

2007 conference • community languages  
funding • training courses • useful resources

# *the* **Bullet!**n

Autumn 2007

Issue 7

The National Resource Centre for Supplementary Education



## NRC conference: Diversity and success

This year's conference for supplementary schools, to be held on 27 November, will focus on recognising, celebrating and supporting the diversity and success of supplementary schools, and on promoting mutually beneficial partnerships between all stakeholders. It's a unique opportunity to learn about how we can work together to understand the cultural and educational needs in the community – and deliver what is needed to strengthen the life chances of children and young people. As a delegate, you will learn about:

- raising the achievement of children and young people through supplementary education
- the role of faith-based supplementary schools
- supplementary schools and community languages
- extended and supplementary schools working in partnership
- black pupils' achievement and the impact of supplementary education
- planning and managing partnerships

- funding for success
- safeguarding children
- educational resources for supplementary schools.

We have built in as much time as possible for networking, so you'll have the chance to make useful connections, and exchange ideas.

The National Resource Centre will also be celebrating the achievements of the first cohort of supplementary schools in the country to complete the pilot phase of our new Open College Network accredited training programme (see page 3).

Exhibition stalls will be available in the main conference area, which we are offering to exhibitors on a 'first come, first served' basis.

To obtain a conference flyer and booking form, visit:  
[www.supplementaryeducation.org.uk](http://www.supplementaryeducation.org.uk).

Email Chantelle Peat if you would like to book a place or a stall:  
[chantelle.peat@continyou.org.uk](mailto:chantelle.peat@continyou.org.uk).

Conference rates: £50 per person for supplementary schools, and £210 per person for all others. The booking deadline is 16 November 2007.

### Transport options

We hope that holding the conference in Birmingham will enable lots more supplementary schools across the country to attend. The Paragon Hotel is close to Birmingham New Street station. If you are travelling by train, you can book in advance to get discounted tickets.

Alternatively, see whether there's a community transport initiative in your area – you could join up with other schools and travel together. You could suggest this at the next meeting of your local forum, or of your Board of Trustees. Find out about initiatives in your area at:  
[www.communitytransport.com](http://www.communitytransport.com).

**continyou**  
National Resource Centre for  
Supplementary Education

## The 2007 conference is coming...

Welcome to the autumn 2007 issue of the *Bulletin*. Much has transpired since the last edition. Summer holidays are a distant memory, a new national curriculum has been launched for secondary schools, Eid has come and gone, Christmas advertising is already creeping into the shops and our next annual conference is just around the corner!

The date to keep in your diaries for this year's NRC conference: 27 November. It takes place in Birmingham and will give delegates the opportunity to discuss the supplementary school sector's diversity, impact, success and needs. There will be lots of practical information and current examples of practice and, as always, a chance to network and make useful contacts.

Our team has grown in number as we continue to strengthen our work across England's regions. Page 12 tells you who's on board and working on your behalf in your area. Other exciting developments include a free membership scheme designed specifically for supplementary schools and our brand new *How to* guides, covering those key issues you always ask us about – from creating an effective learning environment to financial management (page 14).

There's plenty happening on the training front, too. The first supplementary school staff to pass the Open College Network course 'Effective management skills in supplementary schools' talk about their experience and accomplishments on page 3. You may be able to catch a couple of sessions at the end of our autumn term open training programme – we've already scheduled sessions for the spring term. You'll find an advanced preview of this and all our training opportunities on pages 16–19.

We visit Dacorum Chinese School (pages 4–5) to find out how it is making connections with its local community. And, on pages 6 and 7 Tahir Aziz shares his thoughts about supplementary schools and extended services, a task he is particularly well suited to – as he currently works in both. In this issue, we also welcome CILT, the National Centre for Languages and one of our key partners, as a regular contributor to the *Bulletin*. Claire Dugard, a Language Teaching Adviser at CILT, brings us the latest on community languages on pages 10 and 11.

Take a look to find out about the other news, views, information and interviews we've managed to squeeze in. Thanks to everyone who has contributed to this issue. Please remember to keep us informed of your work, research, case studies, resources, or anything else you feel we ought to be highlighting.

Enjoy and see you on the 27 November!

Yinka Armartey

*The Bulletin* is published by  
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Edited by Yinka Armartey, designed  
and desktop published by Tom Sheppard  
Printed by Stanley L Hunt (Printers) Ltd

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**continyou**  
Building learning  
communities

## Congratulations to the pioneers!

Successful candidates from the Open College Network management course share their thoughts.

This summer, fifteen proud individuals completed the very first nationally accredited course designed specifically for people managing supplementary schools.

'Effective management skills in supplementary schools' is an Open College Network (OCN) course at Level 2, worth three credits. The course covers elements including: policies and procedures; the welfare of students; and monitoring and evaluation. It also acts as a forum for practitioners to share their experiences in running a supplementary school. Successful candidates can present their OCN certificate to employers, trainers and further education providers as proof of what they have achieved. We asked a few successful candidates what they got out of the course.

Dr Anisul Haque,  
Bangla Education and  
Cultural Centre



### Why did you decide to come on the course?

To learn how to manage a supplementary school and find out what policies need to be in place.

### Which part did you find most useful?

Lesson observation, policies, risk-assessment and child protection.

### What will you apply most in your work?

Policies and procedures; and quality assurance standards.

### Anything to add?

During our work, different people contributed with thoughts and ideas. Hopefully all these ideas can be put together in a document and distributed so that every school can benefit.

Francis Kanya, Youth  
Development Mission

### Why did you decide to come on the course?

We are a new supplementary school and I am a member of the management committee. We saw the opportunity to improve and I decided to come and improve my management skills. We wanted to learn more about how to run a school.

### Which part did you find most useful?

Everything was useful for us! We did not know much about running a school, so any information provided was useful.

### What did you enjoy most?

The classroom management skills – how to monitor teachers, classroom observation, lesson planning.

### What will you apply most in your work?

Classroom management, health and safety and child protection policies.

### Anything to add?

I want to thank the trainer, I think she is the most talented trainer I have come across. We have benefited from her knowledge and her passion and her time. I now feel that I have all the knowledge and confidence needed to run a successful school.

Mrs Hemma Luchmee,  
Ivy Leaf School



### Why did you decide to come on the course?

At present I help in Ivy Leaf school. I devise the curriculum and teach maths and French. The aim of our school is to boost academic attainment, offer children opportunities to be involved in activities such as art and football. We also teach them about healthy living. I came to learn how to manage a supplementary school, improve health and safety, develop policy, and increase the capacity of the school.

### What did you enjoy most?

The style of teaching – the tutor was very good. She offered individual support and was very sensitive to our issues.

### What will you apply most in your work?

Policies, health and safety, building partnership and risk-management.

The second OCN course is now underway. The third course will take place in the spring term of 2008. You can find out more about the course in our training section on page 17.



## Experiencing the great 'wow!' of China

**Yasmin Strevens-Chen and Katie Doherty (pictured above) from the Dacorum Chinese school in Hertfordshire tell us why they, and their fellow students, are going mad for Mandarin.**

Laughter and applause filled a community centre in Hemel Hempstead on a Saturday at the end of the summer term. Dacorum Chinese School, a supplementary school teaching Mandarin to a diverse group of students, had its end of year assembly before breaking up for the holidays. Students from each class showcased what they had achieved over the year and participated in games which tested their Chinese. The *Bulletin* caught up with some of the pupils and staff on their last day.

### All ages learning

Fraser Milligan, a White British Year 12 student at Hemel Hempstead Secondary School, admits he started attending Chinese School a year and a half ago, 'because a friend dragged me

along.' He needed to gain skills for a Duke of Edinburgh Award and thought this would do. 'But I've really enjoyed learning and even though I've completed the award have continued coming. I find it interesting. I'm going on to study Mandarin at SOAS University.'

Tina Wang and Dean Du were amongst the first students to attend Chinese School when it opened seven years ago. 'We've left now, but come back every now and then to help,' Tina

explains. 'Both of us took the GCSEs in Chinese and achieved A\*.' Tina and Dean were due to leave the country a week later for a talented students' summer camp – a two-week cultural exchange during which British-raised Chinese children discover more about their Chinese heritage.

