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@SouthWestIFT



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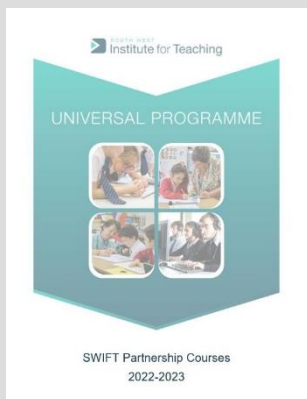
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Welcome from Roger Pope CBE

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

Crowning glory for your school.

I hope you enjoyed the Coronation as much as I did. What a show! Spectacular costumes, sublime music and precision choreography. I wonder whether it has challenged your thinking about leadership?

I must admit I have been disappointed by my scanning of the TES jobs' page. I expected a rash of SLT restructuring with new posts for a Rouge Dragon Pursuivant, a Clarenceux King of Arms, and who better to be in charge of behaviour management than Gold-Stick-in-Waiting? If the King can have a personal bodyguard, why not the Headteacher?

A better reflection for leaders might be what we can learn from the Coronation about narrative, ritual and culture. Who but the most diehard revolutionary can fail to be moved at the symbolism of the three swords of mercy, spiritual and temporal justice, that of mercy with a symbolically blunt end? Or the 12th century ampulla spoon first used by St Thomas Becket to anoint kings, and here filled with oil gathered from a ridge on the Mount of Olives, sacred to both Christians and Jews?

The ritual connects us with our collective past. It enables us to celebrate what we share and so creates a sense of belonging. Small changes mirror the changes in our culture, and we cannot but speculate on what further changes will occur before we witness the coronation of King William. We can see where we fit in the narrative of our culture's history.

As a leader, how do you use ritual to create a sense of belonging in your school? It is much harder than once it was. The closest most schools get to religious ritual is the sermon-like address in assembly. Harvest festivals are meaningless when we get fresh lettuce all year round from Spanish greenhouses. Uniforms change whenever there is a new Head, the name of the school as soon as it joins a Trust.

So, we must work hard to create the rituals that create belonging. How we celebrate key transition points and rites of passage as children grow through the school. How they leave. What we do in the mornings. How we greet people. The publications that mark key points in the year. The display boards that explain the history of the school.

A sense of belonging helps create a sense of identity. It encourages responsibility, for our own actions and for a community that is greater than ourselves as individuals.

[What a satisfying part of your leadership role!](#)

Teachers' Professional Development in Schools

The Department for Education (DfE) commissioned Ofsted to carry out an independent review of teachers' professional development.

The interim findings have now been published, focusing on teachers' experiences of training and development engaged in since April 2021.

[READ ABOUT THE PHASE 1 FINDINGS HERE](#)

News Items

Inclusive Practice in all Classrooms

“Every child should have the opportunity to succeed regardless of their background, challenge or need.”

A working definition of Inclusion:

Beyond a traditional view of inclusion, broader than making provision for any single group:

- > Inclusion is: **100% of children learning and having their needs met in high quality education, 100% of the time.**

- > Inclusion is: **aspiration, progression and success for ALL.**

- > Inclusion is: **“We are Included”**
“We have the chance or choice to be equal to others”
Every Child, Every lesson, Every day, Every week

This was the second session in the SWIFT ECF Extra series led by Professor Sonia Blandford and Wendy Casson MBE with the objective of exploring the meaning of inclusion in educational policy and practice with practical strategies to develop inclusion in classrooms.

Wendy has experience of working with the “forgotten child” in her previous role as the Head of a PRU where she learned about barriers to learning and Sonia teaches Music every Friday where she practises inclusion across her teaching groups.

The following provides a summary of their views and insights on the theme of inclusion.

As teachers, it is important always to have high expectations of all children.

Part of this is positive relationships across all the dynamics between pupils, parents and teachers in order to get the connection to help them move forward.

Be curious.

Think as a teacher, is there something I could do differently? Why is the pupil struggling? Are they distracted? Have they got other issues? Consider a trauma-informed approach. What could you do to support them? Children learn differently. Look at other practice near and next to you.

Consider external factors out of your control: lesson disruptions, what happened last night, family dynamics, the previous lesson, significantly, the weather and the child's health that particular day.

In practice, ***“inclusion is the action or state of including or being included within a group or structure. In a school or education setting, it means that every child and every adult who works or learns in a school is valued and whose personal needs are being met.”***

The four stages of inclusion are:

- **Aspiration (I can)**
- **Access (I do)**
- **Ability to demonstrate attainment (I have)**
- **Achievement (I am)**

Inclusion fosters a sense of belonging for everyone - both pupils and teachers.

Good schools who deliver inclusive practice value every member of the school community and help parents and carers to be the best parent they can be.

