

the Bulletin

Summer 2012

Issue 21

The National Resource Centre for Supplementary Education

Make languages count

The accreditation of home languages has been given a boost in Sheffield by the award of three years' funding from the Paul Hamlyn Foundation to the Home Language Accreditation Project (HoLA). The relationship between supplementary and mainstream schools is key to this project, which aims to support bilingual children and young people in gaining national accreditation in their mother tongues.

What is HoLA doing?

HoLA is building on the work done by the national Our Languages project, which identified the need for large-scale strategic approaches to support community languages and accreditation. HoLA is Sheffield's city-wide response to this need.

Who is delivering HoLA?

Delivery of the project is being led by King Edward VII School (a mainstream comprehensive school), along with Languages Sheffield (a voluntary organisation that supports the learning and maintenance of all languages), the Sheffield Children's University and the Ethnic Minority and Traveller Achievement Service (EMTAS) at Sheffield City Council.

What does HoLA aim to do?

Over the next three years, HoLA aims to help nearly 200 bilingual students gain accreditation in their home languages at either GCSE or A Level, or via Asset Languages.

Asset Languages are particularly relevant for primary-aged pupils, who can take skills tests from a very young



age, and for languages such as Somali, where a GCSE is not yet available.

Who took part in the pilot?

The HoLA pilot project took place between July and September last year in Sheffield.

Five supplementary schools took part:

- Sheffield Chinese School
- Sheffield Korean School
- Russian School Club OK
- Sheffield Star Mandarin School
- Arabic Community Language School.

What was the role of Sheffield Children's University?

Sheffield Children's University is part of the national Children's University scheme, which recognises the involvement of children in out-of-school-hours learning (oshl) activity through the presentation of certificates.

It focuses on rewarding participation, raising aspirations and encouraging engagement with learning.

Participation was recorded using Sheffield Children's University database, with the information collated and quality assured via Languages Sheffield.

Continued from page 1

The database has a link to all other pupil-level data held by the local authority. By managing data in this way, we are able to: link data on participation at the complementary school to other educational data held by the local authority; present data on supplementary school attendance to the relevant mainstream schools.

Who has won an award?

It quickly became clear that, due to the number of hours accumulated by children at complementary schools, HoLA pupils were ready to receive Children's University bronze, silver and even gold awards for their learning outside the mainstream classroom.

Certificates were awarded at special ceremonies held at Sheffield Town Hall and Sheffield Hallam University. Parents of students at both complementary and mainstream schools joined together to celebrate the success of bilingual students. These children and young people had the affirming experience of having their mother tongues celebrated in front of their peers and their mainstream teachers.

What are the plans for HoLA?

This year a further nineteen schools have joined the original five. The main HoLA Project will continue to record participation of pupils at complementary schools, and to reward bilingual learners with certificates for their efforts outside their mainstream school.

The project will also help complementary schools to identify to mainstream schools (via the Children's University) which pupils are ready for accreditation.

The HoLA team will then support the complementary and mainstream schools to work together to accredit these young people.

Why is HoLA important now?

The HoLA project is particularly timely for mainstream schools.

Being under continued pressure from Ofsted to raise achievement, accrediting bilingual students in community languages can count towards the new English Baccalaureate qualification and boost the performance league tables for mainstream schools.

All community languages accredited at GCSE (and A Level languages taken early) count towards this qualification.

Of course, accrediting home languages isn't just about data. It is also about:

- the parity of home languages with modern foreign languages
- recognising the hard and valuable work of complementary schools in the teaching and learning of home languages
- boosting the self-esteem and overall engagement in learning of young people through early exam success.

Mainstream schools' understanding, recognition and support of these achievements is at the heart of the HoLA Project.

What training and support will HoLA provide?

The next three years will include bespoke pedagogical training courses for Sheffield's supplementary school tutors, leading towards meaningful work placements in partner

mainstream schools and, of course, continued support for accreditation.

Eva Lamb, Language College Director at King Edward VII School, has highlighted HoLA's importance:

'I believe that the linguistic and cultural expertise of our BME communities is an underused and undervalued resource and has an important role to play in the future development of our city.

'Support for our communities' home languages must be at the heart of any future work towards bringing the complementary and mainstream education sectors together.'

For further information about the HoLA Project, contact Clare Allison, HoLA Project Manager (King Edward VII School) at callison@kes.sheffield.sch.uk.

Caroline Norman – Complementary Schools Manager (Languages Sheffield) can be contacted at caroline@languages-sheffield.org.uk.

Find out more about HoLA at www.holaproject.org.





In this issue of *the Bulletin* the focus is very much on supplementary schools as hotbeds of language learning.

In stark contrast to the vitriolic condemnation of local authority support for community languages demonstrated in the tabloid press recently, we report on the completion of a two-year action research study (see page 9), which has further contributed to evidence that 'learning languages makes you smarter' and encouraged the Education Secretary, Michael Gove, in his determination to have every child learning a second language from the age of 5 (Conservative Conference 2011).

With so many educational agendas competing for ministers' attention, promises can be made quickly and then forgotten; the wealth of experience and tremendous potential of supplementary schools can be celebrated and then set aside. We need to keep the focus on community-led learning and the vital role supplementary education plays in cherishing every child's individual identity and heritage.

As well as the value of being fluent in more than one language, there is another strong theme running through this issue – the importance of campaigning. On page 7, Martin Pinder of Newham Complementary Education Partnership shares his top tips for press coverage. The Partnership was only established in 2011 but, with skillful publicity seeking and lots of hard work, their focus on working collaboratively and facilitating discussion between statutory and community sectors is gathering steam. The Language Teaching and Complementary Education in London seminar series got off to a brilliant start earlier this year and on 5 July, mainstream heads are going to tell us what they think of supplementary schools (see page 10).

I recently visited Debanma Supplementary School and observed their weekly 'mentor hour', where pupils were being encouraged through discussion, role play and drama to hone their debating skills. Listening to 10 and 11 year olds arguing their case, I was powerfully reminded of how community-led projects provide environments where children feel 'at home', valued and understood. Confident, self-assured and skillful adults in the making – exactly what our economy needs.