Dacorum caters for a wide range of children and adults, from pre-school aged children (most of whom were adopted from China) to adult classes with business

**'A big part of Dacorum's service is its community work: "We are a part of the local community and work closely with other organisations." '**

people. Katie's mother went to China to adopt a sister for Katie. About half of the school's students are not Chinese or are non-Mandarin speaking Chinese individuals from countries like Singapore or Malaysia.

## Community plus

Li Xiao, Dacorum's co-ordinator and GCSE and A level teacher, points out that a big part of Dacorum's service is its community work; 'We are a part of the local community and work closely with other organisations. For example, we work with the Cultural Learning Project, which provides learning opportunities for local people in the form of cooking classes (used to promote numeracy), tai-chi, yoga, and sewing (used to promote literacy in English).'

'We run different workshops and courses for primary and secondary schools, and after-school clubs. We also run cookery classes in the local prison. We are a very flexible Chinese school; not just operating within these walls, but working outside. Our workshops include Chinese paper folding, calligraphy, painting, language and culture. We also run special workshops for the children who have been adopted and their families. We have at least fifteen students who have been adopted through a charity group.

'For the non-Chinese individuals who come here, learning about another culture is so important. Today we live in a multicultural society. We need to understand each other.'

## Friends united

Katie and Yasmin are Year 3 pupils who were entered by Dacorum for a national Chinese-speaking contest in which they took an impressive second place.

Katie: 'Because it was my first experience speaking Chinese I was a little nervous. I've been

coming here for one year. We did a few lines at the beginning in Chinese. We said our names, how old we are and which schools we're in; then we started singing.'

Yasmin: 'I didn't start learning Chinese here. I started learning in China when I was a baby.'

Katie: 'I enjoy learning Chinese here. I like learning different languages even though I may not remember any in 30 years. I learnt Italian in Year 2 and am learning French now that I'm in Year 3. What I like most about coming to Dacorum is that after we've done the learning, we normally put the chairs away and then we start singing and learning Chinese songs.'

Yasmin: 'I find it challenging – not all the time, but quite a lot of times. I really like Chinese lessons because they're really, really fun. And because I've got lots of friends here.'

Katie: 'My friends in school know that I was in the competition but I haven't had time to tell them

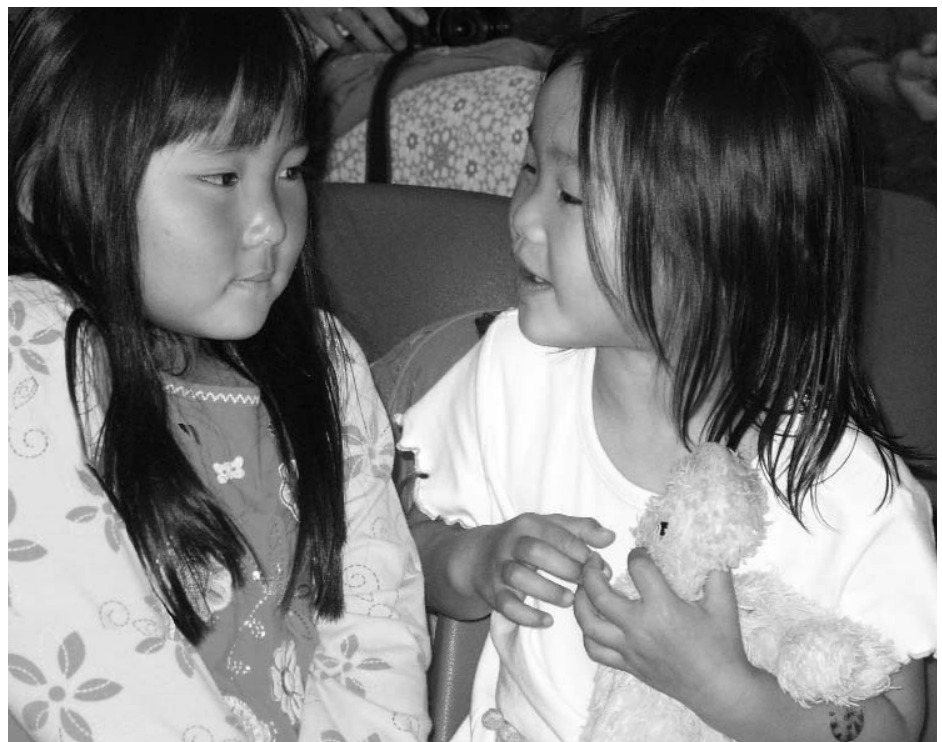
that I came second place because it was quite a shock when the newsletter came.'

Katie has a little sister whom her family adopted from China. Katie enjoyed the experience of being in China so much that she wanted to learn Mandarin when she got back to England.

'The teachers here are very positive and they really build up the self-esteem of the children. Katie loves coming here,' says Debbie, Katie's mother.

The Dacorum Chinese School is a non-profit making, non-political and non-religious voluntary organisation. The school mainly teaches Mandarin – the official Chinese language. For more information email: [li.xiao@ntlworld.com](mailto:li.xiao@ntlworld.com).

**Remember, this is your Bulletin. If you have any suggestions, articles or letters, email the team at: [nrc@continyou.org.uk](mailto:nrc@continyou.org.uk).**



Green Street Community Trust in High Wycombe, Buckinghamshire, is a three-year old voluntary organisation, which runs a Saturday school in the area. We teach English and maths for two hours each week; teaching from primary up to GCSE level in classes that are usually no bigger than fourteen.

We're situated in the heart of the Pakistani community in High Wycombe, so the majority of our pupils are Pakistani. However, our ethos is that our school is for everyone and in the past our pupils have included young people from British white or African-Caribbean backgrounds.

The area Green Street Community Trust serves is relatively deprived – young people do not have the



## First steps along a two-way street

**As both an extended schools co-ordinator and supplementary schools co-ordinator, Tahir Aziz is well placed to see how the Saturday language classes contribute to the wider schools' agenda.**

opportunity to go out much; so our pupils really do enjoy our trips and get a lot out of them. We take pupils on trips including football and cricket events, visits to London museums, parks and nature reserves

As co-ordinator of the school, I promote its provision within the local community, recruit teachers, oversee the syllabus content, and collect pupil fees. Our Children's Fund grant runs out in March 2008, but hopefully we'll be able to keep the school going until we source new funding.

### Personalised support

Previously, as a learning mentor in mainstream schools, I supported underachieving children with low self-esteem and in need of motivation. When you have 30 children plus in a mainstream

classroom, it's not always possible as a teacher to talk to each child individually. Some of our pupils are quiet at school, or feel left out because they're not doing as well as their peers. These are the pupils that really come out of their shell on a Saturday; they feel they can achieve and they can get praise, too.

What I really enjoy about working in Green Street is seeing a child who starts with us as a very shy, reserved individual coming out of his/her shell after a few weeks, putting their hand up to answer questions and producing really good work. Our pupils love that everyone gets the opportunity to read in class, is able to get help when they need it, and is able to ask their peers next to them how to do something.

Meeting other children and making new friends is another bonus, as our

pupils come from a wide range of mainstream schools. For some of them who do not have many friends in mainstream school, or may be stigmatised during the week, this is another opportunity to meet other children of their own age – at Saturday school no-one knows who they are when they first attend, and it's easier to mix in and make friends. This is also why our summer trips are important.

One thing that's really made a positive difference to the teaching and learning at Green Street Community Trust is the change in our physical environment. We run classes in a community centre, an old building with a large hall that we used to divide into three classes. But this set-up meant that the children's attention would waver from one lesson to a neighbouring lesson, it was hard for the teachers to focus the children's attention. Now, however, the building has been refurbished and we are able to conduct classes in separate rooms. This has increased the children's respect for the teachers and their and our ability to concentrate.

**'Green Street is important because children have a say here; they love the informal atmosphere.'**

## Pooling resources

At Millbrook Combined Primary School, I work as a full-service extended school co-ordinator, linking our school with outside agencies that can support parents and the wider community. My job has many aspects looking into parenting and family support, as well as a whole range of extra-curricular provision, sports and arts.

