

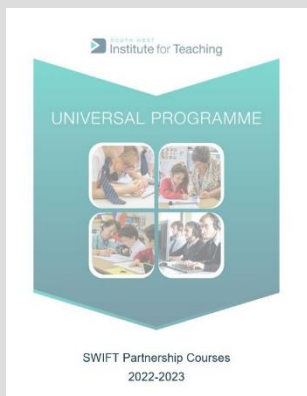


Thursday 4 May 2023 | Summer Term | Issue 14

@SouthWestIFT

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#rootedinpartnership

Welcome from Roger Pope CBE

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

It is always interesting to trace history through the evolution of language.

Terms such as “mental health”, “well-being” and “work-life balance” loom large in the current discourse of schools right now, and rightly so. The recent wave of teacher strikes has been about more than pay. We have a practical need to pay serious attention to these issues if teaching is to remain an attractive profession so that we can recruit and retain sufficient numbers of high-quality staff.

Perhaps even more compelling is the moral need for leaders to ensure that work for their staff is as positive an experience as possible. We all spend a large amount of our lives at work, and even more time thinking about work. Leaders have to take responsibility for maximising the personal fulfilment of their staff during that time.

Many businesses fall into the temptation of thinking that well-being can be improved by offering programmes such as on-site gyms, stress-reduction workshops, gift-card schemes and the like. The good news for schools that cannot afford such gee-gaws is that various research studies show that they have little impact on affecting attitude. The impact of other factors – genes, friends, love-life – is just too great.

The only factor consistently shown to affect happiness and productivity at work is a sense of autonomy. Which creates an interesting potential paradox for school leaders to resolve. On the one hand, common policies across MATs, down to the level of standardised curriculum and lesson plans, save teachers oodles of time. On the other hand, such standardisation is potentially counter-productive if it is too limiting of a sense of autonomy.

Never have we had such need for sensitive, subtle, nuanced school leadership as now.

Colyton Grammar School New National Institute of Teaching Associate College

Judged outstanding (again) in the November 2022 inspection, Colyton Grammar School (CGS) as the lead school for our Colyton Teaching School Hub has some further good news.

Here in the South West, CGS joins Education South West, The White Horse Federation and Kernow Learning as one of the National Institute of Teaching’s Associate Colleges. Successful School Trusts are selected to be an Associate College because of their wealth of in-house expertise in professional development and their deep relationships in their local areas.

This is good news for SWIFT. Run by the School-Led Development Trust, the NIoT builds on our collaborative model of partnership and we are pleased to be working with this national organisation to support teacher development and will be piloting some programmes next academic year.

FIND OUT MORE ABOUT THE NATIONAL INSTITUTE OF TEACHING [HERE](#) AND SEE THE NIoT CONSULTATION SURVEY ON PAGE 4

Find out more about SWIFT and our partners [here](#) | 1

News Items

SWIFT Spring Term Curriculum Forum

“Curriculum is a never-ending story.”

For our Spring Term Curriculum Forum, education adviser, writer and speaker, keynote Mary Myatt shared her curriculum wisdom and experience on Refining the Curriculum.

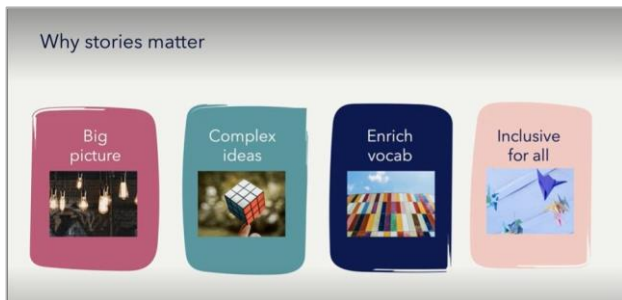
A Teacher of R.E. and former Local Authority adviser and inspector, Mary engages with pupils, teachers and leaders about learning, leadership and the curriculum and written extensively about leadership, school improvement and the curriculum: most recently ‘Huh: Curriculum conversations between subject and senior leaders’ with John Tomsett. A co-founder of the R.E. Quality Mark, Mary is a member of the Curriculum Advisory Group for Oak National Academy.

A curriculum should help to encapsulate and inspire, as well as to provide a Quality Assurance standard that is strong, robust and clear and gets to the spirit and heart of the subject.

Teachers need to have higher expectations of their learners. The tendency is to make classwork too easy and to think that pupils cannot cope. But they can and they want more demanding work.

