

2007 conference report • community languages
school news • training courses • useful resources

the **Bullet!**n

Spring 2008

Issue 8

The National Resource Centre for Supplementary Education
£1,000 to support your school



The National Excellence Awards for Supplementary Schools.

The 2007 conference was a chance to celebrate supplementary schools' commitment to excellence – an ideal platform to announce the introduction of a new National Excellence Award scheme, run by the NRC. Five awards of £1,000 will be given to supplementary schools that show outstanding good practice or innovation in any of the areas described in the Code of Practice for Supplementary Schools. All schools have to do to qualify for entry into the award is sign up to the Code of Practice and take part in the Quality Framework with a mentor.

We will be looking to reward those schools that show excellence and innovation in the following areas:

- **the overall learning environment**
- **teaching and learning** effective teaching, monitoring pupil progress and achievement and choosing the right resources

- **governance** planning and developing your organisation, working with other organisations, and consulting, monitoring and evaluating your work
- **management** selecting and supporting staff and volunteers, making sure that children are safe, and managing finances.

If you're one of the 130 schools who have already signed up to the Code of Practice and are taking part in the Quality Framework, make sure your mentor nominates you. The 2008 award is open to those schools that are currently preparing for recognition as well as those that achieved recognition in 2007. Mentors need to make their nominations before 31 January 2008, so there's still time!

An independent Quality Framework mentor will visit shortlisted schools and write a report to be published on our website – all evidence from these schools will then be put forward to an independent awards committee. The winning schools will be invited to receive their award at an awards ceremony in March 2008.

Signing up to the Quality Framework

The Quality Framework is a voluntary quality recognition scheme, which is independent, peer-assessed and self-regulated. It is run for and by supplementary schools and those who support them. It aims to recognise, celebrate and improve the achievements of supplementary schools.

The National Resource Centre does not inspect or pass judgement about the quality of supplementary schools, but supports peer recognition of good practice through the Quality Framework and its celebration through the new National Excellence Awards.

continyou
Building learning
communities

2008 to be the year of excellence

The spring issue of the *Bulletin* is full of exciting news and features about supplementary schools. First up: another rallying call for all supplementary schools to sign up to the National Resource Centre membership scheme. Membership is free, and brings with it a whole range of benefits – you can find out how to join on page 20.

If you are already a member, you will have signed the Code of Practice for Supplementary Schools, and you may be one of the 95 groups working with a mentor towards your Quality Framework Award at Bronze, Silver or Gold.

Mentors are trained to operate in pairs to support supplementary schools working towards the Quality Framework, and we have found it immensely useful to share their experience in our training sessions. They come from local authority ethnic minority achievement teams, study support teams, and the voluntary sector. We have already trained 35 mentors at centres in Leeds, Leicester and London, and the next mentors' training group starts on 24 January.

We also have a team of regional strategic advisors (see page 15) working across England. One of their tasks is to find examples of excellent practice in supplementary education and stories to share. We are building up a collection of good practice guidance, so if you have a story to tell about a supplementary school that is really good at something, contact Nikesh Shukla (nikesh.shukla@continyou.org.uk), who will talk to you, write up a report and put it on the website for all to read. And if your work is of the highest standard, ask your mentor to nominate you for a prize of £1,000 – see our cover story for details of our new National Excellence Awards.

This edition also contains the last few articles by Yinka Armartey, editor of the *Bulletin* for many editions, who left us in November to continue her training in teaching. She has been a wonderful source of support for many supplementary schools while at the Resource Unit and then the NRC, and she will be an excellent teacher. We all wish her good luck in her new role.

Happy reading and good luck to all those working toward Quality Framework Awards.

The *Bulletin* is produced by the National Resource Centre for Supplementary Education (NRC), a strategic and support organisation for the supplementary education sector across England. With funding and support from the Department for Children, Schools and Families and the Paul Hamlyn Foundation, it aims to champion excellence, innovation and partnership in supplementary education. It is working closely with supplementary schools to help:

- raise standards
- raise the profile of supplementary education
- raise pupils' achievement levels
- raise funds.

The *Bulletin* is published by the National Resource Centre for Supplementary Education, 356 Holloway Road, London N7 6PA

Tel: 020 7700 8189
Fax: 020 7700 8128
Email: nrc@continyou.org.uk
www.supplementaryeducation.org.uk

The *Bulletin* is produced by ContinYou, Unit C1, Grovelands Court, Groveland Estate, Longford Road, Exhall, Coventry CV7 9NE.
Tel: 024 7658 8440
Fax: 024 7658 8441
Email: info.coventry@continyou.org.uk
Website: www.continyou.org.uk

Edited, designed and desktop published by Tom Sheppard.

Printed by Stanley L Hunt (Printers) Ltd, Midland Road, Rushden, Northants.

Disclaimer
The views expressed and presented in the *Bulletin* are those of the authors and do not necessarily reflect any view or policy of the National Resource Centre for Supplementary Education or ContinYou.

You may not distribute copy or print any part of this magazine without prior permission.

Diversity, success, partnership...

The NRC's third annual conference celebrated a great year for the supplementary sector.

The title of the conference says it all! This year's event – the third supplementary education conference, but the first since the inception of the National Resource Centre for Supplementary Education (NRC) as a country-wide organisation – celebrated the successes of supplementary schools, their diversity, and the partnerships between supplementary schools and other stakeholders.

The conference was framed by cultural performances – dhol drumming by Parmjeet Panesar in the morning, and dance by performers from Nupur Arts in the afternoon, setting a celebratory tone for the day. In his welcome, Conference Chair Paul Morrish (Deputy CEO of ContinYou and outgoing Director of

the NRC), highlighted the progress made over the last year in raising the national profile of supplementary education and announced the NRC's new membership scheme and its national awards scheme.

The first speaker, Tony Howell, Strategic Director, Children, Young People and Families, Birmingham City Council, stressed the city's long history of support for supplementary schools and pointed to a number of success factors contributing to the achievement of children and young people from minority ethnic groups, including:

- partnership between the statutory sector, the third sector and local communities
- the sharing of best practice between mainstream and supplementary schools.

He emphasised the importance of professional development programmes: for minority ethnic staff in mainstream schools (to ensure that staff reflect the communities that schools serve); and for those running supplementary schools (to enable them to learn from the mainstream sector). His summary pointed to the fact that supplementary schools are no longer as isolated as they once were; where children were once reluctant to talk about their supplementary school at their mainstream school, this is no longer the case. This is in part due to the increasing visibility of supplementary schools and the links they are building with the mainstream sector.

Raising attainment

It was enormously encouraging for delegates to hear a message of support from Lord Adonis (see panel), and his view of supplementary schools was echoed by Geoff Brown of the Ethnic Minority Achievement Team at the DCSF, who pointed out the important role that supplementary schools play both in raising children's attainments and in helping them to develop their identity, leading to an increase in confidence and self-esteem. He gave delegates a summary of statistics just released by the DCSF on pupil achievement, with a particular focus on those relating to minority ethnic groups. He ended by congratulating those working in supplementary schools for all they have achieved – for their professionalism and their willingness to improve.

