

the **Bullet!**n

Autumn 2011

Issue 19

The National Resource Centre for Supplementary Education

Get accredited!

Effective Teaching Skills in Supplementary Schools

By listening to teachers in supplementary schools and through feedback from mentors, the NRC identified the need to develop a companion course to our popular Effective Management Skills in Supplementary Schools. The new course, Effective Teaching Skills in Supplementary Schools, provides non-qualified teachers with the skills and knowledge to develop their teaching practice.

In June and July, Milton Keynes Council commissioned us to deliver our range of teaching and learning courses alongside structural and management support for supplementary school co-ordinators.

NRC Quality Assurance and Training Manager, Claire Arthur, used this opportunity to pilot a modular teaching skills course in Milton Keynes, which was then submitted to the Open College Network (OCN) for accreditation. In August, we were very pleased to hear the course had been approved by the OCN and their nationally-recognised accreditation scheme.

Effective Teaching Skills in Supplementary Schools is worth 3 credits and can be completed at either Level 2

Continued on page 2



Continued from page 1

or Level 3. There is a minimum requirement of 24 hours' teaching and ten hours' study to complete the course.

As one of the Milton Keynes learners said: 'You may have knowledge of a subject; this course will give you the skills to pass it on.'

Learning outcomes

The course covers the following learning outcomes. Underneath each heading, you can see what learners have said.

Understand the education system in England and the role of supplementary schools

- 'It was a great help to understand about the mainstream school system of education and I learnt a lot from this session.'
- 'I understand better the system of British education and also ... understand the needs of students.'

Understand the responsibilities of teachers within supplementary schools

- 'I can well understand children's special/specific and welfare needs and know how to adjust.'
- 'It will help more the children with special needs. I will give them more attention and make sure they feel safe in the class or group.'
- 'Really opened my eyes up and made me aware of the external needs of the students, which can now help me to relate more to them.'

Understand different learning styles and the effect on learning

- 'Understanding how different people learn in different ways, and to include this in lesson planning; shows the importance of lesson plans.'

Understand the requirements of lesson planning

- 'It will help because I learnt about features of a lesson plan which will help in managing time and different strategies of learning.'



'Really opened my eyes up and made me aware of the external needs of the students...'

- 'I am definitely going to start using lesson plans ... much more structured and engaging. Also going to take into account different learning styles and adapt my teaching accordingly.'

Understand different assessment methods and recording of progress

- 'Taught me more about ongoing assessment (formative) and alternative testing methods that are often more accurate.'
- 'Helps to know where and how children need help and also helps to know how to communicate with parents and pupils.'

Understand what constitutes an effective learning environment

- 'Think about classroom layout, make sure in lesson planning there are extra exercises for quick workers, get to know students, start tough and slacken off, use humour.'
- 'It helps to know how to control the class and how to manage and promote positive behaviour.'

Know how to evaluate your own teaching

- 'Working on reviewing and evaluating and developing myself and other teachers will really help us to deliver a more professional service.'
- 'I understand my roles and responsibilities.'

Practical exercises

The course involves two practical exercises, which the learners must complete, including a presentation about their school and a fifteen-minute micro-teach. This involves the learner planning and delivering a session to the rest of the class. Scared? Don't be! Here's what learners said about the micro-teach:

- 'Initially daunting but REALLY enjoyed this, both delivering my micro-teach and watching others.'
 - 'It sounded difficult but I planned and made it easy to understand.' The feedback was that the micro-teach session was a huge success, with lots of learning taking place. We asked learners how this would help them to improve their teaching and they said:
 - 'It was a good experience to plan, deliver and face questions.'
 - 'I will use some of the styles which the other teachers use. I will also correct myself according to the feedback.'
 - 'It helps in knowing where, as a teacher, I need to improve through peer feedback from other students.'
 - 'I used many new structures which I've learnt during the course. A different style of teaching [to] what I've been used to over the last few years.'
- One change we have made since the pilot is the need for learners to build a practice file. This reduces the need for written assignments, and provides practical experience for the learners to reflect on.

Course costs

This includes: OCN course fee; student registration fee; tutor fee (7 x 3.5 hours); assessment; internal moderation; management and administration. The client provides a venue and refreshments, as appropriate.

- Total cost for 10 learners: £3,682 + VAT
- Additional learners: £35 each

For more information, go to www.supplementaryeducation.org.uk or email training.admin@continyou.org.uk.



In the last issue I ended this editorial by urging readers to send in their stories and news. As you can see by the bumper issue you hold in your hands, we got a wonderful response and had to add an extra four pages to *the Bulletin*.

The summer term was busy for us all, with exams and celebrations for many. It was also a term of coming up with new ways of working and resourcefulness in a climate of cuts and increasing difficulties in obtaining funding. On page 14, Karen Gardiner shares one school's determination to keep going and to improve the support offered to children by the Birmingham Ishango Science Club.

The role of supplementary schools in providing core curriculum support was celebrated and supported by educational charity At-Bristol, with a three-day conference and follow-on workshops which brought together twenty primary and fourteen supplementary schools to develop their skills in the teaching of science (see pages 8–9).

In case you were getting worried that all statutory sector support for community-based education was vanishing, our article on pages 4–6 highlights the ongoing work of the Manchester Supplementary Schools Network, a partnership between Manchester Children's Services and staff from 57 supplementary schools. In February the NRC trained thirteen local staff to mentor schools through the Quality Framework; just a few months later seventeen supplementary schools received their Bronze Quality Framework Award, with 40 more on the road to quality assurance.

And what has the NRC been up to? Well we've looked at your training requests and feedback and worked on our offer to provide more support for teachers: both one-day courses and a brand new, accredited, modular course for teachers (see front page and our training leaflet for details); we've devised a mentor support scheme which enables supplementary schools to buy in mentor support at higher levels and maintains free support at the Bronze level award (more on page 10); and we've developed an online database of supplementary schools to help schools promote their services and build partnerships. The online database launches on 13 September, but we will be adding schools each month. If you want details of your school provision to be featured, just join the NRC and let us know (page 11).

From all over England, mentors have told us, in emails and in their witness statements, of the wonderful work being done in supplementary schools. As Rita Pretty, new mentor for Lewisham, writes on page 15: 'two-way communication, one to one, by committed people who believe in what they are providing for children enables the child to believe in themselves'. As the new school year gets underway, after a summer which saw the frustration and hopelessness of some explode in several of our cities, it is good to remind ourselves that supplementary schools are a living demonstration that communities do know how to raise the aspirations of young people and can provide the academic support that will enable children to reach their true potential. They just need our support.

*Pascale Vassie,
Policy and Delivery Manager,
Community Education and Inclusion, ContinYou*

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57 supplementary schools are members of the Manchester Supplementary School Network

•
32 separate communities are represented – and nine major faith groups

•
Around 8,000 minority ethnic pupils and adults attend classes each week

•
600+ volunteers are supported

•
420 volunteer teachers have attended training since 2005 (including child protection, teaching and learning techniques, family literacy and more)



Spectacular Manchester!