Consider high challenge, but low threat.

Learning is only effective if pupils put some effort into it. Research shows they like doing things that challenge them and make them think.



Research finds this to be especially true for disadvantaged pupils who often have a diminished reading diet. Through reading, pupils’ curiosity was stirred and they could ask if they needed help or an explanation.

It is essential to consider and understand the concepts that go through the curriculum.

Concepts are like holding baskets for information and grow over time and are powerful for learning.

Compare and contrast learning to deepen knowledge and consider the value of Tier 3 vocabulary.

Find the gateways into subjects. For example, routes into a topic through the origin of words (etymology), Latin and Greek that can deepen knowledge and skill-up pupils.

Dinosaur | from the Greek deinos ‘terrible’ + sauros ‘lizard’.

Children like to find out and discover.

It makes them feel clever and the role of the teacher is to make pupils feel clever.

There is a value in learning through stories as we learn more if we have heard about a topic in a story and stories create the picture.

“It makes new knowledge stickier.”

But the reading deficit needs to be addressed.

Make reading enjoyable. It does not have to be considered work.

READ THE FULL REPORT [HERE](#) AND MORE ABOUT MYATT & CO [HERE](#)

ECF Extra | High Expectations and Behaviour

“In learning you will teach, and in teaching you will learn.”

This next SWIFT Early Career Framework (ECF) Extra session was led by Professor of Social Mobility at Plymouth Marjon University, Sonia Blandford and Retired Headteacher of a PRU and Educational Consultant, Wendy Casson MBE. The “Extras” are free optional sessions available to SWIFT Early Career Teachers and Mentors and their wider school setting to enhance their experience on the ECF and benefit their reflection and practice in their classroom.

Good teachers:

“Novices focus more on classroom behaviour and discipline, while experts prioritised student learning and the teachers’ role in developing events”

Wolf, Jarodska and Boshuize, 2017”



Founded on 80 years of combined teaching experience and enthusiasm aplenty, Sonia and Wendy’s love of education, teaching and children was palpable and is also rooted in their backgrounds. Wendy comes from a background of a family of six children who were nurtured by their parents according to their different needs and nurturing has been part of Wendy’s practice as a teacher and school leader.

Sonia and her twin were part of the Born to Fail study for their first 15 years (which is also the title of one of her books). Financed by a grant from the national Children’s Home, the Born to Fail study looked at socially disadvantaged children born in Britain in the week of 3 - 9 March 1958. As children, Sonia and her sister did not care, because those around them did not care; which included failing her English Language O Level five times – although she has made up for it with her prolific 55 published books.

There needs to be care and support.

Commit, control and inspire pupils and young people to be curious about what they do, about what teachers do, and to be curious about the context and the standards of behaviour.

Teaching is a learning journey for everyone.

Even when it gets tough, it is a learning experience. Teachers should not always blame themselves.

“Embrace the trips and slips.”

If a lesson does not work, consider the many other external reasons and events that might be taking place at home. For example, the pupil might be a young carer with family pressures.

An understanding of children’s backgrounds can help to support them in school and in addition, an awareness of the cyclical pattern of parents who failed at school and do not know how to parent their own children.

Sonia Blandford is one of our [2023 Summer Conference](#) keynotes

Reports by Jude Owens, PA to the SWIFT Executive Team

READ THE FULL ARTICLE [HERE](#)

Interview with Louise Jaunbocus-Cooper, Co-Founder of MixEd



“Sometimes as a person of mixed race leaves you in the middle or left out completely.”

As part of our Diversity, Equity and Inclusion (DEI) work to raise awareness and continue the conversation about this important agenda, we spoke with Louise Jaunbocus-Cooper, co-founder of MixEd, a platform for educators (and others) to discuss race, racial identity and diversity. MixEd works closely with Diverse Educators, who are leading DEI training across our SWIFT partnership.

Mixed heritage is the fastest growing ethnic group in the UK.

Mixed race is currently the most under-represented ethnic group in leadership with only 1% of senior leaders of mixed heritage.

Founded during the pandemic following the death of George Floyd, MixEd co-founder, Marcus Shepherd contacted Louise in response to her Tweets about her own mixed heritage. Louise has a White-British mother and Mauritian Muslim father and grew up in Oldham in the Northwest and engages in the religious and cultural aspects of her dual heritage – for example, celebrating Easter with her Mum and Eid with her Dad. Whereas, Marcus is a black man of White British and Ghanan heritage who has little contact with his Ghanan family and is immersed in his British family culture.