On pages 11 and 15, supplementary school students speak out for themselves, demonstrating clearly the values and strengths they are acquiring from their communities and their supplementary schools.

What of the NRC in all this? Well, we are here to support you, to advertise your work through our website and the Online Directory of Supplementary Schools, to provide tailored training at times that suit the busy lives of community volunteers. We are here to co-ordinate the Quality Framework for Supplementary Schools, a nationally recognised quality assurance scheme developed by and for community-led organisations. If you value the work that we do, please take the time to renew your membership for 2012/13 and get in touch, so we can shout out across the country about your successes and the crucial role you play for our children and for this country's future.

Pascale Vassie, Policy and Delivery Manager, NRC

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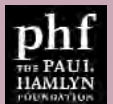
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Every language is an asset

The Bulletin's Adam Zulawski looks at the current state of language qualifications and asks why, despite lip service from the government, there is inadequate support for the teaching and accreditation of community languages.

There are currently 21 language GCSEs available, but how many languages are spoken in the UK? Exact figures are difficult to come by, but the 2008 Annual School Census found there were around 240 languages being spoken by school children in addition to English.

The 2011 Census was a missed opportunity, with just two small questions relating to languages: 'What is your main language?' and 'How well do you speak English?'

Political changes

Government took away the requirement to pursue at least one language GCSE in 2004. Since then, there has been a steady decline in entries for language GCSEs,

particularly French and German.

According to JCQ exam entry data, in just seven years, the number of entries in French GCSE has halved, from 318,963 in 2004 to 154,221 in 2011.

Asian languages have also seen a fall, with Urdu, Panjabi and Gujarati all showing small reductions in numbers of candidates over the same period.

In the same year, the European Union expanded even further into eastern Europe, entitling citizens from eight new countries to migrate to the UK if they so wished.

The only joining country with a language offered at GCSE is Poland; entries in Polish GCSE have shot up, from just 323 entries in 2004 to 3,369 in 2011.

New initiatives

The Secretary of State for Education, Michael Gove, has emphasised the importance of languages, telling the *Guardian* in Autumn 2011: 'It is literally the case that learning languages makes you smarter,' and that he would like to have children learning a second language from the age of 5.

Mr Gove has begun two key initiatives designed to increase language learning. The first is an initiative to get more Mandarin Chinese learned in schools.

With China about to become the world's largest economy, it is certainly in the UK's interest to nurture our children's ability to converse in what will be the language of business before long.

A number of Chinese supplementary schools now have a significant intake of children without Chinese roots, suggesting that many UK parents are taking the initiative for their offspring, rather than waiting for mainstream schools to extend the provision of Chinese language support.

The second initiative that Mr Gove has championed is the English Baccalaureate (EBacc).

This performance indicator shows how many GCSE pupils have achieved a C or above in English, mathematics, two sciences, a foreign language and history or geography.

Although not an official qualification, it is included in league tables from early 2011 – and schools have hurried to reorganise their GCSE options for pupils, so that they can increase the number who are achieving it. The Teacher Development Agency announced in March 2012 that it has had a much higher number of enquiries into language teaching this year, and the number of registrations for language

Case study: the Society of Indian Teachers and Associates (SOITA)

Using a grant from the Paul Hamlyn Foundation, SOITA encouraged and supported seven Asian supplementary mother-tongue schools to enter their pupils for the Asset Languages scheme from OCR during the 2009/2010 academic year.

The schools were Shri Swaminarayan Temple and the Hindu Cultural Society in Barnet, Oshwal Association UK in Croydon, Tamil Art and Culture Academy in Lewisham, and Vishwa Hindu Parishad UK, Ramgarhia Gurdwara, and London Tamil Sangham – which are all in Newham.

Between them, the seven schools covered four languages: Gujarati, Hindi, Panjabi and Tamil.

SOITA consultants delivered in-house training to their teachers, covering the philosophy and administrative procedures of the Asset scheme and guidance on how to prepare pupils for external tests.

Schools also received a 70 per cent subsidy for the exam fees via the grant.

A total of 217 pupils took 586 tests across the Breakthrough, Preliminary and Intermediate categories, and 547 were completed successfully, a pass rate of 93 per cent.

Due to this success, six of the seven schools entered more pupils into the Asset scheme in the next academic year, this time with parents paying the full fees to OCR.

Eight other Asian schools are now keen on replicating this Asset Languages scheme, so SOITA is currently seeking a grant for the project.

Harbans Juneja, President of SOITA

GCSE courses is showing a rise. This is almost certainly the influence of the EBacc.

What is being done?

According to the 2008 Annual School Census, four of the fifteen most spoken languages by children in England (Somali, Turkish, Tamil and Yoruba) are not offered at GCSE. Children are being denied the opportunity to gain qualifications and recognition of their skills.

Perversely, schools are also missing an opportunity to increase their EBacc numbers. With changing economies and new performance indicators, it would make sense for the government to increase the number of language GCSEs available.

The Asset Languages scheme from OCR shows the appetite for more recognition of language skills, with its wider range of languages and modular format.

But if Britain wants to show the world it is a linguistically diverse and skilled country, then examination boards must be encouraged to expand the range of languages being accredited at all levels.

Supplementary schools are leading the way in a campaign to expand the range of languages assessed and accredited at all levels, including Asset (see page 10 and 11).

Partnerships

Although 92 per cent of primary schools offer a language to at least one year group during curriculum time, a major obstacle to building on this foundation is the availability of resources.

Supplementary schools can offer resources and teachers, as well as the immersive second-language environments that mainstream schools cannot.

