

Curriculum Management

SUPPORTING TODAY'S CURRICULUM MANAGERS IN SCHOOLS

Update

September 2009

Issue 98

White Paper poses more questions than offers answers

After months of delay, the Government's *White Paper Your child, your schools, our future: building a 21st century schools system* was published at the end of the school year while teachers' minds were elsewhere in the run-up to the summer holidays.

Some will see this as a move to bury the story by coming out during the summer hiatus; others will consider it simply as a delay due to the Government not being sure on what exactly to include and how. For many, the content of this overdue key publication was disappointing in its lack of bite; others were pleased that it was not being used to bring in the next new wheeze, but instead focused more on consolidating existing initiatives and approaches.

Either way, it certainly posed more questions than provided answers in its lack of detail – which the Government said would follow on at a later date.

Guarantees key feature

Guarantees were a key theme: one for pupils and one for parents.

The pupil guarantee included proposals for extra catch-up support for 11-year-olds starting secondary school below expected achievement levels via one-to-one tuition and small groupwork. How this differs to the catch-up provision already on offer remains to be seen. The plan is for schools to then regularly assess these pupils' achievements throughout the year to check their progress. Any move to impose further testing, potentially resulting in more time being taken away from learning, is likely to raise alarm bells in many quarters.

The White Paper also guarantees a 'statutory proper choice of high quality learning routes at 14', but there was little detail at this stage as to how it defines what constitutes a 'proper choice'. All secondary pupils are guaranteed a 'personal tutor', who as well as providing for their individual learning needs will be a contact point for their parents – how this will differ from the form tutor role operated in most schools was not clear. The ASCL stressed that such guarantees were fraught with difficulties, *continued on p2*

'Extra hurdles' put in way of progress for disadvantaged schools

Pushing forward with its drive to stamp out underachievement, the Government is setting up seven more National Challenge Trusts to help it fulfil its pledge that by 2011 no school will be in the position where fewer than 30% of pupils gain five or more higher-level GCSEs, including English and maths.

Launched in 2008, National Challenge is about supporting schools in challenging circumstances to overcome low attainment.

But when announcing the new Trusts, Education Secretary Ed Balls also issued a warning for those schools struggling to raise achievement: 'We will need to see further, renewed commitment to replacing schools that aren't making sufficient progress.'

Threatening these schools in this way completely contradicts his assertion that National Challenge was about support not punishment, believes *continued on p2*

In brief

Cash on offer to fund specialist dyslexia teachers

Pupils with dyslexia are to benefit from expert teachers thanks to new funding of £10m to train 4,000 such specialists over the next two years. Following the review by education expert Jim Rose of the provision for dyslexic students, the Education Secretary has accepted all recommendations to give schools access to three levels of expertise:

- up-to-date information and guidance for teachers, including a helpline, so that they know how to adjust their teaching to be accessible to pupils with dyslexia
- courses developing teachers' expertise, including online ones on how to select the best techniques for managing dyslexia
- access to a specialist teacher for all dyslexia sufferers needing intensive support.

See: www.dcsf.gov.uk

September guarantee: a sham?

Apprenticeship places have increased by 25,000 compared to last year, and a further £655m has been put into the September guarantee initiative providing an additional 55,000 places in education and training this year for 16 to 18-year-olds who want them, according to Government figures. But some see the guarantee as a cynical measure to keep the not-in-education-employment-or-training (NEET) figures down by herding students on to courses that were not always part of their original career plan. The stats say that nearly one in five 18-year-olds are NEET, an increase of 2.4 percentage points on last year – although the reality is often higher as the figures do not take account of those quitting a course or job early on in the first term.

See: www.dcsf.gov.uk

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White Paper poses more questions than offers answers

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were inappropriate in legislation and would 'result in disputes and court cases'.

MOT test for teachers imminent

In one of the more controversial proposals, one that many will see as a cack-handed attempt to drive up quality, all teachers are to undergo a regular MOT of their fitness to teach to keep their 'licence' to do their job.

In return for an 'entitlement to ongoing training throughout their career', teachers will have to be tested every five years on the standards of their teaching for their licence to be maintained – or face losing it. The Government also wants all new teachers to undertake a Masters degree in teaching and learning (T&L).

While some will welcome the move to uphold standards of T&L – as the White Paper itself says, similar schemes are in place for doctors and solicitors – the devil could be in the detail. At this stage, the facts of the scheme were very hazy, with no insights into how teachers' ability will be assessed. Neither was there a promise of extra funding at this stage to pay for the ongoing professional development teachers will need to maintain their licence. 'As no money has been attached to this proposal and performance management has not resulted in access to CPD, there is nothing to welcome in this proposal,' said NUT General Secretary Christine Blower.