I see my role as bridging the gap between outside agencies and Millbrook. For example, three years ago Millbrook had a swimming pool that had been out of action for over a year. We needed £100,000 to get it up and running again. I started working with other agencies, including swimming clubs and the local sports centre. Their remit was to get sports into the community and our agenda was to get the community more involved. After what seemed to be hundreds of meetings, it was agreed that putting that much money into the pool was viable. The pool re-opened in June – thanks to Wycombe Leisure Ltd, who put in the bulk of the money, and a grant of £10,000 from Wycombe District Council.

## Extending our reach

Being able to link up agencies more effectively is crucial. There are many agencies who want to come into schools and have a lot to offer. But they don't always know who to approach. People making enquiries may go to headteachers, who will pass on the enquiry to another member of staff, who will pass it on to someone else... the potential partner ends up getting no response. But I'm now a first point of contact for organisations seeking to work with schools. It's my responsibility to then convince the head that these organisations are supporting the school's agenda and the remits of our extended services.

My role has changed since last year. I now have twelve schools to co-ordinate – eight primary, two secondary, and two specialist schools. One of the schools wants to work very closely with the Saturday

school to refer pupils there and track their progress. I want to duplicate this amongst more schools. The Minority Ethnic and Traveller Achievement Service (METAS) is campaigning for the local authority to recognise the good work supplementary schools are doing and to support them. METAS has also agreed to form a database of local teachers who would like to volunteer in supplementary schools. This means if staff shortages then occur in a supplementary school, a mainstream school teacher can provide cover. I'm also currently working with METAS to get additional support from them for supplementary schools in terms of lesson-planning.

## Linking Wycombe's communities

Within my extended services role, I would also like to form a supplementary schools network, including those I know of in churches and mosques, to use the extended schools agenda to get these schools promoted in mainstream schools.

Millbrook already advertises Green Street school to pupils, and at parents' evenings, teachers make

sure parents know about the school. We now have a large Polish community providing English support classes in their own centre, and an African-Caribbean supplementary school in the local area. So we're looking at ways in which we can support these other schools:

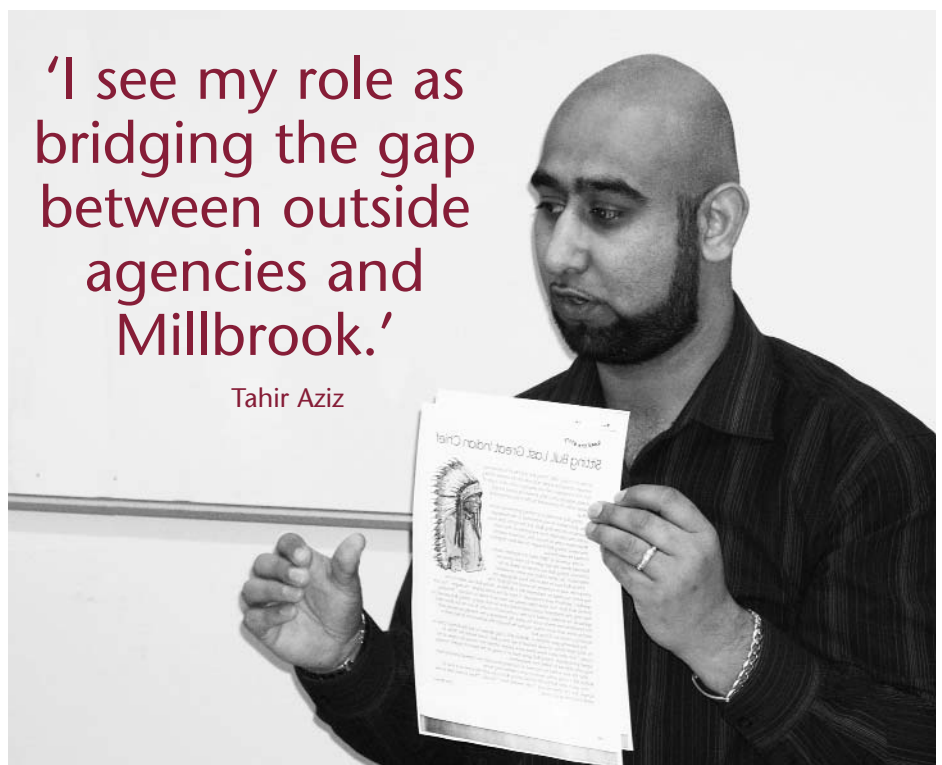
- through shared teaching and learning resources
- by making sure mainstream schools are aware of supplementary schools and can make referrals
- by negotiating with mainstream schools so that supplementary schools can operate from their sites, possibly for free.

This would obviously benefit the mainstream schools' Polish and African-Caribbean children. We're also thinking about bringing in Green Street Community Trust.

I'm really for the extended schools agenda. It keeps children off the streets, gets them involved, keeps them healthy and safe. Where parents are reluctant to come into schools, are shy or don't know how mainstream schools operate, opening up schools in this way makes them more welcoming; it's breaking down those barriers. That's why it's vital.

**'I see my role as bridging the gap between outside agencies and Millbrook.'**

Tahir Aziz



## Spotlight on...Workneh Dechasa

**Bulletin talks to Camden's Senior Refugee Community Advisor about the role of supplementary schools in the borough.**

### **Tell us about your background...**

I have a teaching background and worked as a geography teacher for many years. I have been working for Camden Council for the last fourteen years, as a consultant for teachers at Camden Council, and moved into refugee work five years ago as that is where my particular interest lies. Now, as well as working with refugees, I work with supplementary schools, combining my teaching background with my refugee work.

### **What does your role involve?**

I work with community groups, consulting, involving, supporting, young people and their parents in settling down in their new environment.

I also work with primary schools, promoting community language provision in the curriculum, which takes place after school hours, but is provided through the primary school. This is now available in 16 of the 46 schools in Camden. Furthermore, I organise and facilitate several forums: an ethnic minority student forum; a refugee educational forum and a supplementary school forum.

### **How do you work with supplementary schools?**

Apart from organising the forum where supplementary school teachers can share experience and ideas, I support them in improving their services and standards. Whenever I get some training, I share the information with them. I organise termly training for them, for example on lesson management and advice on resources and funding.

I try to bring the sector together, to share ideas and resources, and encourage everyone involved to work together. I also help forge links with mainstream schools.

### **What types of supplementary schools are there in Camden?**

Some schools only teach the mother tongue, others teach the mother tongue as well as cultural and religious studies. There are also schools that focus on national curriculum subjects – maths, science, and so on. Others offer music, art, literature, together or without their mother tongue.

### **What links are there between supplementary schools and mainstream schools in Camden?**

The Supplementary School Forum, running twice a year, encourages mainstream and supplementary schools to work together. The aim is to form strong links between the two types of school, so they can refer pupils to one or the other, share facilities and resources.

Supplementary school teachers can also observe classes in the mainstream school and carry those teaching methods into their own schools.

In practical terms, there is still a limited involvement between the two sectors. Most supplementary schools use mainstream premises at weekends, and that's the end of their involvement. It is hard work, so if we succeed in two or three schools a year, we will consider that as a great achievement!

### **What are PFI schools and how do they operate differently?**

The Private Finance Initiative (PFI) is a form of public-private partnership that has become a key element of the government's strategy for improving and modernising public services, after an extended period of falling investment. PFI schemes differ in their details, but typically involve investment by a private consortium – the 'PFI provider' – in new, rebuilt or refurbished buildings, such as schools. The PFI provider takes

responsibility not only for providing the premises but also for maintaining the buildings and, in many instances, for some or all of the facilities management services, such as caretaking and cleaning. The building is used as a curriculum school during the week and rented out to a supplementary school at weekends. The businesses that build or manage the school decide how much they will charge the supplementary school. It can be more difficult to negotiate a better rate. The question is whether the private charge is higher: in Camden it isn't, but elsewhere it is.

There is just one such school in Camden and there are three supplementary schools that use its premises at the weekends – Mongolian, Russian and Egyptian.

### **Has that arrangement benefited schools?**

Yes, it made the use of the main school premises more accessible – if there are spare classrooms over the weekend they can use them. The school is always open – no issues as before with caretaking facilities. Being in proper school premises is much better for the pupils. They have access to playground facilities, a good learning environment, white or blackboards and adequate chairs.

