

## NETWORKS UPDATE - MARCH 2009

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| <p><b>Active Learning Community Network</b></p>   | <p>The network is investigating two strands of research:</p> <ol style="list-style-type: none"> <li>1. How do you provide all children the opportunity to influence school improvement? (Pupil voice theme)</li> <li>2. How do we exploit the potential of new technologies to enhance creative learning? (Creativity theme)</li> </ol> <p>In order to do this, it has created two distinct research groups; membership of each is drawn from schools in all Key Stages. The aim is to plan and conduct the research, then to record the findings using the methodology of the Teacher Learning Academy. The aim is to produce high quality research in the first year, sharing this with the wider educational community at a conference in October. The project will continue into a second year, when the findings will be tested across settings in attempts to embed practice and further test hypotheses.</p>  |
| <p><b>Learning Through the Arts Network</b></p>   | <p>An open forum for Primary and Secondary colleagues to review the nature of the Arts in Schools.</p> <p>The aim of this network is to address the fundamental nature of The Arts and examine its unique role in fostering inspirational teaching and learning across the curriculum.</p> <p>An opportunity to share good practice, delve into education theory and embrace practical skills, allowing teachers to enhance their own creativity and develop a creative climate for life long learning</p> <p>A meeting will be held on Monday 30<sup>th</sup> March, 2:00-3:00pm at the Teachers Centre</p>   |
| <p><b>Assessment For Learning Network</b></p>     | <p>After many successful years, the AFL Network is ready to move on. Following evaluation and discussion with current project leaders, we believe that the future direction of the network lies in a "Learning Community" model.</p> <p>Schools have been asked to submit a focused School Improvement Project to the network by February 23<sup>rd</sup>. The successful schools will meet on Friday 27<sup>th</sup> March to formulate their ideas. A celebration/conference will be organized for 2009.</p>   |
| <p><b>Closing the Achievement Gap Network</b></p> | <p>A chance to make an even bigger difference to our vulnerable children.</p> <p>RNLC is planning to launch a new cross-phase network for 12 schools to research what is effective practice in closing the gap for a small group of identified pupils. Participating schools will choose a project leader to drive the initiative forward and contribute to the shared learning at network meetings.</p> <p>The network will provide a menu of themes and ideas for schools to personalise and these will include use of data, bespoke mentoring, use of role models, increasing motivation, creative use of ICT, best practice in working with parents and carers and input and choice about resources and opportunities from the children taking part.</p> <p>It is intended that the project will last for 2 years with events and dissemination taking place termly and it is also hoped that there will be involvement from a range of children's services as well a close connection with a London University. Schools interested in taking part should contact either;</p> <p>Eugenia Weaver <a href="mailto:Eugenia.weaver@redbridge.gov.uk">Eugenia.weaver@redbridge.gov.uk</a>, tel 020 8554 8237 or<br/>Vicky Coxon <a href="mailto:Vicky.Coxon@redbridge.gov.uk">Vicky.Coxon@redbridge.gov.uk</a>, tel 020 8708 3963</p> |

