



Thursday 2 March 2023 | Spring Term | Issue 13

@SouthWestIFT



IN THIS ISSUE

1 Welcome from Roger Pope CBE

2 Introducing the LSSW Leadership Study Visit Programme

Read more about the pilot visit.

2 How to Teach Boys to Succeed in School led by Teacher and Author, Mark Roberts

A call to action: the gender gap cannot be allowed to continue.

3 Interview with Olivia, SWIFT Artist

Behind every organisation's artwork, there's a story.

4 Ever wondered about working as a supply teacher?

Find out from our sponsor Exeter Supply Partnership.

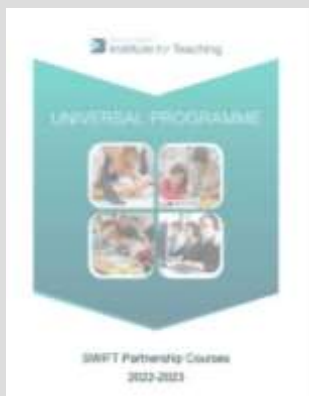
4 Strikes, Union Membership and Data Protection

Data Protection insight and guidance from our sponsor, SchoolPro.

5 About Us Keeping in Contact

5 - 6 Our Sponsors

Read more in the features from Lyfta and Educatering.



www.sw-ift.org.uk
#rootedinpartnership

Welcome from Roger Pope CBE

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

The decision of teachers to strike for the first time in many years has turned my thoughts to work.

I do not believe public sector workers ever strike purely over pay. When you sign up for public service jobs, you know that you are never going to be among the top earners. You trade payment in cash for payment in satisfaction, knowing that you are making a difference to the lives of others and the appreciation of those whom you serve.

Strikes are a result of that unspoken social contract breaking down. What you do ceases to have the satisfaction of a vocation, and has become instead just work. For which you demand a higher cash reward than you were previously prepared to tolerate.

We talk a lot about reducing workload in schools, and a lot about work-life balance. They are interesting terms. Coupling the word "load" with work, makes it seem an unpleasant activity. Philip Larkin famously captured this stifling, suffocating view of work in the metaphor:

*Why should I let the toad work
Squat on my life?*

When we talk of work-life balance, we imply they are something separate. Tina Graham, Head of KCC, always counters this by denying this separation. There is, she says, only life.

She is dead right. We spend a huge proportion of our lives at work, or thinking about our work. So, every one of us has a moral duty to make work as satisfying and fulfilling for one another as we can. A good starting point for leaders is to ask this question:

Do we have an intentionally designed strategy for making work rewarding?

One Trust, the Holy Catholic Family MAT, identifies five key steps in its strategy:

- **Relational practice** - establishing strong relationships at the heart of everything, but doing it with rigour. Radical candour is refreshing and honest!
- **Bright spots** – creating in every day bright spots of hope, positivity, joy. When days are difficult, face them with optimism.
- **Agency and empowerment** – for all your staff, which is where your professional development offer is crucial.
- **Connection and community** – that's why you are interested in a Teaching School Hub. You know that collaboration makes work more satisfying than competition.
- **Creativity** – be careful that your common systems enfranchise not enslave.

Yours will look different. That's fine.

But have a strategy for people to remember why they entered education in the first place. Help staff to build their personal and professional identity.

Your recruitment and retention will benefit too!

News Items

Introducing the Leading Schools South West (LSSW) Leadership Study Visit Programme

"Brilliant thinking and learning opportunity that we all need sometimes to reflect and get perspective on what we are doing already."

SWIFT is proud to be working with Leading Schools South West (LSSW) on their soon-to-be launched Leadership Study Visit programme to national high performing Schools and Trusts. This builds on the successful LSSW/ SWIFT partnership of supporting professional development for school leaders across the South West through the programme of National Professional Qualifications (NPQs).

