



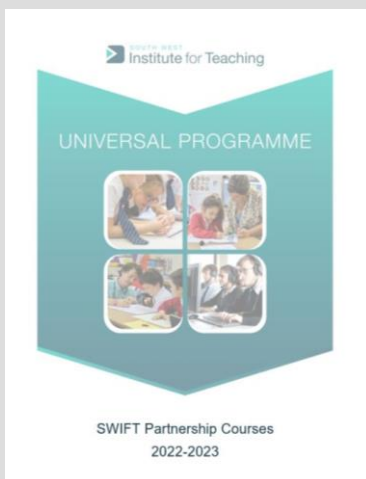
Thursday 3 November 2022 | Autumn Term | Issue 9

@SouthWestIFT



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SWIFT Partnership Courses
2022-2023



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Welcome from Roger Pope CBE

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

As long as you shut your eyes to the disastrous consequences, it has been fun watching the national Prime Ministerial shenanigans. And valuable, because it is often easier to reflect on the attributes of good leadership when we see strikingly bad leadership in action. Leave aside the politics of the situation, and focus on the leadership. All teachers are leaders, either of staff or students or both, so what can we learn?

Liz Truss followed the first mantra of good leadership. She had a clear vision of the kind of economically vibrant, self-reliant country she wanted to lead. She had the policies to put that vision into action, such as low-tax and small government. So far, so good. However, leaders have to persuade people to follow, and as markets, MPs and the public turned against her, the failure was one of persuasion.

How do leaders persuade others to follow? Putin does it by force. Although not on Putin's scale of dictatorship, there is sometimes a need for authoritarian leadership in schools: when there is an urgent need to sort out inadequate safeguarding, for example. It is a style that has diminishing returns, and is guaranteed to destroy motivation and goodwill in schools over time.

It is President Zelensky who is showing us how leaders can persuade people to follow. He does it through communication, regularly interpreting events in a way that weaves them into a coherent narrative so that what is happening makes sense to his people, and gives them hope in the path forward. He is passionate and committed. He has clear strategy and tactics. Perhaps above all, he is *present*. His people know that he is there alongside them, that he is putting the future of his country first.

We can have no better role model right now for our own leadership.

Making Time for Wellbeing

With the structure of a September new academic year start, three season-named terms, plus fixed school day timings; educational settings operate like a well-oiled machine. But this does not necessarily account for the need for regular servicing and regenerating pitstops.

SWIFT has a longstanding understanding of the importance of good mental wellbeing and understands that a co-ordinated and evidence-informed approach in our schools and colleges can lead to improved emotional health and wellbeing in children and young people - and ultimately facilitate a readiness to learn.

Equally as important is prioritising positive staff wellbeing, which is essential for encouraging a mentally healthy school, for retaining and motivating staff and for promoting pupil wellbeing and attainment. And more besides.

With this in mind, we are pleased to be hosting our Wellbeing Conference scheduled at the halfway point in the academic year on **Friday 3 February 2023 at Buckfast Abbey Conference Centre**.

You can check out the keynotes and workshops and how to book [here](#)

Autumn Curriculum Forum | “Curriculum conversations are a must.”

At the start of October, we were glad to be joined by Senior Leaders, Curriculum Leaders and other colleagues for our Autumn Curriculum Forum led by national and regional expert curriculum speakers.

The termly Curriculum Forums are designed to explore models and approaches to curriculum design, including the implications of Cognitive Science, and how to prioritise curriculum knowledge and content. The Forums also consider equality, diversity and inclusion and explore how leaders can ensure these values are enshrined across curriculum development, and consider the implementation for inspection and beyond.

Part A | Keynotes

“The most fundamental reason to choose curiosity isn’t so that we can do better at school or at work. The true beauty of learning stuff, including apparently useless stuff, is that it takes us out of ourselves, reminds us that we are part of a far greater project, one that has been underway for at least as long as human beings have been talking to each other. Other animals don’t share or store their knowledge like we do.” (“Curious: The Desire to Know and Why your Future Depends on it,” Ian Leslie).

"Principles of Meaningful Curriculum Development" | Kat Howard

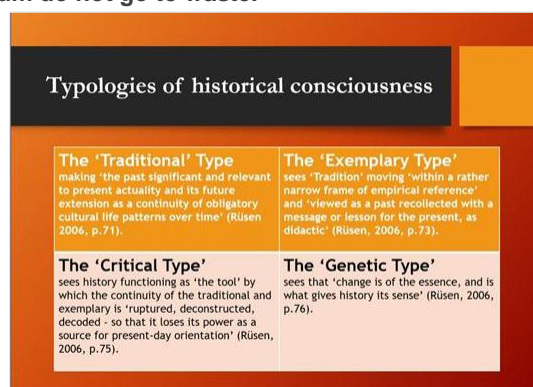


With evident enthusiasm for all things curriculum, Kat Howard opened this launch event with her keynote on “Principles of Meaningful Curriculum Development,” looking at how to align subject and school curriculum and shared her experience and expertise with some invaluable takeaways.