The sun shone in Manchester on 25 June as pupils, parents and teachers flocked to the Great Hall at Manchester University's Sackville Street Building. They were there to celebrate the achievements of the Manchester Supplementary School Network (MSSN), to enjoy children's performances and to celebrate and recognise the hard work they and their teachers had put in.

Background

Manchester's minority ethnic communities have a long history and many supplementary schools there have been around for over 20 years. The oldest ones began in the 1940s, and each year new ones start.

Welcome

Welcoming the audience, Sudip Chatterjee, Education Development Officer for the International New Arrivals, Travellers and Supplementary Schools Support Team, explained how MSSN facilitates grants and funding applications, quality assurance and data sharing between supplementary schools. The annual achievement day, he said, demonstrates inter-faith, inter-community and partnership working at its best.

Thanks

Daniel Yupet, President of MSSN and headteacher of Manchester Sudanese Tree Development Community School, thanked volunteers, schools and parents for their hard work in supporting their children to achieve in their education.

'We are bringing up the future leaders of our communities,' said Mr Yupet. He thanked Manchester Children's Services, particularly Jenny Patterson and her team, for their ongoing support, advice and quality assurance. Manchester Children's Services has also helped with grants to individual schools for over 20 years and has supported the work of MSSN since it was formed in 2005.

Mr Yupet also thanked Manchester University for hosting the event. Stephanie Lee, the University's Undergraduate Recruitment and Widening Participation Manager,



noted how important it is for the University to work with the diverse communities across Manchester, which is reflected at the University by students from over 180 countries.

Support

Jenny Andrews, Deputy Director of Children's Services, and Councillor Afzal Khan (CBE), Executive Member for Children's Services, showed their support by attending.

In tough times, with £109 million cut from Manchester's budget, they are demonstrating their commitment to supporting supplementary schools by not cutting their budget.

Diversity

Councillor Khan pointed out: 'With over 170 languages spoken in Manchester, we value our diverse city, enrich lives and promote community cohesion. The wonderful work of supplementary schools can't be underestimated: supporting children's education and development results in better performance, better results and increased learning. Strong roots make strong community members.'

Presentations

Jenny Patterson, introducing the presentations, stated that, in addition to the certificates given annually for outstanding pupils and volunteer teachers, seventeen schools had achieved the NRC Bronze Quality Framework Award this year. 'This builds on Manchester's existing quality assurance framework to give our schools the national recognition they deserve.' Ms Patterson also noted that some schools were working at Silver or even Gold standard. That the Bronze Awards had been achieved in less than three months demonstrates the commitment of the headteachers and management committees.

The Lord Mayor Councillor Harry Lyons JP joined Councillor Khan and Jenny Andrews to present schools with their awards.

In February, the NRC trained thirteen mentors to work with the schools to gain this national award.

So, well done to these schools and the mentors who supported them:

- Malaysian Community School of Manchester
- Bosnian Supplementary School
- GMBA Bangla School
- Sri Guru Gobind Singh Gurdwara Education and Cultural Centre
- Manchester Sudanese Tree Development Community School
- Almanar Arabic School
- Noor School
- Chinese Education Culture and Community Centre Chinese School
- The Manchester Chinese Christian Church Chinese School
- Iranian Cultural Society (Farsi School)
- The Polish Saturday School, St Bede's
- Manchester Chinese Centre Supplementary School
- Mrs D's Supplementary School
- Bharatiya Vidya Bhavan Manchester
- MaCo Youth Club
- Hellenic School
- Huaxia Chinese School

'The wonderful work of supplementary schools can't be underestimated: supporting children's education and development results in better performance, better results and increased learning. Strong roots make strong community members.'

*Councillor Afzal Khan
(CBE), Executive Member
for Children's Services,
Manchester City Council*



Showcasing talent

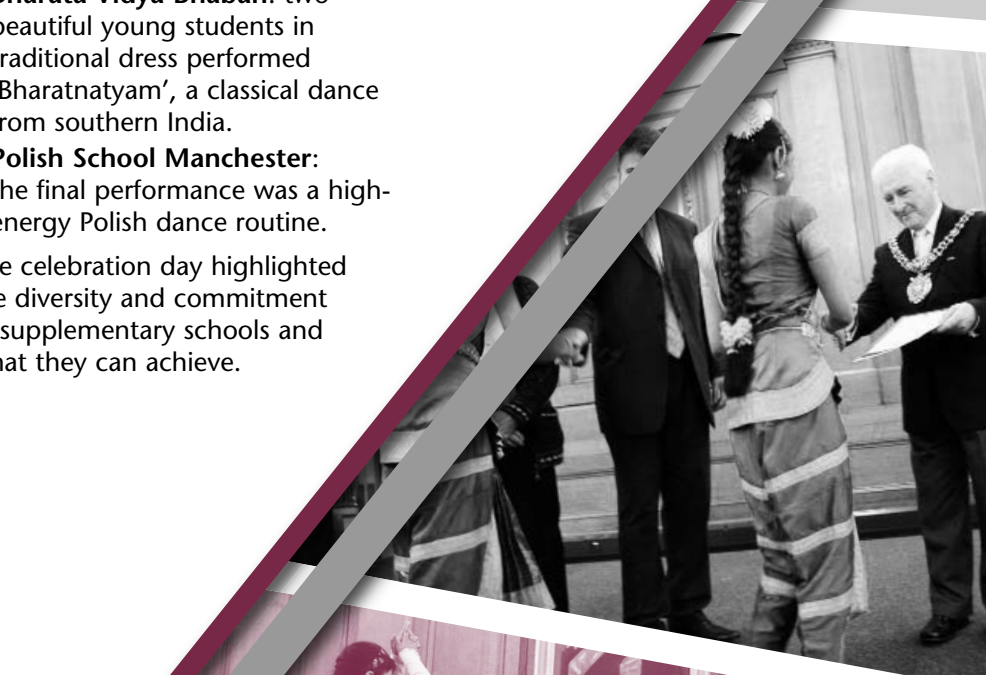
The performances from eleven schools offered a great opportunity to showcase the children's talents and highlighted the diversity represented by MSSN:

- **Noor Arabic School:** Three young ladies sang a beautiful song called 'Give us a chance'.
- **MaCo:** A young lady read a poem she had written called 'School Away from School', accompanied by a young man playing an African drum (see page 19).
- **Huaxia Chinese School:** an elegant and mesmerising Chinese dance to 'Moonlight'.
- **GMBA Bangla School:** students and teachers sang the 'Bangla alphabet song' together, with a solo performance by a young man called Ishaq.
- **The Iranian Cultural Society (Farsi School):** a traditional folk dance, which had the audience clapping along.
- **North West Chinese School Language Centre:** six young girls in eye-catching costumes performed a Chinese dance called 'Tea leaves'.
- **Manchester Chinese Centre:** a dance involving Chinese dolls and using fans and tambourines, with the dancers dressed in fabulous pink tutus.
- **UKIM Khizra Masjid:** two young ladies sang and one young lady beautifully recited 'Child's prayer in Urdu'.

