

## ITE PRIORITIES

Our Weekly focus areas for SP2 for all Bath Spa Teachers are based on our 2010-11 priorities.

- SEN/D
- Behaviour
- Teaching approaches
- Assessment
- Systematic Synthetic Phonics.

*There are Principles of Practice for each of these areas with supporting resources on Minerva (VLE) for use by you and your Bath Spa Teacher.*

## ALSO IN THIS SPRING EDITION

- Access for all at Warmley Park Special School
- Bath Spa ITE Ofsted Inspection
- Situated learning - improving local schools
- BST collaborative research in Bristol Brunel Academy
- English Drama work with St Gregorys Year 9
- BSU Academic sponsorship of Sarum Academy
- 'Count on Bath' - cross curricular Maths projects
- Gifted and Talented Maths project
- The PEY & Key Stage 2/3 cross curricular projects
- The Bath Education Trust
- The Black Families Education Support Group
- BSU research - Developing a community place-based curriculum
- The new Equalities Act - what you need to know
- Scientific Research opportunities
- Welcome to new colleagues



### ***Have you seen the BSU Improvement Plan flyer sent to schools last term?***

Both our Self Evaluation Document and our Improvement Plan are on the BSU website [www.bathspa.ac.uk](http://www.bathspa.ac.uk)



### **Interactive display at Warmley Park Special School**

I have been working with Warmley Park School students and staff on a project that combines both aspects of their specialist SEN status: communication and interaction. We used an interactive whiteboard and presentation software to develop an accessible and touch-based information system for students. They access the main menu by pressing anywhere on the school logo before being shown an image based menu that incorporates 'Wigits', pictorial representations of words, to enable all students to access the information available. A variety of options

appear on the menu which is regularly updated with new content, including the lunch menu, current news events, picture galleries and assembly information.

Taking a lead from Sugata Mitra's (1999) 'hole-in-the-wall' experiment, the decision was taken not to promote the system to students. Rather, it was hoped that the system would be so simple to use that students would be able to navigate their way through it independently. And so it was proved, with the initiative becoming an instant hit.

In future additional elements will be added to promote student voice, including the ability to allow students to vote for their assembly song choices or to give feedback on the day's lunch.

*by Bath Spa Teacher, Richard Williams who worked with Lisa Parker of Warmley Park on this project*

## OFSTED INSPECTION

Bath Spa University Initial Teacher Education Department is being inspected by an Ofsted team from Tribal in the week May 16th - 20th. The team is led by Chris Nye and will cover Primary and Early Years, Secondary and KS2/3 and Further Education. We look forward to the confirmation of the quality of our programmes.

***Many thanks to all schools who play a part in the inspection process.***

## DEVELOPING A COMMUNITY OF PRACTICE OPPORTUNITIES & SUCCESSES



### Collaborative Research at Bristol Brunel Academy - a participant's view

I feel that the BBA project has given me the opportunity to stretch myself and develop further as a Bath Spa Teacher and it has already contributed greatly to the development of my pedagogy. The project has also acted as an enabler in supporting my achievement of the Bath Spa Teacher Profile Characteristics at an Outstanding level and although this wasn't the motivating factor in getting involved with the project, it certainly is a bonus.

Having visited BBA half a dozen times, I always leave feeling inspired to do more. I have been introduced to a new learning language to take back into the classroom to share with my students; a language that I hope will contribute to enabling students to become more independent, 'smarter' learners. Working with BBA has provided me with a better understanding of 'the bigger picture' and using the experiences from my SP2 school to draw comparisons helps develop and extend my understanding.

*Contributed by Kelly MacDonagh, Bath Spa Teacher.*

### Situated Learning

Bath Spa Teachers working in the local school context is not new, although this year, Situated Learning has developed and expanded with interesting outcomes.

The initiative aims to give the BSTs the opportunity to establish a deeper understanding of the development of pupil progress. Through programmes planned by the BSTs, pupils are supported to

overcome misconceptions in subject knowledge, maximise effectiveness of exam or coursework preparation and improve their level of confidence. It also gives them exposure to a wider range of teaching styles and role models.