The HoLA Project (see front page) demonstrates how partnerships between mainstream schools and supplementary schools teaching mother-tongue languages has enhanced the language learning of hundreds of primary school pupils in



Girls from the Saraswati Gujarati School celebrating the festival of Eid

Saraswati Gujarati classes started in 1995 at the Aapka Centre, Leicester. Children can enter the school aged 5 and take the Gujarati GCSE as young as 12. As the school's reputation and intake have grown more activities have been introduced, including Indian music, dance, arts and crafts classes, and maths and English tuition to complement mainstream schools in the area.

Sheffield. Secondary schools are registered as exam test centres, whereas the vast majority of supplementary schools are not.

To increase the number of pupils obtaining A*-C grade GCSEs, a school does not have to teach 'community' languages – simply collaborate with local

supplementary schools to enable pupils to sit the exams.

The language sub-culture that supplementary schools are so good at nurturing is something mainstream schools should be looking to embrace, and

partnerships make sense on many levels.

New campaigns

Whatever happens in the future, we know that languages are going to become more and more important as technology breaks down old barriers.

The BBC is acknowledging this with The Lingo Show, a new programme designed specifically for pre-school children, which introduces them to different languages, including Mandarin, French, Urdu and Polish.

The Speak to the Future campaign is supported by the British Academy, the Chartered Institute of Linguists and other organisations (see *Bulletin Issue 18*). Through its five objectives, the campaign emphasises how we must change our focus for languages – first and foremost 'Every language should be valued as an asset'.

www.assetlanguages.org.uk
www.speaktothefuture.org

What is the Asset Languages scheme?

- The Asset Languages assessment scheme has been developed by the examination board OCR and covers 25 languages, including French, Spanish and German, as well as many others – from Arabic to Yoruba.
- It is ideal for achievement in languages at primary school level and can be used to motivate beginners of any age to make progress. Breakthrough and Preliminary tests are equivalent in standard to Key Stages 2 and 3 of the national curriculum, whereas Intermediate is equivalent to GCSE.
- Asset is very flexible because a learner can be entered for a test in one skill only, if they so choose, or all four in the language concerned.
- Qualifications gained under the Asset Languages scheme are nationally recognised.

Going to school in heaven ...

Ahmed Abd-Elghany, Supplementary School Mentor at the NRC, reports on an enjoyable day spent at the Polish Saturday School in Streatham.

When I visited the Polish Saturday School, I was astonished and touched to see how new children are welcomed to this school. What I witnessed seemed to be a kind of knighthood ceremony, with a giant pencil playing the role of the sword.

After taking an oath, each excited child was given a gift almost twice their size. The gifts were full of all types of sweets – you name it, it was there. The teachers were presented with gifts and flowers by the young people, who thanked them for their good work.

Robert Walczynski, director of the school, explained what I had seen:

'In Poland, when children start year 1, there is a ceremony which resembles the receiving of a

knighthood. The headteacher touches each pupil's shoulders with an oversized pencil and officially welcomes them into the school community.

'This tradition is unknown in England. We do it to give pupils the feeling of being part of the school life. It's a very happy ceremony.

'Each pupil also receives a Polish book for year 1 and a big bag of sweets.

'On the day we also celebrate Teachers' Day, which in Poland is also the anniversary of the creation of the Commission of National Education in 1773. That is why most of our pupils presented some songs and poems, and prepared small gifts for all the teachers.'

What a wonderful start to a school year! I thoroughly enjoyed meeting and talking to the Polish pupils and their teachers.

I felt privileged to share this most unusual experience with them – it was a day filled with fun, joy, songs and sweeties. A bit like attending school in heaven ...



Publicity seeking: doing it the Newham way

Supplementary schools have to work hard to get coverage in their local press, says Martin Pinder. See below for five top tips from the recently-established Newham Complementary Education Partnership for getting your school in the news.

Tip 1: A picture is worth a thousand words

Attract and encourage as many volunteer photographers as possible to record your events, and provide a wide range of photos. You can never have enough! You will need to be super-organised to get parental and personal permission forms in, allowing the photos to be published.

Tip 2: Celebrate your diversity!

Put on your party clothes and be colourful, not least for the photo opportunities!

Tip 3: Showcase your pupils' performances

Find ways to do this at joint events and in assemblies at mainstream schools. These events strengthen potential links and partnerships with mainstream schools, creating possibilities for future collaboration. Showcasing your dance, fashion, music, singing or other performances is selling your school to potential mainstream school partners and their pupils – some of the latter may be interested in attending your supplementary school. Mainstream schools like events such as these, because they add something different to what they can already offer their pupils – and they foster community cohesion and awareness of diversity.

Tip 4: Share publicity efforts with mainstream schools

Mobilise photographers from the mainstream schools near you, as well as from your own. Try drafting a joint press release with a mainstream school, so that you both get a mention. Provided you have nice photos, a joint approach is likely to increase the chance of your story appearing in the local press. We have found that including a mention of the mainstream school we are working with also reinforces the diversity message; most mainstream schools in Newham speak more than 40 or 50 languages.

Tip 5: Celebrate annual events

There are many important annual events which epitomise something important that your school stands for. So, plan something interesting on an important date – for instance, related to your school's cultural heritage, religious festivals, language or learning activities, or national events.

Putting these five tips into practice

On 26 September, the Newham Complementary Education Partnership (NCEP) put these five rules into practice when celebrating the European Day of Languages. This day is for celebrating all languages, not only European ones – and particularly a day to celebrate the numerous languages spoken in the school. This year, NCEP negotiated three joint events in local mainstream schools, both primary and secondary, where the host school opened the event and set the scene, with local supplementary schools performing and showcasing children's skills.

To find out more, email Martin Pinder, Newham Complementary Education Partnership, at martinpinder7@hotmail.com or call him on 07951 815 621.

Examples of annual events you could commemorate (dates may vary)

- World Book Day – 1 March (www.worldbookday.com)
- European Day of Language – 26 September (<http://edl.ecml.at>)
- United Nations Day – 24 October (http://en.wikipedia.org/wiki/United_Nations_Day)
- International Children's Day – 1 June (www.un.org/en/events/childrenday)
- Refugee Week – June (www.refugeeweek.org.uk)
- Black History Month – October (www.black-history-month.co.uk)
- Human Rights Day – 10 December (www.un.org/en/events/humanrightsday/2011)
- Holocaust Memorial Day – 27 January (This can commemorate many international tragedies and histories of discrimination.)