### **How do mainstream schools feel about this arrangement?**

In my experience, they are happy with it, with the fact that young people are benefiting from the additional support. There aren't many complaints from mainstream schools about supplementary schools not looking after the facilities, or complaints from neighbours about noise at weekends. Communities are more involved. However, the educational standard provided in supplementary schools is not known to them.



## From teaching to exam centre – a step-by-step approach

Sudip Chatterjee is Co-ordinator of Support for Supplementary Schools for Manchester's Diversity and Inclusion team, and also works for the NRC. We asked Sudip to tell us about three schools in Manchester that have achieved accredited exam centre status with Edexcel (one of England's awarding bodies for GCSE and A level). And, for those of you who might be interested in making your school an exam centre, to share some quick tips and advice on how to go about it.

### What can supplementary schools offer?

In Manchester, the Chinese Education Culture and Community Centre Chinese School, the Manchester Chinese Centre, and the Almanar Arabic School all teach their respective community languages up to GCSE, AS and A level. The Chinese Education Culture Community Centre Chinese School works from mainstream school premises, while the Arabic school works very closely with a mainstream school. In the past, pupils who wanted to sit exams in Chinese had to go through their mainstream school individually. Mainstream schools were happy to enter pupils for exams because they knew the Chinese schools were working according to a syllabus.

### Becoming an accredited centre

First, you need to contact Edexcel to let them know of your intentions of becoming an exam centre. The organisation has a community section that will handle enquiries from supplementary schools. Edexcel staff leading on the approval of your centre will work closely with your school to apply for accreditation centre status. This will include filling out forms and an inspection of your site to ensure that it is a suitable

environment for sitting exams.

Your school will need to have the following in order to become an exam centre:

**Credibility** This would be evidenced by:

- a good track record of effectively teaching the community language to exam level and possibly working closely with a mainstream school
- a good written reference – the best person to provide this would be the local authority's supplementary schools co-ordinator, or anyone else at local authority level who supports schools and monitors them.

**Capacity** Your organisation's structure should allow you to put on exams in accordance with Edexcel's requirements. For example:

- a named contact at your school must have overall responsibility for administering the exams at your centre, including handling the charges pupils pay to sit exams
- ensuring security procedures for the safekeeping of exam papers are followed and invigilation is carried out properly.

**Experience** of working towards a syllabus to provide effective lessons.

**Suitable and secure premises** so that candidates can take their exams in comfort and without being disturbed.

**Child protection procedures** Does your organisation have a child protection policy and measures in place to safeguard children – for example, CRB checks for those who might work with children alone or supervise other staff or volunteers who haven't been checked?

### How much does it cost?

Nothing! The application process is completely free.

### How long does it take?

Depending on the capacity and readiness of the school, it could take up to three months.

### What's the cost to pupils?

Pupils can expect to pay up to £40 to sit their exams.

### What happens when there's an exam?

Edexcel sends the papers to the school. The pupils sit the exam. The school sends the papers back to Edexcel. Edexcel marks the papers. The only thing the exam centre (that is, the supplementary school) will do itself is appoint someone from the school to conduct the oral exam if this speaking and listening test is required. The appointed person will also mark the oral.

### In which languages does Edexcel offer exams?

Arabic, Chinese (Cantonese or Mandarin), French, German, Greek, Italian, Japanese, Russian, Spanish and Urdu. This does not include a huge number of 'community' languages. In the past Edexcel provision was more comprehensive, but has since been reduced. However, other examining bodies offer exams in additional languages. The Asset Languages scheme provides flexible accreditation routes for a range of languages from Arabic to Yoruba. Further details are available on CILT's website: [www.cilt.org.uk/commlangs/exam.htm](http://www.cilt.org.uk/commlangs/exam.htm).

The University of Salford has received funding for a project which looks at accreditation for pupils' community languages as well as accreditation for the teaching of community languages.



CILT is delighted to be invited by the NRC to contribute a *Bulletin* page dedicated to languages issues. As co-ordinator of CILT's support for teachers of community languages, I'm a qualified secondary teacher and speaker of French, Japanese and Russian. I look forward to keeping you up to date with language developments.

**Claire Dugard**

Language Teaching Advisor  
CILT, the National Centre for  
Languages

## A curriculum for C21<sup>st</sup>

The national conference for community languages education in July saw the long-awaited official launch of the curriculum guides for Arabic, Mandarin Chinese, Panjabi, Tamil and Urdu.

The guides are the product of a Goldsmiths College project, supported by the Nuffield Foundation and published by CILT, providing a valuable resource to teachers of any community language. To quote Shazia Siddique of Lister Community School: *'The Urdu Guide has provided me with a working document to help me plan individual lessons and series of lessons, with its clear layout of themes, topics, texts, grammar, vocabulary and key structures, as well as suggestions for interactive teaching and learning activities.'*

These different elements are aligned to the Languages Ladder, supporting teachers as they assess learners' abilities in the four language skills and plan for further progression.

To give a flavour of the guides' content, at Level 7 of the Ladder (approximating a higher GCSE), the theme of travel and tourism requires the learning of language for booking accommodation. It calls for some creative thinking to make it

interesting and challenging! The guide suggests learners:

- listen to information and sort cards with written words/phrases into the order they hear them
- are given the requirements of a potential 'customer' and then listen to a hotel receptionist describing several rooms available; they have to understand and then make judgments on which would be the 'best-fit'
- select a card with a word describing a mood (for example; angry, sad, excited) before practising a model dialogue with a partner and acting out that mood – for their partner to guess
- script or improvise a role-play of booking a room in a hotel, but in the style of an action film, which they then perform with props.

Content can be adapted for other languages and further versions should be produced in the future. The guides can be downloaded free of charge from the web or purchased in hard copy from Central Books at £8 each. See the CILT website for more information.

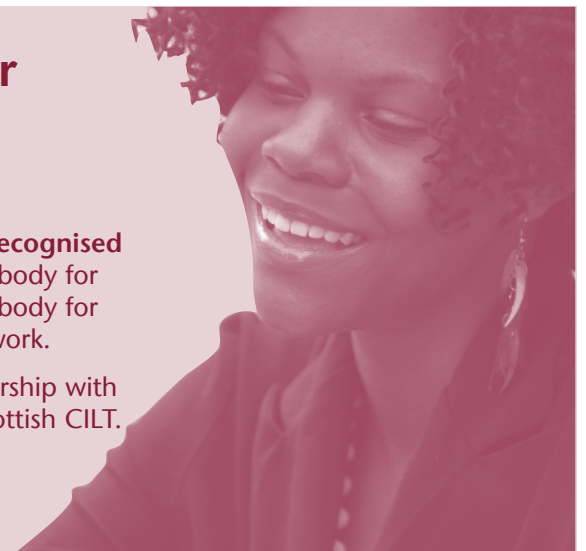
[www.cilt.org.uk/publications/curriculumguides.htm](http://www.cilt.org.uk/publications/curriculumguides.htm)

## Our mission is to promote a greater capability in languages amongst all sectors of the UK population.

**CILT, the National Centre for Languages, is the government's recognised centre of expertise on languages.** It is also the standards-setting body for languages, interpreting and translation and the recognised expert body for language and cultural skills for the UK-wide Skills for Business Network.

We are based in London but operate throughout the UK, in partnership with our sister organisations CILT Cymru, Northern Ireland CILT and Scottish CILT.

From Monday, 19 November 2007 our head office will be at:  
3rd Floor, 111 Westminster Bridge Road, London SE1 7HR.