Director of a large MAT Teaching School Hub, with experience as a school senior leader, Kat is author of the bestselling “Stop Talking About Wellbeing: a Pragmatic Approach to Teacher Workload” and is also co-author of “Symbiosis: the Curriculum and the Classroom.” An in-house Expert Adviser for the Teacher Development Trust, Kat writes curriculum content for the Reformed NPQ Leadership Suite.

Curriculum development is a fundamental aspect of school life and is linked to teacher workload and retention and is one of the reasons teachers often state for leaving their post due to the disconnect and discontentment from wasted time on what they perceive to be fleeting initiatives.

Hence the value of ensuring best intentions in crafting a curriculum do not go to waste.



"Approaches to Decolonising Curriculum Knowledge" | Dr Marlon Moncrieffe



School leaders and educators understand the significance of equality and diversity in the curriculum, but this awareness was undoubtedly brought into public prominence and perception by the 2020 Black Lives Matter international protests. Next keynote speaker, Dr Marlon Moncrieffe led on this agenda with his talk on “Approaches to Decolonising Curriculum Knowledge” in how policy relates to theory and practice.

Principal Lecturer at the School of Education at the University of Brighton, Marlon is the Knowledge Exchange Leader and Chair of the Research Ethics and Integrity Committee. [...]

As part of his research, Marlon engaged with the UK Parliament and House of Commons Education Committee to share his work; and through the Chartered College of Teaching, he has created resources that champion inclusive and equitable approaches to education, teaching and learning and to guide teachers in how to have confident conversations in the classroom.

A child of the Windrush generation, Marlon reported how his research into centring the “Black” British voice in teaching and learning has found that nothing much has changed in the History curriculum from a UK perspective. The colonial time-warp persists with the past recurring in the present: from the slave rebellions across the Caribbean up to the Black Lives Matter antiracism protests in the 21st Century. It is a false justification of the hierarchical power of one racial group to be given more privileges in society.

Report by Jude Owens, PA to the SWIFT Executive Team

READ THE FULL AUTUMN CURRICULUM FORUM REPORT [HERE](#)

Other News Items



Sport England Programme Findings: Insights for Schools and Sector Partners + FREE Top Tips and Resources

Sport England, in association with Sheffield Hallam University, Youth Sport Trust, Activity Alliance and Association for Physical Education, has shared key insights taken from its Secondary Teacher Training (STT) programme. The research explores how Secondary Schools can adopt inclusive practices and incorporate student voice to provide a better PE, school sport and physical activity (PESSPA) environment for students.

Inclusivity, increased participation and student voice were the dominating topics brought to life through pupil-focused research. It found that giving young people, especially those who are less active, the chance to shape their PE lessons created a happier environment. How getting to know and understand students' motivations and barriers can help encourage enjoyment and engagement, and that the least active students don't recognise opportunities to be active at school, as easily as their active peers.

To showcase the findings, Sport England has created five infographics detailing key outputs from the STT programme to be shared far and wide across the teaching community. Teachers can find tips which answer questions about why PE matters and why PE makes a happy school, as well as insight on how to make PE great and accessible for all students.

In addition, Sport England has also developed 10 short films which feature case studies of teachers and students positively impacted by the programme. The films highlight the easy-to-adopt ways secondary school teachers have implemented new approaches having completed the STT programme. The films focus on themes such as; why an inclusive approach is key to increasing participation, why a changing approach to PE makes students think differently, and easy ways to incorporate student voice.

The research also talks about the importance of activity in schools, with a view to the benefits it has on the mental health of young people.



READ THE REPORT FINDINGS AND ACCESS THE TIPS AND SHORT FILMS [HERE](#)

Presenting the Case for Social Media as SWIFT evolves its “socials” presence

The number of social media users in the UK at the start of 2022 was equivalent to 84.3% of the total population, with 78% of all UK adults mostly accessing the internet on a mobile phone.

In the UK:

- Facebook has 48.5 million users
- Instagram has 34.6 million users
- Twitter has 19 million users
- LinkedIn has over 33.6 million users
- YouTube has 41.4 million users

(statistica.com)

Did you know?

- It takes about 50 milliseconds (that's 0.05 seconds) for users to form an opinion about your website: that determines whether they like your site or not; whether they will stay or leave.
- 57% of internet users say they won't recommend a business with a poorly designed website on mobile (your website needs to be responsive).
- Users spend an average of 5.59 seconds looking at a website's written content.
- 70% of small business websites lack a "Call to Action" (CTA) on their homepage.
- 83% of mobile users say that a seamless experience across all devices is very important.
- 94% of people distrust an outdated website.