- **Bosnian School:** accompanied by their teacher on the violin, students performed a traditional Bosnian dance and sang. One of the younger students then gave an impromptu and entertaining performance of 'Rockin Robin'.
- **Bharata Vidya Bhaban:** two beautiful young students in traditional dress performed 'Bharatnatyam', a classical dance from southern India.
- **Polish School Manchester:** the final performance was a high-energy Polish dance routine.

The celebration day highlighted the diversity and commitment of supplementary schools and what they can achieve.

Manchester has shown that its supplementary schools are thriving and will continue supporting the development of its children and young people.



From the top:
Bharata Vidya Bhaban;
Bosnian School; North West
Chinese School Language Centre

New funding opportunities

BBC Children in Need

The current deadline for general grants is 15 October 2011. The next deadline is 15 January 2012.

The NRC will be holding funding training at their Birmingham headquarters on 26 October, where Children in Need is offering NRC members one-to-one sessions to help them with their funding applications. For more information, see the back page of this *Bulletin*.

www.bbc.co.uk/pudsey/grants/general_grants.shtml



Trust for London

The trust exists to tackle poverty and exclusion in London. As well as providing larger grants in line with four funding priorities, the trust also specifically targets mother-tongue and/or supplementary schools. The current deadline is 5 October 2011.

Grants manager Helal Uddin Abbas will be at the NRC FAME training on 29 September (see back page for more details).

www.trustforlondon.org.uk

Awards for All

Awards for All has changed. You can now apply for £10,000 every year rather than every two years, and repeat events and activities can be funded if they are more than three years apart.

www.awardsforall.org.uk/england/index.html

Britannia Foundation

Offers grants between £1,000 and £25,000 for registered education charities and schools, particularly if they aid numeracy or financial literacy.

www.britannia.co.uk/_site/corporate/in-the-community/foundation.html

Live UnLtd

Offers up to £5,000 and practical support to help anyone aged between 11 and 21 with an idea to change the world around them for the better.

www.liveunltd.com

J Paul Getty Jnr Charitable Trust

Two programmes are suitable for supplementary schools: Improving Prospects – for young people aged 14 to 19 at risk of social exclusion, particularly refugees or asylum seekers; and Repairing Communities – for community projects that help to integrate different social and ethnic groups.

www.jpgettytrust.org.uk/funding.html

The Hedley Foundation

Provides grants for registered charities helping the education and recreation of young people.

www.hedleyfoundation.org.uk

Lloyds TSB Foundation for England and Wales

The Community Programme provides funding for up to three years to charities that help disadvantaged people play a fuller role in the community.

www.lloydstsbfoundations.org.uk/FundingProgrammes/Pages/Community.aspx

Paul Hamlyn Foundation: Social Justice Programme

The programme aims to help integrate marginalised individuals and communities, and support young people up to the age of 30 who are in transition, such as leaving care or settling into a new community, or established communities in refugee dispersal areas.

www.phf.org.uk/page.asp?id=91

Outer London Fund

The Mayor of London's pot of £40 million is available to a wide range of organisations, such as community, creative, cultural and business groups that wish to strengthen and improve the life of communities in the outer London boroughs.

Projects should focus on high-street places and concentrate on self-confidence, vibrancy and economic growth. The closing date for applications is 14 October 2011.

www.london.gov.uk/priorities/business-economy/investing-future/outer-london-town-centres

Yapp Charitable Trust Grants

Grants of up to £3,000 per year for up to three years are available to help the work of registered charities that work with children and young people, people with life-limiting social problems, and lifelong learning.

www.yappcharitabletrust.org.uk

O2 Think Big

Young people aged 13 to 25 can get up to £300 to help them create a project that has a positive impact on their local community. They will also receive training, support and mentoring from youth charities such as the National Youth Agency and UK Youth.

Eligible projects should be run by young people for young people, and may be eligible for a further £2,500 to continue their work.

www.o2thinkbig.co.uk

Making science accessible for all



At-Bristol, the hands-on science centre and educational charity in Bristol's Harbourside, has been working closely with 52 educators across the city on an innovative training and mentoring programme called Inspiring Interactions.

The diversity of Bristol schools is increasing rapidly – 2008's annual schools census showed that 22.5 per cent of pupils are from Black and minority ethnic (BME) backgrounds, compared with the UK average of 11.9 per cent. Commenting, Chris O'Callaghan, Deputy Formal Learning Manager for At-Bristol, said: 'There is much focus on how to support BME students across all stages of the curriculum, particularly where underachievement is greatest in the

areas of science and maths. Recognising the important role of supplementary schools in providing educational opportunities for children and young people, many of whom come from minority ethnic communities, At-Bristol looks to work alongside these settings to make science accessible to all.'

Building on this vision, At-Bristol secured funding from the Paul Hamlyn Foundation to bring together 20 primary schools and

fourteen supplementary schools to develop skills and ideas in the teaching of engaging, accessible science.

Driven by the overarching aim to address the underachievement of BME pupils in the city, a three-day conference was delivered by At-Bristol, the University of the West of England and other local education consultants in January. A series of interactive workshops took place on issues including cultural competency, science for learners with English as their additional language, and placing science in culturally relevant contexts. Key concepts and processes in science were also reviewed to see how to incorporate this teaching into supplementary schools.

With supplementary and mainstream teachers working alongside each other at the conference, primary school teachers gained improved understanding of the challenges facing BME students in education and the role of supplementary schools.

Equally, supplementary schools shared skills and ideas with primary school teachers and were supported in developing exciting science experiments to take back and try in their teaching.

Supplementary school leaders were also given an exciting opportunity to invest the skills acquired during the conference into a recognised teaching qualification with the university.

The conference was well supported by prominent educators and scientists, keen to endorse out-of-school-hours educational opportunities in science. A number of them spoke at the conference –

'It was very interesting and it opened my eyes to the experiences and barriers for BME children and adults.'

