



Thursday 7 December 2023 | Autumn Term | Issue 20



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#rootedinpartnership

## Welcome from Roger Pope CBE

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

Robots to solve all our problems?

Back in 1978 when I started teaching, there was great excitement at the potential of computers in the classroom. You could put a child in front of a BBC Micro, and they could play Hangman on the screen. Amazing! Instant feedback on whether they had chosen the right letter. In control of their own learning! This clearly spelled the end of the teacher.

By 1992, just 15 years' later, the pace of change had transformed that potential. By inserting seven separate floppy disks into the PC, a child could produce a newspaper report that was a facsimile of the real thing. It took about seven hours to produce one page, but hey, even more amazing! No-one asked what the child was actually learning in this time because it was...well, amazing. And the end of the teacher was that bit nearer.

And now it's AI.

This time it's so amazing that the vast majority of us do not really understand how it works, and in truth it seems so amazing that we are experiencing mass fear. So, one of the emerging CPD themes for all school leaders has to be to gain an insight into how AI works and its potential in schools. The fear means that we have a lot of leading to do: we need to be proactive in how we construct a narrative for our staff about how we will tackle AI, and be positive in exploring its potential impact.

Large Language Models challenge teachers' ideas of what it means to be "intelligent" and what it means to "learn". They work best in subjects that have a hierarchical knowledge structure - where you need to know one thing before you can understand the next – such as Science, Maths and Languages.

Professor Becky Allen, of Teacher Tapp, talks of the challenges this will present for schools. She thinks some teachers and subjects will be able to benefit more from AI than others, and indeed some will feel more threatened than others.

We can use AI to reach the holy grail of meeting the learning needs of each individual child. We can reduce workload. We can raise the impact of our less effective teachers. Whether we succeed in releasing this potential is all about our leadership.

Back in 1977, we thought technology would transform teaching. It has not done so yet.

*With good leadership, maybe the time has finally come?*

The SWIFT Central Team would like to wish you and your teams

## a very Happy Christmas

and all best wishes for a rewarding and enjoyable 2024 when we will look forward to working with you.



# News Items

## Lee Elliot Major OBE on Equity in Education at the Autumn Leadership Forum

If you did not know that Lee Elliot Major OBE was a punk in the 1980s and once worked as a bin man for a summer job in a London Borough as a teenager, would it change how you think about him now as the University of Exeter's Professor of Social Mobility?

It was Lee's experience of manual work on the streets of London that prompted him to re-evaluate and seek to improve his life. In fact, it has informed his varied career to build a better and fairer education system and to nurture aspiration as living proof that background should not matter.

Further to the recent publication of his new book, "Equity in Education" (Lee Elliot Major and Emily Briant 2023) we welcomed Lee as keynote speaker for the SWIFT Autumn Term Leadership Forum in which Lee prompted us to think again (and again) about how education should be "the level playing field of learning."

Lee is familiar to SWIFT audiences presenting on social mobility in the South West and is dedicated to improving the prospects of young people from under-resourced backgrounds and co-founded the South West Social Mobility Commission.

### Equity-based education

Equity = additional not equal attention

Capacity not deficit thinking

Every pupil is a unique learner with multiple influences

Celebrate human talent in its many forms

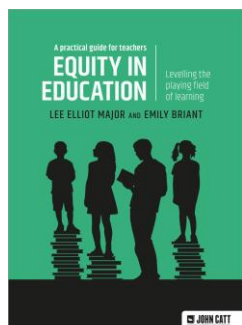
Back to Lee's former job as a bin man, are you aware of your (unconscious) biases and assumptions?

Lee cautioned about falling into these traps - especially through the media in our increasingly unequal society.

"In the world of deficit thinking, education efforts feel like a very one-sided negotiation – we want you to come into our world, change who you are, fit into our culture, and play by our (unwritten) rules. Instead, we need to meet children (and people) halfway and find out what every person can offer, what we need to change, and how we can work together."

**"Life chances are shaped by cultural as well as material divides."**

Research into millennium children has found that if children are underrated early, they perform worse later in their education.