Together, Louise and Marcus believed that they could do something to get their voices across. Exchanges ensued and MixEd as a platform was born that featured their own blogs and with an invitation to other guest bloggers to contribute. The website has evolved from mixed race to intersectionality, including religion and race and sexuality and race.

1. How do you envisage the continued role of education in opening up the conversation about mixed race?

Both Louise and Marcus are senior school leaders and value the role of education in providing a space and an understanding about mixed identity.

Louise is Deputy Headteacher at Wellington School, a 11 - 18 years school with Academy status in Timperley in Greater Manchester and Marcus is Regional Education Director for E-ACT.

I believe it is always important to look at things from an educationalist’s perspective and to consider our outside work persona and how others are treated.

Student voice is an essential part of this conversation in education and you can read a powerful blog on the website by Jordan a secondary student of mixed race, sadly, on the fringes of criminality who writes about his experiences and hopes.

In my own school, we have looked at decolonisation of the curriculum that required a staff mindset change, beyond a departmental or teacher level as a culture shift about identity.

The biggest misconception for me is around the misconception about who you are.

I am known as “white passing” because I am still quite fair skinned despite my dual ethnicity that means it stays hidden. People sometimes say things to me - including casual Islamophobia - and do not realise that this is offensive to me. But because I feel that I do not fit into a neat ethnicity space because of the colour of my skin, it does not feel right to be offended. It is the opposite experience for Marcus, as people make misconceptions about his culture due to the colour of his skin and assumptions about his appearance of ethnicity.

Assumptions can be based on what people cannot see, which makes it a unique experience for people of mixed race.

However, it is significant to note that even people of mixed race are not a homogenous group. They are all very different and with very different lived experiences.

I recall an incident when I was a child in McDonald’s in Rochdale with my Mum and brother, who is darker-skinned than me. A lady came up to my Mum and said “How lovely, you’ve got one dark and one white.” It was well-meaning, but clearly inappropriate and growing up in Oldham as a family we were used to overt racism. [You can read more in Louise’s blog [here](#)].

Part of our MixEd work is providing training in schools to support them on their journey – which starts from reviewing policy to staff training, to the curriculum and we are big on promoting student voice.

In our school, we have a Gender Equality Council who have led awareness campaigns on period poverty, sexism, and gender pronouns. Our Race Equality Council Year 8 students led a thought-provoking assembly on afro-textured hair and talked about the history of hair discrimination dating back to the Transatlantic slave trade and will be leading a future assembly on micro aggressions. Whilst the LGBTQIA+ Council has looked at gender pronouns and making schools safe for transgender students.

“As Educationalists, you could say that we have the most important role to influence the future generation.”



READ THE FULL INTERVIEW WITH LOUISE JAUNBOCUS-COOPER [HERE](#)
FOLLOW LOUISE ON TWITTER [HERE](#) AND FIND OUT MORE ABOUT MIX ED [HERE](#)

National Institute of Teaching (NioT) Consultation | Professional Development - What are your questions?



Colyton Grammar School and Education South West are pleased to be working with the Institute of Teaching (NioT) as two of the National Associate Colleges, complementing our own SWIFT values of “a school system that nurtures the talents of teachers and leaders at all stages of their careers, so they can provide children with the world-class education they deserve.”

The NioT wants a school system that nurtures the talents of teachers and leaders at all stages of their careers to provide the world-class education children deserve.

Working in a school, you'll be acutely aware that the research base which informs professional development needs to be stronger. There is a lot we can learn about what's effective in teacher training and development. There are some big gaps. We often look to evidence from the USA to bridge these gaps, but research insights can be tricky to translate between settings.

We want to generate research outputs that are genuinely useful to everyone involved in training and developing teachers and leaders, and that make a tangible and sustainable difference to how teachers teach and how leaders lead.

Over the next eight weeks, the NioT is consulting on professional development in the form of a five-minute survey and face-to-face events with teachers, school leaders, education researchers, and professional development providers.

The survey questions are streamlined to be respectful of colleagues' time and should take about five minutes to complete.

Please submit your answers and share with your colleagues.

The NioT wants to see the debate take place in staffrooms up and down the country and needs to hear from the people closest to the classroom to understand the burning questions about professional development that are keeping you awake at night.

Thank you in advance for your engagement.