The Leadership Study Visit programme aims to:

- Observe and reflect on excellent practice beyond the South West.
- Consider how existing practice can develop in the light of this experience.
- Receive support from the group whilst implementing change.
- Develop leadership skills as part of a supportive group.

At the beginning of February, a group of 14 school leaders from a variety of contexts in Devon and Cornwall participated in a pilot programme visit looking at Implementation Coaching and a programme of group coaching to support leadership development with a view to the implementation of change during the remainder of this academic year.

Accompanied by SWIFT Director, Martin Smith, the group visited Reach Academy, Feltham and King Solomon Academy, two outstanding, forward-thinking 2-18 years schools in London and met with school leaders, teachers and students, and spent time in lessons. The participants valued the opportunity to network and strengthen links and relationships; collaborate, discuss, reflect and share ideas and valued the benefits of observing good practice in action in the different and contrasting schools' settings and discussions with school leaders about their work and leadership journeys in the context of their own settings. For some delegates, it provided an understanding of the 2-18 years model in action.

In particular, the study visit facilitated reflection on the schools' outstanding provision, different curricula, challenging cohort characteristics and catchment areas. The LSSW/SWIFT participants considered and learned from both similar and different systems, approaches and values that helped them to gain a broader insight into education and ultimately, they benefitted from the joined-up thinking, enhancing and reinforcing their own professional development to date.

Participants enjoyed the dedicated time to focus and reflect purposefully and identify particular strands, strategies and how improvements could help to refine and strengthen their own current practice and understand how getting the basics right, i.e. consistency and routine, can work in practice.

The clear vision articulated by the visit school leaders with plenty of opportunities to ask questions when visiting classrooms was valued and participants commended the cradle to career pathway and holistic provision at the Reach Academy.



The clear explanation of the model of driving impactful teacher development through consistent and professional expertise was praised at the Reach Academy

[READ THE FULL REPORT HERE AND LOOK OUT FOR DETAILS ABOUT THE PROGRAMME HERE](#)

How to Teach Boys to Succeed in School led by Teacher and Author, Mark Roberts

"Boys should be happy and successful and able to contribute to society and make it more fulfilling."

Hosted on behalf of SWIFT by Caroline Sherwood, Deputy Headteacher at Pilton Community College, the idea for this professional development programme came from a love of reading and an understanding that the power of a shared text can make anything possible.

The programme takes its name from "The Boy Question: How to Teach Boys to Succeed in School" authored by Programme Lead, Mark Roberts, Director of Research and Teacher of English at Carrickfergus Grammar School in County Antrim, Northern Ireland, and is the follow-up to "Boys Don't Try? Rethinking Masculinity in Schools" co-authored with Matt Pinkett.



Cognisant of the EEF's Implementation Guide and based on research and evidence, the five sessions will consider the following key areas to implement change:

- Addressing teachers' expectations of male academic potential.
- Rethinking boys' engagement strategies.
- Using effective strategies to motivate boys in the classroom.
- Ensuring boys study effectively.
- Improving boys' behaviour and relationships with teachers.
- Getting boys to respond to feedback.

The plan is to focus on fewer issues, but meaningfully and deliberately to ensure the highest leverage priority. Delegates are invited to think precisely about characterising challenges in their own schools to work towards achieving positive improvements with the opportunity to revisit and act on ideas discussed in the programme.

Mark began with the call to action that the well documented gender gap cannot be allowed to continue.

Nationally, boys are underperforming compared to girls. Locally, the percentage of boys attaining strong English and Maths at GCSE is 6% below that of girls in Torbay, 7% in Devon and 10% in Plymouth.

This first session looked closer at Expectations, Motivation and Relationships.

Myhill and Jones's study at the University of Exeter on "Troublesome boys' and 'compliant girls': Gender identity and perceptions of achievement and underachievement" (2004) asked teachers whether they thought that boys should do as well as girls at school. The results were significant. 80% of teachers from the collection of primaries, one middle and one secondary schools in the study said yes, boys should do as well as girls; which might, at first, appear to be positive. However, it calls into question the 20% who had clearly "written off" boys before they had even started.