NAHT General Secretary Mick Brookes stressed the need for more clarity in how the

licence will operate. 'It is vital that any revalidation process does not become overly bureaucratic and an undue burden on headteachers faced with administering it,' he said. But the ASCL was more welcoming of the proposal: 'The licence to teach could be a valuable step towards reprofessionalising a teaching profession that has been quite seriously hampered over the past 20 years by top-down regulation in curriculum and assessment,' said General Secretary Dr John Dunford. The licence is due to start in 2010, but at that stage just for newly-qualified teachers (NQTs) and returners.

Power to parents

Back to the theme of guarantees, this time for parents, a couple of further potentially controversial measures were presented. If the proposals go ahead, parents could be given the power to change the type of secondary schools in their area, causing some schools to be closed, merged or turned into academies. This could fuel concerns that the few more vocal parents will be able to push forward their often minority agenda simply because they have the loudest voice. Whatever, structural change is rarely the answer and is often simply a distraction from raising standards, believes NASUWT General Secretary Chris Keates.

Many schools will also wait anxiously for the detail on how plans to give parents a greater say in their child's education will manifest in practice. Mick Brookes was concerned about the shift in power that the proposed guarantees to parents could represent: 'For schools, the continued unsatisfactory imbalance of emphasis between parents' rights and responsibilities will be disappointing.'

Shifts in control

Plans to give schools more freedom to lead their own improvements presented a double-edged sword coupled as they were with the proviso that school improvement partners (SIPs) will have a stronger role. This includes the power to make the school's funding contingent on heads agreeing to the improvement plan they set for them, and to bring in specialist provision to improve teaching. Governors will also be able to ask for external assessments from Ofsted if they are not happy with the school's progress.

The White Paper also enshrines the Government's previously announced plans to replace league tables with a school report card. Again, the full details of this initiative are still to be worked out, prompting further pleas from the unions that it is not used to reduce schools to a single-letter grade.

While for some the guarantees were rife with problems, others saw them as a welcome shift from targets to entitlements. 'The focus on meeting targets was becoming a barrier to ensuring high quality service delivery,' said NASUWT General Secretary Chris Keates, as she applauded the White Paper's focus on consolidating existing successful policies and abandoning those that have had their day. But she reiterated others' concerns about getting the details right: 'Watertight, clear criteria for accessing the guarantees will be essential to avoid schools becoming targets for serial litigants.'

What do you think about the White Paper guarantees and new initiatives?

Email your views to the editor at: angela.dewsbury@optimuseducation.co.uk Access the White Paper at: www.dcsf.gov.uk/21stcenturyschoolssystem

'Extra hurdles' put in way of disadvantaged schools

continued from p1

the NUT. 'By placing a question mark over the commitment of staff in those schools, he will undermine the morale of teachers and pupils alike,' said General Secretary Christine Blower.

New Ofsted inspections further disadvantage

Schools working in challenging circumstances could also be disadvantaged by the new Ofsted inspections starting from this month. The new framework will make it more difficult for such schools to be graded good or outstanding given inspectors' increased emphasis on raw results, believes

ASCL General Secretary John Dunford. He also thought it unfair that such schools were still to be subjected to no-notice inspections. 'Heads will constantly be preoccupied with the arrival of inspectors, closely followed in all too many cases by their P45, instead of getting the coherent support needed to help the schools,' he said. NASUWT General Secretary Chris Keates agreed: 'There is no sound educational reason why a good or outstanding school should be given an unfair advantage to be able to prepare for an inspection when other schools cannot do so.'

G&T disadvantaged offered scholarships

Meanwhile on a positive note, from 2010, targeted disadvantaged gifted learners aged 14 to 19 are to be given a £250 annual schol-

arship for up to four years to develop their particular gift or talent.

As part of new measures just introduced into the Government's gifted and talented (G&T) programme, an online catalogue of G&T opportunities is being developed so teachers can 'shop' for the best activities to unlock the potential of talented learners in their school. A network of high performing specialist schools – so far, 170 have been identified since January – will be given an extra £10k of yearly funding to improve the support given to G&T students.