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| <p><b>Creative Curriculum Network</b></p>     | <p>The creative curriculum network is in embryo, but has defined its interests as:</p> <ul style="list-style-type: none"> <li>• Teacher Skills development in creative pedagogy</li> <li>• Using 'Creativity' to raise standards of achievement</li> <li>• Rose Review implications</li> <li>• Creativity for engagement in the Foundation Subjects</li> <li>• Expanding practices in a cross-curricular framework (especially in maths/numeracy)</li> <li>• Exploring how Creativity sits alongside 'Standards' straight jackets</li> <li>• Singularity of subjects and time percentage issues.</li> </ul> <p>Colleagues will be constructing networked activities when all schools have had a chance to submit their interests in the network's focus. Currently Luke Abbott is the lead person from Redbridge LA in the interim until the co-leaders meet later in March.</p>   |
| <p><b>Inclusion Network</b></p>               | <p>The Inclusion Network continues to develop and broaden its membership to include primary, secondary and special schools along with staff from key agencies such as the School Improvement Service and Redbridge Children's Trust</p> <p>The aims of the group are</p> <ul style="list-style-type: none"> <li>• To provide a forum in which to share experiences across schools</li> <li>• To learn about and reflect upon partnership activities between schools</li> <li>• To stimulate new partnerships between schools</li> <li>• To place individual school activities within a larger frame</li> <li>• To learn about the latest trends and research findings</li> <li>• To identify ways in which pupil progress can be enhanced, articulated and recorded.</li> </ul> <p>The focus for our annual conference on March 6<sup>th</sup> 2009 was 'Breaking Down the Barriers to Learning' and this will provide a springboard for further work this year on the student voice at the heart of Person Centred Planning</p> <p>The Co – Leaders of the Inclusion Network are:<br/>Michele Meston – Beal High School<br/>Peter Bouldstridge –Newbridge School</p>  |
| <p><b>Foundation/ Key Stage 1 Network</b></p> | <p>The Foundation Stage/Key stage One network has the underlining ethos of identifying key areas of research focus in each of our participating schools, actively engaging in action research to try and discover answers to the questions we set out to explore and finally using our network as a way to sustain and share this process and its implications with other schools. This action research is all set within the common shared understanding that first hand experiences should be the driving force of good early years pedagogy and if we can draw out implications and learning experiences that will strengthen the quality of provision within our schools, then such findings should be shared with others so best practice continues to grows and consolidate across the borough.</p> <p>In a nutshell we have adopted this view from Tim Smit as our guiding philosophy:</p> <p style="text-align: center;">the antidote is to take a few risks...</p> <p><i>"First hand experience is perhaps the most important foundation stone in discovering who you really are, and what you might become. Without huge dollops of it, encouraged and nurtured, but rarely directed, we can never become more than the sum of other peoples lives, experienced at second hand...the antidote is to take a few risks, and let the mud squidge through your toes from time to time."</i></p> <p><i>(Tim Smit)</i></p> |

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| <p><b>New Arrivals/<br/>Mobility<br/>Network</b></p>                           | <p>The network is in the process of change as new schools are identified through data. The top 20 schools affected by New Arrivals/Mobility have been invited to attend a meeting on 9<sup>th</sup> of March at the Teachers Centre.</p> <p>Plans for collaboration included:</p> <ul style="list-style-type: none"> <li>• Develop guidance to identify new arrivals who are potentially Gifted &amp; Talented</li> <li>• Extend translated standard school letters to include new communities coming to Redbridge, e.g. Romanian</li> <li>• Identify a group of new arrivals to track progress from primary into secondary, collating evidence to evaluate value added</li> <li>• Develop parent courses for new arrivals focusing on:             <ul style="list-style-type: none"> <li>○ Developing own skills in order to support child's learning</li> <li>○ Understanding British education system &amp; expectations of schools</li> </ul> </li> <li>• Identify children of parents attending courses &amp; monitor/assess impact on child</li> <li>• Research experiences of differing groups of new arrivals to identify how pupils' needs can best be supported</li> </ul>  |
| <p><b>Secondary<br/>Heads<br/>Collaborative<br/>Leadership<br/>Network</b></p> | <p>Current plans are underway to focus on secondary issues emerging in Redbridge Schools and to co-ordinate Leadership opportunities across Redbridge.</p> <p>This work will be undertaken in liaison with Bob Drew, the seconded Leadership Advisor in Redbridge.</p> <p>A gap analysis will then be completed and a conference organised; Leadership for Learning/Creating the climate for Leadership.</p>   |
| <p><b>Primary<br/>Leadership<br/>Development</b></p>                           | <p>Bob Drew is currently seconded part-time to the post of Leadership Adviser in Redbridge. This secondment aims to support the development of high quality leadership throughout all schools in the borough, and to stimulate Succession Planning activity. Current work in progress includes:</p> <ul style="list-style-type: none"> <li>• Training for middle leaders</li> <li>• An annual professional development programme for Assistant and Deputy Head Teachers, including an annual conference</li> <li>• A targeted support programme for NPQH graduates, aspiring to their first headship</li> <li>• Training for school governors in Succession Planning</li> <li>• The creation and dissemination of support materials to school leaders on leadership themes, eg Talent spotting</li> <li>• Raising awareness of emerging models of school leadership and their relationship to raising standards eg federations, all-through schools</li> <li>• Workshop on the effective marketing of school vacancies</li> <li>• Research into factors that affect women and BME teachers' aspirations to leadership posts</li> <li>• Whole school support for leadership teams</li> </ul> <p>Future negotiations are underway to:</p> <ul style="list-style-type: none"> <li>• find a way to effectively communicate leadership CPD opportunities to Redbridge teachers</li> <li>• develop support for whole school leadership teams, by exploring the potential of different models of distributed leadership, and linking support across and between teams by focussing on creating an effective climate for the leadership of learning</li> </ul> |