Training trainers to foster effective



Claire Arthur caught up with a trainer and some participants from one of the NRC's 'train the

trainer' courses, and found out what they thought of it.

Last year in August the NRC trained a group of trainers to enable them to deliver the Effective Teaching Skills in Supplementary Schools course.

Initially, the course had been piloted in Milton Keynes. Following this, the NRC accredited the course through the Open College Network (OCN); it now gives learners three credits at Level 2 or 3.

The course has already been delivered in Kensington and Chelsea, Northampton and Milton Keynes, with additional local authorities and schools buying it for the 2012/13 financial year.

Here's what people have said about the course so far.

Participants' views

Is informative

Irem Syed says the course has been positive and informative for learners who attended in Milton Keynes.

They all felt that what they learned has enhanced their roles as teachers and will have an impact on the teaching and learning in their schools.

Builds confidence

The training helped them to feel confident to use different teaching strategies when delivering in their particular settings; they felt they could fully recommend the course to their teachers.

'You may have the knowledge of the subject,' commented one learner. 'This course gives you the skills to pass it on.'

Develops knowledge and skills

Barbara Cundell and her colleague, Mohamed Nuur, delivered the course to participants from a few supplementary schools and madressahs from around Northamptonshire.

In total, 23 people completed the course, which began with the pre-course session at the beginning of November 2011 and took twelve weeks to complete (one two-hour session a week).

Learners in Northamptonshire gave some excellent feedback:

'This is a good lesson for us because before we didn't have much knowledge; but now I have to be proud for saying I have confidence,' said one.

'The course is a very good idea and gives all the basic necessities for any teacher in the supplementary or madressah sector of teaching. I would advise any person who wants to teach [in these schools] to attend this kind of course,' said another.

A trainer's views

Angela Bell, who taught the course in London, felt it was helpful to have printed resource and learner's files, as these offer scope for independent reading and make it clear what learners need to do to achieve Level 2 or 3. Learners have something solid to take away from the course, and teachers find it much easier to mark their work.

Is hands-on and practical

Angela says this very practical course asks learners, all the way through, to evaluate their own teaching by considering their lesson planning, assessment, classroom management and use of resources – and to decide where their strengths are and what they can improve.

Helps participants self-evaluate

'The final section of the course focuses on self-evaluation and this is the most exciting one to mark,' says Angela. 'This is because the learners say how they are going to change their teaching in the future, which new ideas they will try out and which they will introduce to other teachers in their schools.'

Angela particularly enjoyed teaching the course because of the enthusiasm and hard work of the learners in Kensington. 'They varied from complete newcomers to the UK and to teaching, to very knowledgeable professionals with many years' experience in their own countries, or in supplementary schools in the UK. I think that the interchange between learners was fantastic, and they learned as much from each other as they ever did from me.'

Angela reports that two changes will be made when the course is repeated in London with a new group of learners during the summer: the group will meet more often but for shorter times; and learners will start learning how to evaluate their teaching right at the very beginning.

Effective Teaching Skills in Supplementary Schools

About the course

The Effective Teaching Skills in Supplementary Schools course can be completed within 24–30 taught learning hours.

The learners' commitment is essential, as evidence from their own teaching practice at supplementary schools is required.

Active teaching skills



Constructing bilingual learning

Teachers in complementary schools are often assumed to be using outmoded teaching strategies and an authoritarian approach to discipline.

However, it is rare for mainstream teachers to have visited these community-run schools.

Funded by the Paul Hamlyn Foundation, Mahera Ruby and Charmian Kenner (Goldsmiths, University of London) have completed a two-year action research study with complementary school teachers in East London.

This challenges mainstream preconceptions in showing the creative range of teaching strategies devised to meet the needs of multi-level, mixed-age classes in underresourced conditions.

Uniquely, the research set up partnerships between complementary teachers and local primary school teachers, in which they visited each others' settings and jointly planned topic-based lessons adapted to each context.

Findings demonstrate that mainstream teachers had much to learn from their complementary colleagues about negotiating teacher-student relationships, the child as independent learner and as leader within a learning community, and the use of bilingual strategies.

The article was published online in Language and Education journal (Taylor & Francis) on 3 April 2012 and is available at: www.tandfonline.com/doi/abs/10.1080/09500782.2012.666248.

'Micro-teach was a great opportunity for feedback from colleagues ... never get that in the supplementary sector.'
Learner, Kensington and Chelsea

Feedback shows that more time for group discussions is needed to delve deeper into certain topics. The NRC therefore encourages tutors to develop their future sessions to incorporate additional learning time or tutorials to assist their learners.

The course takes learners through learning outcomes, assessment criteria, learner file and resource books; a variety of activities help embed the learning and suggested session plans.

Remember that tutors have the flexibility to deliver this course in the way that best suits the learners they work with – and to bring their own experiences to the training to enhance the learning experience.

Cost

Local authorities, supplementary school forums and individual supplementary schools can purchase this course for £3,857 for 15 learners. This includes: assessment and internal moderation; management and administration; and a *Learner's file* and *Resource book* for each learner.

Purchasing organisations provide appropriate training venues and refreshments.

To find out more about the course or the train the trainer sessions, so that you can learn to deliver the course yourself, please email training.admin@continyou.org.uk, or call Claire Arthur on 07817 584 044.

My sweet grandma
I miss you, could you
come with me,
bye bye, Rahima

Ayeeyo Luul
Asalaamu caleykum
Ayeeyo macan
wanku xisay li imow
Nabadeey ayeeyo luul.

Rahima

Child's message to grandma in Somalia

Students campaign for qualifications

At a time when mainstream schools find it difficult to motivate pupils to study French and German, young people in east London are campaigning to make qualifications available in a wider range of languages.