Maurice Coles, Chief Executive of the School Development Support Agency, began his presentation on the role of faith-based supplementary schools by greeting the delegates in five different languages (six, if you count Brummie!), eliciting responses in their own languages from many of those present. Maurice outlined the



In a video address to the conference, Lord Adonis, Parliamentary Under Secretary of State for Schools and Learners began by congratulating the Ebony Supplementary School in Greenwich on its achievements, and by thanking the staff of all supplementary schools for their commitment. He welcomed the NRC as the first organisation

working nationally to raise the profile of supplementary education and to promote closer working with mainstream schools. He paid tribute to the Paul Hamlyn Foundation, which funds the NRC jointly with the DCSF, as the only grant-making foundation with a specific commitment to supplementary education. He also saluted the NRC for:

- setting up 30 partnerships between supplementary and mainstream schools
- establishing a national quality framework
- providing an accredited national programme of training
- introducing a national membership scheme for supplementary schools.

He encouraged supplementary schools to join the NRC and spoke of his hope for other new programmes and initiatives to improve the quality of supplementary schools still further.



The powerful emotional commitment of everyone involved in supplementary schools is best encapsulated in a quotation from the Zimbabwean African languages school ... 'Our languages are grafted on our heart.'



context for faith-based supplementary schools, stressing the faith/culture continuum – that is, for some schools faith is the most important aspect of their work, while for others the transmission of their language and culture is more important.

Supplementary schools need to enable young people to be proud of who they are, Maurice said, and to help them to be 'skilled cultural and faith navigators', with 'integrated plural identity' as the ultimate aim.

One of the major challenges for faith-based supplementary schools was to seize the opportunities brought about by the more favourable climate, now that community cohesion is a key driver for government policies and initiatives. He made a plea about the importance of undertaking research in order to validate the position of faith-based supplementary schools, since very little research has been done up to now.

The place for partnerships

The 'partnership' element of the conference theme was taken up by Matthew Stokes, Headteacher of Spinney Hill Primary School and Community Centre in Leicester. He spoke of how rewarding he had found it to work with the complementary schools in his area. When he joined the school, he said, complementary schools were already in existence – he felt he needed to take full advantage of possibilities for working together. He pointed to the mutual benefits of such collaboration: how each can contribute to the success of the other.

A partnership of a different kind was the subject of Jane O'Brien's address – that between a range of complementary/supplementary schools in an area and an umbrella organisation promoting linguistic and



Sharing the knowledge

Presentations from the seminars, which made up most of the afternoon session, can be found on ContinYou's website: www.continyou.org.uk/nrcconference2007.



Pictures, clockwise from left: Outgoing head of the NRC Paul Morrish presents schools with their awards; Geoff Brown, from the DCSF, in conversation with Ola Adeluola of the Cornerstone Educational Alliance; NRC regional strategic advisors Lina Akbar and Sudip Chaterjee; a good day was had by all!

cultural diversity. Jane, who is Organisation Development Manager of Languages Sheffield, spoke about the aims of her newly-constituted organisation and its work on behalf of its current membership of 26 schools (comprising fourteen linguistic communities). She emphasised the importance of making the most of our home-grown linguists – we shouldn't be educating people to lose what they've already got, she said, but should build on the cognitive development that comes from learning a language from birth.

The presentation by Dr Gloria Gordon, Senior Lecturer at South Bank University, raised important and difficult issues about the identity of black people (particularly those who are descendants of enslaved Africans). She stressed that her own perspective is that of a British African-Caribbean person – meaning that she

is part of British society, not separate from it, but with her own identity. She spoke of the challenges faced by black children and young people: the experience of racism and discrimination, she said, leads to an oppositional culture. Supplementary schools have a vital role to play in giving black children the chance to consider their heritage, and to address the issue of slavery, in order to help them move from a 'black' identity to a British African-Caribbean one.

The morning ended with a lively question-and-answer session and an awards ceremony for those who had achieved accreditation from the 'Effective management skills in supplementary schools' programme.

Getting it right for every child

Summing up at the end of the day, Julian Piper, Extended Services Director at ContinYou, returned to the theme of partnership. Because so much of a child's future hangs on their early education, he told delegates, it is vital that we all work together, dealing with any issues or problems that arise, to 'get it right' for our children. What's important, he said, is to focus on the difference we are trying to make. If you can articulate what it is you are trying to do, others will support you, and you will be able to work together to achieve it.

The overwhelming impression left by the conference was of the powerful emotional commitment of everyone involved in supplementary schools. This is best encapsulated in the quotation from the Zimbabwean African languages school with which Jane O'Brien ended her presentation: 'Our languages are grafted on our heart.'

And a little reminder of what it's all about...

'Saturday school is more relaxing than normal school. They don't give you as much work and as much strain. Coming here has helped me a lot...'

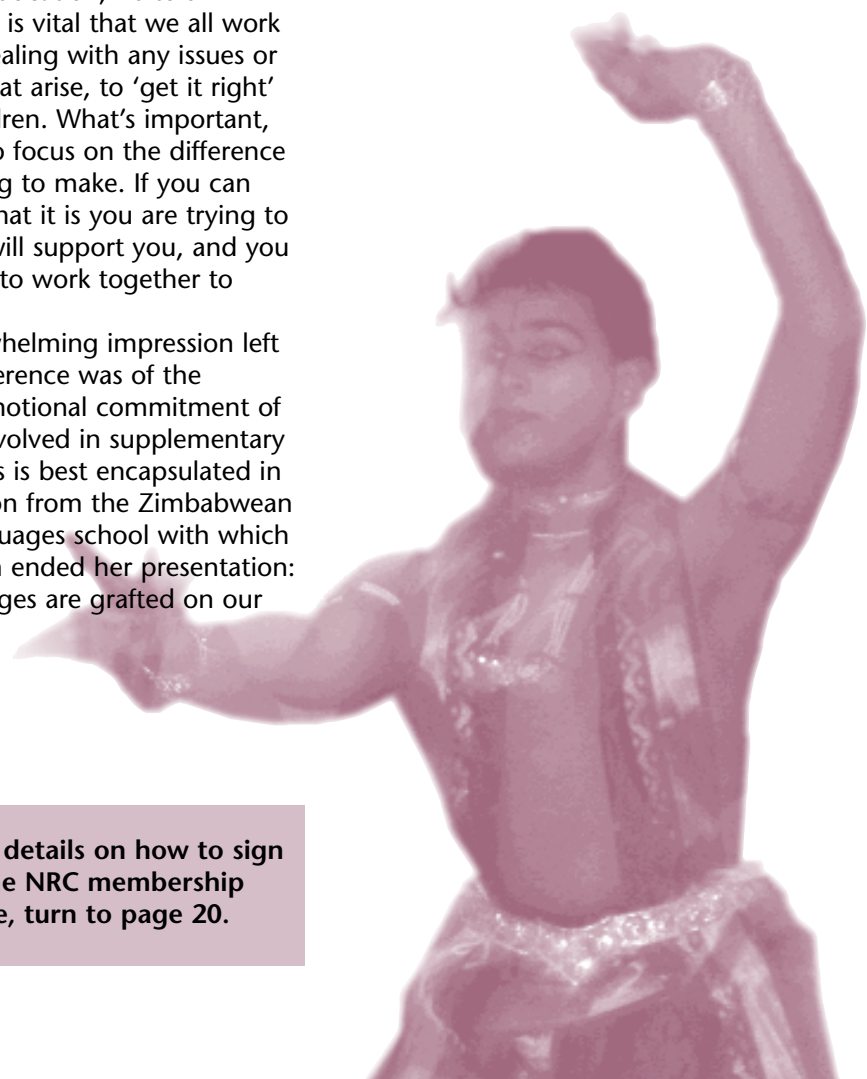
Aqib

'I like coming here because it's fun and you get to learn things and to meet new people. The teachers help you to understand. In comprehension I used to struggle and now I know how to do it properly. And we go on trips every summer ... we go go-cart racing, rock climbing and ice-skating.'