YOU CAN FIND THE SURVEY [HERE](#)
SIGN-UP FOR THE IN-PERSON EVENTS:
LONDON | THURSDAY 11 MAY 2023 | [HERE](#) | DONCASTER | FRIDAY 19 MAY 2023 | [HERE](#)

The Mother of All Pay Gaps 2023 Conference



Scheduled the day before Mothering Sunday, The Mother of All Pay Gaps 2023 conference on Saturday 18 March 2023 was intended to be a practical gift to mothers.

Organised by The MaternityTeacher PaternityTeacher Project (The MTPT Project) and WomenEd, over 60 school leaders and teachers with experience of parenthood or currently on maternity/paternity leave attended the whole day.

Irrespective of delegates' roles in schools, and/or the wider education ecosystem, the conference was opportunity to take practical action to address the fiscal motherhood penalty and to consider systematic change that school leaders could implement from the inside in order to take steps towards solutions.

The education sector has one of the worst gender pay gaps of all UK industries and motherhood is one of the most significant contributors to this injustice. The #WomenEd's Gender Pay Gap report published in 2021 by WomenEd, National Governors' Association, ASCL and NAHT, revealed that the gender pay gap widens at every level for teachers and leaders aged 35 - 39 years. Crucially for both mothers and the teaching profession, this is the age that teachers are most likely to become mothers and when they are most likely to leave the profession. Otherwise known as the motherhood penalty.

Emma Sheppard, founder of The MTPT Project led one of the morning keynotes, contextualising and outlining the problem of the mother pay gap, and followed up in the afternoon keynote contextualising education within the wider industries; as well as considering flexible working, equal parental pay, and women's contribution to the labour force, whether working or not.

Compared to other sectors, is education a worse situation for parents.

Or is it the case for everyone as a national, social and political issue?

Evidence shows variations across all industries with comparative parental leave pay.

For example, Aviva became one of the first UK employers to introduce an equal parental leave policy, offering new parents in its UK business 12 months' parental leave, with six months at full basic pay. John Lewis, has an equal parenthood leave that provides all new parents 26 weeks paid leave (14 weeks at full contractual pay and 12 weeks at 50% contractual pay).



READ THE FULL ARTICLE [HERE](#) AND PREVIOUS INTERVIEW WITH THE MTPT PROJECT FOUNDER EMMA SHEPPARD [HERE](#)

Marginal Gains – Impacting Attendance

You've probably heard the saying "showing up is half the battle" but there is far more to this than meets the eye.



Regular attendance sets the foundation for academic success, leading to significant long-term benefits for each child. However, this is a real challenge that some children and their families face every day. For schools it can be difficult to know what you can do to get the child back in to the classroom.

A clear example of this is where we have worked collaboratively with a school to support the work they are doing with one of their families. The child in question has anxiety and an EHCP. Their attendance has been below 80% for the previous three years!

Covid, to a large part, has brought this anxiety to a head and therefore reintroducing school has proven tricky.

Quick fixes: for example, certificates/rewards, had a short-term gain but lacked longevity. But these strategies rarely have long-term impact on the individuals who need support the most in a whole school scenario. That's not to say that, for the vast majority, these strategies do not work.

That is why the clarity of your approach is crucial to making those 'marginal gains' which will impact not only whole school figures, but vulnerable groups and persistent absenteeism. This clarity of approach needs to be shared with all stakeholders and responsibilities managed wisely, proactively and robustly. The key factor in the clarity of your approach, is not to run before you can walk. Take small steps that will have the greatest impact - this way your marginal gains will have longevity through creating a culture of somewhere everyone wants to be.

Alongside this, proactively monitoring attendance is vital. Do not wait until a child becomes a Persistent Absentee (PA) before acting. You should try and have a mechanism in place that keeps abreast of each individual's attendance and alerts/actions in place for when any child dips below 95%, 93% and 91%.

**How often do you monitor attendance? Daily, weekly, monthly, termly?
Is this having the desired impact?**

Identifying and establishing the underlying reasons for poor attendance is vital and will ensure whole school, vulnerable group, and PA attendance percentages remain positive. The "EEF: Attendance interventions rapid evidence assessment", published last year, highlighted early intervention alongside targeted approaches, where schools aimed to address individual causes of absenteeism. This saw positive outcomes for the children and the schools involved.

Finally, look beyond the school gates. There is support out there for you.

Do not be afraid to share your worries or concerns.

Far too often we support schools who for too long have been afraid to ask for help.

We always say to children and staff, "we're here for you" so please ask when you need our support.