Interviewed in February 2012, three young campaigners from Shpresa Programme explained why a GCSE in Albanian is so important to them. Two themes emerge from their discussion:

- the importance of making a public statement about the value of their language to their personal identity
- having a document that proves they are fluent and literate in Albanian, and which can contribute to their profile when they apply to university.

Arnold talks about the passion he has for his language and culture: 'I was born in Albania, so I grew up there, so I feel it is important for me to be able to speak Albanian properly and be able to read and write it. That's why I would like there to be a GCSE.'

'I think it means a lot for us,' adds Deni. 'All the other communities, they all have their languages, so why don't we get this? I know we are a minority group, but we should have the same rights as everybody else to get our language as a GCSE. We need a qualification to prove that we know our language. What's the point of learning a language if you can't use it in a university application or we can't prove that we know this language?'

Campaign

The idea of a campaign emerged from an evaluation meeting at Shpresa Programme where young people discussed issues they wished to take forward.

The campaign was launched with a petition on 28 November 2008 on the first anniversary of Kosovan independence. The campaign group were then supported by Young TimeBank, and later on by The East London Communities Organisation and Citizens UK.

Originally, the strategy was to set up a meeting with OCR, the exam board. However, the chair of OCR seemed unwilling to meet the campaigners.

The campaigners were joined by young people from the Somali and Eritrean communities, who were keen to develop qualifications in Somali and Amharic. They started supporting each other, sharing tactics and building power together across their communities.

They sought support from academics who have researched the benefits of bilingualism. Letters to the *Guardian* newspaper and the *Times Education Supplement* (TES) led to a very positive article in the TES, which gave the young campaigners a national profile.

Meetings

Mark Dawe, the Chief Executive Officer of OCR, eventually agreed to meet representatives from the campaign, supported by Luljeta Nuzi from Shpresa Programme, Ben Pollard from Citizens UK and Martin Pinder from the Newham New Deal Partnership.

The campaigners were surprised to find that the range of languages available at GCSE level was not an educational decision, but a commercial one: substantial amounts of money would need to be raised by the community to meet start-up costs and guarantees offered about the number of annual entries.

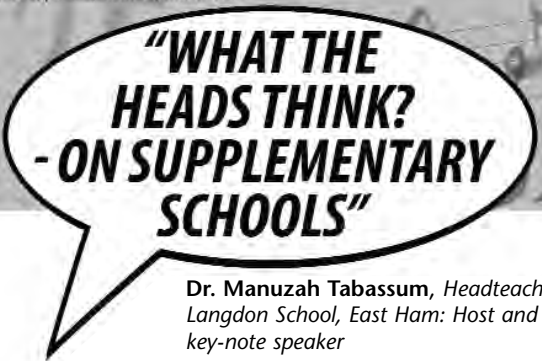
'I was so shocked,' explains Arnold. 'I didn't have the whole concept of how you make a GCSE. I mean they were talking money to me. I was thinking ... money! I'm the government funder?'

In spite of this, the young people felt positive about the meeting, and about the fact that Mark Dawe agreed to meet them again and give them detailed information about the (considerable) financial requirements.

For the next meeting, the campaigners prepared a mini-assembly in the Citizens UK style. Mark Dawe was welcomed by 75 young people from all three communities and thanked for his interest in working with them to find a way forward.

He was entertained with dances, poems and songs and Alban from Shpresa, Guled from Somali Youth United, and Meti from the Ethiopian Orthodox Church offered

Language Teaching & Complementary Education in London seminar series
For teachers of mainstream and supplementary / complementary schools, policy makers, community leaders, parents, students, and residents



**"WHAT THE HEADS THINK?
- ON SUPPLEMENTARY
SCHOOLS"**

Dr. Manuzah Tabassum, *Headteacher, Langdon School, East Ham: Host and key-note speaker*

Chair, Stephen Timms, *MP East Ham and Shadow Employment Minister*

Gary Phillips, *Headteacher, Lilian Baylis Technology School, Lambeth*

Elaine Willey, *Deputy Head Teacher, Whitefield School, Barnet*

Craig Brown, *Assistant Headteacher, Chatham Grammar School For Boys, Kent*

Luljeta Nuzi, *Shpresa Programme, Newham, working with Albanian speakers in five London boroughs*

7.00pm–7.30pm refreshments and networking.
Free entry by advance registration, email martinpinder7@hotmail.com or call him on 07951 815 621.
Tube: East Ham; Buses 5, 238 and 300. Limited school car park space available from 4.00pm onwards for which advanced registration will help planning.

4.30pm–7pm, Thursday, 5th July 2012, Langdon School, Sussex Road, East Ham, London E6 2PS

Enriching lives in Enfield

testimonials about the importance of their language to their identity and future achievement.

In the meeting which followed, the substantial financial cost of a GCSE and the need for a sustainable demand were discussed. The alternative Asset Languages qualification could be achieved more easily and rapidly.

However, it would only be of equivalent value to a GCSE if a pupil entered all four language skills.

Decisions

It was agreed that while they would still like to obtain a full GCSE, the young people will:

- support a campaign to have the Asset qualification included in school performance tables
- encourage the take up of the existing Asset qualification in Somali
- gain support for an Asset qualification in Albanian to be available by 28 November 2012 (the 100th anniversary of Albania's independence)
- campaign for an Asset qualification in Amharic and other community languages.

If pupils are not entered for national qualifications in sufficient numbers, they may be withdrawn. Whether your pupils take Asset Languages or GCSE, encourage them to enter for the qualifications they deserve to achieve.

www.guardian.co.uk/education/2011/sep/23/community-way-with-languages

www.tes.co.uk/article.aspx?storycode=6112964

www.tes.co.uk/article.aspx?storycode=6116531

The Eastern European Centre and Supplementary School brings wider public benefit to Enfield by making a tremendous difference to children, young people and families from Eastern European cultural backgrounds.