## News

- From September 2007, the National Resource Centre, CILT, the Specialist Schools and Academies Trust (SSAT) and the School Development and Support Agency (SDSA) in Leicester will be working together on an exciting DCSF-funded project to support the teaching and learning of community languages, through partnerships between supplementary and mainstream schools.
- CILT is delighted to announce two winners of the European Award for Languages 2007 in the field of community languages: the Tamil Primary Language and Family Learning project at Downderry Primary School, and the Language Diversification and Initial Teacher Education project at Goldsmiths, University of London (Arabic, Chinese, Panjabi and Urdu). See the CILT website for details and information on how to apply in the next round (application deadline: 1 February 2008).  
[www.cilt.org.uk/eal](http://www.cilt.org.uk/eal)
- The report on the July national community languages education conference is available on the CILT website. The report includes details of a message from Dr Lid King, National Director for Languages, and outcomes of strategic discussion sessions, with a number of useful web links to resources and support organisations.  
[www.cilt.org.uk/commlangs/profdev.htm](http://www.cilt.org.uk/commlangs/profdev.htm)
- If you are thinking about gaining full Qualified Teacher Status (QTS), now is the time to start making enquiries. CILT has just updated its *Qualify to teach community languages* leaflet, with information on eligibility, modern language extension courses, available PGCE courses, GTP/RTP routes and financial support. Free copies are available on request from Kathryn Abram (020 7395 2504, [kathryn.abram@cilt.org.uk](mailto:kathryn.abram@cilt.org.uk)).  
[www.cilt.org.uk/commlangs/pathways.htm](http://www.cilt.org.uk/commlangs/pathways.htm)
- Issue 21 of the free *Community languages bulletin* from CILT has been published. As well as offering articles across sectors and languages, information on teaching resources and latest news, this edition focuses on higher education, with features on two London-based projects. King's College London offers accredited Panjabi units to undergraduates, many of whom are based in the School of Medicine. An Aim Higher initiative in Islington sees 13 to 15 year olds from local schools meeting university students, taking taster classes in Chinese, Nepali and Yoruba and mother-tongue classes in Arabic, Bengali, Somali and Turkish.  
[www.cilt.org.uk/commlangs/bulletin.htm](http://www.cilt.org.uk/commlangs/bulletin.htm)
- A range of dual-language 'Quick Tips' resources has been published on the National Literacy Trust website, offering practical guidance, for example, in talking to your baby in your own language or sharing songs and rhymes. The resources are available in English with Arabic, Bengali, Chinese, French, Gujarati, Panjabi, Polish, Portuguese, Tamil, Turkish, Urdu and Welsh. There is also an English-only version and a version with space to write in any other language.  
[www.literacytrust.org.uk/talktoyourbaby/quicktips.html](http://www.literacytrust.org.uk/talktoyourbaby/quicktips.html)
- The new secondary curriculum is to give schools greater freedom with regard to the languages they offer students. The requirement to offer a working language of the European Union at KS3 has been lifted. From 2008, schools will be encouraged to offer languages beyond the traditional French, Spanish and German to students aged 11 upwards – languages such as Mandarin, Urdu or Arabic.  
[www.qca.org.uk](http://www.qca.org.uk)
- A new organisation is being formed in Sheffield by the merger of MultiLingual City Forum with the Association of Sheffield Community Language Schools (ASCLS). Languages Sheffield – the Multilingual City and Complementary Schools Alliance – aims to give language learning a stronger voice in Sheffield, and in particular to strengthen the ability to promote and support the city's community languages.  
[www.languages-sheffield.org.uk](http://www.languages-sheffield.org.uk)

## Events

### **Comenius London community languages network seminar: developing thinking skills**

7 Nov 2007, London

Contact:

[kathryn.abram@CILT.org.uk](mailto:kathryn.abram@CILT.org.uk)

Tel: 020 7395 2504

### **Teaching bilingual learners – the East Midlands conference for teachers of community languages**

17 Nov 2007, Leicester

Contact:

[cas.beckett@leicester.gov.uk](mailto:cas.beckett@leicester.gov.uk)

### **Conference for teachers of Arabic and Urdu**

24 Nov 2007, Birmingham

Contact:

[ofu@moseley.bham.sch.uk](mailto:ofu@moseley.bham.sch.uk)

# Bullet!n NRC update



We're also delighted to welcome Audrey Beckford on board. Recently appointed as one of the NRC's supplementary education advisors, Audrey's responsibilities include supporting supplementary schools in gaining access to Local Network Funding. The grant is in its last financial year and is being administered by the Peabody Trust in twelve of London's 33 boroughs. Audrey is working to support schools in making successful applications to the LNF.

Audrey has already delivered several cross-borough seminars for supplementary schools, giving them the information they need about the LNF, and guiding them on writing successful application forms. It has been an excellent opportunity to inform schools about the NRC's new accredited training on 'Effective management in supplementary schools' and disseminating information about the NRC's Quality Framework award.

In addition, she has been helping schools to develop robust policies in child protection and signposting schools to other resources available to them.

Audrey says that the work has been interesting and she's rising to the challenge: 'I've enjoyed working collaboratively with supplementary schools, while learning about their perspectives on the sector and how it can be improved.'

## Meet the team

The NRC is delighted to welcome two new members of staff. Krassi Whittaker is supporting work at the NRC and will be a first point of contact at our head office in London.

As a project support officer, Krassi has been involved with work around our Quality Framework training for mentors. She's also responsible for gathering information for our termly Bulletin and e-newsletter, and for administering our open training programme. Krassi would like to ensure that the e-Bulletin continues as platform for supplementary schools' ideas. 'So shout about your daily issues and adventures at work,' she says.

Send your suggestions and ideas for the e-Bulletin to Krassi at [krassi.whittaker@continyou.org.uk](mailto:krassi.whittaker@continyou.org.uk).

## Team members for your region

More positive change at the NRC. We welcome Frank Newhofer, Paula Edmondson, and Linda Dye as Regional Strategic Advisors to our growing team. You can get in touch with our RSAs if you are a local authority, supplementary school, mainstream school or other organisation with sector related needs. The table opposite tells you who's working for your region.

\*Khalid Mahmood is Regional Development Manager and can be contacted regarding any regional work.

East England	Rémi Gonthier	<a href="mailto:remi.gonthier@continyou.org.uk">remi.gonthier@continyou.org.uk</a>
	Khalid Mahmood*	<a href="mailto:khalid.mahmood@continyou.org.uk">khalid.mahmood@continyou.org.uk</a>
East Midlands	Rémi Gonthier	<a href="mailto:remi.gonthier@continyou.org.uk">remi.gonthier@continyou.org.uk</a>
London	Balbir Bains	<a href="mailto:balbir55@tiscali.co.uk">balbir55@tiscali.co.uk</a>
	Lina Akbar	<a href="mailto:linaakbar@hotmail.com">linaakbar@hotmail.com</a>
North-east England	Linda Dye	<a href="mailto:linda.dye@continyou.org.uk">linda.dye@continyou.org.uk</a>
North-west England	Sudip Chatterjee	<a href="mailto:sudip.chatterjee@continyou.org.uk">sudip.chatterjee@continyou.org.uk</a>
South-east England	Frank Newhofer	<a href="mailto:frank.newhofer@continyou.org.uk">frank.newhofer@continyou.org.uk</a>
South-west England	Frank Newhofer	<a href="mailto:frank.newhofer@continyou.org.uk">frank.newhofer@continyou.org.uk</a>
West Midlands	Paula Edmondson	<a href="mailto:paula.edmondson@continyou.org.uk">paula.edmondson@continyou.org.uk</a>
Yorkshire and Humber	Linda Dye	<a href="mailto:linda.dye@continyou.org.uk">linda.dye@continyou.org.uk</a>

## Other news

This term more than 30 mentors have started training to enable them to support supplementary schools around the country. Mentors are supporting schools across England to work towards the Code of Practice for Supplementary Schools and a Quality Framework award. Mentors include local authorities' supplementary schools co-ordinators, community languages co-ordinators, ethnic minority achievement teams, CVS colleagues and consultants. To find out more about the Quality Framework visit [www.supplementaryeducation.org.uk](http://www.supplementaryeducation.org.uk).

If you have any questions regarding our open training programme, email: [training.admin@continyou.org.uk](mailto:training.admin@continyou.org.uk).

The NRC is currently delivering a number of projects focusing on newly-arrived communities, partnerships between supplementary schools and mainstream schools, and capacity building. Further information about our work can be found on our website.



## Hackney's 'win win win' situation

**Engaging African-Caribbean boys is a priority in the London borough; and a partnership between a mainstream school and supplementary school is leading the way.**

There are numerous supplementary schools in Hackney, as diverse as the communities they serve, ranging from Turkish and Chinese schools to those working with Vietnamese or African-Caribbean children and young people. In the last issue of *Bulletin* we heard from Aneurin Wood, who explained how the Learning Trust, which runs mainstream education in the borough, is working with the supplementary sector. Here, we highlight a successful partnership between Stoke Newington Secondary School and the Claudia Jones Supplementary School, brought together with a little help from the National Resource Centre.