How often do you as a leader do that?

So, returning to the child I mentioned earlier, having looked at the above approach, the school now undertakes regular monitoring meetings and have a clear timetable of targeted interventions through three external providers (mentoring and Alternative Provision). They also ensure regular contact with home (daily when necessary) and milestone meetings in school to review and discuss how the plan is working with all parties involved.

This has not only positively impacted on the child's attendance, performance and social and emotional well-being, but developed the home/school relationship, whilst opening doors for the school to continue the good work with external agencies.



To all you Attendance Leads: be bold, be brave but most of all, be clear... attendance matters! By Richard Morley, Director, SchoolPro TLC Ltd

CONTACT SCHOOLPRO TLC [HERE](#) TO SUPPORT YOUR SETTING WITH ANY ATTENDANCE RELATED MATTERS AND VISIT [HERE](#) TO REVIEW THE BROAD RANGE OF ATTENDANCE SUPPORT MECHANISMS

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](#)

Introducing Praestantia Technology New SWIFT Sponsor

We are pleased to welcome our new sponsor, Praestantia Technology who are working with us to provide a wide range of IT support opportunities to our schools and Trusts.



The Praestantia Team have a background in education and offer exceptional IT and audio-visual solutions designed exclusively for education settings, including:

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- IT Security
- School Servers & Backup

Praestantia understand the difference the right IT can make to an outstanding learning environment from their own experience as School Governors, consultants and naturally, IT and from working with educational partners.

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Discover how Praestantia made a difference at Preston Primary School and the successful steps taken to co-ordinate all the individual Trust schools.

Passionate about technology, find out how Praestantia Technology can help your school with their innovative, forward-thinking approach.

FIND MORE INFORMATION ABOUT PRAESTANTIA [HERE](#) AND READ ABOUT THE PRESTON PRIMARY SCHOOL CASE STUDY [HERE](#)

PRESTON PRIMARY SCHOOL CASE STUDY

THE CHALLENGES

IT was becoming an issue within the Trust, with three different providers telling individual schools differing ideas and strategies for IT. There was no central management and a heavy reliance on providers fixing the same old hardware, which was affecting teaching and productivity.

Remote access between the sites was put in place and as the Trust grew, so did the risk of viruses and malware. Individual schools were also having costly, weekly visits and the IT problems just kept reoccurring. Individual school costs were all rising and because of the lack of strategy, each school was faced with needing significant server hardware investment.

STEP 1
We visited all the schools and carried out a full IT Audit to obtain where IT currently was. Discussing the outcomes with the Trust, we proposed a way forward for 12, 24 and 36 months. After discussing the technological options and delivered proof of concepts, we developed an implementation strategy of the following solution.

STEP 2
It was decided to move all schools to a serverless environment using Microsoft 365 and creating a dedicated Trust Hosted SIMS solution. This enabled all Trust staff to work from any site, in fact anywhere. All the data is held with Microsoft SharePoint and Teams platform, enabling greater collaboration between the sites.

STEP 3
Within the first transition year, we reduced onsite visits dramatically and as we move into the new academic year, regular onsite visits will be replaced by our IT Managed Service Desk service. We also provided onsite user adoption training and continue to develop the IT journey in line with new technologies.

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This is critically important to keep children safe, as well as for keeping school kitchens within budgets.

Red | Main Meal 1 | Green | Main meal 2 | Yellow | Jacket Potato/Sandwich | Purple | Child with Special Dietary Requirements/Allergies

Good Food News from Educatering

This month Goosemoor Educatering have been focusing on pushing healthy eating in their secondary schools.

Swapping Grab 'n' Go options of sausage rolls, pizza and pasties to a fresh, local salad bar and even a brand-new rice or noodle pots has been a resounding success.

There has been an increase in engagement from the students and positive feedback to school catering staff.

In primary schools, a new wristband policy has recently been introduced; which helps to ensure that children can be identified by serving staff for their correctly ordered meals, as well as those who have food-based allergies and specific requirements.



FIND MORE INFORMATION ABOUT EDUCATERING [HERE](#)

Resources for Cultural Diversity World Day

To celebrate the UNESCO World Day for Cultural Diversity for Dialogue and Development on 21 May 2023, this month, schools can access a [FREE](#) live lesson to use in your classroom.



FIND THE FREE LYFTA CULTURAL DIVERSITY VIDEO RESOURCE [HERE](#) AND FIND OUT MORE ABOUT LYFTA [HERE](#)

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