[READ THE FULL REPORT HERE](#)

Courageous Conversations

“When people feel safe to talk this becomes self-perpetuating and positive.”

More than a catchy course title, this training session part of our on-going Diversity, Equity and Inclusion work with Diverse Educators was set to be a life-affirming session for the SWIFT Central Team and Delivery Partnership Group.

What is a ‘Courageous Conversation’?

In courageous conversations, whether in the context of performance appraisal, mentoring, coaching or line management, individuals are encouraged to express their views openly and truthfully, rather than defensively or with the purpose of laying blame. Integral to ‘courageous conversations’ is an openness to learn and a willingness to listen to understand.



How do we empower everybody to ask questions, share views, and things that should have been said?

Typical examples of Courageous Conversations include handling conflict, confronting a colleague, expressing an unpopular idea on a team, asking for a favour, saying no to a request for a favour, asking for a raise, or trying to have a conversation with someone who is avoiding you. Research shows that in particular, many women find such ‘courageous conversations’ to be challenging. Think of the language that betrays who can “get away” with certain behaviours. Men are labelled the *boss* and women as *bossy*. These mindsets are reflected in the workplace and how women have been conditioned.

Too often, the premise of courageous conversations is associated with conflict, fills us with dread and we descend into a defensive, blame culture that magnifies the existing tension and struggle and becomes a negative scenario. Whereas we need to act in a neutral, open way, without bias and to show a willingness and openness to learn.

The fear zone of hurting someone risk inhibiting us and the risk is that we worry more about having the courageous conversation than the act of doing it. We waste energy attempting to mind-read what people are thinking and feeling that boxes us in.

Know your strengths and what you bring and learn to control yourself.

Consider the power in having a conversation. No-one shies away from safeguarding conversations. It should be the same for a courageous conversation that whilst often difficult and necessary, when done effectively, can have a dramatic impact on how we lead ourselves, the team or the organisation. It can be difficult to find a time to talk in a busy school and it is important to book in time and to reframe as part of the workplace culture that builds positive psychology and a collective commitment.

But for many of us, we have to step out of our comfort zone to discuss a topic that can be emotionally charged and we fear an emotional response.

Reports by Jude Owens, PA to the SWIFT Executive Team

[READ THE FULL ARTICLE HERE](#)

Interview with Stewart Biddles, CEO of Riviera Education Trust



“There is always more to be gained by working in partnership than by forging ahead alone.”

Riviera Training School Alliance (RTSA) is rooted as one of the first national Teaching Schools, formerly operating as Torbay Training School Alliance until funding was withdrawn by the Government in August 2021 for individual Teaching School Alliances, replaced by the network of larger Teaching School Hubs.

RTSA and has been a valued delivery partner of SWIFT since its inception as a Teaching School Hub in 2020, and works together to deliver high quality Professional Development for teachers, support staff and Governors. RTSA also acts as the Appropriate Body Service lead for Early Career Teachers for Kingsbridge Teaching School Hub (TSH), supporting the induction process.

RTSA is part of Riviera Education Trust, incorporating Oldway Primary School, Roselands and Shiphay Learning Academy.

1. As one of our valued SWIFT delivery partners, what do you consider to be the main benefits for Riviera Training School Alliance in working with SWIFT to date?

One of the founding schools of our Trust was a first cohort Teaching School, so we have always understood the benefits that collaboration beyond our own organisation can bring.

Working with SWIFT has given us access to partnerships both regionally and nationally, which as an individual school or a small Trust would have been much harder to realise. Our partnership keeps us up-to-date with the latest developments in teaching and learning and also policy direction. It helps us to feel one step ahead and the networks and opportunities that it has created for our senior leaders and teachers have been invaluable.

For the schools we serve, working with SWIFT means that we are able to give a more diverse offering of continuing professional development, speakers and other opportunities by making use of SWIFT's scale and reputation for quality.

2. What, if any, have been the challenges of working with SWIFT as a Teaching School Hub and how have you overcome these (if any)?

In any change event, there are always going to be some bumps in the road along the way. In the early stages of SWIFT, identity was one of our biggest challenges. There was some confusion amongst schools as to what had happened to Teaching Schools; would our core work continue; and who were schools supposed to contact with queries?

Over time, with improved communications, these bumps were ironed out and as SWIFT became more established, we too became clearer about how we fit into the SWIFT structure.

Going forward, I think that one of the biggest challenges is maintaining the smaller local continuing professional development networks that existed, particularly in our teaching school in Torbay. In Maths for example, the benefit of face-to-face meetings and geographical proximity enabled more cross-school leader and teacher development, which at the time saw improved academic outcomes across the locality.

