<b>2 February 2010</b>	<b>Ramada Leicester</b>
<b>Yorkshire &amp; Humberside</b>	<b>5 February 2010</b>	<b>Leeds Marriott</b>
<b>North West</b>	<b>9 February 2010</b>	<b>Crowne Plaza Manchester</b>
<b>South West</b>	<b>12 February 2010</b>	<b>Novotel Bristol</b>
<b>Eastern</b>	<b>5 March 2010</b>	<b>Huntingdon Marriott</b>
<b>West Midlands</b>	<b>9 March 2010</b>	<b>Crowne Plaza Birmingham</b>
<b>London</b>	<b>12 March 2010</b>	<b>Holiday Inn Kensington Forum</b>
<b>North East</b>	<b>17 March 2010</b>	<b>Newcastle Gosforth Park</b>
<b>South East</b>	<b>19 March 2010</b>	<b>Holiday Inn Guildford</b>

## Dates for the QCDA/Aspect Seminars

An outline of the programme is on page 4.

<b>Region</b>	<b>Date</b>
North East	February 10 2010
East Midlands	February 23 2010
Yorkshire and Humberside	February 25 2010
West Midlands	March 2 2010
London	March 11 2010
South East	March 16 2010
South West	March 18 2010
East	March 23 2010
North West	March 25 2010

## Useful Websites

**DCSF Local Authority support site:**

<http://www.dfes.gov.uk/localauthorities/index.cfm?action=content&contentID=3104&categoryID=75&subcategoryID=106>

**CfBT New Secondary Curriculum:**

<http://www.newsecondarycurriculum.org>

**QCDA home:**

<http://www.qcda.org.uk>

**QCDA Curriculum design site: NEW SECONDARY CURRICULUM WEBSITE**

<http://curriculum.qcda.org.uk>

**QCDA Curriculum general:**

[http://www.qcda.org.uk/qcda\\_104.aspx](http://www.qcda.org.uk/qcda_104.aspx)

**Functional Skills**

[http://www.qcda.org.uk/qcda\\_6066.aspx](http://www.qcda.org.uk/qcda_6066.aspx)

**National Strategies Renewed Frameworks:**

<http://www.standards.dcsf.gov.uk/secondary/frameworks/>

**National College for Leadership of Schools and Children's Services :**

[www.nationalcollege.org.uk](http://www.nationalcollege.org.uk)

**SSAT curriculum design:**

[www.ssatrust.org.uk/curriculumdesign](http://www.ssatrust.org.uk/curriculumdesign)

**New Diplomas:**

[http://www.qcda.org.uk/qcda\\_13916.aspx](http://www.qcda.org.uk/qcda_13916.aspx)

**TEACHERNET home:**

<http://www.teachernet.gov.uk>

**Ofsted:** <http://www.ofsted.gov.uk/>

**National Society for Education in Art & Design**

**[www.nsead.org](http://www.nsead.org)**

**Association for Citizenship Teaching**

**[www.teachingcitizenship.org.uk](http://www.teachingcitizenship.org.uk)**

**The Design and Technology Association**

**[www.data.org.uk](http://www.data.org.uk)**

**Geographical Association**

**[www.geography.org.uk](http://www.geography.org.uk)**

**The Historical Association**

**[www.history.org.uk](http://www.history.org.uk)**

**The Association for Language Learning**

**[www.all-nsc.org.uk](http://www.all-nsc.org.uk)**

**National Association for Music Educators**

**[www.name.org.uk](http://www.name.org.uk)**

**The PSHE Association**

**[www.pshe-association.org.uk](http://www.pshe-association.org.uk)**

**Association for Physical Education**

**[www.afpe.org.uk](http://www.afpe.org.uk)**

**National Association of Teachers of Religious Education**

**[www.natre.org.uk](http://www.natre.org.uk)**