'By targeting scholarships at disadvantaged but gifted young people we want to open up their opportunities and raise their aspirations,' said Schools Minister Vernon Coaker. See: www.dcsf.gov.uk and www.ofsted.gov.uk

Many would argue that preparing young people for the workplace is one of the most important tasks a school can fulfil, which is why curriculum managers consider it a priority to pay close attention to their work-related learning programme to ensure it gives their students the best preparation possible for when they head out into the world of work. This month's Case in Point looks at how to approach this with success.

Preparing students for the world of work

Now that work-related learning has a higher profile within the curriculum, there are more elements for curriculum managers to consider so that they can be sure to plan the right provision for their students. Prue Huddleston unpicks misconceptions that exist concerning the purposes of work-related education across the 14–19 landscape to give you a clearer understanding of the core issues you need to address to ensure your students are ready for the workplace

Work-related learning (WRL) is an important part of the school curriculum and is a statutory requirement for all Key Stage 4 learners. A new framework from the Qualifications and Curriculum Development Agency (QCDA), formerly the Qualifications and Curriculum Authority (QCA) – *Economic wellbeing 11–19: career, work-related learning and enterprise* (QCA, 2008) – replaces the nine-element framework for work-related learning developed in 2003 to support the statutory requirement at KS4.

Preparing for work, or preparing for life?

The Education Act 2002 defines work-related learning as:

... planned activity designed to use the context of work to develop knowledge, skills and understanding useful in work, including learning through the experience of work, learning about work and working practices and learning the skills for work. (DfES, 2002)

A major strand of current Government policy for the reform of 14–19 education and training is predicated on increasing

WRL experiences

- Curriculum-linked visits to workplaces
- Visitors from business and the community into school, including former students
- Industry days and challenges
- Careers fairs and information
- Work simulation and roleplay
- Work-shadowing
- Mentors
- Enterprise projects
- Mock interviews
- 'Live' projects from external organisations
- Specifically designed vocational programmes

exposure of young people to the realities of the workplace, including aligning qualifications more closely to the needs of employers. This emphasis on both work-related and work-based learning puts pressure on a range of stakeholders, not just on employers, although they are expected to assume significant responsibility:

Career, work-related learning and enterprise education is essential to the preparation of young people for transition to adulthood. It provides the connection between learning and earning, equipping young people with the knowledge, skills and attributes needed to enter and thrive in the working world. (QCA, 2008, p2)

However, work-related learning is not specific to this age range. It has long been integrated within aspects of the primary curriculum, and it is here that many exciting and innovative approaches have appeared (see, for example, the work of Rotherham primary schools at: www.rotherhamready.org.uk). It is also a feature of post-16 education: the rationale for much of the work of further education (FE) colleges is the centrality of work-related learning and work-based learning. According to DCSF (2007):

Work-related learning enriches the curriculum and learners' experience by providing a broad range of learning activities that have been shown to help to raise standards, improve participation, increase attainment and support the delivery of improved outcomes for young people. (p4)

These are significant claims and suggest that the impact of work-related learning has potentially far-reaching consequences beyond simply an 'experience of work'. Herein lies much of the problem, since advocates of WRL appear to 'protest too much' in terms of its efficacy 'in reaching those parts that other (education) does not

reach' (Huddleston and Oh, 2004). For this reason we must be far more rigorous not only in our approaches to the delivery of WRL, but also in the ways in which we seek to evaluate it and to measure outcomes – not just by the 'light in the eye', or the 'feelgood factor', but in sustained tracking over time:

Where the literature yields less is in studies relating to pupils' learning. There is an absence of large-scale longitudinal research in the field, and therefore, it is difficult to quantify with any accuracy the real long-term learning outcomes. (Centre for Education and Industry [CEI], 2002, p11)

Planning a positive work-related learning programme

Given that work experience at Key Stage 4, in terms of time commitment, takes up to about half a GCSE programme, then the opportunity cost of engaging in such activity is substantial, particularly if that experience is poorly planned, has no clear learning outcomes, and is inadequately debriefed. If done well, with all the appropriate quality benchmarks in place, it can be a highly motivating experience for learners, particularly where such learning has clear curriculum links, appears to have relevance for the learner and speaks to their interests.

Ofsted (2007) makes reference to the types of work-related experience that are more likely to provide positive outcomes. It reports that students interviewed in its survey were positive about their work experience when they were able to make links between study and work, and when they could identify new skills development.