Teacher, Bank Leaze Primary and Nursery School



Two supplementary school teachers at the conference getting hands-on with a workshop on simple science experiments to run with your students



Centre: Primary school teachers and supplementary school teachers sharing ideas and experiences at the start of the project

Right: Jon Chase rapping about scientists from all cultures at the celebration event

Left: Young people from supplementary schools getting hands-on in At-Bristol during the celebration event

a highlight for many participants included a talk in At-Bristol's Planetarium from inspirational space scientist, Dr Maggie Aderin-Pocock. Maggie has been involved with At-Bristol's supplementary school work for a long time and over the last five years has visited over 25,000 school children and motivated countless more through her televised work with the BBC. Her stimulating talk reflected on the many challenges she faced in school and the important role educators have in inspiring young scientists from all cultures:

'I find most children are convinced that science is reserved for the very brainiest of white middle-class students, so I target my work to engage with inner-city schools with growing BME pupil populations. I'm delighted to be working with At-Bristol once again, following the 2008 Bright Sparks project and hope that together we can make science more accessible to BME communities in and around Bristol.'

In the months following the conference, At-Bristol continued to work alongside supplementary schools to support the implementation of the course's ideas. Easy to resource, simple but effective science experiments helped increase the repertoire of the participating teachers. Among those supporting the delivery back in

'I was really inspired by the conference. This led to me planning and teaching science in a supplementary school. I believe that this conference has changed my perception of teaching and learning science, giving me confidence to teach science, although this concept is relatively new to me.'

Rubina, supplementary school teacher.

supplementary schools was Raj Bista (leader of At-Bristol's team of science communicators). Previously a supplementary school teacher himself, Raj was keen to highlight the importance of engaging young people of all backgrounds in science: *'Science is everywhere, in everything we do. It is relevant to all our lives. Our understanding of science is taken from the contribution of scientists from across the world and of all cultures and I am excited to support supplementary schools as they explore how to celebrate and share this with their pupils.'*

The year-long Inspiring Interactions project concluded with a free celebratory event in the At-Bristol science centre, attended by over 450 family members from participating supplementary schools. At-Bristol put on a dramatic science show and special guest Jon Chase delivered an inspiring science rap to an energetic audience. Participants from the course displayed their recent science work to celebrate the headway being made in integrating science into supplementary school teaching and forging closer links between educational institutions in Bristol.

Find out more

For further information on the Inspiring Interactions project and our other work with community organisations, go to www.at-bristol.org.uk/inspiringinteractions or contact Chris O'Callaghan, Project Manager, on 0845 345 1235.

New year, new challenges

A new school year brings new challenges for many supplementary schools, especially in the present climate of cuts. No doubt you have all been busy planning the activities and classes you will be providing for your pupils for this academic year, but have you also been thinking about organisational development?

Organisation

A well-organised school has many advantages. It can adapt better to change as it knows where it is at present and where it wants to be in the future. It all comes down to planning. The building blocks of any organisation are incredibly important; without these, you may come unstuck. Invest time in your

'BBC Children in Need always receives more applications than we fund, and we have to be sure that our funding is going to organisations that are the most effective in delivering projects to disadvantaged children and young people. When considering which applications to fund, we look in as much detail at the organisation's capacity to manage our grant as we do at the project that they want us to fund. It is important that the organisations we fund have policies and procedures in place that are appropriate to their size and the nature of their work, that ensure that they are set up and can run effectively and manage our funds well.'

Melina Connelly, BBC Children in Need's Regional Manager for the Central Region



organisation, as well as the teaching and learning, and you will see the benefits.

Policies

You may not see the importance of putting the correct policies and procedures in place and feel that this takes your focus away from the teaching, but without the correct policies in place you will not succeed in acquiring funding and are much more vulnerable to closure.

Developments

Over the coming months, we will be reviewing the sample policies and procedures that we offer as templates on our website to ensure we are giving the very best information and guidance. Please log on to the website and see if they can help you.

We have also successfully developed the Effective Teaching Skills in Supplementary Schools course (see front page), our companion course to the popular Effective Management Skills in Supplementary Schools training, which links in to the higher-level awards. So, if you want to support your unqualified teachers and develop skills within your organisation, please consider this course.

Mentors

We are always happy to train new Quality Framework mentors to support supplementary schools in their development. At present we have over 90 mentors around the country. They often tell us what a rewarding experience it is to work with supplementary schools.

With many local authorities no longer able to provide staff to train

as mentors, we are now providing a list of trained mentors whose work we have moderated and who are available for supplementary schools to engage directly. We recommend that individual support for the Silver or Gold Quality Framework Award should cost in the region of £400.

If you are interested in becoming a mentor, please contact Claire Arthur on 07817 584 044 or email claire.arthur@continyou.org.uk.

Awards

Two hundred and sixty schools now have the Bronze Quality Framework Award, while 31 have Silver and 33 have Gold. We have a number of recognition meetings planned this term and have many schools working on the higher-level awards. Don't get left behind: join the movement and show others that you've got what it takes.

Once you have received your certificate, contact us to obtain the relevant Quality Framework logo so that you can use it on publicity to promote your achievements and ongoing commitment to providing quality services. If you haven't requested the logo, please contact Clair or David on 024 7658 8440 and they will forward this to you.



New schools database

Adam Zulawski interviews Membership Officer Halimun Choudhury about the NRC's brand new online database of supplementary schools.

Adam: So Halimun, why do supplementary schools need a resource like this?

Halimun: Well, it enables schools to publicise their contact details and information about their courses for free. Letting others know about their work and achievements can help schools get more parents interested in sending their children there.

Adam: And I guess parents who want to send their children to supplementary schools will see what courses are on offer and where.

Halimun: That's right. The NRC's new database will make it easy for them to find relevant schools and courses in their local area, and to find out what age ranges are supported.

Adam: I see. How is this database different from, or similar to, the Our Languages database that the NRC used to manage?

Halimun: A few years ago, we worked with CILT, SSAT and SDSA to create the Our Languages database, which enabled people to search for schools across England offering community languages. Unfortunately the funding for this database ended in 2009. With the new NRC online database, we've been able to update many of the records from the Our Languages database and also include, for the first time, supplementary schools that focus on core curriculum subjects rather than, or in

addition to, community languages. What it also captures and highlights are those supplementary schools that have completed Quality Framework Awards.

Adam: Why might this be important?

Halimun: Parents will see what quality assurance schools have in place, which will give them peace of mind that their child is being looked after by a trustworthy and reliable organisation. This will also help in funding applications. Grant-making bodies can find a school online and see that it is quality assured.

Adam: How many schools are listed so far?