A good starting point is considered use of language:

**Equity not equality.**  
**Under-resourced not disadvantaged (the reality is a continuum).**  
**Partner with parents (rather than engage).**  
**Focus on pupils' current achievement (rather than ability).**

READ THE FULL REPORT [HERE](#) AND LYFTA'S SCHOOLS PARTNERSHIPS MANAGER'S TAKE ON SOCIAL MOBILITY

## Advancing Quality Assurance in our Appropriate Body Service

Building on ten years tried and tested expertise and experience as an Induction Tutor, plus leadership of the Appropriate Body Service (AB), our Director of Teaching School Hubs, Jen Knowles, has been working hard during her first term in post to sharpen up the SWIFT AB Service for our schools across Devon, Plymouth and Torbay.



Essentially, we know that the SWIFT Appropriate Body Service is well established.

But as part of our commitment and conviction to supporting Early Career Teachers (ECTs) during their two-year induction, we want to be even better. Especially as Teaching School Hubs will be the main AB provider further to Department for Education reforms and this year has seen some significant transitional support in taking on Early Career Teachers (ECTs) from Devon Education Services. We welcome you, once again, to SWIFT!

One of the new aspects we are currently evolving is an AB Quality Review. Whilst this is suggested by the DfE, it is not statutory practice for Appropriate Bodies. However, we believe that it is important and we are working together with fellow national Teaching School Hubs, Harris Federation, Link and Star Institute to evaluate provision and work out ways in which we can be even more effective by engaging in a collaborative peer review process.

**This has further motivated our thinking in terms of the assessments that we put in place to assess ECT's progress towards the Teachers' Standards.**

The statutory DfE requirement states that ECTs are required to have a formal assessment at the end of Years 1 and 2 of induction and SWIFT have a thorough process in place to support to the moderation of these judgements in line with statutory guidance. This process is carried out by a team of assessors employed by SWIFT who review the uploaded evidence and lesson observations and produce a short review comment that draws together key successes for the year and highlights next steps for the ECT.

But we believe we can and it is important to go beyond this statutory support for our schools. This is why SWIFT have now put in place a new review process for progress reviews. Every term, our team of assessors will review a 25% sample of progress reviews.

READ THE FULL ARTICLE [HERE](#)

# Interview with Tina Graham, Principal of Kingsbridge Community College



*“It is most professionally rewarding for me when I see success for staff and students visible in so many ways. Of course, exam outcomes are critical; but the participation and enjoyment that comes from engaging in available opportunities.”*

Serendipity can be a wonderful thing.

When this interview was planned, we did not know that Kingsbridge Community College (KCC) was set to be awarded the South West Secondary School of the Year 2024 Award for The Sunday Times Parent Power Guide, which looks at academic outcomes and character education, extra-curricular opportunities and student experience, as well as improvements made in schools year-on-year.

We are therefore all the more delighted to celebrate and honour Principal Tina Graham and KCC. The College is ambitious for all students and are grateful to staff, parents and students for sharing their values. Staff are committed to ensuring that students benefit from the best life chances with an impressive dedication to extra-curricular opportunities supported by an enthusiastic group of volunteers, which contributes significantly to the success of the College.

Kingsbridge Community College is one of four secondary schools within Education South West Multi Academy Trust and is the Lead School for the Department for Education’s Kingsbridge Teaching School Hub (TSH) – one of the halves of South West Institute for Teaching (SWIFT), working with Colyton TSH.

Tina has been in post at KCC as Principal for four years and was previously Principal at Dartmouth Academy from 2015 - 2019, before which she was at KCC in a variety of roles including Head of Geography and then Director of Sixth Form.

We invited Tina to reflect on her role as Principal of KCC as the Lead School for Kingsbridge Teaching School Hub.

## **1. Looking back three years ago, what were your expectations as Principal of Kingsbridge Community College, the Lead School for the new Kingsbridge Teaching School Hub?**

My expectations were of a growing committed team of colleagues with shared values who would promote and build on the excellent education for all children in the South West.

We would also continue to grow the collaborative links with all schools in the region and would collectively address issues of teacher recruitment and retention, and the issues of raising standards and in particular, advocate for our children to work towards removing significant barriers to learning.

## **2. How do you see schools and colleagues across our region benefitting from the work of the Teaching School Hubs?**

I believe the work of Teaching School Hubs enables us to share good practice and by building on the networks across Schools and Trusts we have potential to ensure a shared agenda in the South West, which can be powerful.

This combined working has enabled support for Early Career Teachers (ECTs) through the Early Career Framework (ECF) to be of a higher quality than previously and this translates into effective practitioners much earlier in their career and is good practice for schools.