Stoke Newington's Aiming High co-ordinator, Shabna Begum, approached Balbir Bains – the NRC's Regional Advisor in London. Shabna had identified a group of Year 9 and 11 African-Caribbean pupils who, it was felt, were in danger of falling short of their projected grades. It was clear these pupils needed help in numeracy, literacy and science as well as some pastoral support. Shabna was interested in a joint project between Stoke Newington Secondary School and a supplementary school in the local area.

Balbir began the search for an appropriate supplementary school to join forces with Stoke Newington. He found Claudia Jones, a well-

established supplementary school serving the African-Caribbean community. Hazel Ellis, director of Claudia Jones, expressed a keen interest. Her school was well suited for the partnership: it runs classes for pupils, mainly from an African-Caribbean background, and has qualified staff with many years experience teaching maths, English and science. Hazel welcomed the opportunity, too, to connect with a wider community by working with and in the secondary school.

### Shared ambitions

Classes are scheduled to last for two hours on a Saturday, with Stoke Newington providing the supplementary school with information on the pupils who will be attending. Claudia Jones staff will have four well-equipped classrooms at the Stoke Newington site, and full access to the library and ICT facilities. An administrator from the mainstream school will also be present on the mornings the Saturday school operates.

From Stoke Newington Secondary School's point of view, the project supports the school's development plan and the community cohesion agenda, and is in line with DCSF guidance.

'Working with the community and drawing the parents into schools is important,' Shabna observes. 'We're

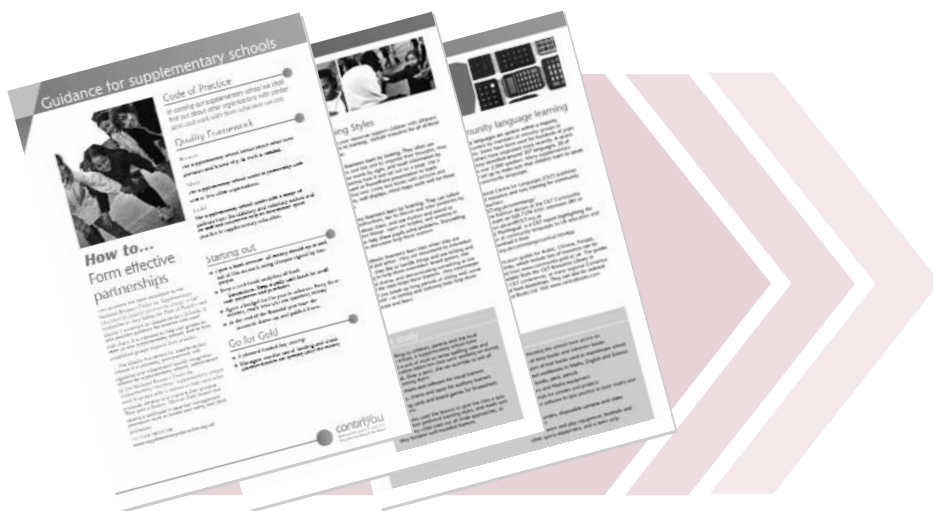
concerned about the potential underperformance of certain pupils and welcome help from local supplementary schools.' Balbir echoes her views; 'It's important for mainstream schools to recognise the potential of supplementary schools and how they can raise the attainment of their pupils.'

### Shared resources

Another exciting aspect of the partnership is that mainstream school staff will team-teach with the supplementary school teachers once a term. This will give mainstream staff the opportunity to see at first hand what supplementary schools are doing for their pupils.

A steering group of the partners and stakeholders has been set up. It includes Samantha Warner, Hackney Learning Trust's Supplementary Schools Co-ordinator. The group will review the provision each term and the impact on Year 9 and 11 pupils.

If you are a mainstream school in England interested in working with supplementary schools or you want to find out more about the sector, our regional advisors can help you. Contact Khalid Mahmood on 0116 299 5939 or email [khalid.mahmood@continyou.org.uk](mailto:khalid.mahmood@continyou.org.uk).



From our experience, most of our readers would answer a resounding 'Yes!' to those questions. Which is why we have put together a new series of guides, aimed at providing supplementary schools with the basic knowledge they need in teaching and learning, planning and partnership issues and the overall management of schools. Each *How to* guide is an A4-sized leaflet complete with concise information, clear guidance, succinct case studies and helpful diagrams.

The guides are linked to the Code of Practice for Supplementary Schools and the Quality Framework for Supplementary Schools, and are a useful tool for people working towards a Quality Framework award.

The front page of each guide highlights the Code of Practice commitment and Quality Framework content that the guide supports, with examples of what a new school and a Gold award school might be doing. The back page features practical exercises that schools can use to help in their self-assessment:

## How to... get started!

### Ever wondered...

...how to create an effective learning environment, teach effectively, record progress and achievement, choose the right teaching resources, plan and develop your organisation, monitor and evaluate your services, work with other organisations, make

sure children at your school are safe, or manage your finances?

### Ever wished...

...you had a source of information to hand that was relevant, clear and concise but didn't require hours of reading?

## How does Hertfordshire do it?

### Bulletin takes a magnifying glass to see how schools are financially supported in Hertfordshire.

Hertfordshire's Minority Ethnic Curriculum Support Service (MECSS) spends £170,000 in a year on the 60 or so schools running in its local authority area. This covers salary costs for two posts dedicated solely to supporting supplementary schools.

However, most of the £170,000 covers a free letting arrangement in mainstream schools for supplementary schools. Supplementary schools have completely free access to mainstream school premises. The premises are made available to them according to their needs – some may have a classroom, others may have a couple of classrooms and a hall. Mainstream schools then charge MECSS according to the

County Council's agreed rent rates for mainstream schools. In addition, £25,000 of the £170,000 goes towards cash grants to supplementary schools.

Shanaz Mirza, an adviser at MECSS, has completed a comprehensive report for the county council, covering all the key issues around supplementary schools in Hertfordshire. The report campaigns for an increase in the council's input to the sector. The simple reasoning behind this is the extended schools 'core offer'. This includes study support/out-of-school-hours learning, something that supplementary schools have been providing for decades. The report argues that supplementary schools ought to be partners with

extended schools, and part and parcel of the extended schools agenda; in turn, all extended schools should be made available to supplementary schools. This would release £95,000, which could be used to:

- bolster the grant money available to supplementary schools
- support emerging communities
- support the sector in areas of the county where provision is sparse.

Senior staff in the county council are increasingly coming on board. The county council's Chief Executive, Carolyn Tapster, has visited schools in the local authority, and is impressed with the work they are doing.

- key questions that schools can use for self-evaluation – for example, managing finances, keeping children safe or teaching effectively
- questions a mentor supporting a school through the Quality Framework might ask, again to gauge the school's level of practice and to support the school's development. These questions would be useful for anyone working with supplementary schools.

Finally, we've squeezed in a 'Find out more' box, signposting you to other organisations, additional resources and websites to help you further. It's amazing what you can fit into four sides of A4!

The guides will be officially launched at our annual conference on 27 November (for details, visit: [www.supplementaryeducation.org.uk](http://www.supplementaryeducation.org.uk)). The guides are available free of charge.

## Funding news in brief

### J4B funding tool

Take advantage of this free-to-use, web-based funding tool. [www.j4bgrants.co.uk/dxr2758r2s](http://www.j4bgrants.co.uk/dxr2758r2s) takes you to the J4B funding tool that we have recently purchased in order to help supplementary schools search through the jungle of grants. It's already published on our website – simply register as a user!

### Final chance to apply for Connecting Communities Plus grant

This fund, from the Race Equality and Cohesion and Faiths units of the Home Office, is aimed at providing support for local community organisations to run projects that promote race equality and community cohesion

within their localities. Local groups will be able to apply for grants of up to £12,000. The fund is being administered by the Community Development Foundation. The third application round will close in January. The programme will then close entirely.

Community Grants are aimed at locally-run and managed voluntary and community organisations (including supplementary schools) with an income of less than £50,000 per year, run by volunteers or with one full-time or two or more part-time paid staff. To find out more, visit the Community Development Foundation website: [www.cdf.org.uk](http://www.cdf.org.uk).