Sumera

Sumera Javid and Aqib Ali are Year 6 pupils at the Green Street Community Centre Saturday School.

For more details on how to sign up to the NRC membership scheme, turn to page 20.



Treading a path to success

Two years ago Aminata Sesay Conteh from Sierra Leone approached the National Resource Centre to help her set up an organisation for children and young people of African heritage. Aminata talks to *Bulletin* about the progress of the African Children and Youth Centre.

The African Children and Youth Centre (ACYC) has come a long way – starting as only an idea, it's now a service highly valued by mainstream schools in Haringey, north London. 'The first two years have been hectic,' says Aminata. 'We've run after school homework clubs in three primary schools. We've also organised family days out, for example, day trips to France or summer trips to Chessington World of Adventures. One of our first projects, a series of parental involvement workshops, was one of our most successful.'

The workshops ACYC ran for parents looked at the national curriculum, how schools operate, how children learn, how parents and teachers can communicate effectively with each other, how to help children with their homework and preparation for exams, and behaviour management. The programme ran for six weeks on mainstream schools' premises, during the afternoon and again in the evening for working parents. The workshops were crucial in boosting the awareness and confidence of

parents from BME communities. Aminata came from an educational system very different to England's, and is well aware of the challenges parents can face in supporting their children's schooling in the UK. However, she believes that getting parents more involved in their children's education is the key to increase children's self-esteem and improve their levels of concentration and attendance. This is one of the reasons why she believes so strongly in nurturing the relationship between parents and school.

Changes and challenges

Although ACYC was started by a group of black parents in Haringey concerned about the educational attainment of black children in the borough, the centre's emphasis has begun to shift, as Aminata explains: 'We realised that children and families from Eastern European communities were also benefiting from our services, so we are changing our aims to include all culturally-marginalised communities.'

And, she adds, the reputation that the centre has established over the last two years, combined with a commitment to reflective practice, has contributed to the growth of their work: 'I reflect on each project that I develop or am involved with and accept positive criticism, as I believe we continuously go through the learning process, and can only assist to creating new developments in a better informed way.'

There are other challenges: for example, working towards high organisational standards, which is why Aminata makes sure she attends as many training events as she can. And there are people skills and organisational skills to learn and improve on:

'You have to make sure you have patience and are approachable to parents, children and young people. You need to have a good rapport with teachers, headteachers, admin staff and volunteers. I always give feedback to people on how things are going, even if something does not go as planned.'

ACYC makes confident children

ACYC homework clubs have had a welcome impact in schools such as Earlham Primary.

'We are working very hard to raise standards, and working with parents in this way makes them feel valued, which in turn, keeps their children motivated and eager to learn.' *Maria Hadjisoteris, Headteacher*

'The child in my class that attends is now doing his own homework. Previously his older sister had done it for him. The club has been invaluable in getting him motivated to do his own work.' *Miss Murphy, Teacher*

'Many of the parents are unable to help their children (without appropriate guidance) due to limited English. Homework club aids the children who need it most to get better results as well as establishing wider links within the school community.' *Louise Cater, Teacher*

'I need to go to homework club because it helps me in class... it inspires me.' *Year 5 pupil*

The centre relies on a wide variety of funders and organisations for support:

Leon Joseph, Haringey Parent Communication and Young People Dept; Sharon Bolton, Haringey Children and Young Peoples Services; Downhills Centre; Maria Hadjisoteris, Headteacher, Earlham School; The Community Chest Fund; Awards for All; Haringey New Initiative Development Fund; Paul Hamlyn Foundation; Tottenham Grammar School Foundation; Haringey Youth Opportunities Fund.



'When I first came to the Resource Unit (now the NRC), I had never attempted making funding applications. I can now complete a whole application and successfully apply for funds on my own. My aim is to persevere, stay focused and make sure my vision is realised. By 2010 I'd like to see six to eight hundred children and three to four hundred parents benefit from ACYC and I'd like to spread the services to neighbouring local authorities.'

What next?

ACYC is maintaining its strong profile in the local community. Most recently, the centre was awarded funds to put on an event to commemorate the abolition of the slave trade. Over 170 people attended including the Mayor of Haringey Cllr Sheik Thompson, Haringey Councillors, and intergenerational contributions from schools, artists, dancers and actors.

Such is the demand for the services ACYC offers that Aminata is putting all her efforts into completing funding applications, which will enable her to give up her part-time job to focus on ACYC full-time. Schools are beginning to spend more on improving extended services in their communities, and she envisions that the demand for ACYC's services will continue to grow: 'There are still other schools in Haringey that would like ACYC to support them, but we cannot do this without funding. My advice to anyone thinking about starting up supplementary classes is be prepared because there's so much involved! But it is worth it when children I see on the street who stop me and tell me, "Mrs Conteh, I'm using the information you gave me for transition to secondary school, and that makes me very happy."'

If you are thinking about starting up a supplementary school, the National Resource Centre offers a free membership scheme and training that will benefit you. We can also help you to find someone in your local authority that could support you, or signpost you to your local CVS. Contact us on 020 7700 8189.



Taking the stage in Seoul

Folk dance groups from around the world took part in an international folk dance festival in South Korea, among them pupils from the Dr Fazil Küçük Turkish School, south London.

The senior folk dance group took part in the event in October, performing in front of thousands of visitors and live on South Korean television. Two members of the group, Selen and Selcan Ali-Cenap, told *Bulletin*: 'As well as getting to know each other better, we also had the pleasure of meeting many new people from across the world, including dancers from the Philippines, Malaysia, Thailand and Ukraine. Back at our hotel our friendships grew stronger as we spent hours together, everyone learning something new about each other.'

'However we did have some difficulties – such as adapting to the South Korean diet. By the end of the two weeks, many of us found ourselves craving for our "normal" Turkish cuisine!

'In between our busy schedule, we managed to find some time to gain some knowledge about Korean history as well as our own history. We visited the local national museum, Buddhist Temples and The United Nation Memorial Cemetery Korea, which we found particularly moving. We paid our respects to the 1,005 Turkish soldiers who fought and died in the Korean war. Not only did we feel sad, but we also felt

very proud as we stood watching the rows of red flags adorning the plaques of our soldiers.'

The Head of the Dr Fazil Küçük school, Akjen Havali, agreed. 'This was the first time that the Turkish Republic of Northern Cyprus (TRNC) was represented in the Far East and we watched proudly as our flag was flown outside our hotel and at the festival venue.'