Teaching School Hubs offer multiple professional development opportunities for members of staff across schools working with SWIFT – whether as Delivery Leads, National Professional Qualifications (NPQs) Facilitators, ECF Mentors and professional development leads; all of which in turn, benefits one’s own school.

## **3. What have you found to be most challenging and how has this informed your practice?**

I understand with any collaboration at this scale, individual Schools and Trusts have their own agenda, and the positive and complex challenge is sometimes being able to find the capacity and clarity to ensure that this has a direct impact on all aspects that we are trying to undertake in our individual schools.

I appreciate that the SWIFT Team work relentlessly to be sympathetic and supportive to the starting points of different partners and to provide genuine support so that they can gain as much as possible from the collaboration for the benefit of their staff and students.

## **4. What is most rewarding for you professionally and personally working with SWIFT?**

It is most professionally rewarding for me when I see success for staff and students and this is visible in so many ways. Of course, exam outcomes are critical; but the participation and enjoyment that comes from engaging in available opportunities is also vital. Notably, our staff have had so many opportunities to be involved in facilitating NPQs, being part of the curriculum development for initial teacher training, and interviewing candidates - and more besides.

Personally, being part of the community for many years now means that I get to see people that I have taught or worked with in previous years who now have their children at KCC and are enjoying their experience. It keeps me focused on the core business that is about our Community College serving the community to the best of our ability.

READ THE FULL INTERVIEW WITH TINA GRAHAM, PRINCIPAL OF KINGSBRIDGE COMMUNITY COLLEGE [HERE](#)

# Ten Reasons Why We Should be Evidence-Informed

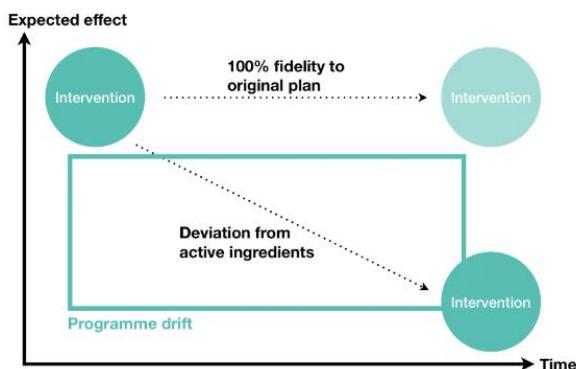
## How evidence can help your decision making

***“Giving a strategy the best chance of success requires careful planning and monitoring. Using evidence this way helps to create ‘an “implementation friendly” climate.’”***



1. Using evidence helps us avoid wasting resources that might be better deployed elsewhere. A key question from the Education Endowment Foundation's (EEF) Implementation guidance report is, 'Are there less effective practices that can be stopped to free up time and resources?'

### Programme drift



2. Being informed means going beyond what Professor Becky Francis has called 'surface level compliance' to the evidence, 'the biggest threat to any change in education'. It is not enough to look at the headline claims. We need to dive into the evidence to understand the purported mechanism of change behind any programme. If we do this, we emerge with an explicable narrative, meaning we can communicate a strategy with fidelity to its active ingredients. A sharp understanding of active ingredients helps reduce the chance of programme drift.

3. If we use evidence, we give ourselves a higher chance of success – we are already following a good bet. The EEF's Teaching and Learning Toolkit is a great place to start, but remember to click through the links to dig into the evidence.

4. Using evidence helps give our decisions more integrity (OED: integrity, 'material wholeness'). They are considered, informed, and open to scrutiny and less prone to partiality and the allure of the new.

5. Being evidence-informed means we are less susceptible to marketing claims, anecdotal evidence and appeals to tradition. Another resource that's helpful when it comes to checking claims is the site That's a Claim! Also, read Dr Ben Goldacre's *Bad Science*.

6. A focus on evidence develops awareness of good implementation. When looking at individual studies, we need to be attentive to context – how and where was a strategy used? With what support? Often, a theoretically sound approach will fail to have the desired effect because of poor implementation. Giving a strategy the best chance of success requires careful planning and monitoring. Using evidence this way helps to create 'an "implementation friendly" climate'.

7. An evidence-informed profession that is better able to scrutinise claims and interrogate the reasons behind decisions is a more active participant in its own future. At the EEF say, evidence supplements expertise; it does not supplant it.

