



Thursday 2 February 2023 | Spring Term | Issue 12

@SouthWestIFT



IN THIS ISSUE

1 Welcome from Roger Pope CBE

1 Cradle-to-Career Partnerships

Reach Foundation CEO presents at the Spring Term Leadership Forum.

2 SWIFT Celebrates Diversity, Equity and Inclusion (DEI)

Find out more about our DEI work with Diverse Educators.

2 History Masterclass Session 3 | Revision Strategies

Carmel Bones reinvigorates revision.

3 Interview with Emma Sheppard

The MaternityTeacher PaternityTeacher Project Founder and Lead.

4 The Mother of all Pay Gaps and what we can do about it Conference

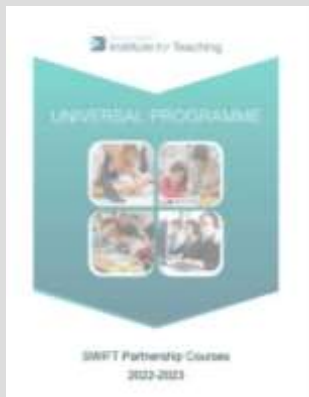
Find out about the motherhood penalty in education.

5 About Us Keeping in Contact

5 - 6 Our Sponsors

Learn more about Atomi's syllabus-specific GCSE classroom resources.

6 National Centre for Excellence for Language Pedagogy NCELP



www.sw-ift.org.uk
#rootedinpartnership

Welcome from Roger Pope CBE

ESW Associate & Strategic Leader of Teaching & Research Schools | Education South West

How do you react to this incident which happened in a school?

An ambitious and talented teacher, Beth, who is in her fourth year of teaching, started in a Head of Year post in a new school.

In a meeting of the Geography Department at the end of term, the Head of Geography said that SLT had carried out a review of lessons. One of the pupils in Beth's class had been missing one diagram in her exercise book for the term. He asked why Beth has not picked up on this. When she explained that she had rather a lot of demands on her time, his response was to ask, publicly, if she needed to meet to discuss a programme of support.

Sadly, this is not an invented scenario. The school is Ofsted outstanding and due for re-inspection. The orthodoxy is that you achieve high value-added and an outstanding judgement by driving consistency in all that you do. There is a common Scheme of Work with scripted lessons that all teachers must follow, and so leaders must challenge any teacher who allows any pupil to diverge.

The outcome might well be an outstanding judgement.

The outcome will also be that a teacher who should be the future of the profession becomes a disillusioned and burned-out casualty of poor management.

You, dear reader, are by definition neither a poor teacher nor a poor manager and leader. By engaging with professional development, you are exploring the evidence-based principles of good teaching rather than slavishly following a mantra. The outcome of your thinking may well be that a common curriculum is the best way to ensure consistency for all pupils and reduce teacher preparation workload. But, your thinking on leadership, and your participation in NPQs, will also mean that you introduce change with sensitivity and impact. You will develop your ability to challenge supportively and with sensitivity. Your staff and teams will grow. Under your leadership, individual teachers will thrive not shrivel.

Would Beth be better off if she were led by you?

Cradle-to-Career Partnerships

Ed Vainker, CEO of the [Reach Foundation](#) will be a keynote speaker at our Spring Term Leadership Forum presenting on the Cradle-to-Career Partnership.

Cradle-to-Career benefits all-through Schools and Trusts as a 'pipeline' of support for children from birth to positive post-school destinations and is gaining increasing momentum, influencing current Government educational policy in sustaining a coherent curriculum, consistent support, quality of teaching and strong relationships with children and families.

See the reference in the Government response to the Education Committee report ["The forgotten: how White working-class pupils have been let down, and how to change it"](#) (October 2021).

To find out more, book your place at the [Spring Term Leadership Forum](#) on **Thursday 23 February 2023**.



News Items

SWIFT Celebrates Diversity, Equity and Inclusion (DEI)

As part of our Diversity, Equity and Inclusion (DEI) commitment to creating a sense of belonging for everyone, SWIFT is working with Hannah Wilson, co-founder of Diverse Educators.



Initially a grassroots network, Diverse Educators is now a training company working with all types of schools to support their DEI strategy and training needs, in the belief that schools are stronger, and can go further together, in collaboration with national and international organisations.

VISION | Everyone is celebrated in every classroom in every school.

MISSION | A collaborative community that celebrates the successes and amplifies stories of diverse people.