'I am so proud of the whole group. Cultural exchanges such as this are of paramount importance in the lives of our Turkish young people and give them the opportunity to learn new social skills, learn about other cultures, make new friends, interact and most importantly of all, work as a team.'

'All of the hard work of our committee who accompanied us and our dance teacher, Ahmet Havali, paid off.'

Akjen Havali also thanked the students, their families, the school committee and the TRNC London Representative, Dilek Yavuz Yanik, who recognised the hard work of the students in a letter to the school.

For more information and to see more photographs, visit the school's website www.drfazilkucukts.co.uk.

Breaking the chains

Young people in Coventry have created a performance piece based on the history of the slave trade.

To commemorate the 200th anniversary of the abolition of the transatlantic slave trade The Herbert, Coventry's city museum, has been working with local supplementary schools. Young people from Black Boys Can and Community Learning and Saturday School (CLASS) have taken part in a project that explored the issue of slavery through a series of visits and artists workshops. They travelled to Bristol's Commonwealth and Empire Museum to see an exhibition about transatlantic slavery and went on to watch the theatre production, 'African snow', about the famous abolitionists John Newton and Olaudah Equiano. The group then worked with performance poet Dreadlockalien. They produced poetry, lyrics and

movement and drama sketches. It was a real chance to share and explore what they had learnt, as one of the young people recognised: 'I definitely think my confidence has increased because of the project. I enjoyed meeting different people and learnt that teamwork can work.'

The resulting multimedia performance piece, called 'Breaking the chains', formed a central part of the official opening of an anti-slavery exhibition hosted by The Herbert at Coventry's West Indian Community Centre. As a way of thanking the children and young people for their excellent performance, the museum has now arranged a visit to Liverpool's International Slavery museum.

'I have learnt a lot about slavery and think it's been a great experience to share with my friends. Although I didn't like the fact we got homework!'

Maarifa



Polish arrivals

Alexandra Mrozik, Co-ordinator for the

I'd always wanted my daughter to have a sense of her Polish background, and to maintain her fluency in the language, but at the age of 5 she was more confident speaking English. Although I wanted her to attend a Polish supplementary school, the nearest was in Manchester, over thirty miles away from our family home in Liverpool. So I approached a few other parents with children of the same age and we began to discuss whether we could open a school in the city. And, after encouragement by the priest from the Polish parish, we thought; 'Why not?'

A new home

The Metropolitan Cathedral was very supportive and let us use a room for a weekly donation of £5. Initially, there were two teachers – myself and one other – and just a handful of children. But now the school has grown and has moved to Sacred



make Liverpool a home from home

John Paul II Saturday School tells the *Bulletin* about the school's beginnings and its role in the community.

Heart Catholic Primary School in the centre of Liverpool, which is convenient for everyone. Currently, we have 70 children between the ages of 4 and 16 registered with us. The environment is well organised for children – the classes aren't too crowded and they feel comfortable here. Whereas before we had three classes operating at same time in a hall, now every class has its own classroom. But there is room for a few more. We are still waiting for some parents to decide whether or not their children are going to join our school – it's difficult for some as they work shifts on Saturdays.

Our typical day begins at 10am. The priest runs an instruction class for those children who are going to take Holy Communion; the other classes begin at 10.45am. Our curriculum includes Polish language and literature; religious education, which the priest provides; and Polish history and geography. After 2pm those who are interested in folk

dance stay on for up to an hour and next term I would like to introduce modern dance and a choir.

'It's important our children realise they are not alone in the struggle to communicate in English.'

We employ strategies that are used in primary and secondary schools in the UK: we set targets; we have children of different abilities in one class, which works well; and we keep a record of what the children have learnt. Every child has a notebook, which they are allowed to take home to practise. When they have access

to what they did in the lesson, the next lesson goes well, because they can check all the key learning points at home. We grade all the children's work and reward pupils for their achievements.

Polish school is important for contact with the community so children can realise they are not alone in the struggle to communicate in English. It's important for children who are coming to this country who feel isolated and alone in mainstream school. And, as we always emphasise, it's important for children to develop Polish for the cognitive development required to learn English in mainstream school.

We also provide the parents with advice about the British educational system, about the curriculum and about how to get a school place – I often receive phone calls from parents when their child cannot get into a school. However, 99 per cent of the time we are successful in helping to find spaces.



Knowing they are working towards different events and competitions means pupils are motivated to come to the school on a Saturday.

I have lovely staff. They are all volunteers and are very reliable and responsible. They are performing outstanding work. All our volunteers are qualified teachers – most qualified in Poland. A couple of us, including myself, also qualified here. Most of our staff work as bilingual assistants in mainstream school. The Liverpool Charity and Voluntary Service (CVS) has given us a lot of advice regarding our volunteers. For example, last year it was very difficult to proceed with CRB checks for new teachers. The CVS signposted us to Merseyside Access to Play in Liverpool – an umbrella organisation that we have been able to use to carry out the checks. Because we are a voluntary organisation we pay a lower rate – this has really helped us.

Paying for itself

Last year, because of much higher rent (£90 per week) we had to consider increasing the fees from £100 to £150 per year. However, a grant from the Local Network Fund allowed us to keep charges at a reasonable level. Parents pay £100 a year, roughly £3 for a day. We raise funds through our assemblies when we celebrate special days like Christmas, Easter and Polish

Independence Day on 11 November. We also run special assemblies at the Metropolitan Cathedral and have cakes and coffee. Every penny helps!

We take part in a variety of festivals; one aim is to promote Polish culture to the wider community in Liverpool. Last year we took part in five events, including the Lord Mayor's parade. The Kensington One World Festival (involving the Irish, Welsh, and Czech Slovak communities) ran for one month with a grand finale at Saint Michael's Irish Centre on 15 December. We ran our cultural evening in conjunction with this.

The children love to perform and these events are a great way of letting parents and others know about the school. And, knowing that they are working towards different events and competitions, it means the pupils are motivated to come to the school on a Saturday. I know it's a sixth day of work for them, but they still want to come. Sometimes they say 'Oh Miss, I wish I could stay in bed!' But sun, rain or wind they are coming!

Remember this is your *Bulletin*. If you have any suggestions, articles or letters, email: nikesh.shukra@continyou.org.uk.

Schemes of work available in Spanish, Arabic, Urdu and French

- Friendly design can be used by non-languages specialists and language teachers alike.
- Meets the needs of both mother-tongue children and those learning the language for the first time.
- Links with national curriculum Key Stages 1 and 2 early years and Foundation Stage curriculum and latest step approach to learning.
- Well received in complementary schools and a family centre in Sheffield.

About the Author: Mexican born, Native Spanish speaker
Qualified Nursery, Infant and Primary teacher 20 years of teaching experience
Teacher Trainer, Spanish Language teacher Specialist
Translated, printed and endorsed by the Association of Sheffield Community Language School (ASCLS).

Created, designed and developed by Elisa Brooke

Each Scheme of Work consists of:

- easy-to-understand colour wheels with graded grammatical structures/vocabulary
- activities, resources and ideas sections; year, term and lesson planning templates
- footsteps assessment pack: a creative and lively way to record learning and achievement
- topic worksheet samples
- additional box of worksheets can be purchased separately.

To order

Call Jane at 'Languages Sheffield' on 0114 256705.