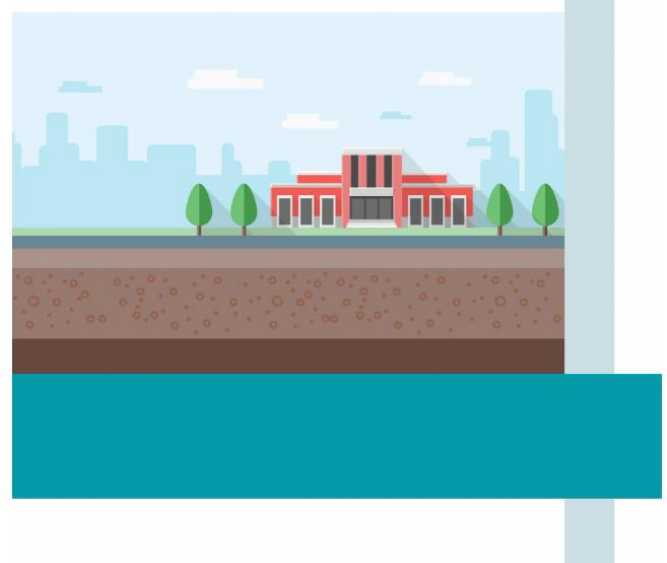
8. An evidence-informed approach provides data and analysis for further improvement. Because we know the characteristics of a strategy, we are better able to monitor and evaluate its implementation and effect. This includes highlighting gaps in the evidence base!

9. It is ethical. When researchers investigate a particular strategy, they do so with many more students or schools than any one teacher can.

As well as helping us identify ineffective approaches, this helps us avoid bias around what does or doesn't work. Take this parallel from the BMJ Best Practice site: 'medical knowledge changes all the time. And what doctors used to think was the best thing to do, even a few years ago, might actually be considered harmful today.'

By Kingsbridge Research School

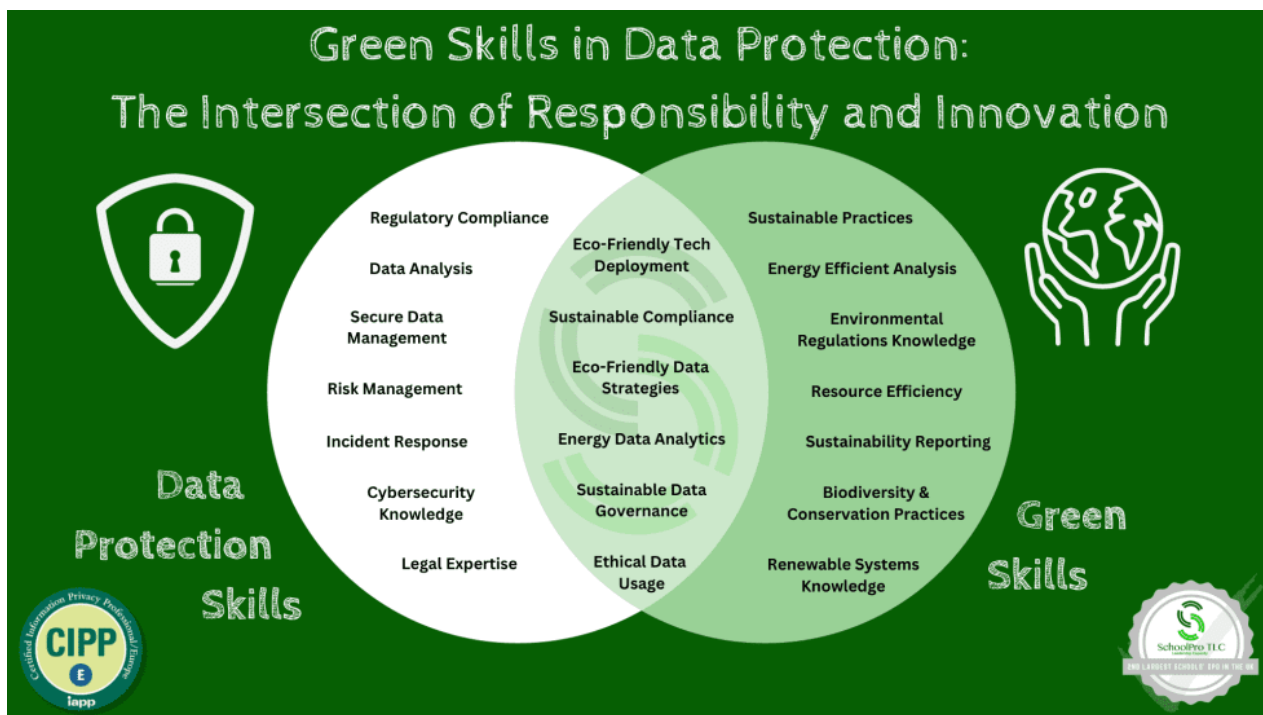
**PUTTING EVIDENCE TO WORK:  
A SCHOOL'S GUIDE TO IMPLEMENTATION**  
Guidance Report