The response of the pupils to this invasion is very interesting. After initial reticence, once relationships are established, they recognise the benefits. The impact is so positive that pupils want to be included in the work. There is increased engagement as the pupils have their 'personal' teacher. Work rates are noticeably higher and faster progress impacts on pupil confidence and performance in other lessons. The class teacher also benefits as they see pupil progress from a different perspective which they build on in subsequent lessons. BSTs also improve their skills of diagnosing pupil needs and developing the learning on a more secure footing. The project is supported by a study in the University based on the Children's Learning in Science Project based at Leeds.

*The process relies on the active co-operation of the school and its staff so we would like to thank our partners in this work - Culverhay School and St. Mark's School in Bath, Sarum Academy in Salisbury and Henbury School, in Bristol.*

### Secondary English working with St Gregorys

The Secondary PGCE English Bath Spa Teachers entertained the whole of Year 9 at St Gregory's Catholic College recently with three different productions of the Commedia dell Arte play, 'The False Turk'. The workshops explored characterisation, the idea of the 'lazzi' (stock comic stage business) and other drama techniques such as mime, as well as touching on some of the themes in the play: relationships, arranged marriages and racism. The pupils enjoyed the whole experience and staff at the school commented that the pupils will be able to build on this approach to drama when working on 'Macbeth' later in the year.

*Our thanks go to Pat Welsh and Michelle Broderick, the Head of English at St Gregory's.*



## AstraZeneca Science Teaching Trust research with schools

Education researchers at Bath Spa University are investigating how to develop a primary school curriculum designed by schools and their local communities. The new curriculum would be based on sustainability and the relationship between each school and its local environment.

A team from the Children and Environment Research Centre in the University's School of Education has won a grant of £30,000 from the AstraZeneca Science Teaching Trust to carry out the study this year.



The researchers are joining forces with eight primary schools in the Bath and Bristol area to help each one develop a place-based environmental curriculum and associated teaching strategies of its own. Bishop Sutton Primary School (see the photo above) are looking at historical and geographical changes to Chew Valley Lake. Newbridge Primary School in Bath is to create an interactive social history online museum and at Summerhill Infants School, in the St George area of Bristol, children will develop a digital recipe book based on healthy eating. They will all use the community to help develop those projects.

Professor Robert Barratt, from Bath Spa University, who is leading the research, commented: "Our team will be working directly with schools, children and their families. It is an exciting opportunity to advance our thinking about sustainable living and lifestyles."

## Count on Bath



On 9<sup>th</sup> February the Mathematics PGCE Bath Spa Teachers and the Kingswood School, Bath, joined forces in examining the role cross-curricular links may play in the learning of mathematics at secondary level. Bath Rugby provided the materials, and the project 'Count on Bath' was discussed and evaluated by the Bath Spa Teachers. Not only did they do the maths, BSTs also experienced the project as a learner – as the photograph above testifies.

These links between sport associations, schools and universities, can inspire teachers and support them in improving pupil engagement.

Contact the PGCE Mathematics Course Leader Snezana Lawrence if you'd like to be involved in similar projects next academic year.

**s.lawrence2@bathspa.ac.uk.**



Bath Spa University is a co-sponsor of the newly-formed Sarum Academy in Salisbury as part of the exciting growth of a new culture of innovation and learning.

The University is strongly committed to working with schools and Academy sponsorship gives the opportunity for enhanced partnership. This reflects our Commitment to improving education in socially disadvantaged areas.

We contribute to the development of Sarum Academy through two University staff on the governing body and subject specialist staff to help with the development of the curriculum.

In addition the school will work with Bath Spa Teachers on placement and on the Situated Learning project (see previous page). University staff will also help with professional development.

Nick Sorensen from the University's CPD team is already facilitating staff development with middle managers on leadership and the support staff in improving their practice through action enquiry. There is also support for community education – adult learners - in the region. University staff will also learn from these collaborations and share in research activities.



## Key Stage 2/3 *Teaching through The Tempest*

The Key Stage 2/3 Bath Spa Teachers enjoyed a fantastic cross curricular project culminating in two days working with children at Walwayne Court Primary School in Trowbridge. Pete Newbury led the project showcasing the application of creative thinking to the curriculum. 'The Tempest' formed what many of us thought was the unlikely 'hook' for the project. The school based element saw the Bath Spa Teachers working with Year 4-6 classes for two full days. The class teachers were redundant as confident and motivated BSTs sparked in their new role.

Children were painting, breaking codes, bookbinding, weaving, playing all manner of instruments, singing, dancing and acting. The creative use of colour in the neat woven bookmarks showed amazing attention to detail and these, with the bound book containing exciting memories were the most valued legacy of the two days.