The school's role involves co-ordinating cultural, educational, sports and social activities and representing Enfield-based Eastern European people's common interests. For example, in 2011, we held an exhibition and international evening for 115 children and young people from 8 years upwards, as well as their families. The evening was funded by an Every Child Matters grant.

Qualified teachers support the children and teenagers who come to the Saturday school for activities which interest them most – for example, arts and crafts, sports, dance and English language. Through its support, the school helps pupils increase their chances of meaningful participation in mainstream education by improving their maths skills and achievements in English and science. Additional activities, such as sports, dance and drama are helping pupils socialise and achieve better, while exploring and improving their self-esteem and confidence.

Working parents, too, have benefited. The school offers their children access to an enriching after-school programme they wouldn't otherwise have. Parents as well as pupils can take part in cultural and traditional exhibitions and workshops and other fun activities, which help bring people together to build community cohesion and improve confidence and self-esteem.

During the past two years our young people have been actively involved in volunteering, charitable activities and events. The young volunteers have received



Volunteering Week Star Certificates, 100 hours of Volunteering Awards and Mayor of London Awards. They have also contributed art works to be auctioned at the Mayor of Enfield's 2011 Charitable Spring Ball. Nadia Kursalina contributed the Eternity oil painting and Daniela Palinska contributed a hand-made wool creation. Our Teen Committee has participated in several important events and activities, including the Youth Summit in Enfield during 2011.

The school recently achieved charity registration and has now embarked on the development journey towards achieving the Bronze Quality Framework Award. With guidance from the National Resource Centre, the school is working with a great support team in Enfield to do this. Our Quality Framework mentors, Jo Ikhelef and Sharon Davies, are also supporting us in negotiations with a mainstream school to build closer and stronger partnership arrangements.

To find out more, call 020 3556 9091 or email the Eastern European Centre and Supplementary School at info343@mail.com. Also, visit www.easterneuropeancentre.kk5.org.

Refer them to us

Successful supplementary schools are giving mainstream schools a hand

Afghan Association Paiwand started in 2005 and has gone from strength to strength. It offers supplementary education and a wide variety of other services to help the Afghan refugee community of north west London. Paiwand's director, Farid Mall, talks to *the Bulletin's* Adam Zulawski about how their arrangement with Whitefield School in Barnet has benefited both parties.

AZ: Can you give us a brief history of Paiwand school?

FM: The school started as a Saturday school at Whitefield School in January 2005. We had a partnership agreement which gave us access to their classrooms free of charge. In return, we provided the school with bilingual support for two weekdays every week. At the time, the school had a large number of Afghan students, especially new arrivals who were in need of extra language support during school time.

We had access to a number of classrooms, the gym, the dining area and, later on, the drama area. A number of students from Whitefield School itself were attending our maths and science classes on Saturdays, and some of them went to our language classes too. But the majority of students were from the local primary schools, which are feeders to Whitefield. We now have nine paid staff and 22 volunteers working with 126 pupils at the supplementary school we have based in Whitefield; we have also started a second supplementary school at London Academy.

AZ: How has the partnership with Whitefield School developed recently?

FM: At the end of last year, we revisited our target group and the young people attending our classes, and we found that a large number of Afghans and non-Afghans at Whitefield School who were in need of extra support were not attending our supplementary classes on Saturdays.

We decided to work more closely with the English and maths departments at Whitefield and had a few meetings with the directors of learning for both subjects. We found out that 72 students at Whitefield

were of Afghan background. They were the least-achieving students in English and most of them had low achievement in maths and science too.

We decided to pilot a closer partner referral system. The school would identify Key Stage 4 students of any background who were in need of extra support in English and maths, especially those who were new to this country, and refer them to us.

A total of 70 students, from Year 11, were referred to the pilot. In January 2012 we started delivering the classes to 33 of those students, and now all of these attend revision classes with Paiwand. They are our immediate target for support as they are near their GCSE exams, but we're hoping to secure funding so that we

can also work with Key Stage 3 students. The revision classes run from 1pm until 3pm on Saturday afternoons.

AZ: Tell us about the teachers.

FM: The teachers are not UK-qualified but they do have teaching qualifications and experience from the countries they are from. To support these teachers, our new partnership agreement gives them access to shared learning. So far they've had three training sessions, one held by the deputy head specifically on behaviour management and special educational needs (SEN).

Whitefield also shares information about the attainment levels of the young people they refer to us.

If there are training opportunities at the school, our teachers are able to have them too. There are also opportunities for our teachers to come and shadow the school's maths and English teachers during their weekday classes. Our teachers also have secondary access to their learning resources, and we can use some of the equipment, like the interactive whiteboards.

We can also provide immediate feedback on Monday morning to the school about the referred students' participation, attendance and behaviour, as well as how they are doing with their revision. This way, we can all figure out which areas we need to concentrate more on and which areas we are doing well in.

AZ: It's an interesting partnership.

FM: Yes. I look forward to this partnership project being successful. The exams will show the impact and level of importance of it, and we very much hope to extend it to local feeder schools, as well as expanding to Key Stage 3.



'Partnerships are very important for supplementary schools in terms of the long term and sustainability.'

We're planning to begin work in September with a number of local primary schools, such as The Hyde, Claremont Primary and Childs Hill. We'll have Key Stage 2 referrals from them and be able to prepare these children for coming to Whitefield.

So yes, that's a very exciting project and both Whitefield and Paiwand are passionate about making this a success.

AZ: What would your advice be to other supplementary schools who want to develop these types of partnerships?

FM: Well, Adam, partnerships are very important for supplementary schools in terms of the long term and sustainability.

Funds are coming to, well I can't say an end, but they're very difficult to secure and there's less and less of them. Payments for classrooms are huge, almost impossible, and training costs for capacity building can also be high.

So, establishing that kind of partnership is crucial. They need to show not only passion and enthusiasm, but also that they're working towards quality.

Our supplementary school at Whitefield School achieved Special Distinction in the NRC Quality Framework, and we're also now aiming for QiSS – to apply and achieve that. They help create a type of testing environment to keep you improving.