These things need to be planned for, just as you would for any other aspect of curriculum development:

Progress was most often good in schools with an energetic and thoughtful approach to curriculum development and work-related learning. (Ofsted, 2007)

CBI competency-based framework for developing employability

- Self-management
- Teamworking
- Business and customer awareness
- Problem-solving
- Communications and literacy
- Application of numeracy
- Application of information technology

(CBI, 2007, p6)

Experience of WRL

Work experience is just one form of work-related learning, albeit the most extensive with approximately 95% of 14 to 16-year-olds undertaking work experience of one or more weeks, but there are many other ways in which young people gain experience of, for and about work. They include the examples listed in the box bottom left on page 3.

The list is not exhaustive and does not include the significance of part-time work for young people at 16+. At the end of October 2008, the *Annual population survey – workplace analysis* (Office for National Statistics, 2008) revealed that a total of 663,700 young people aged 16-19 were in part-time employment in England, a substantial proportion of whom are likely to be students. The figures do not reveal the extent of any 'casual' employment of this age group. Serious questions should be asked about the extent and nature of work-related learning that is being acquired in this way, but so often little attention is given to it.

As John Dewey reminds us: 'example is notoriously more powerful than precept' (Dewey, 1916, p21). These experiences can be used in the school context, for example, to:

- enrich learning in business studies
- contribute to understandings of workplace rights and responsibilities in citizenship
- develop financial capability through earning one's own money.

It is also recognised that young people in such part-time employment may also receive training, certainly in health and safety, food hygiene, where applicable, and often in customer service. How much of this is being transferred into classroom practice to inform learning? This type of experience also provides opportunities for young people to develop those 'employability' skills much lauded by employers.

Do employers speak with forked tongue?

Employers' alleged dissatisfaction with the skills of school-leavers is a familiar litany. It gets a reprise in the report from the Confederation of British Industry (CBI) *Time well spent – embedding employability in work experience* (CBI, 2007). In it we read the all-too familiar dissatisfaction that employers (proxy CBI) have with school-leavers and graduates too, we are told. Nevertheless, whole sectors of the economy are happy to run on part-time labour, many of whom are students, and yet complain about young people's lack of 'employability' skills. Are these the same employers, or are they just seeing things differently?

There are some problems here. The CBI represents, in the main, large employers; the majority of work experience placements are provided by small enterprises, whose views are difficult to canvass. The numbers of school-leavers, say at age 16, directly entering the labour market has dwindled over the past decade, and is likely to reduce further given the raising participation agenda. So who are these school-leavers?

Developing skills

There is a need to differentiate between 'workready' and broader skills that are important in life more generally as well as in employment.

The CBI report sets out a seven-point framework of competencies that it regards as central to the development of employability ('a set of attributes, skills and knowledge that all labour market participants should possess to ensure they have the capability of being effective in the workplace') – see the box above left.

These are important for success in contexts beyond the boundaries of the work-

place and a good school would seek to develop and foster them in its young people, not simply as a preparation for employment but as a preparation for life. These should be reflected in the aims of the school and find expression within the specifications for functional skills, currently being piloted, and personal learning and thinking skills (PLTS), which are integral to the new diplomas and indeed should be for all qualifications.

Programmes designed for pre-16 learners are often very different in their character from those designed for post-16. Research carried out by Stasz and Wright (2004) helpfully makes distinctions between pre-16 and post-16 vocational, so-called, learning programmes in terms of their orientation and anticipated outcomes. For the pre-16 group programme goals are often very wide, including:

- 'understanding the world of work'
- 'learning how businesses operate'
- 'improving motivation and attendance'
- 'developing awareness of employment opportunities and their diversity'
- 'developing skills for enterprise and employability' (Stasz and Wright, 2004, p4).

For the post-16 group, goals are more likely to be framed in terms of:

- 'achieving vocational qualifications'
- 'facilitating transition to FE, higher education (HE) or employment'
- 'greater labour market orientation' (Stasz and Wright, p4).

Often this distinction may be reflected in terms of weaker (pre-16) or stronger (post-16) vocational offerings.