Let their imagination take flight

The National Literacy Trust would like 2008 to be the year that all children learn to love reading...

Imagine what a difference it would make if all children and young people read for pleasure and regularly talked about books. It's an ideal which everyone in education aspires to. *Reading Connects*, a DCSF-funded initiative run by the National Literacy Trust (NLT), helps schools and other educational settings maximise the power of reading by offering the tools needed to build a reading culture. It offers schools and others: a reading for pleasure audit; a handbook; a family engagement toolkit; blog space and a facility to promote reading events; and a website full of tried-and-tested practical ideas. Most importantly, it provides a hub for all Reading Connects organisations to share their expertise in building communities that read. The Reading Connects approach holds that:

- promoting reading for pleasure should be at the heart of a vision for children to enjoy and achieve
- the whole school community, including staff and parents should be encouraged to celebrate and advocate reading
- reading for pleasure should be encouraged using creative and motivational activities

- children are a central part and have a lead role in planning and running reading for pleasure events.

Signing up to Reading Connects is free and can be done online at www.readingconnects.org.uk. Supplementary schools and centres have their own category to register under when joining the initiative, allowing them to find other supplementary Reading Connects schools around the country.

In addition to Reading Connects, supplementary schools can also sign up to *Reading Champions*, a NLT project that encourages men and boys to get involved in reading. Using male reading role models in your school/centre and community is another way to engage children in reading. Case studies have shown that buddying schemes can be very successful and it was this ethos that inspired *Reading Champions*. Boys are encouraged to progress through bronze, silver and gold levels by participating in activities that encourage others to read more. They are rewarded with certificates and badges and their achievement is celebrated on the Champions website.

Over to you

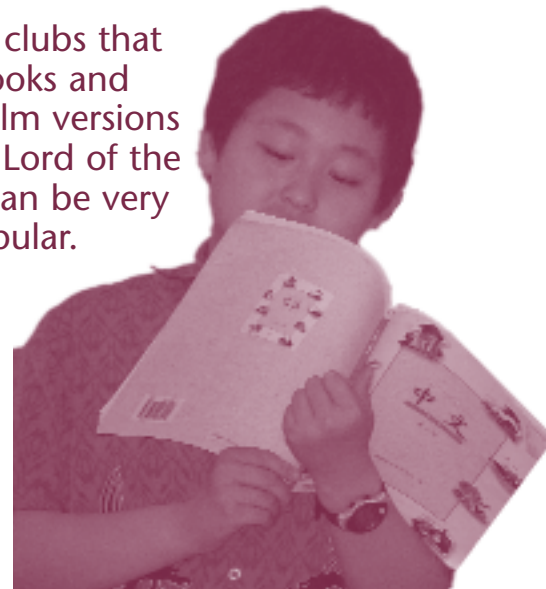
Try out the following simple, practical ideas to encourage reading in your school:

- Hold a book-themed day and encourage children and staff to dress up as a character from their favourite book.
- Put up a map of the world and stick pins in it relating recommended reads to different countries or areas.
- Work with public libraries to display children's art work, created for book cover competitions, for example.
- Run a reading club based on current book trends. In the past, Harry Potter and Lord of the Rings appreciation societies have been very popular.

To sign up to *Reading Champions*, visit www.readingchampions.org.uk. Email any enquiries to readingconnects@literacytrust.org.uk or alternatively: readingchampions@literacytrust.org.uk.



Reading clubs that link books and popular film versions – such as Lord of the Rings – can be very popular.





Reflections on practice

Welcome to this issue's focus on community languages, which explores opportunities to learn from colleagues, whether by observing in other teachers' classrooms, by attending local network events or accessing a virtual network. There's also a round-up of news; let me know if there is something interesting happening near you. May I take this opportunity to remind you to subscribe to the free Community Languages Bulletin, a virtual national network itself! It comes out in April and September, with articles, news and resources information for teachers in all sectors. Register at www.cilt.org.uk/keepintouch/register to receive your copy.

Claire Dugard

Language Teaching Adviser
CILT, the National Centre for
Languages

I was delighted to come across a new Teachers TV programme last term, featuring an Urdu teacher at Grange Technology College in Bradford. Mohammed Umar has taken advantage of peer observation of a French teacher colleague to explore ways of 'modernising' his teaching and bringing in greater use of ICT. As well as footage of the French lesson, you get to see Mohammed try out similar strategies in his Urdu lesson and observe pupils' reactions. There's also some discussion with Mohammed's colleague, Amtul Rashid Jawaid, about where traditional methods might sit alongside use of ICT.

Whatever your point of view on the issues discussed, the positive influence of observing another teacher's practice and discussing common issues comes over loud and clear. Mohammed has the opportunity to receive feedback on his own teaching and reflect in depth. If you fancy a look inside Mohammed's classroom, go to www.teachers.tv/video/22282. I found it best to register on the site first and then download the video file to my computer. If you are keen to set up peer observation in your own institution, try the Teachers TV programme on secondary peer observation and accompanying proforma and guidance: www.teachers.tv/video/3406/resources.

Another opportunity I took advantage of last term was to meet with community languages colleagues at network events – one of the best ways to keep informed and share classroom ideas. At the Comenius London seminar, we explored 'thinking skills' with Ann Swarbrick of CILT, reflecting on the level of cognitive versus linguistic skills in everyday classroom exercises such as filling in the missing word, phrase re-ordering and crosswords. It really made us think about the

level of genuine challenge we offer to learners. Comenius London is promising activities for the primary classroom and behaviour-management techniques over the next few months.

At the Comenius East Midlands conference, there were a number of workshops to choose from. I found myself singing with gestures in Portuguese one minute and exploring story-telling techniques via Arabic the next. There's another event planned in Leicester in the summer term. To register interest, contact: lpalmer@comeniusem.org.uk.

Remember, the list of events available nationally is updated regularly on the CILT website. If you're running a community language event, let us know.

If you have easy access to email and want more regular information, then you can join the free Community Languages Forum, an email discussion group for all those involved in the teaching of community languages. See www.mailtalk.ac.uk/archives/community-languages.html. If you would like to receive regular messages and have the option of contributing, you need to register a Mailtalk password. Click on 'Subscriber's Corner' then 'Set Password' and follow instructions given. After receiving your password choose COMMUNITY-LANGUAGES from the list of names and select 'subscribe'. Teachers of Arabic, Chinese, Japanese and Russian, as well as community languages, may also be interested in the network pages being developed by the Specialist Schools and Academies Trust. These pages are maintained by practising teachers and you are encouraged to contribute news, case studies, recommended web links or anything else of interest to colleagues. See www.schoolsnetwork.org.uk/commlangs.