Guidance notes are available in both pdf and word format from: [www.cdf.org.uk/SITE/UPLOAD/DOCUMENT/connecting\\_communities\\_plus\\_gn\\_word.doc](http://www.cdf.org.uk/SITE/UPLOAD/DOCUMENT/connecting_communities_plus_gn_word.doc).



## A voyage to the V&A

When Sai School of Harrow spotted the article in last term's *Bulletin* promoting the free tours available at the V&A, they saw it as a real opportunity to bring Hindu, Buddhist and Jainist traditions alive to their pupils. Here, a teacher from Sai describes their experience:

'Sai School of Harrow delivers

educational programmes about Hinduism and also incorporates the teachings of other religions to ensure pupils learn how to respect other faiths and traditions. So we arranged with the V&A to provide tours on Hinduism, Jainism and Buddhism.

'The tour guides led the groups through several galleries before

inviting us into the South Asian Gallery. The diverse collections of Hindu and Buddhist sculptures fascinated our pupils – the cultural achievements of the Mughal and Rajput dynasties. Younger children were drawn to the paintings of Lord Krishna's childhood. The guide dramatised the stories and interacted with the children. The Nehru Gallery's strength lies in the range of life-size statues of Hindu gods and goddesses, including one of Nandi, the sacred bull, which is always seated opposite Lord Shiva. The Buddhism collections from Cambodia, Vietnam, Indonesia and Sri Lanka show some of the finest artistic traditions, particularly the wall carving of the last moments of Buddha's life. Sai School highly recommends this tour to other community groups!'

**These special tours for community groups are for a limited period. Call the V&A on 020 7942 2211 to book a tour.**



# Championing children, families and communities Putting their needs at the heart of your work

ContinYou's annual conference

18 to 19 March 2008, Hilton Metropole, Birmingham

## Background to the event

This major two-day conference will explore how schools, local authorities and partner organisations can put children, families and communities at the heart of their work. With the UK government placing a greater emphasis on more personalised, user-centred and responsive services, this conference aims to identify what needs to happen at all levels in the system to achieve this vision.

The education and children's services landscape is increasingly characterised by tackling big issues and shared goals (healthy eating, community cohesion, sustainable development), which cannot be undertaken in isolation from other agencies or countries.

This event will provide a unique picture of emerging practice in the UK, and will enable professionals to network with and learn from each other.

A key part of the event will be a session on the leadership needed to champion children, families and communities, led by the National College for School Leadership (NCSL).

## Who should attend?

The conference is designed for:

- headteachers/deputy headteachers, cluster managers and school improvement units
- Sure Start/integrated children's centre managers
- directors of children's services/education and heads of service
- extended/integrated/community focused schools managers and remodelling advisors
- out-of-school-hours learning/study support managers and co-ordinators
- healthy schools advisors/programme managers, health implementation managers, and PE and school sport managers
- social care, regeneration and community cohesion officers
- voluntary/community sector managers
- children's trusts, primary care trusts, and strategic health authorities.

For further information about this event, contact Chantelle Peat, ContinYou, Unit C1, Grovelands Court, Grovelands Estate, Longford Road, Exhall, Coventry CV7 9NE.

Tel: 024 7658 8440 Fax: 024 7658 8441

Email: [chantelle.peat@continyou.org.uk](mailto:chantelle.peat@continyou.org.uk)



# Bullet!n Training

## Free learning opportunities for supplementary and mother-tongue schools

### Be one of the first to prove that you have effective management skills in supplementary schools

We have now successfully completed the first pilot of this course and we are delighted to announce that all fifteen participants passed. Huge congratulations to you all! Our second course is now under way, and we are very much looking forward to the third course taking place at the NRC in the spring term.

'Effective management skills in supplementary schools' is an Open College Network (OCN) course at Level 2, worth three credits. OCN credits are accepted by colleges, trainers and employers for entry to further study, training and employment. Level 2 is equivalent to NVQ2, Intermediate GNVQ and GCSE grades A\*-C.

### Where and when?

27 February and 5, 12 and 19 March 2008 (four days in total).

You will need to spend about ten hours additional time at home or in your supplementary school preparing your practice file and diary. Work completed for your practice file can be used towards the Supplementary Schools' Management Certificate and the Quality Framework Award for your school.

Times: 9.30–3.00 pm (optional coursework preparation and additional tutorial time 3.00–4.30 pm)

Courses are held at the National Resource Centre for Supplementary Education, 356 Holloway Road, London N7 6PA.

Course fee: £30 per learner, non refundable. Course deposit: £30 per learner, returned on completion of course.

### What will I learn?

You will...

- share your own views about supplementary schools and why they are important to children and families
- learn how to create an effective learning environment and good learning relationships
- understand the welfare needs of students, and learn how to support them
- feel confident that you have in place all the policies and procedures that funders and partners expect
- plan helpful new partnerships to support your work
- learn how to monitor and evaluate the success of your supplementary school.

### How will the work be assessed?

We will help you to...

- discuss and describe your work, share opinions and information
- make short presentations to the rest of the group
- write a reflective diary, an action plan, and a short essay
- collect evidence about your supplementary school in a practice file.

### How do I book on this course or find out more?

Visit our website: [www.supplementaryeducation.org.uk](http://www.supplementaryeducation.org.uk).

For more information, contact Rachel Bond:

Tel: 020 7700 8189

Fax: 020 7700 8128

Email: [info@nrc.org.uk](mailto:info@nrc.org.uk).

## Drama – developing effective communication skills, confidence and achievement

*(Contributing to the teaching and learning components of the Quality Framework)*

6 November 2007, 9.30–4.00

*(a full-day course, lunch included)*

Learn new ways of getting your message across through the use of drama. Effective communication is vital for children and adults alike. Here's your chance to find out how to enable your own students to explore this crucial and fascinating area. An enjoyable day that will give you inspiration for your own teaching. We will explore the use of:

- role-play and its positive impact on the development of children and young people
- dreams, unlocking creativity and helping children/young people to realise their potential
- drama scenarios to explore a range of communication skills
- puppets.

Course facilitator: Sally Lawrence, Outloud Productions

## Start-up workshop

*(Contributing to the planning component of the Quality Framework)*

8 November 2007, 9.30–4.00

*(a full-day course, lunch included)*

Practical tools and advice on how to start up a supplementary or mother-tongue school. You will learn about the start-up process, and will be able to apply this to the planning and effective running of your supplementary school. The course will explore:

- strengths and weaknesses; research and needs assessment
- aims and objectives
- action planning and organisational structures.

Course facilitators: Yinka Armartey and Rachel Bond, Supplementary Education Advisors

## Child protection awareness

*Contributing to the procedures component of the Quality Framework*  
5 February 2008, 9.30–4.00

(a full-day course, lunch included)

All you need to know about this complex and vital issue. The course will explore:

- facts about and definitions of child abuse
- Child protection legislation
- responding to and reporting abuse
- the roles of other agencies.

Course facilitator: Tony McKenzie, the National Council for Voluntary Youth Services

## Effective lesson planning

*Contributing to the teaching and learning components of the Quality Framework*

7 February 2008, 9.30–4.00

(a full-day course, lunch included)

This course provides practical guidance and activities for making your lessons more enjoyable. You'll gain a clear understanding of how planning benefits you and your pupils.

Course facilitator: Sandra Teacher, Extended Services Consultant, ContinYou

## Monitoring progress of pupils

*Contributing to the teaching and learning components of the Quality Framework*

12 February 2008, 9.30–1.00

(a half-day course)

This course provides supplementary school teachers with strategies and techniques for monitoring and recording children's activities and understanding, in order to plan with their needs and strengths in mind. The course will focus on:

- consulting with children and parents
- the role of observation
- 'easy to keep' records.

Course facilitator: Alison Hatt, London Metropolitan University

## Special educational needs

*Contributing to the teaching and learning components of the Quality Framework*

14 February 2008, 9.30–1.00

(a half-day course)

Gain confidence in supporting SEN in your school. The course covers:

- government legislation
- general case studies
- vital strategies for support.

Course facilitator: Dr. Tözün Issa, London Metropolitan University

## Classroom management

*Contributing to the teaching and learning components of the Quality Framework*

26 February 2008, 9.30–4.00

(a full-day course, lunch included)

Participants 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.