Paiwand and Whitefield have worked together for seven years so we know each other and share many goals.

I think it's very important for all voluntary organisations to come and talk with schools and put it on the table that we do share and we do work with the same agenda and want to reach the goals that schools have.

For Whitefield School, as with all other schools, the improvement of children's attainment is most important. If we can work together and do that – by combining our cultural activities and home languages, for example, with properly structured maths and

science classes for referred children – then I think all schools would be interested in such an arrangement. We save money for the school, as well as saving money ourselves with regard to paying for the venue.

A venue can cost between £15,000 and even £30,000, depending on the number of classes you use during your hours. On average where it's up to, say, eight to ten classes, it will probably be between £15,000 and £20,000 per year. The London Academy demands from Paiwand £43,000 a year to use the classes!

AZ: But a partnership can save that amount of money?

FM: Yes, and on top of that, with our teachers having access to school CPD and shadowing the classes of mainstream UK teachers, this means that after a year they can become very experienced. Those are huge advantages, really.

At London Academy, it's very high-tech but you can't touch any computers or interactive whiteboards, but at Whitefield School, because of our deeper partnership, all the Paiwand teachers can use them and have learned how to. That's an advantage and shows trust as well.

So yes, clear benefits to our organisation and the school, but the final winners are children and young people, and that's the goal for both Paiwand and the schools themselves.

'Our supplementary school at Whitefield achieved Special Distinction in the NRC Quality Framework, and we're also now aiming for QiSS...'



Looking for funding? Here's three easy steps.

Step 1: Ensure you are linked in to your local support agency. This may be called a Council for Voluntary Services, or, in many cases, they are called Voluntary Action. You can search for your local support agency here: www.navca.org.uk/directory

Step 2: Make contact with your local Community Foundation. Community Foundations want to make your community a better place to live, by funding and supporting projects that engage local people. They bring together local organisations, philanthropists and businesses that wish to give money to support their community. To find your local Community Foundation, search this website: www.communityfoundations.org.uk/community_foundations/map

Step 3: Register with a website which specialises in funding opportunities. They can help you find grants and contracts, register your group's interest and receive email updates. Good examples include:

Funding Central – www.fundingcentral.org.uk

J4B Community – www.j4bcommunity.co.uk

Grantnet – www.grantnet.com

Alan and Babette Sainsbury Charitable Fund Grant

Administered by the Sainsbury Family Charitable Trust and available to community organisations in the UK. Their funding interests include support for ethnic minority and refugee groups. Apply at any time.

www.sfct.org.uk/alan_and_babette.html

Bowland Charitable Trust

Grants for charitable organisations in the UK, particularly in the north west of England, which promote educational and character-building for young people. Apply at any time. Call Mrs Carol Fahy on 01254 290 433.

Djanogy Foundation

Grants for charitable organisations undertaking projects in the following areas: education, social welfare, the arts, the relief of distress and the promotion of the welfare of the aged and the young. Apply at any time. Call Mr C D Sills on 0207 930 9845.

Gilbert and Eileen Edgar Foundation

This grant scheme aims to fund small local charities and community organisations, particularly those focusing on the young, old and needy. Grants range from £250 to £5,000 and applications may be made at any time. Call 01491 848 500.

Iran Heritage Foundation

Grants between £500 and £4,000 for raising awareness of Iranian history, language and culture. The next deadlines are 15 May, and then 15 October.

www.iranheritage.org/grants

Margaret Guido's Charitable Trust

Grants between £100 and £1,000, for general charitable projects. Apply at any time. Call 020 7663 6825.

Young Roots

Grants between £3,000 and £50,000 for projects supported by youth and heritage organisations to help young people develop skills, build confidence, and connect with their local communities. Apply at any time. www.hlf.org.uk/HowToApply/programmes/Pages/youngroots.aspx

Funding sports in supplementary schools Sport England

Lottery-funded awards of between £300 and £10,000 to help more young people (14+) and adults take and keep a sporting habit for life.

www.sportengland.org/funding/small_grants.aspx

Sportsmatch

Funding to encourage new sponsorship of grassroots community sport. Priority is given to organisations seeking match sponsorship from businesses, but donations from private individuals or charitable trusts are also acceptable.

www.sportengland.org/funding/sportsmatch.aspx

Sport Relief 2012 Community Cash

Organisations can apply for funding to increase local services, build the skills of local people, increase community cohesion, respond to local economic needs, or increase access to sport and exercise for people who face social exclusion and isolation.

www.communityfoundation.org.uk/connect/funds/sport-relief-2012-community-cash-grant-programme

GCSE: the pupil perspective

Year 9 student Gita Parmar tells about taking her Gujarati GCSE exam at age 12.

Five grades are given in the Gujarati GCSE: one each for reading, writing, listening and speaking, and one overall grade. Before taking the exam I had to decide if I wanted to attempt the Foundation or Higher paper, which is longer by one section – though you only get ten minutes more to complete it.

Before taking my GCSEs I was nervous, but I concentrated on learning, understanding and remembering as much as I could, using previous test papers, texts and books we were given in Gujarati classes. These helped my reading and pronunciation. As I read more, I learned which parts of sentences to emphasise and which texts were challenging. I learned how to ‘manage’ my reading pace, which

... sitting there gave me a chance to observe the kids at that school and the teachers from the point of view of an outsider. It made me laugh to see what kids were doing – and made me think twice about some of the things I do.

helped me time myself better and read the exam questions properly. Experience has shown me this is very important.

The test papers supplied in Gujarati classes gave me a chance to see the layout, the type of questions, the difficulty, and the amount of marks I could gain for different questions. The layout is clear and gives lots of space to write answers.

As the day of the speaking exam approached I felt nervous and worried I might freeze up, but my parents said it would be fine and I

should just do my best. So on the day, I said a prayer to God and we all left for City of Leicester High School. We waited in the Wyvern Building reception area. The other kids were nearly all older than me, which was intimidating. But sitting there gave me a chance to observe the kids at that school and the teachers from the point of view of an outsider. It made me laugh to see what kids were doing – and made me think twice about some of the things I do.