News

- 'Our Languages' is the name of an exciting new project from the National Resource Centre, CILT, Specialist Schools and Academies Trust, and the Schools Development Support Agency, funded by the Department for Children, Schools and Families. The project focuses on developing partnerships between supplementary and maintained schools that teach community languages and aims to encourage community cohesion, celebrate pupil achievement and promote plurilingualism. Nine schools, covering over twelve community languages, have formed partnerships in Birmingham, Leicester, London and Manchester. Teachers, parents and learners alike will benefit from project outcomes, including case studies, a toolkit on forging and maintaining partnerships, accreditation information and a database of both supplementary and maintained schools teaching community languages. All this and more will ultimately be available on a dedicated website to be launched in June 2008 – details of progress are currently available on the CILT website.
www.cilt.org.uk/commlangs/our_langs.
- A reminder that the deadline for European Award for Languages 2008 applications is 1 February 2008. Generously sponsored by Albatross Travel Ltd, the prize for the winner of the community languages category is £1,000. Schools and other institutions engaged in community languages initiatives are welcome to enter any project which is innovative, effective and replicable.
www.cilt.org.uk/eal.
- New resources have been developed for CILT's 'Languages work' suite, encouraging young speakers of community languages

to value and nurture their extra language(s) and to view them as an advantage both in the job market and for personal development. The *Use it or lose it* factsheet outlines key information and answers questions your learners might ask. The resource also comes with a set of posters. Order your free copies from the 'Languages work' website; access the online shop from the resources page.
www.languageswork.org.uk/resources.

- The curriculum guides for Arabic, Chinese, Panjabi, Tamil and Urdu, available in hard copy from the CILT website, are now downloadable from the Goldsmiths website. Here's how:
 - Click on 'Login' at the top right of the screen.
 - Click the 'Create new account' button at the bottom right of the screen.
 - Enter your name and email address, and a user name and password. Registration is completed via email.
 - Go to your email account to find an email message from Goldsmiths, containing a web link.
 - Click on the link to gain immediate access to the Goldsmiths website.
 - Select 'Community Languages Resource Base' in the list of courses.
 - Click 'Yes' when asked to register as a course member.
 You're in! Click on the pdf link for the guide you want to download.
<http://community.gold.ac.uk>
www.cilt.org.uk/publications/curriculumguides.htm.
- Every year on 26 September is the European Day of Languages (EDL), celebrating all languages spoken by citizens of Europe. CILT produces multilingual resources to help schools mark the event, such as stickers, posters, badges and t-shirts. Due to overwhelming demand, these resources are now being made available all year round and all schools are welcome to claim a free set of resources, containing two posters and four

sheets of stickers with 'Hello' in more than 30 languages. Access the online shop from the CILT EDL web pages – you'll also find lots of resources to download and print out.

www.cilt.org.uk/edl/resources.htm.

Events

Active teaching and learning: practical ideas for the community languages classroom (free)

2 February 2008, Wolverhampton
Contact: denise.j.wilson@birmingham.gov.uk
Tel: 0121 303 8882

Comenius London network seminar: practical activities for the primary languages classroom (free)

27 February 2008, London
Contact: kathryn.abram@cilt.org.uk
Tel: 020 7395 2504

A conference on the teaching of Arabic (free)

6 March 2008, London
Contact: world.links@britishcouncil.org
Tel: 020 7389 4936

Preparing to teach the AQA revised GCE specifications (free)

Modern Hebrew: 5 March, Manchester
Panjabi: 10 March, Birmingham, Ref PAN2001H
Bengali: 13 March, London, Ref BEN2001H
Panjabi: 14 March, London, Ref PAN2002H
Modern Hebrew: 14 March, London, Ref HEB2002H
Contact:
<http://events.aqa.org.uk/ebooking>
Tel: 01423 534 385

Comenius London seminar: learning first – a look at behaviour management strategies (free)

21 May 2008, London
Contact: kathryn.abram@cilt.org.uk
Tel: 020 7395 2504



Shared spaces: a welcome solution

Read the first statement on the Code of Practice for Supplementary Schools and you will recognise the importance of creating a well organised environment for learning. All over the country supplementary schools are creating warm and welcoming learning environments in a wide range of community venues. But we all know how much easier it is to focus on learning in a well-furnished and well-equipped classroom.

Many mainstream schools working in partnership with their local communities provide high quality accommodation to supplementary schools at little or no cost, in recognition of their contribution to achievement and community cohesion. But despite guidance from the DCSF, in some areas very high commercial rents are being charged.

A call to government

Recently, a group of supplementary school leaders from Turkish and Kurdish communities met with Lord Andrew Adonis, Parliamentary Under Secretary of State for Schools and Learners. Their report described the achievements of supplementary schools, and some of the challenges

they face. They described financial difficulties experienced by some supplementary schools that pay high charges for the use of premises. They expressed their feeling that more time and effort was sometimes spent trying to fundraise than spent on raising pupil achievement.

In response, Lord Adonis said that he would look into the issue of premises again together with his advisors as he thinks that community premises not in use at evenings and weekends should be opened up to supplementary schools. He will approach local authorities once again as he would like mainstream schools to welcome supplementary schools to use their premises, as supplementary schools provide a huge boost to the community.

Campaigning for space

We should like to hear from you to help us campaign for suitable premises for supplementary schools at a reasonable cost. If you have a particular problem with a very high rent, you probably need to address it locally, by contacting your local supplementary schools forum co-ordinator or Council for Voluntary Services. But we, at the NRC, can

help by showing examples of good practice that you can use to support your case. Here are some we have collected so far:

- Some local authorities have a premises fund, enabling supplementary schools to use mainstream school accommodation free of charge, while covering the costs for the mainstream schools.
- As part of their extended services provision, a mainstream school rents premises to several supplementary schools at the same time to save costs.
- Another school arranges for training for supplementary school tutors to use their interactive whiteboards.
- One supplementary school found behaviour improved and numbers shot up when they moved from one big community hall to a set of classrooms in a mainstream school. The children loved to use the playground at lunchtime instead of being cooped up inside.
- Another school told us of the benefits of using interactive whiteboards in mainstream school classrooms – huge savings in time for teachers, and improved lessons for pupils.

First for Emperor's army

The NRC and the British Museum have confirmed the piloting of a programme of activities specifically targeting supplementary school staff and families. An exciting inclusion to this is the offer of over 100 free places at the start of each session to attend the museum's showcase exhibition: The First Emperor: China's Terracotta Army. They will be able to enjoy a variety of activities such as family trails, gallery tours, hands-on sessions, talks and discussions. Supplementary schools from Lewisham and Camden have already been

approached and are thrilled to be given the opportunity to take part in this pilot. The two-part sessions will take place on Saturdays 19 January and 23 February.

The museum is also planning an INSET session for supplementary school staff on a separate date to familiarise them with the workings of museums and show how to incorporate this valuable resource into their provision.

The NRC will be working hard to ensure this pilot is successful, as once evaluated the British Museum are keen to roll out this provision to more supplementary schools in the future.

New staff – spring '08

The NRC is proud to announce multiple new additions to the team. **Frank Newhofer** has been appointed as our new interim director. He will be responsible for developing the strategic plan for the NRC. He brings 30 years of senior experience in the education sector to the organisation, having most recently worked as a consultant for ASDAN; in school improvement; citizenship education in Africa; and strategic planning for LAs and other education bodies.

We also welcome **Paula Edmondson** as the new Regional Strategic Advisor for the West Midlands. She will be supporting supplementary schools in developing their capacity and seeking funds, as well as working with local authorities seeking to promote partnerships with supplementary educators in creative ways. She has a strong background in primary and supplementary education. Contact her on: 0121 342 2187 or 0771 309 0054.