These programmes involve different types of learning, some of which may be quite superficial, whereas others require 'deep learning' and 'knowledge transfer'. We

Opportunities for skills development

Through their subject work, pupils can develop and present their ideas through discussions, presentations and debates. For example:

- In design and technology, young people develop their ideas, work to a brief, either alone or with others, and bring projects/artefacts to fruition, thus developing problem-solving and teamwork skills
- In business studies, there are opportunities to identify market opportunities and associated promotional techniques both theoretically and through engagement in a Network for Teaching Entrepreneurship

(NFTE) programme (offered by the Enterprise Education Trust – see: www.nfte.co.uk) or through Young Enterprise

- There are plenty of opportunities too in science subjects (for more information of the range of activities available see: www.stemnet.org.uk)
- In the performing arts there are limitless opportunities to bring together the skills of the communicator, the organiser, the designer, the business manager, the problem solver, the negotiator, and yet such teamworking opportunities may not always be recognised

Characteristics of effective WRL provision

- Excellent management and support from the school leadership team
- A clear policy and strategy for WRL, including clear aims and learning objectives that are recognised by all staff
- Appropriately trained and qualified staff, supported by a programme of external and inhouse professional development
- Adequacy and sufficiency of resources to support WRL, internally and externally
- A defined and coherent entitlement for all students that is well integrated across the curriculum, as well as allowing for extra-curricular opportunities, with recorded learning outcomes
- Monitoring of levels of student and staff satisfaction with work-related learning activities and delivery
- Involving business and community partners in a meaningful and authentic manner

(Adapted from CEI: *Excellence in Work-related Learning Award* – see: www2.warwick.ac.uk/fac/soc/cei/awards/workrelatedlearning)

need to know much more about how and what pupils learn in work-related contexts.

The rapidly changing nature of employment, including job security, requires a focus on a more generic set of skills that will enable young people to survive in an uncertain world, not just the world of work. These I would describe as ‘threshold skills’. How best can schools ensure adequate opportunities for students to develop these skills?

There are a range of opportunities available to schools, both within and beyond the curriculum, to help with such skills development – see the box bottom right on page 4 for examples.

Sometimes all that is required is to think about things in a different way. A useful starting point is a curriculum audit. This will help you to identify opportunities within subjects for integrating work-related learning opportunities. A survey undertaken by CEI (CEI, 2002) identified opportunities for work-related learning across the majority of the curriculum at Key Stage 3 and 4 as well as opportunities within specifications for GCSE and GCE. It is a *sine qua non* of vocational programmes that they are work-related; they definitely should be.

What can schools do?

Given that work-related learning is a statutory requirement at KS4, schools have

to make provision for it, but the success of such provision will be dependent on a number of factors – see the box left.

Evidence from the DCSF (2007) report *Building on the best* points to the fact that students gain their work-related learning experience in a variety of different ways, contexts, and across different subject areas, or through courses leading to vocational qualifications. This learning is not always recognised or made explicit. One of the most fundamental, and yet insufficiently addressed, questions is: ‘What has actually been learned?’ and the supplementary question put to me by a young person whom I was watching participate in an enterprise activity: ‘Just what are we supposed to be doing here?’ Judging by the way in which the activity was being conducted, I had sympathy with his question. Again, opportunity cost sprang to mind: might he have been better occupied improving his literacy and numeracy skills? At least there was compensation in the fact that he was clearly a reflective learner.

Schools frequently rely on the services of intermediary bodies, or brokers, to provide elements of work-related learning activity for them. Some of these may be Education-Business Partnerships (EBPs), but there are many which are not.

Education Business Link Organisations (EBLOs) are a diverse set of organisations, some national, others more local, that have developed over time into a veritable cottage industry of provision. The quality of the offer has been noted as ‘variable’, some of it excellent, some poor (DCSF/DIUS 2008). Because there have been no quality standards, it has been difficult for schools to make informed judgements about what they are buying.

In its drive to improve the quality of work-related learning, the DCSF has developed national quality standards for intermediary organisations and national quality standards for work experience delivery (see: DCSF 2009a, 2009b, 2009c). In future, only those organisations meeting the standards will be eligible for funding.

Given the additional demands that will be made on employers for work-related learning opportunities, including work experience with the introduction of diplomas, this emphasis on quality is important. Key success factors for diplomas will be the extent to which ‘work-relatedness’ is integrated into the learning programme, where tasks are authentic, set in realistic learning environments and delivered by staff with recent and relevant experience of the sector.