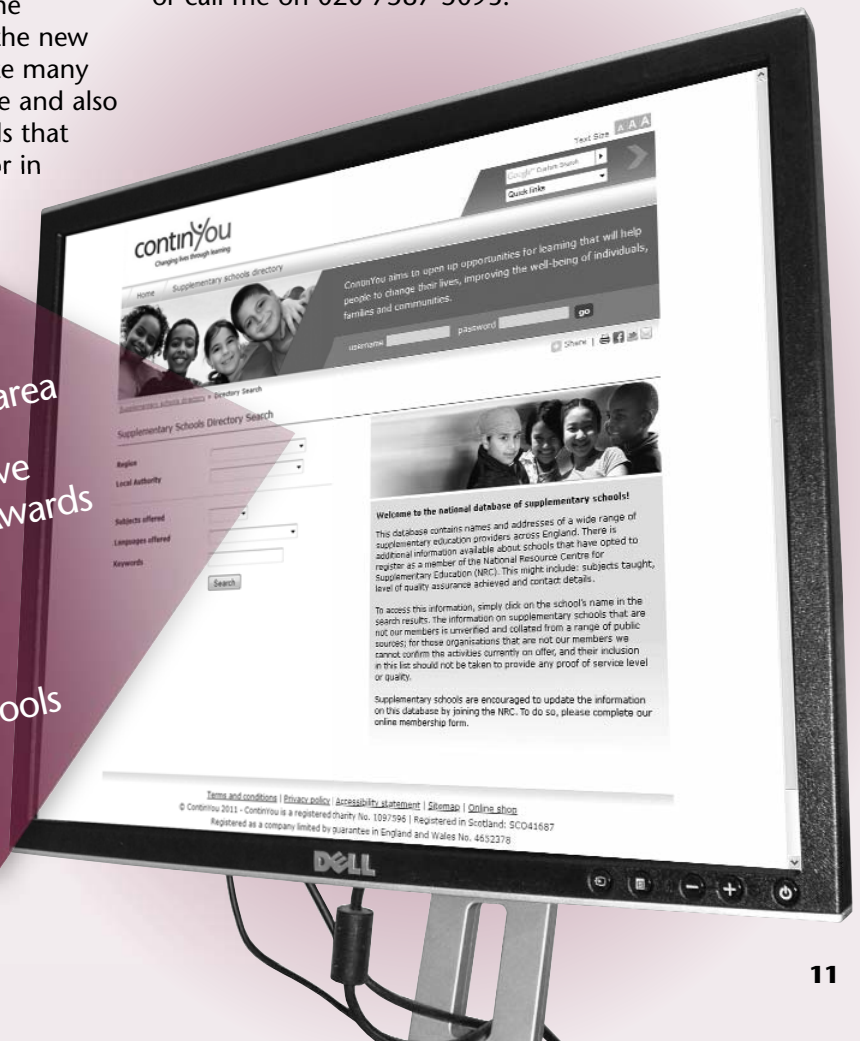
Halimun: The new database contains around 3,000 entries, over 700 of which are NRC members. We give all our members the chance to be listed and when NRC members renew their membership each year, we update their entry to ensure a school's information is up to date, especially any new Quality Framework achievements!

Adam: Sounds great. How can I find out more?

Halimun: Just go to www.continyou.org.uk/NRCdatabase or call me on 020 7587 5093.

Benefits of the directory

- Quick for parents to locate relevant schools in their local area
- Easy to see which schools have gained Quality Framework Awards
- Offers schools extensive networking opportunities
- Allows supplementary schools to advertise their classes



The NRC has been working with the Safe Network to develop and deliver a range of support services for schools across England. The support is linked to the Quality Framework and addresses safeguarding areas required for the completion of the Bronze Award. This has included a train-the-trainer session on the Safe Network materials for supplementary school network co-ordinators and local authority staff to support them in spreading the good practice of the Safe Network resource.

The NRC has delivered 23 training sessions directly to supplementary school staff and volunteers within local authorities, eight of which have been co-delivered with the Local Safeguarding Children Boards (LSCBs) to get materials out to schools. Overall, there have been 327 participants.

These sessions have been based on the 'Are they safe?' resource, with additional supplementary school-specific resources and activities. These included good practice examples of safeguarding procedures, codes of practice and behaviour management in community-based initiatives offering supplementary and faith education to children.

Following the launch of the core safeguarding standards, the NRC and

In partnership with the Safe Network

the Safe Network delivered a training session for the Pan London Supplementary Education Network on the standards. Twenty-four participants attended the session, including supplementary school mentors, local authority leads on supplementary schools, community voluntary service leads and volunteer representatives from community-specific supplementary school networks. Seven mentors agreed to be champions for the standards and offer cover to the following London boroughs: Barnet, Brent, Camden, Greenwich, Lambeth, Lewisham, Southwark and Westminster.

Links with LSCB development work

Links with LSCBs were promoted at every possibility, during joint facilitation of training sessions with LSCB leads in Coventry, Milton Keynes, Leicestershire, Lewisham, Medway, Greenwich, Barnet, Hackney and Sutton, and at joint launches of the standards with the LSCB in Greenwich. Further work is

planned to ensure that any roll out of the standards is linked with LSCB leads.

Taking the work forward

To sustain the work the following activities are ongoing:

- attendance of the NRC mentors at the core modular training for Safe Network standards
- support from Safe Network for the mentors to deliver their first training event on the standards
- ongoing mentoring from the NRC for any of the supplementary schools leads to support them in delivering the training
- cross-referencing the Quality Framework with the Safe Network Standards.

Feedback and evidence

All the sessions were comprehensively evaluated, with 81 per cent of participants reporting that the course was very useful, and the remaining 19 per cent saying it was useful.

Here are some of the many positive comments:

'As a result of this session I will make sure the school has written legislation, codes of conduct, etc.'

'It was very engaging and interactive. It was actually one of the best courses that I have attended. It certainly met its objective as far as I am concerned. I am certainly more knowledgeable about issues surrounding safeguarding issues.'

'Very useful training which provided the opportunity to review the organisation's policy and procedures, to benchmark practice with other organisations.'

'Everything was useful, the group discussion in particular, we need more intensive training on safeguarding and managing our schools.'

www.safenetwork.org.uk



CILT has moved

CILT has recently merged with the education charity CfBT Education Trust. We have relocated offices and are now based in Reading. Our new switchboard number is 0118 902 1000. You can keep in touch with the latest news from CILT on our website.

www.cilt.org.uk

Lingu@net World Wide

The new Lingu@net World Wide online resources centre for language learners and teachers has now been launched. Access the site in 32 languages, including Arabic, Chinese, Greek, Hindi and Portuguese, to find language resources and support for adult learners relating to the learning of any language.

www.linguanet-worldwide.org

Our Languages across Europe

CILT is being funded by the Lifelong Learning Programme of the European Commission to disseminate the outcomes of the DCSF (now DfE) Our Languages project across other countries in Europe. The project was set up in 2007 in England and created partnerships between 90 mainstream and complementary schools, which enhanced the teaching and learning of community languages and promoted social cohesion.

www.ourlanguageseurope.eu

World Stories

World Stories is an exciting new initiative set up by National Children's charity KidsOut. One in eight children in the UK speaks English as their second language and KidsOut is engaging these children, and their English-speaking peers, through the magic of stories. They are creating a collection of short stories in 20 languages, including Punjabi, Tamil, Urdu, Gujarati, Yoruba, Turkish and Polish. The stories are being illustrated, professionally recorded and made available to read and listen to in both their

mother tongue, as well as in English. For more information and to get involved in World Stories, visit the KidsOut website.