Reports by Jude Owens, PA to the SWIFT Executive Team

[READ THE FULL ARTICLE HERE](#)
[YOU CAN BOOK THE HOW TO TEACH BOYS TO SUCCEED IN SCHOOL PROGRAMME HERE](#)

Interview with Olivia, our SWIFT Artist



“As an artist, my own style is constantly changing, so it's a good process for me to be forced to stay consistent over a number of weeks and months.”

Behind every organisation's artwork, there's a story. Or that's our happy experience at SWIFT. You will have seen our distinctive artwork across communications, documents, and socials that we proudly believe reflects our vision and values to support schools in achieving the best educational outcomes for all children.

The creative process of bringing to life vision and values into pictorial format is an exciting task and this is where our SWIFT artist, Olivia has worked her magic so effectively.

We spoke to Olivia to find out more about her creative evolution as our SWIFT artist.

1. How did you come to be the artist for our SWIFT artwork?

I like to think that it has been a series of chance opportunities which have led me to being asked to illustrate for SWIFT. So, it's great to feel that I've taken up the opportunities that have been presented to me along the way, which have led to this project.

Art has always played a part in my life. At school, I studied Art GCSE and A Level and for fun, I have kept a sketch book alongside my coursework as a space for therapeutic doodling and jotting down ideas.

A turning point in my artistic explorations was when I was gifted a tablet for a joint birthday and Christmas present, where I soon discovered a new Apple software digital platform, Procreate, an app which has allowed me to experiment with and progress my style very quickly.

I also like to trace my involvement with SWIFT to Year 11 at school, when I entered a Science Department competition to design a post card - which I won! On the back of that competition, other Departments started asking me to undertake designs to represent their subject: English and Geography, Science and Psychology and a few others until I gained the status as a kind of resident digital artist for the school.

I don't really agree with the idea of natural talent. Though, as a child, my interest in art was largely encouraged by being told I was 'so talented' etc. It definitely comes with consistency and not being too hard on your own style in comparison to other creators. Having somewhat tunnel vision with regards to my work has foster my skills and, though I have always appreciated other people's praise and positive comments, I try not to let them define whether a piece of my work is worth sharing or not.

It was after I left school that I was contacted by Chris Harris (SWIFT Deputy Director) who had seen some of my designs and asked if I might be interested in designing some artwork for SWIFT. It was a natural leap and I said yes (of course)!

2. Your artwork is lovely and looks and feels right for our SWIFT ethos and identity. But how did you develop this style?

It was an iterative process working in a series of calls with Martin Smith (SWIFT Director) and Chris Harris to discuss what they were looking for.

Truthfully, to start with, the SWIFT artwork was not really my core style. I'd describe mine as more detailed and textural, I often use a digital brush which mimics pencil led and include more detail in faces or illustrate patterned clothing or background elements.

After a few discussions about what style SWIFT were keen to express, I was able to adapt my work to the current SWIFT style and I think the more *abstractified* forms and use of block uniform clothing and pupils and staff better conveys the work of SWIFT, and better suits the messaging based on the Teaching School Hub, of say, progress, teamwork etc. It also allows me to express more of a fun element with lively and colourful playfulness.

I develop the designs by starting with a few thumbnails, (small compositional sketches the size of a thumbnail) before moving to the development with mood boards and images and a colour palette with more detailed drawings. At this stage, the designs are very loose as I map out the composition by hand using paper and pen, before I use the tablet to sketch out digitally.

3. What have you found to be most challenging in creating the artwork?

The most challenging part has definitely been creating a consistent style; not only as this is new territory for me as an artist, instinctively wanting to add more detail and embellish to unnecessary lengths. I kept the importance of keeping a recognisable uniform SWIFT style in the front of my mind and managed to get into a good workflow in order to produce consistently-styled illustrations.