READ THE FULL ARTICLE [HERE](#) AND FIND MORE ABOUT KINGSBRIDGE RESEARCH SCHOOL [HERE](#)

# SchoolPro TLC on Embracing Green Careers in Data Protection

The recent Green Careers Week illuminated a vital truth: every profession, including data protection, plays a crucial role in shaping a sustainable future. As we navigate the digital era, the intersection of data protection and environmental stewardship becomes increasingly prominent.



Green Careers Week is not only about celebrating 'green' jobs in the traditional sense; it's about recognising and enhancing the green potential within all career paths. For data protection professionals, this means redefining their role, extending beyond advice on compliance with the UK GDPR to also include fostering eco-friendly practices in data management. This pivotal juncture where data protection meets environmental responsibility marks a new frontier in our journey towards sustainability.

## Green Skills in Data Protection

In the evolving landscape of data protection, 'green skills' are becoming increasingly vital. These skills blend environmental awareness with technical expertise, equipping professionals to support sustainability initiatives effectively.

Key green skills in data protection include:

- **Implementing eco-friendly data storage and processing methods.**
- **Developing strategies for minimal and sustainable data usage.**
- **Analysing energy usage data to identify efficiency improvements.**
- **Promoting sustainable governance and compliance.**
- **Understanding and applying regulations that pertain to both data protection and environmental standards.**

By mastering these skills, data protection officers can play a pivotal role in driving environmental initiatives within their organizations. Let's explore ideas around data protection in green careers in more detail:

## Data Protection as a Green Career

Data Protection roles are increasingly recognised as integral to environmental sustainability. This alignment is most evident in the implementation of GDPR's data minimisation principle. By mandating that personal data collection be "adequate, relevant, and limited to what is necessary," GDPR inadvertently steers organisations towards greener practices. Less data collected means less storage required, leading to reduced energy consumption in data centres.

This principle not only protects personal data but also encourages a more efficient and environmentally conscious approach to data management. As such, data protection professionals find themselves as key players in reducing the digital carbon footprint, turning data management into an unexpectedly green career path.

## Sustainable Practices in Data Centres and Cloud Computing

The evolution towards energy-efficient data centres and the adoption of cloud computing are pivotal in reducing the environmental impact of digital operations.

By Ben Craig, Director of SchoolPro TLC



READ THE FULL ARTICLE [HERE](#) AND YOU CAN CONTACT SCHOOLPRO TLC ABOUT DATA PROTECTION SUPPORT [HERE](#)

# About Us

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SWIFT is built on a partnership model of Colyton and Kingsbridge Teaching School Hubs; ten Teaching Alliances; local ITT providers; 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

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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, or if you wish to unsubscribe, then please email SWIFT Executive Assistant, Jude Owens | [Jude.Owens@sw-ift.org.uk](mailto:Jude.Owens@sw-ift.org.uk)

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# Lyfta's Schools Partnerships Manager on Social Mobility

*Lyfta's Schools Partnerships Manager Leah Stewart presented as the sponsor of our Autumn Leadership Forum and reflects here on what social mobility means to her.*

### Why didn't I speak in my short time to present?

In awe of the sea of educators gathered to hear Lee Elliot Major on social mobility, I knew that I had made a mistake. As Lee talked about being a dustbin man, I suddenly remembered being a cleaning lady. As he guided us through the research findings, I became excited! We are really looking at this now? As he took questions from the audience, I kicked myself!

Nothing changes if those of us who understand some of these challenges do not speak. At the beginning of the Leadership Forum, I had been given a wonderful opportunity as the event sponsor to speak about what Lyfta can do for educators on this theme, but instead I had deferred my time to a video recording.