Challenges

The current 14–19 reform agenda poses significant challenges for schools, indeed for all those engaged in 14–19 education and training, faced as they are with substantial change in the curriculum, in qualifications, in institutional and organisational arrangements, funding, and in the number of young people remaining within the system. Work-related learning will be central to much of this proposed reform; the reforms will not be successful without it. However, it requires a broader definition and understanding of what is meant by WRL, not just as preparation for a narrowly defined concept of work, but as a broader prepara-

continued on p10

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Case Study

Working with partners to ensure students are workready

Anne Jones, Personal Development Coordinator, St Michael's RC School, Billingham, Stockton-on-Tees

In its latest report, Ofsted said of the work-related learning (WRL) offered at our school:

Good careers guidance, extensive opportunities to develop business and enterprise skills, together with strong work-related learning experiences ensure that students are well prepared for the world of work. (Ofsted, 2009)

Previous to my post as Personal Development Coordinator, I had spent a number of years as a Pastoral Head. Alongside this responsibility, I had taught various aspects of technology in the school, moving on to teach religious studies. My varied teaching experiences have prepared me well for the multi-lateral approach required of my present post. Alongside my pastoral duties in upper school, I was also careers coordinator, a post I reluctantly accepted at the time but came to be the mainstay of a deeper understanding of why students need to develop specific work skills that will prepare them for the 21st century.

Challenges of integrated post

The present post evolved into an integrated post, bringing elements of personal, social and health education (PSHE), careers, vocational studies, enterprise, citizenship, work experience, and Progress File, together with other implementations of newer initiatives such as the social and emotional aspects of

School context

St Michael's is a Roman Catholic school with a specialism in science and applied learning providing secondary education for the Catholic children of Billingham and Norton in Stockton-on-Tees – 71% of our students are Catholics. The school welcomes pupils of other denominations whose parents apply for a place in the school, and who meet the admissions criteria. We have 876 pupils on roll, of which 6.3% have learning difficulties, 7.6% are on free school meals (FSM), and 3.1% have English as an additional language (EAL). In 2008, 77.2% of students achieved five or more A*-C grades at GCSE level.

Benefits of WRL

- Improving motivation and raising levels of attainment and achievement
- Encouraging pupils to develop the knowledge, skills and attitudes needed to work
- Broadening their career aspirations
- Helping them to be able to apply what they learn at school in the workplace
- Giving students a basic economic understanding
- Raising self-esteem and self-confidence and developing their maturity

learning (SEAL) curriculum. The main idea was to rationalise the different requirements and entitlements of the plethora of areas attached to this, and put them into a programme that would fully cater for the needs of our students, preparing them to be well-informed and realistic decision-makers, so that they will be successful citizens of the future. This belief has formulated the approach I have adopted for the post in relation to its implementation and development.

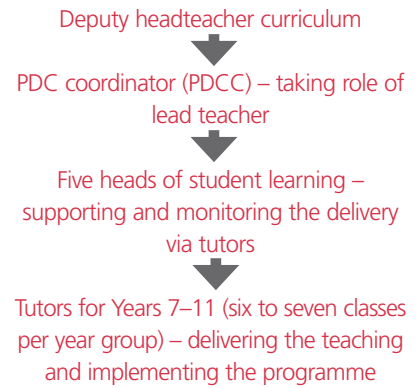
Initially, I found the post to be much more challenging than I had envisaged, as it involved a 'change culture' much bigger than I thought.

First tasks

The main task in the early days was to work with all of the stakeholders who would help or be affected by the outcomes of this area of the curriculum. The first action I undertook was to rejuvenate my career skills to plan a relevant 21st century approach towards preparing our students to be workready.

I enrolled, through Connexions, Stockton-on-Tees, to attend the Diploma in Careers Education 2008, run by Nottingham Trent University. It is a modular course covering many aspects and approaches to careers education. These included how to link careers guidance with WRL outcomes such as work experience and how to manage careers guid-

Structure of personal development department



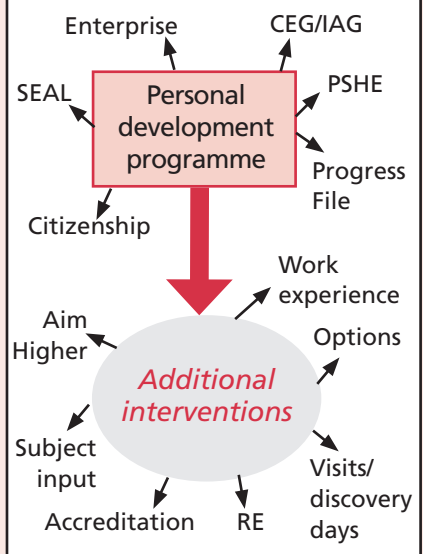
ance and plan the WRL curriculum. The framework enabled me to implement the many changes required for fostering a new 'concept' type of department.

Our PSHE curriculum mainly covered the generic aspects of health education, transition points, work experience and citizenship requirements.