www.kidsout.org.uk/storytelling

European Day of Languages

26 September 2011 marks the tenth anniversary of the European Day of Languages (EDL), as set up by the Council of Europe in 2001. Look out for ideas and activities for EDL on the CILT website.

www.cilt.org.uk/edl

CILT Graduate Teacher Programme

In September 2011, CILT's Graduate Teacher Programme (GTP) opened its doors to native speakers of Italian and Mandarin Chinese, in addition to mother-tongue speakers of French, German and Spanish. The year-long course is an employment-based route to Qualified Teacher Status (QTS), where day-to-day work in school is combined with regular training sessions.

www.cilt.org.uk/gtp

New toolkit for Arabic published

SSAT has recently published a new practical toolkit called *Ways into Arabic*. It provides a diverse and valuable source of information for introducing and teaching Arabic in schools. Visit the SSAT online shop for further details.

www.ssatrust.org.uk

Competition to celebrate language proficiency

The publisher Collins has launched a competition to find the 'Most Multilingual Child in Britain'. They want to hear from the parents or guardians of children (up to and including the age of 15) who are conversant in multiple languages. The nomination deadline is 1 November 2011.

www.collinslanguage.com/collins-most-multilingual

Do you teach Mandarin in a mainstream school, college or university?

From July to December 2011, Hanban (Confucius Institute Headquarters) in Beijing is running a series of free training events in nine locations across China. Participants will have the opportunity to learn about the most recent key teaching resources, including multimedia materials produced by Hanban. All expenses for the training programme are covered by Hanban.

www.cilt.org.uk/home/features/course_for_teachers_in_china.aspx



'Don't do what you've always done ... if you always do what you've always done, then you'll always get what you've always got...'

An NRC mentor known to many schools, Karen Gardiner has run Birmingham Ishango Science Club since 2000. But cuts are forcing this respected complementary school to work differently. Karen explains to *Bulletin's* Adam Zulawski.

Karen: Ishango Science Club was a 'limited company by guarantee' with a board and staff. When we lost our funding we went through the motions, as you do, and now I'm setting up a business that does the same thing but in a different format.

Ishango now runs on four nights each week instead of Saturdays. Before, it only offered maths, science and literacy; now it's maths, science, engineering, technology, 11-plus coaching and post-16 A-level. We're also working with parents, educating them about the school system.

afford the apportionment figure: nearly £30,000 per quarter plus £3,700 in rent on top!

At the end of the original Ishango, parents did start paying to try and save the provision, but it wasn't enough. We still have some parents who are willing to pay for provision so we'll work with them; hopefully, it'll build up and we'll have a private tuition facility. We want to do things properly. We're also looking at marketing and working in partnership with other organisations.

We found a place in Hockley Hill which was quite good, but it didn't work out unfortunately. We're still looking around Birmingham for the right location for the new home of Ishango.

Adam: *What's the legal status of the new Ishango?*

Karen: It's a private limited company with social aims. We need to have an advisory or steering group that is

Schools often don't realise how much groundwork we do teaching the core subjects of maths, science and literacy. This enhances pupils' GCSEs and leads to higher grades than expected. We're able to look at the grey areas, where children aren't achieving and fine tune things because we have smaller groups, more one-to-one contact.



Adam: *Why did you decide to take this new direction?*

Karen: We'd already identified gaps with science, especially with African-Caribbean children. But after looking at research, we found that the majority of young people don't go for science at all, and they don't go for jobs in it.

We've also had parents tell us they don't know how the system works, or that they have problems with their children at home. I used to deliver pastoral care on a voluntary basis, but now we're putting that into the new Ishango package too.

We're still non-profit, but we have to sustain it in a new way to keep our children educated. We're looking at costs and want to keep them quite low, but we do have to pay for the facility and resources. We were based in a children's centre in Attwood Green but we couldn't

be responsible for what happens within the organisation. We're just going through the formalities with Companies House; we've registered and just need to incorporate now.

I'm doing all the groundwork with staff from the original Ishango. They're not just staff who come in and work; they're now stakeholders. This is better because each has a say and everybody is valuable. They've put everything into it. They're also called 'practitioners' now, rather than 'staff'. They're science practitioners, English practitioners, maths practitioners.

We'll have an advisory group of about seven people, and a tier of 'ambassadors'. I'd like a younger board because they're more innovative and know what's going on out there. The older ones will be the ambassadors. We'll look at their skill sets to see what they can offer the

organisation. In the olden days (three months ago!), board members were less active. We want people to be actually doing things now.

The ambassadors – business people and entrepreneurs – are role models and, in some cases, they'll sponsor a child for a year. We'll give them a package which tells them what the child is doing, how they're progressing and we'll invite them in for celebration days. The more people we can involve, the more organisations that work with us, the better it will be.

Adam: What's the mood around all these changes?

Karen: It's amazing. The dynamics of the group are really good. We meet every Wednesday, fall into our groups and just get on with it. Three people work on the brochure, three on research and three on the business plan. We respect each other because we know we all have something to contribute. It's good advice for everybody, anywhere: always remember that somebody knows something you don't. You can't always know everything. Ask questions. Everybody's got their own little pot of knowledge they can share.

Yesterday we had a meeting about publicity and I spoke about having business cards. Everyone stopped talking; they just seemed to be thinking: 'What do we need business cards for?'

I said 'You're a stakeholder in the business, so why shouldn't you have a business card?' They hadn't thought like that before. This is the difference between just coming to work and being a stakeholder. They'll have business cards with the Ishango logo and it'll say on there that they are practitioners.

Adam: How do you feel about the future?

Karen: It's hard to improve provision in this climate and I think there will be a number of challenges. I'll just take each one as it comes and deal with it. I'm really passionate about Ishango, so that alone will give me the energy to go on. And the NRC is still there for us. If I've been stuck, I ask Claire Arthur. She and I looked at the different ways of setting up a business – limited company by guarantee, a social enterprise, community interest company, and so on. She advised me, as a quality assurance manager, on how to go about it. I class myself as a senior mentor, but I don't know everything. It's coming to terms with what you do know, what you don't know and what you need to know.

Martin Luther King said that if you forget about the things that are important to you, that's the day you stop living. The same applies to Ishango: if you believe that the work you're doing is important then find another route you can take it down. Talk to people who you're working with. Have good relationships with the parents and carers of the children that you want to work with. Do fundraisers. There's always something new you can try, something you can change to make things better. Evaluate yourselves. Look at what's good and what isn't. Look at where you're wasting your time, where it can be better served. We've had to do all these things. And I've decided: I'm not doing it alone.