Nikesh Shukla takes over as the new Supplementary Schools Assistant for Quality Standards, Awards and Publications. He will be administering the National Excellence Awards (get those nominations in!) and co-ordinating work with schools

going through the Quality Framework. He will also be putting together Good Practice guides on innovative work in supplementary schools. If you want to know more about the Quality Framework or the National Excellence Awards, or if you have some examples of good practice, email him at nikesh.shukla@continyou.org.uk.

Eleonora Catalli is another new member of the team. She is the NRC's administrator and is the first port of call if you have any general enquiries about the NRC. She comes from a strong international background and has lived and worked in the Middle East. You can email her on eleonora.catalli@continyou.org.uk.

And last but not least, we welcome **Supang Martin** to the team as a research assistant in our new community languages project. Supang will be updating and maintaining our database of supplementary schools to raise awareness of the good work they are pursuing. Born and raised in Malaysia and with a background in medical microbiology, she has a range of skills that will be a strong asset to the NRC.

Regional networking events

The NRC has set up two networks for people who support supplementary school across England. The London and South network will cover London, the South East, the South West and the Eastern regions, and subsumes the work of the Pan-London Forum. The Midlands and North network includes the East Midlands, the West Midlands, Yorkshire and Humber, the North West and the North East regions.

Although these key networks are aimed at local authority supplementary school co-ordinators, the invitation is open to all voluntary community sector organisations, supplementary schools' forums, mainstream schools and others working with and supporting supplementary schools. This includes those who are responsible for Ethnic Minority Achievement Grant programmes in their respective local authorities.

Each network meets once per term and the next meetings are planned for early next year. The London and South network will meet in London on 26 February and the Midlands and North network will meet in Leicester and Nottingham on 28 February. We are finalising agendas for both meetings in partnership with the Department for Children, Schools and Families, Department of Communities and Local Government, the Government Office for the East Midlands and other government offices.

For more information, please contact Khalid Mahmood on 0116 299 5939 or 079 7634 7997 or by email: khalid.mahmood@continyou.org.uk

Bullet!n Inclusion

Michelle Stewart is the Voluntary Sector Inclusion Officer for Croydon's Department for Children, Young People and Learners. She tells the *Bulletin* about the practical ways in which she helps mainstream and supplementary schools work together to support children who attend these classes.

Croydon has a proud tradition of supporting community development and is committed to improving partnerships between mainstream, community language and supplementary schools. The significance of these community language and supplementary schools is not only their number, but also their role. The majority of them help children with national curriculum subjects, as well as language and cultural activities. But they go beyond this, in making a positive impact on pupils' confidence, improving their motivation and building their self-esteem, all of which contribute to raising achievement.

Working with the parents

Part of my role is to provide advice, support and training to community language classes and supplementary schools funded by the local education authority; though I also support non-funded Saturday schools in the borough. I am also responsible for building more effective links between the pupil, their home and their school, particularly disaffected or excluded pupils. This means working in partnership with mainstream schools to ensure that parents are involved in the social and educational development of their children. I monitor those pupils who are reintegrating back into mainstream schools and mediate between parents and

schools/headteachers when communication has broken down.

Community language classes and supplementary schools have their own part to play in this process. They are particularly well placed to help parents who are not coping with their children, because they can link them to people in the community who speak their language.

Community volunteers can act as interpreters in meetings between parents and the mainstream school, and often support an EAL pupil in the classroom.

Through additional funding from the local authority, one of our Saturday schools and a voluntary sector exclusion centre now provide a mentoring service to support children who are disaffected, or who are excluded from school. The service also helps excluded pupils reintegrate into mainstream school.

Anyone can become a mentor – whether they are a parent of a pupil at the school, or they live or work in the community and they just want to offer some help. The local authority offers training, as well as guidance on how to complete CRB application forms (see 'CRB checks'). Mentors make home and school visits and also see the children they are mentoring at the Saturday school every week. Parents are invited to weekly sessions to keep them up to date with their child's progress.

Funding agreements

The local authority has a funding agreement and service specification

with the voluntary sector exclusion centre. We also have funding agreements for all the Saturday schools. A funding agreement or service specification specifies what your school is going to do, the number of pupils, what activities will be provided, the number of staff, the school's management structure, essential policies, the aims and vision of the school, and how it will operate and so on. As part of the agreement, the local authority education department monitors the school. Mentors also have to produce a yearly report on how their programmes are progressing.

Closing the gap

In the early days, the response of mainstream schools to linking up with supplementary schools was one of apprehension; for example, some weren't aware of their existence, or saw Saturday schools as a place that some pupils were forced to attend by their parents. But that attitude is changing.

As a mediator between mainstream schools and the Saturday schools, I've seen the gap that used to exist between the two narrow over the years. Supplementary schools do welcome linking up with mainstream schools; they love mainstream schools to see what they are doing. It's been an eye-opener for some mainstream school staff who have visited the Saturday schools; there is a 'zero tolerance' of misbehaviour, and some pupils who are not doing so well in mainstream school achieve well in the Saturday schools.

If you work in a local authority and would like to know more about supplementary schools, please contact one of the NRC's regional advisors. To find out who your NRC regional advisor is, visit www.supplementaryschools.org.

CRB checks

Some schools have up to 200 children and also run cultural activities in the afternoon – for so many children, volunteers are needed; volunteers who might be parents of pupils at the school, or former pupils who want to come back and help, but still need to be CRB checked. For the last two years I have been going around the Saturday schools to assist with Criminal Record Bureau (CRB) application forms and to check official documents on behalf of the local authority. The local authority is currently doing CRB checks free for volunteer teachers only (there is a fee for paid staff). It's vital that Saturday schools take up this opportunity.

Spring 2008 training programme

Learning opportunities for supplementary and mother-tongue schools.

Open College Network Training

Effective management skills in supplementary schools.

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: 9.30–3.00pm (optional coursework preparation/tutorial time 3.00–4.30pm)

Courses are held at the NRC: 356 Holloway Road, London N7 6PA.

Course fee: £30 per learner, non-refundable. There is a deposit of £30 per learner, returned at the end of the course.

What will I learn?

You will...

- share your 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, and 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
- Tel: 020 7700 8189
- Fax: 020 7700 8128
- or email: training.admin@continyou.org.uk

Can I run this course at my own venue?

Yes, the NRC will provide you with a tutor, course materials, and an Open College Network accreditation package through ContinYou. For more information, including cost, please contact Rachel Bond Tel: 020 7700 8189 or email: training.admin@continyou.org.uk.



Beneath the title of each course we have indicated the area of the Code of Practice that the course relates to. This also relates to the *How to...* guides in your membership pack.

Child protection awareness

Making sure children are safe

5 February 2008, 9.30am–4.00pm (a full-day course, lunch included)

All you need to know about this complex and vital issue. You will gain the confidence and knowledge to understand and deal with child protection issues and concerns, and to tackle situations that may arise in schools.

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

Effective lesson planning

Teach effectively

7 February 2008, 9.30am–4.00pm (a full-day course, lunch included)

This course provides practical guidance and activities to make your lessons more enjoyable. You will gain a clear understanding of how planning benefits you, as well as your pupils. Easy-to-use planning models will be explained.

