



Newsletter - May 2011

Please scroll down to read the articles

Managing Change – Shaping a new future for learning

Nobody in education can escape the fact that change is in the air. Whether it is about restructuring, funding, curriculum re-design, becoming an academy, free school or federation, a revamp of vocational qualifications or giving teachers in FE greater flexibility to teach in schools there are huge implications for organisational management, strategic planning and the motivation and well-being of the staff who are working to implement the change or who are recipients of it. Making sure that those people who will manage the processes that help to embed new systems and create new structures are fully equipped with the skills to manage effective change is essential.

Our coaching programmes have been designed to focus on how best to develop strategies that lead to organisational excellence and manage change effectively. We develop those staff who are charged with managing the implementation of new ideas or policies and help them towards a better understanding of themselves and the people they work with so that they can empathise, motivate and encourage the most productive and positive actions that lead to highly successful outcomes.

Coaching is used as a tool to effect positive change in many organisations such as the NHS and the police in the public sector and many of our most successful companies in the private sector. Many organisations recognise that running a successful business is all about good communication. Teaching managers to become coaches helps them to develop professional listening skills, to be more articulate in the way they deliver their mission, aims and objectives, and helps them to focus on the positive behaviours that lead to success. Schools, colleges and other education providers all have to find ways of introducing change across many departments and for large numbers of people, often across split sites.

Now is a good time to start to focus on how best to develop the staff who will lead on implementing change and ensure that they develop strategies that will help their teams to embrace change and see it as a positive step towards ensuring the organisation can come through the process stronger and fitter creating better learning opportunities and more success for learners and teachers.

Visit our website www.learningcultures.org to find out more about our coaching programmes. If you would like us to design your own bespoke coaching programme linked to changes you are implementing email info@learningcultures.org and we can help.

Glynis Frater Learning Cultures Limited

In this edition:-

- Book for our conference 'Crossing the Bridge – Key Stage 2 to 3' 29th June 2011

- Check out autumn dates for our training programmes and see the new courses we are developing
- Read about our programmes to support higher achievement in literacy, numeracy and ICT
- We can plan your INSET and ensure you develop a cost effective whole organisation CPD programme for all your staff

New for The Summer
Term

Our Summer Conference

Our Summer Conference – Crossing the Bridge from Key Stage 2 to 3

Research suggests that 39% of learners dip in performance at the end of their first year in secondary school. To address this stark statistic some schools have developed some innovative solutions. We bring together best practice, original and inspirational solutions.

Following on from our very successful series of events focusing on the transition process from Key Stage 2 to 3 we are hosting a conference to bring together the wealth of ideas and good practice that exists around the country. We hope to attract teachers and their primary transition partners so that they have the opportunity to review their own practice and take away ideas to enhance and improve the process. We have excellent key note speakers and a range of workshops that look at all aspects of the transition process including pastoral support, teaching and learning, curriculum design, data management and induction.

Training events this term – click on each event for more information

[Harnessing Achievement at Key Stage 3](#)

[Coaching for Cover Supervisors](#)

[Raising Achievement at Key Stage 4](#)

[What Makes an Outstanding Teacher?](#)

[Success Through Performance Management](#)

[Maths in Context - Making Curriculum - Connections](#)

[Developing a Foundation Learning Programme](#)

[Coaching towards Excellence in Teaching and Learning](#)

[From Alpha to Omega – Making Language Matter across the Curriculum](#)

[Functional Skills - Planning for Success with Post 16 Learners](#)

[Embedding Functional Skills - Enhancing learning](#)

[The Effective use of ICT in a 21st Century Curriculum](#)

Check the website for new autumn dates:

www.learningcultures.org

New training events for the autumn term

Keep checking the website for more information

- **Mentoring NQTs** – Newly qualified teachers are one of a schools best assets, they can be motivated, innovative and bring fresh new ideas. This event helps mentors to harness their enthusiasm and develop their potential
- **Developing the Expert Learner** – We focus on learning and active pedagogy to ensure that the learner is aware of how they learn and how they can develop techniques that support their ability to progress and develop higher level learning skills
- **Moving from Key Stage 2 to 3 – Ensuring a smooth transition** - Following on from our very successful series of events focusing on transition and our
- **Crossing the Bridge** conference being held at Warwick University on 29th June we are hosting a third series to build on our research and experiences to help Transition managers and their transition partners or feeder schools to plan for a truly smooth transition
- **Coaching for Support Staff** – We are building on our very successful series Coaching for Cover Supervisors and offering a similar programme for all support staff. Creating opportunities for support staff and teachers to work closely together and develop a positive dialogue that supports learning can create powerful results.

We can make a difference to ensuring high levels of literacy, numeracy and ICT skills – read on

Improving literacy skills

Why do so many of our young people leave school without at least a grade C at GCSE or above in English by the age of 16? Words are the building blocks of learning and life, having a really good grasp of how to use them to access information, be creative with that information and analyse how it can be used to develop further learning, solve a problem or create something new are the outcomes of being adept in their use.

We want all learners to love language and we at Learning Cultures know due to the research and activity we have been involved in that the best solution to the question above is to put developing literacy skills at the heart of every lesson objective and learner target. In this way the learner is focusing on the language so can access the question that will support them in answering successfully, or give them the ability to listen more effectively to the subject content, or allow them to read around the subject and develop a deeper and more analytical understanding and then write with flair, accuracy and depth.

Our training offer **From Alpha to Omega – Literacy across the Curriculum** gives subject leaders and others with responsibility for improving learner performance to focus on how they can help to ensure that the emphasis on language learning is every teacher's responsibility. We provide those who attend with an in-depth look at effective methods to teach speaking and listening skills, develop strategies that help learners to read and understand, extract information and write for purpose. Whatever the subject the ability to read, write, listen and present with confidence will lead to higher grades and a greater understanding of the subject.