My name was called and I was taken to a room where I gave my ID, and then to another room where I was given about fifteen minutes to read the paper. It had a picture story and I had time to think of answers I would give for a group of questions. Then, I was called into the examination room for the actual exam. The examiner explained what I had to do and the speaking test was recorded. Afterwards the examiner told me my expected grade – but not to assume that this would be the one I’d get. The Speaking exam included an oral presentation, which I had prepared on a topic I’d chosen.

On the day of the listening exam, I waited in the reception area with other candidates. Some of my friends were there and we were all nervous. We were called into a room and each told where to sit. Each desk had an exam paper on it turned face down. We waited until everyone was seated and were told to start the test. A tape recording gave us the rules and what we would need for the test. We were instructed where to write our names and candidate numbers, how to answer different questions and if answers should be long or short. Then, the test began.

We listened to the scenario and then wrote the answer to the question. In case we missed something the first time, it was played twice. Also, at the beginning of each section on the exam paper there is an example and reading this came in handy.

In the reading exam we were given short pieces of writing and had to answer questions on each. Just like in the listening exam, we were given useful examples at the top of the exam paper.

During the writing test we were given different scenarios and had to choose one and write about it. The paper had a few helpful hints to guide us on the sort of things we should include in our written pieces.

Gita’s tips

- Manage your exam preparation time well. Take time to read, understand and answer questions when you practise on old exam papers. You’ll eventually shorten the time you take to read a page and will become a more fluent speaker.
- Tell your teacher which topic you’ve chosen for the speaking test.
- Read the exam handbook carefully, especially the rules about cheating. Don’t write on your hands or put written notes in your pencil case – it might look as if you plan to cheat.
- Read the exam timetable carefully. Note what time and how long the exams are in case you need to be excused from school.
- Note where the exam centre is and make sure you know how to get there. Keep the details handy in case you need to contact the centre.
- Note your candidate number.
- Take some identification. A passport is okay, or you can give your teacher a passport-sized photo and ask them to make an ID document for you.

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 us to discuss your training needs.

To book a course, visit our website, email training.admin@continyou.org.uk or phone 024 7658 8440. Our courses cost £75 per participant. NRC supplementary school members pay a discounted rate of £50 per participant, with the exception of Quality Framework mentor training, which is fixed at £75. The price includes a light lunch, refreshments and all resources. All of our courses run from 10am–3.30pm. Payment must be received in advance to secure your place, along with a completed booking form (available from the website). Don't forget you can pay online!

The following dates are correct at the time of going to print. For up-to-date information about our courses, visit www.continyou.org.uk/nrctraining.

Introduction to the Quality Framework/safeguarding requirements

All supplementary schools wishing to obtain a Quality Framework award at the Bronze level should attend this course. Lots of template policies and procedures are presented and a full safeguarding resource pack is given to each learner attending the course.

- London – Monday, 28 May (twilight session, 4 to 8pm)

Effective lesson planning and choosing the right resources

- London – Monday, 25 June

Funding applications made easy (FAME)

- Leicester – Tuesday, 15 May
- London – Monday, 11 June

Safeguarding for supplementary schools

- London – Thursday, 21 June

Recording pupils' progress

- London – Monday, 21 May

Behaviour strategies and classroom management

- London – Thursday, 17 May
- Coventry – Friday, 25 May

Introduction to the education system in England

- London – Wednesday, 30 May
- Coventry – Friday, 15 June

Development and management of supplementary schools

- London – Tuesday, 15 May
- London – Tuesday, 3 July

New! Bilingualism workshop

Bilingualism can often be present within educational establishments, but may not always be identified in full. This workshop offers the opportunity for educational practitioners to receive training that will benefit both the individual and educational setting. The workshop can count towards CPD.

- London – Monday, 14 May

Quality Framework mentor training

Supplementary schools across England are looking for mentors to support them to achieve Quality Framework awards.

- Day 1: Coventry, Friday, 11 May
- Day 1: London, Thursday, 14 June
- Day 2: Leicester, Friday, 22 June
- Day 2: London, Friday, 29 June

Once you have completed both mentor training days and supported at least one school to Silver or Gold level, you can apply to become a registered Quality Framework Mentor and we will signpost supplementary schools to you.

Effective management skills/Effective teaching skills for supplementary schools

The OCN-accredited 'Effective management skills' course is being delivered in Enfield and Tower Hamlets, and the 'Effective teaching skills' course in Ealing, Kensington and Chelsea, Northamptonshire, Harrow and Milton Keynes.

Train-the-trainer

Last year the first cohort of trainers were successfully trained to deliver our new 'Effective teaching skills in supplementary schools course' (OCN Level 2/3) and it is proving very popular (see pages 8–9). We are

now advertising our second 'train-the-trainer' programme.

As a result of attending the training, you will be able to deliver the 'Effective teaching skills' course locally to schools in your area; there is also the possibility of the NRC engaging you to deliver this training on our behalf (paid). This is a fantastic opportunity to up-skill and support the future development of schools in your area.

The cost of the three-day train-the-train programme is £450 (including teaching, resources and lunch).

- 11 May, 24 May and 25 May

Booking information

Our training courses are very popular and we like to keep class sizes small to ensure plenty of time for discussion.

Over 380 teachers, volunteers and management committee members have attended one of the NRC's open training programme courses since May 2011; 88 per cent of them have found the courses very useful or useful. So don't delay – book early to secure your place.

Please visit our website www.supplementaryeducation.org to book your place.

To discuss your requirements or for further information, please email training.admin@continyou.org.uk.

In-house training

Local authorities or clusters of schools can buy in any of our one-day courses for delivery in their own venues. Each course costs £450 including tutor, resources and learner certificates. The discounted rate for NRC supplementary school members is £350 per day or £250 for a half-day/twilight session.