Why use social media?

- It is possible to reach large audiences quickly.
- Setting up accounts takes minutes.
- Social media allows you to communicate on a personal basis with individual customers and groups.
- Feedback, your audience can (and will) tell you how they feel about what you are saying.
- We are all using mobiles more than ever before.
- You can do a lot for free, and paid options are often reasonably low cost and good value
- Ability to target particular groups, many forms of social media (e.g., Facebook) allow you to target specific groups and/or location.

(Facts Source: NASBTT)



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Interview with SWIFT Early Career Framework Lead

Deputy Director of SWIFT | Colyton Teaching School Hub, Chris Harris

“Most rewarding for me in leading the ECF is the individual stories from our ECTs and Mentors about how the ECF programme has a direct impact on their teaching and mentorship and relates to their classroom practice, ultimately benefiting their pupils and students.”



An essential part of the Department for Education's Teacher Recruitment and Retention Policy, the Early Career Framework (ECF) sets out a two-year professional development programme for Early Career Teachers with structured pedagogical support at the start of their teaching career. A statutory entitlement, the ECF is designed to help ECTs develop their practice, knowledge and working habits.

The ECF was officially launched in September 2021. Designed by national leading organisations, the Colyton and Kingsbridge Teaching School Hubs (TSH) - operating as SWIFT - are proud to be the delivery partner working with national provider, Teach First. SWIFT are also proud to build on the strong pre-existing partnerships with local Multi Academy Trusts and Training School Alliances to provide an area-wide partnership across Devon, Plymouth and Torbay.

With this year's induction successfully complete the programme is now well underway overseen by SWIFT's Early Career Framework Lead Chris Harris and his team.

1. What did you learn from your first year of co-ordinating the ECF for SWIFT?

Technically, this is SWIFT's *second* year in delivering the Early Career Framework following our participation in the pilot year 2020 – 2021, which provided us with invaluable experience and insight. I was grateful during the pilot to gain knowledge and understanding of the ECF content and issues affecting schools in my role as one of the Delivery Leads, which has been essential in my current role of co-ordinating the ECF for SWIFT.

I suppose one of the notable points I have learned is that whenever there is a new and, in this case, a significant change in education, it can present a challenge. But I am pleased to say that I have learned and respected the constant resilience and adaptability of the exceptional schools that we work with.

Indeed, as an example, I am delighted to report that 96% of our ECTs rated the quality of their mentoring as either good or excellent. This is testimony to the brilliant work in schools and reassuring to know the ECF will have a tangible impact on teacher quality and student outcomes.

2. Can you give an insight into your role as a delivery partner for the ECF working with Teach First.

Very importantly, as in any partnership, working with Teach First feels like a genuine sense of partnership.

In SWIFT's role as the delivery partner, we benefit from working with Teach First in delivering a world class curriculum for ECTs and Mentors; but, in the spirit of trust and knowing our schools, we also benefit from the freedom and flexibility given to us in tailoring the content for the schools that we serve.

We have been able to place our ECTs and Mentors into local MAT and Trust based delivery groups and strengthen existing relationships. Another benefit is adding topics to the programme, for example, additional SEND provision and SEND enhancements to the ECF seminars to create an **even more** well-rounded programme.

3. In considering Year 2 of the ECF, can you tell us about some of the new initiatives and your rationale for introducing.

It was exciting to launch Year 2 of the programme this September and to introduce some new initiatives.

One of the reasons we were drawn to working with national provider, Teach First was their unique subject and phase specific design of the Year 2 programme.

We also have our own ECF "Extra" programme that provides an additional programme for all ECTs, Mentors and SLT leads and looks to enhance and supplement aspects of the ECF. The first of these sessions was delivered this half term by a Sheffield Teaching Alliance on antiracist education and was well received by ECTs, Mentors and ECF Leads.

Another initiative is the launch next half term of an ECF Senior Leaders and Induction Tutors Network; which we are confident will help to reinforce programme support and understanding.

We will also be inviting Year 2 ECTs to join our SWIFT Professional Communities and other broader networks to help them transition into their post-ECF career. [...]

Finally, I would like to thank all our Delivery Leads, the SWIFT Central Team and most importantly, the schools we work with: the individual SLT leads, Mentors and ECTs who make it happen.