### Bath Education Trust

The Bath Education Trust, founded in January 2009, brings together the resources of the City of Bath College, Beechen Cliff and Hayesfield Schools, and also includes the University of Bath and Bath based engineering firm, Rotork. The Trust aims to provide students with a wealth of educational and practical experiences, through their relationships with higher education institutions, businesses, charities and community groups.

Bath Spa University welcomes the invitation to join the Trust. We look forward to working with partners to improve the learning experiences of young people through initial teacher education, through professional development for teachers and by sharing the University's resources.



### Primary and Early Years Project 1 *Where am I?*

This project aimed to provide opportunities for BSTs to become independent, critically reflective learners and strengthen their understanding of the links between learning and teaching.

It also allowed them to work collaboratively and explore practical subject-based and cross-curricular activities as well as investigate learning outside the classroom.

#### *Outcomes of the project*

BSTs felt the experience transformed their understanding of the ways people learn and the implications for their teaching. There was awe and excitement for the environment and their new experiences of it. Tutors feel that BSTs now have a different approach to discrete subject sessions, as they are participating in activities creatively, taking risks and engaging in critical reflection.

### Fund Raising

The BSTs had a great time at the 'Carols around the Christmas Tree' event at the end of last term, accompanied by mulled wine and mince pies. The collection for Oxfam raised £135, enough to train 5 teachers in Africa!

### Black Families support

This is a BANES funded project offering extra support to young black pupils in English, Maths and Science. Weekly sessions for pupils from Years 6 and 7 have been organised in English and Maths run by Bath Spa Teachers for an hour or so in each subject. The work complements the work the pupils are undertaking in school.

## Gifted and Talented Mathematicians in BANES and pupil-led learning



During this academic year the Bath Spa Teachers had opportunities to engage with two series of master classes for Gifted and Talented pupils from BANES. The project centered on exploring ways in which we can support the G&T pupils through pupil-led learning; by giving pupils a range of ideas about mathematical topics that they may want to engage with, and then deciding which ones they would like to pursue further with their teachers. This project has been supported by the grant from the NCETM (National Centre for Excellence in the Teaching of Mathematics). The work with Gifted and Talented pupils will continue in participating schools and we are planning a day conference in June/July 2011 for pupils from participating schools to showcase their research in mathematics. We will keep you posted.

*If you would like to be included in the series of master classes for G&T next year please let us know!*

**'The Centre for Research in Early Scientific Learning (CRESL) at Bath Spa University** is hoping to run a project looking at the place of science in the creative curriculum at primary level.

If you offer a creative curriculum in your school and are interested in developing the role of science within a creative focus, contact Dan Davies - [d.davies@bathspa.ac.uk](mailto:d.davies@bathspa.ac.uk)

## TeachMeet ITTE Bath Spa

*"Technology to take into the classroom"*

Initial Teacher Education at Bath Spa hosted a TeachMeet in February for local teachers to share innovative learning technologies. It showcased presentations of a range of free web based resources such as the use of Twitter for sharing expertise and providing pupil support as well as more Web 2.0 apps from Donna Hay, Head of ICT at Abbeywood Community School. Clare Furlonger and Emma Asprey who organised the evening plan to make it an annual event..

## Equality Act 2010: What do I need to know?

The Equality Act brings together nine separate pieces of legislation into one single Act simplifying the law and strengthening it in important ways to help tackle discrimination and inequality. Implementation of the majority of the Equality Act started at end of 2010. **Equality Act 2010: What do I need to know?** is a series of summary guides and "Quick Start" guides to the key changes in the law, produced by the Government Equalities Office in partnership with the British Chambers of Commerce, Citizens Advice, ACAS and the Equality and Diversity Forum, to support implementation of the Act. These simple guides set out clearly what the new laws will mean for business, the public sector, the voluntary sector and the public, helping people understand their new responsibilities and rights in the work place and when providing or accessing goods or services.



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AND LAST BUT NOT LEAST.....WELCOME to Nick Breeze our new Learning Technology Support and Development Officer

Nick has a wealth of academic and educational experience encompassing instrumental and classroom music across all phases from primary to higher education contexts. He has also been composer-in-residence and worked in music production.

Nick's doctoral studies focussed on the use of ICT in the secondary music classroom. From 2002 to 2007 he worked on the PGCE Music team at the University of Bristol.