**It is a great video of a school leader which is why I thought that it was an excellent idea.**

### But there's nothing like a second chance.

So, if you are wondering what I might have said if I had been #10percentbraver here is why: Six years ago, I was furiously drafting and redrafting a chapter for a book I'd been invited to contribute to called "The Working Class: Poverty, education and alternative voices." My chapter was published along with 45 others, including two of my heroes Dr. Debra Kidd and Jaz Ampaw Farr. Together we created a complex tapestry of perspectives. This work felt ground-breaking.

It is the faces of my family I remember most. Especially the day I gave them full permission to stop me from telling our story. A mixture of pride and hope. "Do it!" they said.

To bring equity into education we need Lee Elliot Major's research-informed practical guide and real stories. This is why he so expertly began with his own story, and why I wished that I had been brave enough to share some of mine.

It is time to connect, champion belonging and bring more humanity into every classroom.

For the last five years I have worked with Lyfta; a cinematic and practical way to learn from the lives of humans across a diverse range of countries, languages, faiths and cultures. One of my favourite Lyfta experiences is of a young man who could not pursue one dream because his family did not have the money. So, he found a new way.

I struggle to speak. It is a recurring theme for me; I could not say what I really thought when I was being interviewed at Oxford University and I held back last week when I had the chance.

But then I remember the lessons from Lyfta and I find a new way.

Keep learning from life!

*We thank Leah for being us at the Autumn Leadership Forum and for sharing her reflections now.*

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# Supply Teaching with Exeter Supply Partnership



**If you are considering supply teaching, you might find it helpful to read Katie's experiences of working for Exeter Supply Partnership.**

For Katie, education has always played an important role in her life, and after finishing her Master's in Education and gaining her teaching certificate, she taught fourth grade, and then two years later, second grade in a mountain town in Northern Arizona. After moving from Arizona to England, Katie joined Exeter Supply Partnership (ESP) in 2018 and was soon offered a temporary contract at a local primary school in Exeter. Katie returned to ESP in 2021 and again was soon snapped up for a short-term contract before returning again in September 2023.

## **Why did you choose to become a supply teacher?**

After moving to England, I volunteered at a primary school in Exeter to gain experience of working in the classroom over here. The school then advised me to apply to Exeter Supply Partnership so that they could book me for their school as a supply teacher.

## **Why did you choose Exeter Supply Partnership?**

Because ESP is a not-for-profit organisation and the school, I volunteered with recommended ESP.

## **What is your favourite aspect of being a supply teacher?**

I have enjoyed working as a primary supply teacher. I love the fact that you can go to different schools and see how they operate, and also gather lots of ideas. I have a note book that I use to record new ideas. I was at a school the other day and the teacher had planned an incredible lesson. I asked the school if I could take the planning sheet with me to use elsewhere as a resource. Supply is also a great way to meet other educators.

## **What are your favourite/most useful resources to use?**

I have a subscription to Twinkl that I use occasionally and I always take a couple of story books with me that I can use as the basis for a lesson.

## **How do you prepare for your bookings?**

I always have a look at the school documents ahead of attending such as the behaviour policy, marking policy and safeguarding policy. In my note book I have a section where I ensure I have the start and finish times, the name/s of the Designated Safeguarding Lead and any other useful information. Once I have attended a school, I will add any useful information to my book that could be helpful for my next visit.

## **What approach do you take when you are attending a new school?**

I will look at the documents and policies for the school. I will also look at the school website, which will often give you a feel for the school and how they operate. Sometimes when you arrive at a school, they may want you to cover a different age group than originally planned, so it is important to always go with a 'can do' attitude and an open mind.

## **Would you say supply teaching is an enjoyable/fulfilling experience?**

Yes, I love it! I like going to new schools and meeting new groups of children. Some people might think that supply teaching is lonely, however I do not find this to be the case as staff in schools are really friendly and I also find that there are very often other ESP teachers working in the same school as me.

## **What advice would you give to a teacher who is new to supply teaching/ considering supply work?**

I would say that it is different than having your own classroom, so make sure that you are flexible and take every day as a new adventure. If one day does not go so well, give it another go. Always be open for new experiences and your next adventure.

## **How do you manage the uncertainty of supply work and the possibility of not having work on some days?**

This can be tricky; however, I have been very fortunate in that I have been booked on most of the days that I have wanted to work. On the occasions that I am available for short notice bookings, I get up early so that I am ready for a booking. I always try to have a plan 'B' so that if I do not get a booking, I will have something else to do with the rest of my day.