Each head of year formulated and monitored their own PSHE programme during three one-hour tutorials over a fortnight, with careers education being supplemented by visits, school-based presentations and some aspects of partnership working.

As the role of pastoral head changed and a new title was required, head of student learning, the impetus of that role changed dramatically and the personal development curriculum (PDC) became the responsibility of the leader of this department. The structure of the department and involvement with roles is set out

Interventions that support careers/WRL programme



in the box top right on page 6. Interventions that support the programme are set out in the box bottom right on page 6.

Managing change

Changing the view of what was required of a modern, up-to-date personal development curriculum has been difficult because to implement it well requires an awareness of training issues, staff confidence and understanding of the different aspects being delivered in this area, and an understanding of the value of the subject. A realistic period to manage the whole change element of this area is two to three years, especially as work-related learning itself is a whole-school issue. So those involved with the policy and practice should be fully involved in all developments, as should other members of the school staff, co-educators such as teaching assistants, SEN support staff, technicians, business ambassadors/organisations coming into school, for example as outside speakers, Young Enterprise, Giant Impact, sixth-form colleges, governors, students and parents.

Accreditation of the outcomes of the programme is key to its success. Our students are undertaking Level 1 or 2 entry exams through AQA as follows:

- Year 9 has one discrete lesson at work-related learning – a timetabled one-hour slot per fortnight
- all Year 9 students were entered for the preparation for employment exam in May 2009; this cohort will also sit the AQA enterprise and employability exam level 1 or 2 in May 2010, followed by AQA citizenship level 1 or 2 in May 2011
- the present Year 10 will sit AQA enterprise and employability exam level 1 or 2 in May 2009 and AQA citizenship level 1 or 2 in May 2010.

Effective curriculum integration and appropriate progression for every student can have a positive effect on their development of key skills, career management skills, employability, entrepreneurial skills and lifelong learning. A well-planned work-related curriculum can provide many benefits, including those set out in the box top middle of page 6.

Students can discover for themselves what the world of work is like. WRL, when linked to other Government strategies, can be an important factor that influences their career decisions and positive action-planning for the future.

Vision for improvement

Educating students in workreadiness and embedding it into the school culture seemed logical because they had already

begun to make the connection between their aspirations, motivations and their preparation for their own future as effective citizens of the 21st century.

WRL framework at key stage 4 – audit

Element of provision	Models and methods of delivery, suggested materials, partners	Target groups
Recognise, develop and apply their skills for enterprise and employability	● Rolling programme Years 7-11 from Giant Impact – multimedia presentation.	Y7-11
	● Enterprise activity day – multimedia presentation and kinaesthetic learning	Y7-11
	● Make your mark challenge	Y9-11
	● Use of ICT packages – <i>Fast tomato</i> (www.fasttomato.com), and <i>Streets ahead</i> and <i>Cascaid</i> (both www.cascaid.co.uk)	Y7-11
	● Connexions, Education Business Partnership (EBP), critical thinking, Progress File	Y7-11
Use experience of work, including work experience and part-time jobs to extend their understanding of work	● Working with EBP on the work experience programme	Y10
	● Tutor-led debrief day	Y10
	● Vocational courses	Y10&11
	● Through PSHE, careers education and guidance (CEG), citizenship and enterprise	Y7-11
Learn about the way the business enterprises operate, roles and rights and responsibilities in the workplace	● Employer and college talks	Y11
	● Preparation for employment qualification	Y9-Y11
	● Through citizenship and PSHE	Y7-11
	● Use ICT programmes, <i>Fast tomato</i> enterprise CD Rom	Y7-11
	● Use of local newspapers – employment opportunities	Y9-11
Develop awareness of extent & diversity of local & national employment opportunities	● Local employers	Y9-11
	● Parents	Y7-11
	● Connexions/Education Business Services (EBS)	Y7-11
	● Training providers for health and safety	Y7-11
	● Outside agencies	Y7-11
Relate their abilities, attributes and achievements to career incentives and make informed choices	● Links with EBP	
	● Science specialist links with industry	
	● Crag Rat Theatre Company	
	● PSHE and citizenship	
	● Options	Y10-11
Undertake tasks and activities set in work contexts	● Post 16+	
	● Years 6-7 transitions	
	● Careers events	
	● Through PSHE	
	● Individual Connexions interviews	
Learn from contact with personnel from different employment sectors	● Progress Files	
	● Work experience	Y10-11
	● Mock interviews	
	● Extended work placements	
	● Diplomas: health and social care	
Have experience of working practices and environments	● CEG curriculum	Y7-11
	● PSHE curriculum	(explore job opportunities)
	● Mock interviews	
	● Careers talks	
	● Visits	
Engage with ideas, challenges from the business world	● Work experience	Y10-11
	● Vocational courses	
	● Enterprise days	
Engage with ideas, challenges from the business world	● Enterprise activities	Y10-11
	● Army days	
	● KS4 science, geography, diplomas and so on	

The pupils became engaged with their personal education journey as they developed their own understanding of the validity of this approach.