VALUES | Promoting acceptance; increasing visibility; encouraging celebration; creating belonging and enabling learning.

Diversity, Equity and Inclusion celebrates the nine Protected Characteristics identified by The Equality Act (2010).

SWIFT is endeavouring to understand the needs of all the nine Protected Characteristics groups and seeks to improve a sense of belonging. As part of this pledge, we have created consistent branding and are creating new representative artwork and photo images as improved imagery on our website and socials that humanises our community.

For Diverse Educators, DEI is about the three Cs:

Consciousness
Confidence
Competence



Training and support will be providing by Diverse Educators for SWIFT, our partners and schools; incorporating the development of our DEI Policy and Procedures, strategy and vision and we are embedding DEI through a partnership committee to leverage insights and diversify perspectives.

Improving our DEI awareness and how we use inclusive language will increase our confidence and enable us to increase our competence to share within our team, and also help us to raise awareness of our shared goals and approaches with everyone we work with: our partners, school leaders and teachers, Early Career Teachers, Mentors, trainers and trainees. We want to breakdown any barriers so that everyone feels included.

For our training events we are seeking to make reasonable adjustments to ensure accessibility and are striving to increase the diversity of speakers at our SWIFT conferences, Curriculum and Leadership Forums and CPD events.

READ THE FULL REPORT [HERE](#) AND FIND OUT MORE ABOUT DIVERSE EDUCATORS [HERE](#)

SWIFT History Masterclass Session 3 | Revision Strategies in History Teaching | Carmel Bones

“Revision is for life. Not only for exam time.”

The third SWIFT History Masterclass session was led by a popular personality in the History teaching community.

Carmel Bones' credentials testify to her competence and commitment to the profession. But being in the same room as Carmel – albeit virtually – her enthusiasm and passion for teaching, plus her tried and tested experience from a 30-year teaching career (so eagerly shared) were wonderfully apparent.

You can read Carmel's biography at the end of this report.

“ Understanding is a very personal thing. No one can make the connection for someone else. Where there are connections to be made, the mental effort has to be supplied by the learner.”

Douglas P Newton, *Teaching for Understanding*

Carmel's session on revision comes at a point when reinvigorating this fine art is proving to be a challenge in schools.

Carmel is clear that students need to get used to revision, that it requires mental effort by them as the learner and that they are responsible.

Teachers can only do so much.

Fostering independence and autonomy so that students are motivated to do their own revision is essential.

“Students, your learning needs you.”

Forget the idea of looking through folders and exercise books to recognise information.

Take a blank piece of paper and retrieve the information from the forefront of your mind.

Clearly, students have different starting points so cues and prompts maybe needed too.

But by embarking on revision skills with the younger years it is natural for GCSEs. Get students into good habits of learning and memorising and retrieving - early.

Rather than leave revision until Easter or when the exams are imminent, revise as you go along.

Teachers need to be ambitious and do what they can do to support students, to get the information into students' heads... and the best grades will ensue.

Check out [The Great Teaching Toolkit](#) that encourages hard thinking and embeds understanding.

Lots of R words!

Reinforce the information. Review and revisit as you go along. Retrieve. Revisit. Retain. Rehearse.

Reports by Jude Owens, PA to the SWIFT Executive Team

READ THE FULL REPORT [HERE](#) AND YOU CAN STILL BOOK FOR THE HISTORY MASTERCLASS SERIES [HERE](#)

Interview with The MaternityTeacher PaternityTeacher Project Founder and Lead Emma Sheppard



“The MTPT Project wants to support parents in balancing being a teacher with being a parent in their life plan.”

Emma Sheppard has a lot of be proud of. As well as an experienced Middle Leader and Teacher of English, she is mum to two young children under the age of seven, and also the founder and lead of The Maternity Teacher Paternity Teacher Project (MTPT).

As the UK’s only charity working on behalf of parent teachers, The MTPT Project provides support for teachers as they become parents and continue to combine work and family. In December 2022, The MTPT Project were proud to publish *“A Guide to Teaching, Parenting and Creating Family Friendly Schools”* that provides guidance for teachers and school leaders who are thinking about starting a family, to expecting a baby through to taking parental leave, then returning to work, what a family-friendly school looks like and returning to the classroom after a career break; plus ideas on how to contribute to education if colleagues feel teaching is not for them after they become a parent.

1. How did you come to launch The MaternityTeacher PaternityTeacher Project?

I had been working as a lead practitioner in a Harris Federation school in South London serving a disadvantaged community.