The necessary size of SWIFT means that more and more professional development opportunities are online. This is great in enabling teachers to access a very broad offer; but local relationships are that little bit harder to build. Having said that, the Teaching School Hubs arrived at the same time as Trusts started to grow, and a lot of those local relationships are often dictated by the Trust in which a school is working.

3. As CEO of Riviera Education Trust, what would be your message to schools about engaging with SWIFT?

Do it! There is always more to be gained by working in partnership than by forging ahead alone. Whether you are a maintained or stand-alone school / Academy; or whether you are a Trust of 30 schools, SWIFT has something to offer. That could be the opportunity to engage in personal career development from Early Career Teacher to engaging in an NPQEL. Or the opportunity to be part of a wider network of leaders with opportunities to share experiences and learning with others from across the width of the region and beyond.

4. What has been particularly rewarding for you personally and professionally in working with SWIFT?

Working with SWIFT has provided me with the opportunity to (indirectly) support, enhance and improve teaching and learning in our schools across the whole region, impacting on the lives and futures of thousands of children. Not only those that I meet within our schools, but those who will grow up to be the adults I will pass on the street in Torquay, Exeter, Plymouth, and Truro.

It has allowed me to offer opportunities for colleagues that would never exist within our Trust and to see the enjoyment they gain from their experiences working and leading with SWIFT.

5. How do you envisage future working with SWIFT?

Currently we work with SWIFT to provide the Appropriate Body Service for half of the region. Alongside this, we run elements of professional development with other SWIFT partners. We also partner with Leading Schools South West, the region's leading NPQ provider.

Going forward, I hope that we will continue to grow these offers and also become involved in ITT, supporting teachers at every stage of their career, from training through to induction, to middle, senior and executive leadership.



We thank Stewart for his thoughtful interview and to him and his team at Riviera Training School Alliance for being a valued SWIFT partner.

[FIND OUT MORE ABOUT RIVIERA TRAINING SCHOOL 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.

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Institute for Teaching
CONFERENCE 2023
Thursday 15 June 2023 | 0900 – 1540 | Exeter Racecourse |
#sumconf2023 | Book [HERE](#)

Summer Conference 2023

Featured Speakers

	Stephen Morgan MP Shadow Minister for Schools
	Sonia Blandford Professor of Social Mobility, Plymouth Marjon University
	Angela Browne Principal and Education Leadership Coach
	John Murphy Chief Executive of Oasis Community Learning

More Highlights

- Josh Goodrich | Founder and CEO - StepUp
- Jemel Campbell | Early Years Consultant and Educator
- Andrew Freeman | Assistant Director - South West and Channel Islands at NSPCC
- Kate Howard | Director - Author, advisor and Teaching School Hub Director
- Reuben Moore and Jenny Sutton | Executive Principal and SW Regional Principal - National Institute of Teaching
- Jon Mallory | Chief Executive of Coastbridge
- NEW to 2023 - 'Question Time' panel
- Refreshments and buffet lunch included
- Network with educational leaders from across the South West

SWIFT Members £80 | Other Colleagues £120
Book [HERE](#)

YOU CAN FIND MORE INFORMATION ABOUT OUR SPONSORS [HERE](#) AND READ THEIR BLOGS ON CURRENT TOPICS ON OUR NEWS PAGE [HERE](#)

SWIFT 2023 Summer Conference

You will be able to meet representatives from our sponsors, Educatering Lyfta and Praestantia at our SWIFT 2023 Summer Conference on: **Thursday 15 June 2023 from 0900 to 1545 at Exeter Racecourse.**

Keynotes:

Angela Browne | Principal and Education Leadership Coach
Sonia Blandford | Professor of Social Mobility, Plymouth Marjon University
Stephen Morgan MP | Shadow Minister for Schools
John Murphy | Chief Executive of Oasis Community Learning

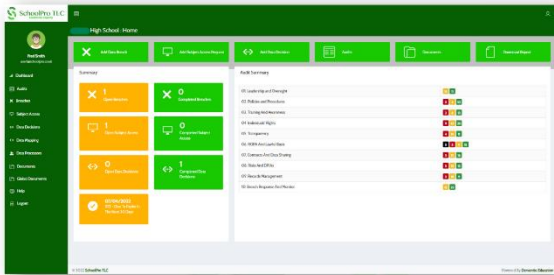
New this year: 'Question Time' panel.

[#sumconf2023](#)

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23 JUNE

Praestantia's Microsoft Event



Agenda

Morning Session - 9am - 12pm
How to streamline admin tasks and school processes using Microsoft 365

Lunch - 12pm - 1pm

Free lunch for all delegates

Afternoon Session - 1pm - 4pm
Improving Teaching and Learning using Microsoft Tools in the Classroom

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