We just have to suck it and see. I'm a great believer in the saying 'if you always do what you've always done, then you'll always get what you've always got'. If you don't change anything, you'll stay in a rut.

www.ishango.org.uk

One mentor's experience



Rita Pretty has been working as an NRC mentor for six months. She tells us about her impressions over this time.

In taking on the role of Supplementary School Mentor for Lewisham, one of the most interesting areas

I have observed has been the importance given to communication. Visiting supplementary schools, you can see the amount of talking that goes on – by the teachers, the volunteers, the parents/carers and the children.

Children talking

My experience of working in early years settings means I know the amount of funding and work that has been put into the development of language and communication by local and central government.

The nursery where I last worked was in a Lewisham pilot scheme called Every Child a Talker, which encouraged language and communication for the under 5s at home and in nursery settings.

Children and adults talking

At Dr Fazil Kucuk Turkish School, if you go into the dining room area, sitting at the tables are the young and old, children, men and women, all talking to each other.

Before the morning assembly, all the children sit talking to each other, between their age groups too. Adults talk to children, children talk to adults; adults talk to each other, children talk to each other. It's a real pleasure to see!

At the end-of-term celebrations at Tidemill Arabic and Cultural Club, all age groups talk to each other. And at the Downham Tamil Association, teachers and children really communicate with each other in every classroom.

Two-way communication

While the talking is going on, no one needs to be misbehaving, no one needs to be destroying anything, and no one needs to be shouting at anyone. Talking crosses generations from old to young, children to parents, and parents to infants.

Communication is a key word. If a child has to be told by an adult 'Sit and listen!', then it means real communication has also stopped.

But two-way communication, one to one, by committed people who believe in what they are providing for the children enables the child to believe in themselves.

They will have trust in the teachers and adults working with them and this always leads to great results.

Pioneers visit gallery

Sunday, 3 July marked the coming together of two resources for cultural exchange: the South London Gallery (SLG) and the National Association of Black Supplementary Schools (NABSS). This account of the day comes from two of the event's organisers: Ashley Whitfield, Young People's Co-ordinator from the South London Gallery, and Nia Imara, Managing Director of NABSS.

The afternoon kicked off with a peer-led tour of 'The Sly and Unseen', an exhibition of painter George Shaw's work that charts the urban landscape of his childhood home on the Tile Hill Estate in Coventry.

This tour was facilitated by the renowned poet and 'people's lawyer' David Neita, who encouraged attendees to narrate their emotional responses to the work.

It was during this insightful session that we collectively discussed, and then defined, 'home' as a representation of 'origin'. In doing

so, we began to unpack our own relationship to our 'home' or 'origin' in the hope of imagining the impact of the south London landscape on the young people engaged in our learning programmes.

Working in partnership

This conversation set the atmosphere for filmed interviews with teachers, students and founders of some of the south London Black supplementary schools.

The interviews evolved into a conversation on the benefits of working in partnership. We discussed our thoughts on the limited availability of resources for supplementary schools (including training, archival information and workshops).

We also attempted to map the resources that are readily available, such as the NABSS website, documented projects of our supplementary schools, NRC training courses and support, doctoral research and the programmes for young people at the SLG.

The session ended with a call for more self-publishing, as well as an articulation of a desire to develop a forum for sharing resources.

Sharing skills

Our hope is that this event has served as a starting point for an ongoing platform for skill sharing between NABSS, south London Black supplementary schools and the SLG.

This platform could, for instance, provide an opportunity for us to develop a comprehensive guide for new supplementary schools and host an archive of our workshops.

By working in partnership, we hope to combine the cultural value of our organisations in order to collaborate on future programmes and training initiatives.



South London Gallery

- 65 Peckham Road
London SE5 8UH
- Tel: 020 7703 6120
- www.southlondongallery.org



The National Black Supplementary Schools Week 2011 was held in the last week of August at Centreprise Bookshop in London's Kingsland High Street. This year's theme was 'Past, present and future', and featured a series of workshops, seminars, debates and creative events that looked specifically at issues pertaining to the education of Black children, their parents and their relationships. In these times of severe cuts, it is important to look at what the future holds and how Black supplementary schools can help with real life skills, and not just academic ones.

www.nabss.org.uk

Somali pride in Brent

Akhita Benjamin, NRC Mentor for Brent, tells us about Help Somalia Foundation (HSF), a not-for-profit organisation founded in 1996 by former refugees.

HSF aims to address the needs of the Somali community in the UK, particularly in London.

It's a registered charity with the ultimate goal of promoting the well-being of Somalis and facilitating the integration of the Somali community into UK society, while maintaining the Somali tradition and culture.

Programmes

As part of the realisation of this goal, HSF runs an education programme to address the underachievement of young people from the Somali community.

At present they have supplementary schools running on weekday evenings in four Brent primary schools (Harlesden, Chalkhill, St Andrew and St Francis C of E, and Gladstone Park) and in a secondary school for mentoring (Alperton Community School).

Awards

Every year, the schools nominate for awards the pupils who have achieved

in a particular area or made notable progress at school.

At their annual awards ceremony, held at Brent Town Hall, they certainly lived up to the aims of the organisation, with a programme celebrating academic success as well as cultural heritage. The Mayor of Brent was invited to give out awards to the pupils and congratulated them warmly for the efforts they are making, both in school and wider society. It was good to see adults also receiving awards for their voluntary services to the community.

Students and teaching volunteers from the supplementary school

performed a traditional Somali dance, dressed in vibrant national colours, and we were entertained with a great performance from King Khalid, the Somali singer.

Improvements

The headteacher of Stonebridge Primary School, Sophie Allen, highly praised the parents of the Somali community for all their hard work with the children.

She said this was evident in their improving attainment levels, and also praised them for their commitment to working in partnership with the school. She was very proud to show the hand-made quilt project completed by the parents.

It was a privilege to attend such a positive event, which demonstrated the benefits of schools working in partnership with the mainstream sector.

Below: Faisa Mohamud, Shukri Mohamed, Mohamed Tango, Abwan Asad, Aasia, Adnan Abdi, Abdiqani Elmi and Jamal Ahmed



It was a privilege to attend such a positive event, which demonstrated the benefits of schools working in partnership with the mainstream sector.



Common conditions

Bronach Hughes reports on a new publication *Working in groups: A to Z of common conditions*, which covers a wide range of medical, learning, social and cultural issues. This will be an essential resource for all those involved with children, young people, families and schools.

Childhood is normally a very sociable time, and having friends and being part of a group, are essential for child development. Groups can take many different forms, from a small number of children playing a game together, through formal sports teams, to school classes and adolescent gangs.

Whether the common purpose linking a group is sport, learning a language or just being part of a group of friends or family, each person remains an individual.

This publication looks at a range of conditions that individual children within a group might have. For each condition, the guide looks at four key aspects:

- What is the condition?
- How will it affect the child in the group?
- What can we do to support the child, and, at the very least, avoid making their condition worse?
- Where to go for additional support.