Teach First trained, I’ve always been ambitious and a career teacher is part of my identity.

It was when I was on my first maternity leave and everyone told me to stop thinking about teaching during this time off with the narrative that I would not be able to do any professional work at the same time – including reading a book – and that I was unlikely to get out of the house and put my thoughts together in a cohesive way and instead, the strong narrative was to treasure the precious moments with my baby defined as “good motherhood.” This was not a definition that matched me.

Hence, I started blogging about my professional development activities - whether online or visiting a museum, for example; or discussions with friends over coffee across the wider working sector, including charities, with some friends working for the Teacher Development Trust.

I knew that I enjoyed using my brain. But I also knew the more I looked into it, the more I perceived that maternity leave could present a barrier to my career progression. Whereas my vision was that it could be an enriching time for my professional and personal development, networking and growth and I believed that it could benefit my development to be an effective leader.

I decided to set up a Twitter handle and invited similar thinking from other parents to network and get on board and share experiences. This was partly for my wellbeing and mental health as motherhood was still (partly) scary for me and it was important to me to maintain something I could understand, feel confident about and was fulfilling.

It was also a way of grounding myself during this unknown experience that new parents can sometimes feel they are falling at – as well as part of the feminist battle!

I returned to teaching after six months off with my first baby and I was empowered that it was my choice about when it felt right to be back in the classroom.

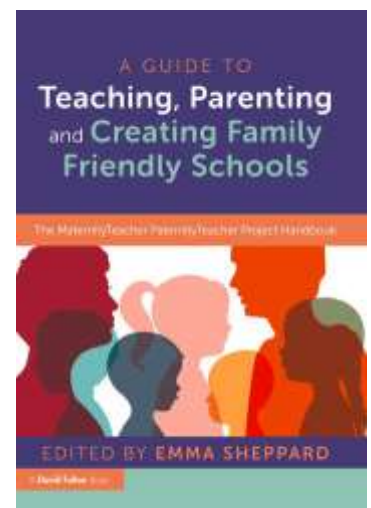
Meanwhile the positive online community was growing and I began doing in-person coffee mornings and engaging in regional networks that explored coaching, plus regional representation with volunteers who were thinking the same way.

For my second maternity leave in 2018 the network was firmly established and I was still the only voice speaking in this space with lots of revelatory moments from new parents who were pleased to have found me and our group and were encouraged and empowered by the network and gratified that it was “ok” for them to continue studying for a qualification, reading and using their professional head whilst on parental leave. This gave me the courage to take the next steps for The MTPT.

By this time, I was getting into the bigger literature about gender equality and the gender pay gap, teacher mental wellbeing, and recruitment strategies and I was looking to the bigger picture to provide a solution.

A notable fact was that there was not much data. However, in 2016 the Policy Exchange published “The Importance of Teachers” which, found that women aged 30- 39 years – a fifth of the teaching workforce – are the most likely group to leave the profession after retirees. But there was no evidence that this stark fact had been followed up.

On this basis I decided to start my own research project, “Women Aged 30-39: why are they the largest demographic to leave teaching every year?” I ended up with more than 1000 responses from women who had stayed and those who left the profession.



READ THE FULL INTERVIEW WITH THE MTPT FOUNDER AND LEAD, EMMA SHEPPARD [HERE](#) AND FIND OUT MORE [HERE](#)

The Mother of all Pay Gaps and what we can do about it Conference | Saturday 18 March 2023



Saturday 18 March 2023 | 0900 – 1600 | Online

Join The MTPT Project and WomenEd for “The 2023 Mother of All Pay Gaps... and what we can do about it” online conference.

Benefit from a day of sessions that identify the motherhood penalty in education, how it contributes to the gender pay gap in schools, and the concrete actions we can take as individuals, school and systems leaders to tackle it.

Thanks to our generous sponsors, this virtual event is **FREE** to attend.

FIND OUT MORE ABOUT THE MTPT CONFERENCE SPEAKERS & SESSIONS AND BOOK YOUR FREE PLACE [HERE](#)

About Us

SWIFT is built on a partnership model of Colyton and Kingsbridge Teaching School Hubs; ten Teaching Alliances; local ITT providers; Education South West, Learning Academies Partnership SW, Ted Wragg MAT and Westcountry Schools Trust (WeST) Multi Academy Trusts; Kingsbridge Research School, Curriculum Hubs; Devon Schools Leadership Service; Teach First and the Chartered College of Teaching.