Course facilitator: Sandra Teacher, Extended Services Consultant, ContinYou

Monitoring progress of pupils

Record progress and achievement

12 February 2008, 9.30am–1.00pm
(a half-day course)

This course will explore some of the ways we can usefully monitor and record children's activities and understanding, so that we can plan with their needs and strengths in mind. It aims to provide supplementary school teachers with some strategies and techniques that are constructive and not too time consuming.

Course facilitator: Alison Hatt,
London Metropolitan University

Special Educational Needs (SEN)

Teach effectively

14 February 2008, 9.30am–1.00pm
(a half-day course)

During this course you will look at government legislation and case studies and gather knowledge of what special educational needs involves, and the strategies for supporting SEN in your school.

Course facilitator: Dr Tözün Issa,
London Metropolitan University

Effective classroom management

Create an effective learning environment

26 February 2007, 9.30am–4.00pm
(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. The course will explore behaviour management strategies and the importance of utilising space, resources and time.

Course facilitator: David Taubman,
Education Consultant

Improving your fundraising strategy

Manage finances

28 February 2008, 9.30am–4.00pm
(a full-day course, lunch included)

If you don't already have a fundraising strategy in place, this course will show you how to prepare one, and if you do, then it will show you how to improve it! A fundraising strategy is an excellent tool that will help you to make the greatest use of funding opportunities, and will assist with the continual development of your organisation.

Course facilitator: Beverly Campbell,
Financial and Management Training Consultant

Literacy and learning

Teach effectively

4 March 2008, 9.30am–4.00pm
(a full-day course, lunch included)

This course will provide you with some new ways of communicating the importance of reading to your students, and approaches that you will be able to use in your own classroom setting. It will provide information as well as practical activities on literacy and learning.

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

Learning through story

Teach effectively

11 March 2008, 9.30am–4.00pm
(a full-day course, lunch included)

This course introduces ways in which story can be used to illustrate and enliven lessons, and widen the range of learning styles. These techniques will help to enhance self-confidence and personal/social orientation and to sharpen listening, composition, oral and other skills relevant to literacy. The course will explore how to use story in English, history, maths, science, community languages and EAL (English as a second language).

Course facilitator: David Taubman,
Storyteller and Education Consultant

Policies and procedures

Select and support staff and volunteers, make sure that children are safe, manage finances

13 March 2008, 9.30am–4.00pm
(a full-day course, lunch included)

Providing an overview of the essential policies to have in place, this course will leave you confident that your organisation has the policies and procedures it needs, focusing on employment; equal opportunities and health and safety.

Course facilitator: David Abse,
Training and Development Consultant



Start-up workshop

Plan and develop your organisation

20 March 2008, 9.30am–4.00pm
(a full-day course, lunch included)

Practical tools and advice on how to start up a supplementary or mother-tongue school. As a result of this course, you will have a better understanding of the start-up process, and will be able to apply this to the effective planning and running of your supplementary school. The course will look at:

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

Course facilitator: Rachel Bond,
Supplementary Education Advisor,
NRC

Managing and supervising volunteers

Select and support staff and volunteers

27 March 2008, 9.30am–4.00pm
(a full-day course, lunch included)

This course is for those who are responsible for volunteers within their organisation. It will focus on developing procedures to manage, supervise and retain volunteers.

Course facilitator: Beverly Campbell,
Financial and Management Training
Consultant

A new approach to training

Thank you for your emails and feedback asking for training outside London. You will be pleased to know that we've included this in our plans for the next financial year. Summer 2008 open training will see a reduced NRC centrally-based programme, comprising eight one-day sessions. We will also have a one-day session at a venue in south London, one day in Leicester, one day in Leeds and one in Manchester. We will then expand on this regional delivery after Autumn 2008. Subject to funding, we are also aiming to make training materials available to download, so other sites can deliver open training.

Subscribe now to

SCHOOLS

etc

The essential resource for all those involved in extending services to communities.

Subscribers receive:

- *Schools ETC* quarterly magazine and practical advice sheets
- free membership of ContinYou's Breakfast Club Plus network (worth £25)
- access to a monthly e-newsletter, drawing on the expertise of ContinYou's Extended Services Team
- access to the Schools ETC email helpline
- qualification for entry to the Schools ETC award scheme (worth £3,000)
- 40 per cent off subscription to *Children and Young People Now* magazine
- discounts on a wide range of ContinYou publications.

All this for just £40 a year!

To subscribe, contact Jason Barlow on 020 8709 9904 or email:
subscriptions@continyou.org.uk.



continyou
Building learning
communities

Bullet!n Join the NRC

Make sure you are a member of the NRC – join now!

The National Resource Centre for Supplementary Education launched its brand new membership scheme at the conference on 27 November 2007. There has been a huge interest in the membership offer and many groups are sending us application forms or joining online.

Free benefits for all supplementary schools

From the NRC, members receive:

- 30 per cent off Mantra Lingua publications
- 20 per cent off g-and-w publishing
- 10 to 30 per cent off Playbreak's educational board games
- 10 to 20 per cent off CGP Books
- large discounts on Ukos stationery
- 15 per cent off the curriculum guides for community languages series, produced by CILT, the National Centre for Languages, in partnership with Goldsmiths. You can also download these free of charge.
- free Happy IT software manuals to download
- a certificate of membership showing the code of practice you have agreed to follow, which you can copy and include in funding applications
- access to our email helpline
- access to our funding search
- the *Bulletin* and the monthly e-Bulletin
- a free wallet of practical guidance booklets to help you run your supplementary school and enable you to judge for yourself how well you are serving your community: these guides support the Code of Practice and help you work towards a Quality Framework Award.

Extra free benefits from NCVO

In a unique partnership with the National Council for Voluntary Organisations (NCVO), members will also receive automatic membership of NCVO, which includes great benefits such as:

- free legal, funding, HR and generic information and advice
- monthly email briefings on the latest issues within the voluntary sector
- access to a range of exclusive discounted services including discounts on computer software, IT support, insurance and utilities
- discounts of up to 30 per cent on NCVO publications.

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. With over 5,500 members, NCVO is an effective lobbying organisation that represents the views of its members and the wider voluntary sector to government, the European Union and other bodies.

Sign up to keep on receiving the Bulletin and ebulletin

Being a member is not the same as just being on our mailing list. Please complete the application form to update your details. After September, supplementary schools who are not members will stop receiving the *Bulletin* and the e-Bulletin.

Together we are stronger

It might sound like a cliché, but the fact is that together we are stronger and can make a stronger case for the supplementary education sector, highlighting the positive impact it has on individuals, communities and on raising achievement and attainment.

How to join

Membership is free. All you have to do is fill in a simple form giving details of your supplementary school, and sign the Code of Practice. When filling out the application form, you can state whether you are happy to share your contact details with others for networking purposes, or if you want your details to be kept confidential.

Supplementary schools can join online by visiting www.supplementaryeducation.org.uk or they can call the NRC and ask for an application form to be posted to them. Supplementary school forum and network co-ordinators and mentors can get bulk copies by calling or emailing.

So join us!

We're excited about the membership scheme because it will help us to find out more about your needs and how we can help you in a more efficient way. It also give us useful information about the size and range of the sector to inform and influence funders and policy makers.