## **Would you recommend ESP to other teachers? If so, why?**

I could not recommend it highly enough! I am always recommending ESP to others if they are thinking of doing supply teaching. The ESP team have always been the most welcoming and caring people to work with; they take really good care of us and are always so supportive.

Exeter Supply Partnership (ESP) is a not-for-profit organisation linking supply teachers and their next job.

If you have QTS, a passion for teaching and a desire to move into supply work then ESP are here to help.

Perhaps you are newly qualified and looking to gain experience before joining a school full time. Maybe you're looking to slow down and ease into retirement. Or possibly a parent trying to juggle work with a busy family life. Whatever your reasons may be, supply teaching offers flexibility and variety we we'd be delighted to help match you up with local primary schools.

*"ESP have become my 'go to' first choice for supply be it a last-minute request or planned ahead they couldn't be easier to contact or more helpful. We can rely on quality teachers at the best rates. I would and regularly do recommend them to teachers and schools alike." (School)*



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# CHRISTMAS

## AROUND THE WORLD

This month is all about **Christmas Around the World**.  
Tis the season after all!  
We are learning all about Christmas food traditions around the world.

**AUSTRALIA**

Australian's experience a much different Christmas Day to us. Down under, the sun will be shining. Aussies traditionally feast on a BBQ instead of our classic roast dinner. Surf and turf, garlic chicken and grilled halloumi, enjoyed in the Australian sun. Sounds perfect!

**CHINA**

On Christmas Eve, a popular tradition, in China, is the giving of apples, commonly wrapped in colourful paper. This began as the Chinese word for Christmas Eve is 'Ping An Ye'. This is very similar to the Chinese word for apple, 'Ping Guo'.

**JAPAN**

Are you a KFC fan? Well, in Japan, people pre order their Christmas Party Bucket, months in advance. As Japan has a small population of Christians, Christmas is not as widely celebrated. This tradition began in the 1970s by Takeshi Okawara.

**GREECE**

The Grecian traditional Christmas pudding is a pasaly daski. Beklava. You may have seen this in a local bakery! Beklava is layers of filo pasaly filled with chopped nuts and either honey or syrup sauce.

**UKRAINE**

In Eastern Ukraine, they serve a ceremonial dish called Kutia or Kutyu. Kutia is a mix of wheat berries, seeds, dried fruit and milk. This is often enjoyed on Christmas Eve.

**ITALY**

Have you ever heard of panettone? This Italian delicacy is a sweet bread, filled with mixed dried fruit and candied peel. Italian families enjoy this 'war and share' treat during the Christmas holidays.

**CHALLENGE**

We are challenging you to take part in a **reverse advent**. Instead of receiving a gift, those taking part in a reverse calendar **DONATE** an item each day. At the end of advent, the calendar will result in a collection of 24 goods that can be dropped off at a local food bank, shelter or other good cause in time for Christmas.

**GOOSEMOOR FOODS & BAKERY**

**HIJACKED**

**PEEKY'S**  
BESPOKE CAKE DESIGN

### THIS MONTH WE ARE GOING TO PEEKY'S BESPOKE CAKE DESIGN

- Peeky's business began in 2020 as a home business, by Zoe Peek. Zoe started baking cakes 28 years ago. Starting with small family birthday cakes, it has now grown to large weddings and occasional cakes. Her attention to detail is impeccable.
- Zoe has recently begun supplying homemade traybakes to us, primarily for our schools. You can order homemade traybakes from Goosemoor; lemon drizzle cake, vanilla sponge, fruity flapjack and chocolate flapjack. New flavours to come soon! We also supply Peeky's Cupcakes as a special order. Chocolate, Vanilla or Lemon, how could you say no?
- Zoe began her baking career starting with her daughter's first birthday cake, over 28 years ago. Her daughter requested a duck cake, so her mother told her she needed to start practicing. The rest is history. Keeping up with all the latest techniques, Zoe has perfected her skills to be the very best of the best. Not only do they taste divine, they look top notch too!
- You can follow Zoe and her baking business via Facebook, Instagram and TikTok.

📍 peekysbespoke 📷 peekys\_bespoke\_cake\_design

📍 GoosemoorEducatering 📷 GoosemoorEducatering 🐦 Geducatering

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