Altogether 38 different conditions are covered, including: ADHD; allergies; bullying; depression; hearing loss; religious or cultural dietary requirements; self-harm; sickle cell anaemia.

This resource is available on CD or as a printed copy and can be purchased, at £15, from ContinYou by emailing pyramid@continyou.org.uk, calling 020 7587 5090 or visiting www.continyou.org.uk/shop.



Coping with kids

Coping with kids is an ideal teaching and learning resource for parenting classes or workshops, and has been especially developed for adults with low levels of literacy and/or who don't read English.

This resource consists of illustrations showing the kinds of family situations that all parents and carers face from time to time. With each illustration there is a set of questions to start off discussion. The starting point for the book is the belief that parents are experts on their own children. All they often need is the chance to talk through a situation and find their own strategies for dealing with it.

We have a number of copies of the resource, which we are able to offer free of charge to NRC supplementary school members. **Please email nrc@continyou.org.uk to request your free copy. If you would like multiple copies, we ask you to send £10 to cover postage and packing.**



A School Away from School

A poem by Sarah Kaleta

'My name is Sarah Kaleta. I was born in South Africa in 1996, in Johannesburg. I moved to Manchester in 2003. I have shared my life within a multicultural environment, having both parents from Congo, being born in South Africa, and being introduced to an English society.



'I have spent the majority of my life in England and, because I was learning English in school, I discovered my love of writing stories and poems. I have always wanted to be a writer and I wrote a lot of stories and poems in notebooks as I grew up, hoping to get them published one day. My poem *Noise*, was published with the help of my

school, Newall Green High School, in *Talkin' 'bout my generation: young writers' 17th annual poetry competition*.

'This opened new doors of opportunity for me and I now write for *Wordsmith*, a magazine for young writers, and a number of my poems have been published in poetry books, such as *Poems galore: a collection of young writers' verse*. I also go to MaCO Supplementary School as a student, to help me perform better in my school subjects such as maths and English.'

'I have always wanted to be a writer and I wrote a lot of stories and poems in notebooks as I grew up, hoping to get them published one day.'

Forsaken in a land
Where everything is different
From the things I knew
Back home

I stick out like a sore thumb
In this new and different land,
In the school grounds,
I feel totally alone

I've only just grasped the language
And the other children seem nice,
But what the teacher says,
I cannot comprehend

The writing on the board,
It does take time to learn,
But the time that the teacher has,
Soon comes to an end
And so I go
To my school away from school,
Where people understand my plight
And there's more time for me

One step at a time,
I begin to progress
The writing makes sense,
I can now see

And as I learn,
My troubles have vanished
And to do well in my education,
I am truly free

Bullet!n Training and events

The NRC can provide training anywhere in England. We run open training courses in central locations (see below), but are happy to organise training in your county or borough. Contact the NRC to discuss your training needs.

To book a course, visit our website, email training.admin@continyou.org.uk or phone 024 7658 8440. Most courses are offered at £50, which includes light refreshments and all resources. NRC supplementary school members pay a subsidised rate of £15 per participant, and are currently entitled to one free place on an open training session of their choice when they renew their membership. Payment must be received in advance to secure your place. The following dates are correct at the time of going to print. For up-to-date information about our courses, visit www.supplementaryeducation.org.uk.

Open training programme

Development and management of a supplementary school

This course is for organisations setting up supplementary school provision, and is also an excellent 'update session' for small supplementary schools that are expanding.

- London: Wednesday, 21 September (10am to 3.30pm)
- Coventry: Monday, 3 October (10am to 3.30pm)

Funding applications made easy (FAME)

This course will take you through the steps of making a great funding application, including project development, evidencing need, outcomes and outputs, and more.

- London: Thursday, 29 September (10am to 3.30pm)
- Birmingham: Wednesday, 26 October (10am to 3.30pm) This includes BBC Children in Need offering one-to-one funding advice. Email training.admin@continyou.org.uk to book your slot with them.

Safeguarding for supplementary schools

This course provides practical tools and knowledge about safeguarding. It includes a very practical Safe Network resource pack and DVD, and guidance on how to apply the Safe Network standards to your school.

- Coventry: Friday, 14 October (10am to 3.30pm)

Quality Framework mentor training

This training prepares people to become supplementary school mentors for the Quality Framework. We offer two days of training:

Day 1: Get an overview of the award scheme and the Code of Practice of Supplementary Schools, train to support schools through the Bronze

award. To ensure the Quality Framework remains free of charge at Bronze level, mentors are not paid for this work. The role is, therefore, most suitable for those who are employed within statutory or voluntary sector agencies to support community initiatives and/or educational attainment.

- London: Monday, 12 September (10am to 3.30am)

Day 2: Plan how to support groups as they build portfolios and develop the critical skills to support schools through the higher levels of the Quality Framework.

- London: Monday, 10 October (10am to 3.30pm)

Further details and application forms are on our website.

Behaviour strategies and classroom management (new!)

Classroom management is crucial for a positive learning environment. It makes teaching and learning much more satisfying for both the teacher and pupil. In this workshop, you will have the opportunity to look closely at the various aspects of classroom management and how these can be used to foster constructive learning conditions.

- London: Wednesday, 5 October (10am to 3.30pm)
- Leicester: Wednesday, 12 October (10am to 3.30pm)

Effective teaching skills in supplementary schools (train-the-trainer)

This three-day course is for tutors who wish to deliver the 'Effective teaching skills in supplementary schools' course (see page 1). You'll receive a resource file, PowerPoint presentations and much more to help you deliver this course. The cost of this three-day course is £450.

For further details, email training.admin@continyou.org.uk

- Stoke on Trent: 7, 14 and 15 November (10am to 4pm)

Additional courses

We also offer the one-day courses below. Local authorities or clusters of schools can buy in each course for £450. NRC supplementary school members can book us to deliver any of the courses on site for 10 to 25 participants at the subsidised rate of £350 per day.

Introduction to the education system in England

Learn to plan your teaching and its delivery so that it is attuned to the wider context of the education system in England and the key stages within the national curriculum.

Recording pupils' progress and achievement

Learn strategies and techniques that are constructive and efficient. Explore ways to monitor and record children's progress and achievement, so that you can plan with their needs and strengths in mind.

Special educational needs

Explore the key issues affecting young people with special educational needs (SEN). Use case studies to examine the practical implications of government legislation and SEN policies, and become equipped with practical strategies for supporting children with SEN in schools.

Effective lesson planning and choosing the right resources

Get practical guidance and activities to make your lessons more enjoyable. Gain a clear understanding of how lesson planning benefits you, as well as your pupils. Easy-to-use planning models will be explained, giving you the ability to adapt plans effectively for your own teaching circumstances.