Course facilitator: David Taubman, Education Consultant

## Improving your fundraising strategy

*Contributing to the planning and finance components of the Quality Framework*

28 February 2008, 9.30–4.00

(a full-day course, lunch included)

If you don't have a fundraising strategy in place, you will learn how to prepare one; if you do, the course will show you how to improve it by focusing on what you are aiming to achieve, and how you are going to get there. The course covers:

- preparation and content, including setting targets throughout the year
- accessing external funding
- making best use of internal resources.

Course facilitator: Beverly Campbell, Financial and Management Training Consultant

## Literacy and learning – how to engage your students

*Contributing to the teaching and learning components of the Quality Framework*

4 March 2008, 9.30–4.00

(a full-day course, lunch included)

Reading is a fundamental skill required for effective learning in all areas. This session will provide you with some new ways of enthusing your students about reading. You will explore approaches that you can use in your own classroom setting. The session will provide information as well as practical activities on literacy and learning. It will explore a range of ways of engaging with learners, helping to enhance the teaching and learning experience.

Course facilitator: Carole Berry, Supplementary Schools Development Co-ordinator

## Learning through story

*Contributing to the teaching and learning components of the Quality Framework*

11 March 2008, 9.30–4.00

(a full-day course, lunch included)

This course provides an introduction to the ways in which stories can be used to illustrate and enliven lessons, to widen the range of learning modes, to enhance self-confidence and personal/social orientation, and to sharpen listening, composition, oral and other skills relevant to literacy. It shows how to use stories in English, history, maths, science, foreign languages and ESL, and gives some useful tips on sourcing and methods of delivery.

Course facilitator: David Taubman, Storyteller and Education Consultant

## Policies and procedures – keeping them legal and up-to-date

*Contributing to the procedures components of the Quality Framework*  
13 March 2008, 9.30–4.00  
(a full-day course, lunch included)

This course examines the law as it relates to supplementary schools, to ensure that you have the policies and procedures you need in place.

Course facilitator: David Abse,  
Supplementary Education Advisor

## Start-up workshop

*Contributing to the planning component of the Quality Framework*  
20 March 2008, 9.30–4.00  
(a full-day course, lunch included)

Practical tools and advice on how to start up a supplementary or mother-tongue school. All you need to know about setting up and running your supplementary school. The course will explore the following:

- strengths and weaknesses, aims and objectives
- research/needs assessment
- action planning and organisational structures.

Course facilitator: Rachel Bond,  
Supplementary Education Advisor

## Managing and supervising volunteers

*Contributing to the management component of the Quality Framework*  
27 March 2008, 9.30–4.30  
(a full-day course, lunch included)

Develop your procedures for managing, supervising and retaining volunteers. The course covers:

- the essentials of recruitment
- understanding your responsibilities and the law regarding volunteers
- getting the most from volunteers through support and supervision.

Course facilitator: Beverly Campbell,  
Financial and Management Training Consultant

## Community languages – Specialist Schools and Academies Trust

The Community Languages Network section of the Specialist Schools and Academies website has been designed to recognise and support the multi-lingual diversity that exists within schools throughout the UK. The Community Languages Resource Sharing link will take you to a variety of resources and activity ideas for Urdu, Panjabi, Turkish and general language teaching.

[www.schoolsnetwork.org.uk/specialismsandvocational/specialisms/languages/community/default.aspx](http://www.schoolsnetwork.org.uk/specialismsandvocational/specialisms/languages/community/default.aspx)

## Teaching resources

Free online teaching resources, including reviews of over 2,000 lesson plans.

[www.teachernet.gov.uk/teachingandlearning/resourcematerials/](http://www.teachernet.gov.uk/teachingandlearning/resourcematerials/)

The *Times Educational Supplement's* website features over 6,000 free classroom resources online.

[tes.co.uk/resources](http://tes.co.uk/resources)

## Required reading

Strand, S (2007) 'Surveying the views of pupils attending supplementary schools in England' in *Educational Research* 49 (1), 1–19  
The first study to explore systematically the attitudes of pupils attending supplementary schools in England; and the largest ever UK study of supplementary schools and their pupils to date. Downloadable for free from:

[www2.warwick.ac.uk/fac/soc/cedar/staff/stevestrand/strand\\_ssss.pdf](http://www2.warwick.ac.uk/fac/soc/cedar/staff/stevestrand/strand_ssss.pdf).

*School choice and ethnic segregation: educational decision-making among black and minority ethnic parents*, Runnymede Trust

Recent educational reforms have emphasised parental choice as central to raising standards. Based on interviews with parents and children in three education authorities, this report argues that race has an impact upon parental choice. It highlights the current failure to incorporate the choice-making processes of parents from across all groups into policy debate. Contact the author, Dr Debbie Weekes-Bernard for further information: [D.WeekesBernard@runnymedetrust.org](mailto:D.WeekesBernard@runnymedetrust.org).

## ContinYou's revamped website

Regular visitors to ContinYou's website will notice that it has had a facelift. We've come up with something we hope you'll like. The design is more vibrant, the menus and navigation are much easier to use, and the search engine is simpler. The content of the NRC pages has also been streamlined, with the inclusion of some great new material for you.



Email us with your feedback on the new format. Send feedback about the main site to [web.editor@continyou.org.uk](mailto:web.editor@continyou.org.uk), and about the NRC pages to [nrc@continyou.org.uk](mailto:nrc@continyou.org.uk).

# Bullet!n *Join the NRC*

## Join our free membership scheme for supplementary schools

The National Resource Centre is launching a unique membership scheme for supplementary schools. The first of its kind, it will be launched at this year's annual conference on 27 November.

### What are the benefits?

Join the NRC for **free** and you'll immediately receive:

- a free wallet of practical guidance booklets to that will:
  - help you run your supplementary school
  - help you to assess how well you are serving your community
  - support the Code of Practice
  - help you work towards Quality Framework Awards
- a certificate of membership, showing the Code of Practice you have agreed to follow, for you to copy and include in funding applications and partnership agreements
- a monthly e-Bulletin of information about what's going on in the world of supplementary education and a termly printed *Bulletin* with features and articles about supplementary schools.

Our members-only web pages will give you access to:

- our database of all UK funders
- discounts on curriculum guides for community languages
- discounts on books and teaching materials
- discounts on stationery, exercise books and office equipment
- free training guides on IT software
- our email helpline.

### Join us, join the NCVO

NCVO is the largest umbrella body for the voluntary and community sector in England. It has been helping small community groups for over 90 years. As a result of a unique partnership, all new NRC members automatically receive free community membership of NCVO offering:

- a free legal information service, including a quick query service with the potential to save your organisation time and money
- access to a complete range of exclusive discounted services, including discounts on IT support, software, insurance and utilities
- discounts of up to 30% on NCVO publications – there are more than 100 titles on a wide range of topics, so you're guaranteed to find a guide to help
- 30% discount and priority booking for all NCVO regional and national events
- access to NCVO'S website and the members' only area – with additional access to VS magazine online and a host of exclusive and exciting online services
- the knowledge that you are part of a powerful community of over 5,400 voluntary organisations, with the opportunity to engage with other organisations and key decision-makers, to bring about the changes you want.

### Who can become a member?

Any supplementary school based in England. The definition of a supplementary school is broad. They are independent voluntary organisations, offering out-of-school-hours educational opportunities for children and young people, many of whom come from minority ethnic communities.

### The Code of Practice

To become a member, all supplementary schools must sign and agree to follow the Code of Practice for Supplementary Schools. The Code of Practice is a set of statements of commitment that constitutes the basis of a well-managed supplementary school.

### What does membership cost?

Nothing – it is free of charge. However, if your school's gross annual income is more than £100K, please contact us to discuss your application.

Joining the National Resource Centre means that you become part of a national movement dedicated to making the case for supplementary education. It gives you the chance to voice your hopes and concerns and to contribute to research and policy that can make a real difference. As a member of the NRC, and by signing the Code of Practice for Supplementary Schools, you make a commitment to good teaching, effective planning, safety and sound management. You can then work towards Quality Framework awards at Bronze, Silver and Gold levels, and become eligible for National Excellence Awards.