READ THE FULL INTERVIEW WITH OUR SWIFT ARTIST, OLIVIA [HERE](#)

Ever wondered about working as a supply teacher?

Sign-up for one of our recruitment events to find out more!



Exeter Supply Partnership (ESP) are looking for primary teachers, Teaching Assistants and nursery practitioners to join their supply team working in schools across Devon and Torbay.

If you have questions about working on supply or want to know more about ESP and their approach, book on to one of the below events and get your queries answered before applying.

Interested in supply teaching and want to know more?

Sign up for one of our 2023 recruitment events!

Online Information Sessions

Join us for an online group session where we'll discuss who we are and what we do, as well as answer your questions and queries about working on supply.

One-to-One Appointments

This is the perfect opportunity to meet with a member of our team to discuss your individual queries, find out more about our organisation and how we can work together.

Book now!

Exeter Supply Partnership

01392 927171 opt 1
exetersupplypartnership.com



BOOK YOUR PLACE TO FIND OUT MORE [HERE](#) AND FIND OUT ABOUT EXETER SUPPLY PARTNERSHIP [HERE](#)

Strikes, Union Membership and Data Protection

Wednesday 1 February 2023 saw the first teachers' strike in many years.

With future dates for strike action to take place already published, we would like to provide you with clarity over a Data Protection question that has cropped up with regards to the union membership of striking staff and the way that schools communicate closures and partial closures for strike days.

The question is:

"Has the school inadvertently let parents and the wider public know which union teachers are in as a result of how they have communicated the closure/partial closure due to the strike action that is taking place?"

As you may know, union membership is 'special category data,' which means its use "could create significant risks to the individual's fundamental rights and freedoms" and it therefore "needs to be treated with greater care".

As such, it is important that you treat data about individuals' union membership securely and keep it confidential.

It has been suggested that if you choose to close specific classes because the teachers of those classes are union members and you suspect they will strike in the future, this is a 'de facto communication of union membership' to the parents/carers at your school, and, therefore, to the wider public.

However, following detailed discussions with the Information Commissioner's Office (ICO), if you have, by inference, revealed the identity of which staff are in a certain union, we believe that this does not necessarily constitute a breach as there is a legal basis for sharing this information under certain circumstances.



READ THE FULL ARTICLE [HERE](#) AND CONTACT SCHOOLPRO TLC DIRECTLY [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](#)

A Time and Cost-Effective Solution to Facilitate a Broad Range of Experiences in your School

With budgets and staff time under such pressure, it is increasingly difficult for schools to offer students a broad range of experiences. With school trips and other enrichment activities often seen as too expensive and resource-heavy to consider on a regular basis, children are missing out.



Exposure to Lyfta's rich human stories is helping young people across the UK build their cultural capital, curiosity and oracy; as well as develop vital knowledge, skills and understanding.

It gives them the opportunity to be exposed to people, places and perspectives they might otherwise not have access to, in a highly accessible and cost-effective way.

Lyfta would like the opportunity to explore how a partnership could play a role in your school and/or Trust and would like to offer you a short, no-obligation personalised demo.



WATCH THE INTRODUCTION TO LYFTA [HERE](#) AND BOOK A SHORT MEETING WITH A MEMBER OF THE LYFTA TEAM [HERE](#)
 FIND MORE INFORMATION [HERE](#)





The yummy Devon-Based, Family Business

DEVOTED TO MAKING A DIFFERENCE

Exciting child-led menus with only the finest, fresh ingredients

grown and sourced locally where possible, with low food miles

meaning a reduced carbon footprint!


01392 873036


info@educatering.uk


educatering.uk



FREE TASTING AVAILABLE

CONTACT US TO ENQUIRE

FIND OUT MORE ABOUT EDUCATERING AND BOOK A FREE TASTING [HERE](#) AND CONTACT [HERE](#)

Colyton
TEACHING SCHOOL HUB



Kingsbridge
TEACHING SCHOOL HUB



SOUTH WEST

Institute for Teaching

www.sw-ift.org.uk