By creating a strong, mature partnership, SWIFT acts as a multiplier within the education system, meaning we are much more than the sum of our parts. By working together in the spirit of mutual support and towards common goals we can make this a reality. The more than principle is enshrined in our logo, which is a stylised more than sign. >

We have a clear vision: to be a trusted partner for schools. We are guided by a set of values that ensure we support teachers and leaders to improve the educational outcomes for all children and young people, especially disadvantaged groups. To achieve this vision in accordance with our values, we have developed clear aims that guide our activities, and a coherent theory of change to show how the issues facing schools, our activity and our aims all line up.

Keeping in Contact

You have received this newsletter because you are currently one of our Colyton and Kingsbridge Teaching School Hubs' Schools and Partners.

If we have not got your preferred email address correct, then please email PA to the SWIFT Executive Team, Jude Owens, who will be pleased to update our records Jude.Owens@sw-ift.org.uk

Follow us on [Facebook](#), [LinkedIn](#) and [Twitter](#) for updates and links to offers and news from our partners.

Our Sponsors



YOU CAN FIND MORE INFORMATION ABOUT OUR SPONSORS AND HOW TO GET IN CONTACT [HERE](#)
YOU CAN ALSO READ THEIR BLOGS ON CURRENT TOPICS ON OUR NEWS PAGE [HERE](#)



Study Tools for GCSE Students

With GCSE exams approaching rapidly, it is important that students start to build positive study habits as early as possible.

Atomi's curriculum-aligned content library is perfect for the lead-up to exams and includes:

- **Content built specifically for Years 10 - 11 GCSE in a uniquely engaging video format.**
- **A tool for students to create custom revision sessions on any subject or topic they need to brush up on.**
- **Study skills and academic care resources offering further direction on habits, mindset and wellbeing.**

FIND OUT HOW TO GET STARTED WITH A FREE TEACHER ACCOUNT [HERE](#) AND FIND MORE INFORMATION ABOUT ATOMI [HERE](#)

Introducing NCELP

The National Centre for Excellence for Language Pedagogy (NCELP) offers a range of continuing professional development (CPD) sessions on different themes and members of the NCELP Team regularly speak at different conferences and events.

NCELP | National Centre for Excellence for Language Pedagogy

Understanding, improving and promoting language learning

All the Modern Foreign Language (MFL) CPD sessions and external event presentations are in line with the:

- [2016 Modern Foreign Languages Pedagogy review recommendations](#)
- [2021 Ofsted research review](#)
- [New Subject Content for French, German and Spanish GCSE](#) – for first teaching in 2024 with first exams in summer 2026.

Assessment Themed Teach-Meets

These sessions offer an input led by one of our experienced Course Leaders, on the theme of Assessment Design principles, coupled with an 'ask the practitioner' opportunity/ resource sharing and practical 'next steps' planning.

CPD Series for Teacher Educators and their Networks

This two-part CPD session aims to bring Teacher Educators together with their networks of Initial Teacher Trainees, in-school Mentors, Heads of Department and Early Career Teachers in order to firstly provide an introduction to NCELP and secondly to explore teaching Key Stage 3 with the new GCSE in view.

Differentiation In the NCELP SOW to Support Lower Proficiency Learners

These sessions explore differentiation in the NCELP Schemes of Work to support lower proficiency learners, with three accompanying showcases plus examples in each language for: French, Spanish and German. Sessions are available on Wednesday 1 or Tuesday 7 February 2022 from 1515 – 1630.

Regional School-Based Teach-Meets

A number of regional face-to-face Teach-Meet sessions are available in February and March 2023 for completers of our NCELP CPD Course (Spring 2022 or 2023/ Summer 2022/ Autumn 2022/ Asynchronous or blended model). These 'next-steps' sessions are hosted by our Course Leaders and provide an opportunity for teachers to come together and work collaboratively to share ideas on next steps to prepare for the new GCSE as well as develop practice further.

REGISTER ONLINE [HERE](#) AND FIND OUT MORE ABOUT THE NATIONAL CENTRE FOR EXCELLENCE FOR LANGUAGE PEDAGOGY (NCELP) [HERE](#)



Colyton
TEACHING SCHOOL HUB



Kingsbridge
TEACHING SCHOOL HUB



SOUTH WEST

Institute for Teaching

www.sw-ift.org.uk