Maths in Context

Making maths come alive for learners is crucial to all higher level learning. Achieving an A level, working towards an apprenticeship or a BTEC or achieving above a C at GCSE all require learners to be able to analytical, solve their own problems and explain the implications of one action on another. For many subjects in school and beyond this kind of level of response is reliant on a numerical solution. To answer a question about the effect on the demography of the 20th century

of the First World War would benefit greatly from an ability to draw on statistical evidence. To be a good cook, design and build something beautiful or practical or to estimate the quantity required to work in wood all require the use of number. An art teacher who was asked to think about the use of number in her subject drew her response; she gave examples of symmetry, tessellation, trigonometry, Pythagoras, proportion and so on, it was clever but a serious response to what she viewed as an obvious question.

Our training programme **Maths in Context** is for subject leaders and teachers from across the curriculum, curriculum managers who want to focus on developing effective numeracy skills of all learners or Heads of Maths who want to develop strategies to help other teachers to use maths more effectively in their subject. We support those who attend to recognise where number is an integral part of the learning and how to help learners make connections, develop higher level numeracy skills and raise their level of response through the use of number for analysis.

Designing an ICT Curriculum for the 21st Century

Technology moves so fast it is hard for anyone to remain ahead of the game but it is often the young that have the upper hand when it comes to the ability to use the many techniques and applications available. There is a plethora of devices, software and mobile tools that are valuable sources of learning and that are not really used to any significant advantage in the classroom or workshop. For many young people this is a significant turn off and can be detrimental to their ability to learn, concentrate and progress.

We have developed a really exciting training opportunity for teachers who want to use the many tools and techniques to greater effect in their teaching. ICT can hold real power to engage learners and lead them to develop their subject knowledge through enquiry, application and presentation. We encourage those who attend to share their learning with others so that the use of ICT as a powerful learning tool can be shared and cascaded to others. Click on the title above to find out more and book a place or visit our website and go to events www.learningcultures.org.

What Makes an Outstanding Teacher?

Still places available at this outstanding course that creates opportunities to talk about outstanding teaching and learning in all types of learning environment. Make a date to be inspired and really focused on what it is that sets an outstanding teacher apart from the rest.

Foundation Learning

Foundation Learning aims to create real progression opportunities for learners working below a C grade at GCSE or who are unlikely to achieve GCSEs at all. We have been working with delegates from around the country to look at how they can develop strategies that support learning and enhance opportunities for learners to succeed, achieve and enjoy their learning experience.

We focus on how to build a really effective curriculum model using the QCF and how teachers and their support staff can weave in the personal, social development work as well as how to best integrate the development of effective literacy, numeracy and ICT skills. The Foundation Learning Programme is a powerful framework for progression allowing all learners to achieve their full potential. Book online at www.learningcultures.org

Embedding Functional Skills – Enhancing Learning

We still offer this series of events because Functional Skills are essential to all learning but if you are delivering Foundation Learning, apprenticeships or Diplomas they are still a fundamental part of these programmes of study and will remain so for the foreseeable future. There is a review of the curriculum both vocational and academic and any changes will come as a result of the outcome

of that review. These are unlikely to take effect for some time yet.

We provide a practical guide to delivery with some best practice examples and lots of opportunity to plan how to really embed functionality into your teaching. We also focus on how the learner can take responsibility for their learning and begin to understand why developing these skills are so important to their ultimate success.

**Download the Functional Skills standards at www.qcda.org
Have a look at some sample GCSE maths and English papers and see what I mean**

Let us plan your next inset

We can take the strain and put together an INSET package to support teaching and learning. We will work with you to develop a range of themes linked to your school improvement plan. We work with staff to develop a range of coaching skills so that your staff work together to become reflective practitioners who focus on cascading best practice, share resources and develop cross curricular connections. Developing a strategy for school improvement that is driven by the staff ensures a cost effective staff development programme that really works.

Resources

Glynis has just written an article for a publication called **Curriculum Briefing** published by Optimus Education which focuses on learner voice and how best to engage the learner in shaping their own curriculum and learning journey. This will be included in a future edition and will be added to our website shortly. Visit www.optimus-education.com to have a look at some of the issues covered by Curriculum Briefing and other publications produced by Optimus Education.

Policy Watch

The Government has responded to the Wolf Review with three key messages

1. The Government want to ensure that all young people achieve "ideally English and Maths A* - C by the age of 19".
2. They want to sort out the way in which performance tables are put together to remove the false equivalences and perverse incentives are removed while allowing the 'best' vocational qualifications to be recognised.
3. They will continue to support Apprenticeships but will aim to learn from other countries about how to simplify them at the same time as strengthening the core components.

For those of us who have taught post 16 English and Maths the first message raises many issues for instance simply resitting GCSEs can be a problem for some learners who have already failed and low self-esteem and lack of motivation to try again can put learners in this age bracket off education altogether.

The 'best' vocational qualifications described in message two are not defined although the awarding bodies are re-shaping their offer ahead of further announcements. We did hear that the Principle Learning from the Diploma suite is being developed as a stand-alone vocational qualification going forward.

Presumably the Apprenticeship programme will include an element of English and Maths if learners don't have A* - C grades or will employers, colleges and Work Based Learning providers select on the basis that learners have already achieved their GCSEs.

A lot to think about here.

You can subscribe to Pearson's policy watch to find out more about the Government's response to the Wolf Review. There is a good synopsis called 'So what happens now?'

Email policywatch@pearson.com



Visit our website at
www.learningcultures.org

Call

01746 765076 | 07974 754241

Email

info@learningcultures.org