READ THE FULL INTERVIEW WITH SWIFT ECF LEAD, CHRIS HARRIS [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](#)

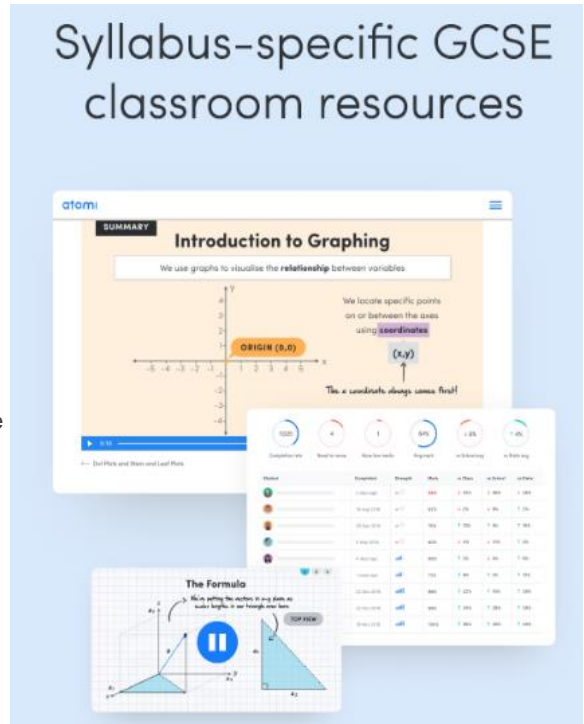


An online teaching and learning platform, Atomi extends learning beyond the classroom and allows students, teachers and schools to work better together.

With syllabus-specific GCSE resources including online videos, interactive lessons, intelligent testing and powerful insights, Atomi makes it effortless for teachers to create engaging, personalised learning experiences and support students in achieving better outcomes.

Atomi is a trusted partner for schools and an organisation we're proud to be working with this year.

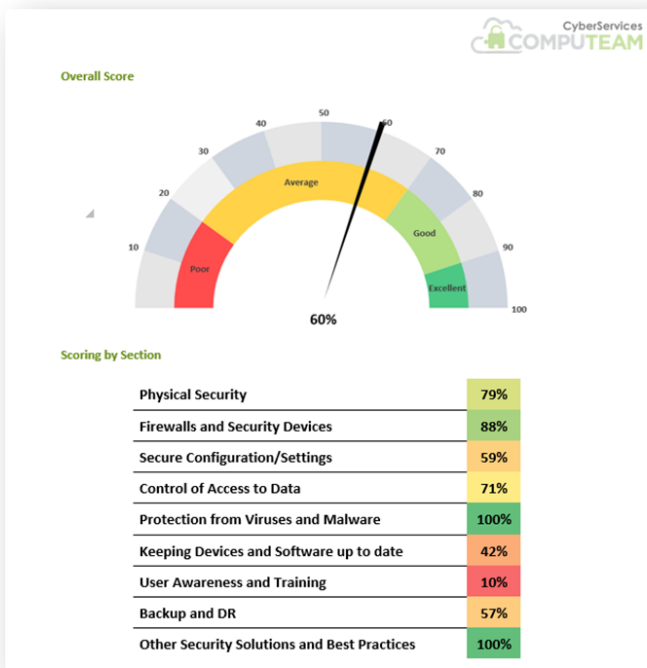
[FIND OUT MORE AND ABOUT ATOMI HERE](#)



How safe is your school?

Cyber security is a complex area and many school leaders tell us that their biggest concern is a lack of certainty around where they stand or what to do next to make improvements.

ComputeTeam has developed a detailed audit that provides a simple visual guide to the level of security. We can check against compliance with the well-regarded Cyber Essentials scheme, but also go further and highlight the key strengths and weaknesses of a current network. Audits are available to ComputeTeam clients and non-clients, and in our view, they are the best way to start your journey to improved cyber security.



In addition to providing an overall score, Audits are reviewed in-depth by our Technical Consultants and where appropriate, comments and recommendations are offered, explaining recommended best practices (see the example below).

Following our audit, we can also arrange to have a formal Cyber Essentials certification undertaken by the UK accrediting body, IASME, to provide your school with an external validation of your status as a responsible steward of data.

How can ComputeTeam help?

At ComputeTeam, we believe in consulting with each school to find a suitable cyber-security solution, balancing policy, risk and of course budget.

To that end, our approach goes beyond a mere salve of products and services; we're committed to starting the discussion and informing you of how to build cyber security into the fabric of your IT and its governance.

So, if you are unsure how safe your school is, then drop us a line and we can have that discussion with you.

[FIND MORE INFORMATION ABOUT COMPUTEAM HERE AND CONTACT HERE](#)

Are Administrative/ privileged access accounts used only for administrative purposes and not by staff for everyday access?	Yes, there is an IT Dept. admin account used for the administration of the network, but also the IT Manager's account has admin privileges too.	1
Comments and Recommendations:		
Staff should have separate user accounts if they are expected to perform both administrative and routine functions and they should log in with their standard user accounts for day-to-day tasks. Administrator accounts should be used only to install or modify software and to change system settings. It is often necessary to use a combination of policy and staff training to achieve this requirement.		



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Institute for Teaching

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