Governors, staff, pupils, local businesses, parents and other educational institutions were encouraged to come on board with a shared vision for improvement. At the outset, it was established that a coherent, strategic vision for the whole area would lead to enhanced chances for all students to achieve. The development of specific pathways and clear progression routes towards education and employment would be the most effective route to follow. Collaborative

working with many partnerships was key to successful implementation of our vision.

As effective information, advice and guidance (IAG) provision is already a strong feature of the school, one of the first tasks was to bring this together cohesively. Effective use of data and earlier parental involvement in the consultation process has enabled our school to direct students on to appropriate courses with distinct progression routes.

Partnership working – the role of Giant Impact programme

The key to a good WRL programme is working in partnership with quality organ-

isations, being clear about which objectives and outcomes need to be achieved and being prepared to co-produce the programmes with those partnerships.

Initially, through looking at websites that offer services towards the development of this area of the curriculum, I met with prospective providers, viewed resources on a trial basis and sought recommendations from colleagues on who would deliver aspects of WRL effectively.

While most providers will offer an off-the-peg, one-size-fits-all type of presentation for large sums of my ever-dwindling budget, I contacted Giant Impact and entered into a professional dialogue. I

Giant Impact programme		
Elements	Outcomes	WRL no
<p>Recognise, develop and apply their skills for enterprise and employability</p> <p>1 Describe and demonstrate the main qualities and skills needed to enter and thrive in the working world</p> <p>2 Evaluate the usefulness of a range of employability skills</p> <p>3 Assess, undertake and manage risk, and make decisions in conditions of uncertainty</p> <p>4 Collect relevant evidence and use it for making decisions</p> <p>5 Show leadership, management, drive and self-reliance when working on tasks and in teams</p> <p>6 Demonstrate innovative approaches to solving problems</p>	<ul style="list-style-type: none"> ● Use guided self-exploration to recognise and respond appropriately to the main influences on their attitudes, values and behaviour in relation to learning and work ● Review and reflect on how their experiences have added to their knowledge, understanding ● Explain why it is important to develop personal values to combat stereotyping, tackle discrimination in learning and work to suggest ways of doing this ● Select and use decision-making techniques that are fit for purpose, including preparing and using action plans that incorporate contingencies 	<p>1.4</p> <p>1.1, 1.4</p> <p>1.1</p> <p>1.4, 1.5</p>
<p>Use their experience of work, including work experience and part-time jobs, to extend their understanding of work</p> <p>1 Give an account (in any medium) of their work placement or part-time job identifying what they have learned about work</p> <p>2 Apply some of the learning gained from work experience to their KS4 courses and their career planning</p> <p>3 Analyse what motivates people for work</p> <p>4 Demonstrate an understanding of the main changes happening in the world of work</p>	<ul style="list-style-type: none"> ● Use WRL and direct experience of work to improve their chances ● Review and reflect on how their experiences have added to their knowledge, understanding and skills, and use this information when developing career plans 	<p>2.2</p> <p>2.1, 2.3</p>
<p>Learn about way business enterprises operate, working roles and conditions and rights and responsibilities in the workplace</p> <p>1 Outline main types of business enterprises & the key roles within each</p> <p>2 Give examples of employers' and employees' rights and responsibilities at work, particularly in relation to equality of opportunity, respect for diversity and health and safety</p> <p>3 Demonstrate a basic knowledge and understanding of a range of economic concepts</p> <p>4 Describe some ways that working conditions changed during the last century and give some reasons for the changes</p>	<ul style="list-style-type: none"> ● Explain why it is important to develop personal values to combat stereotyping, tackle discrimination in learning and work and suggest ways of doing this ● Take into account finance and other factors when making decisions about their future 	<p>3.2, 3.4</p> <p>3.3</p>
<p>Develop awareness of the extent and diversity of local and national employment opportunities</p> <p>1 Explain the chief characteristics of employment, self-employment, unemployment and voluntary work</p> <p>2 Recognise the concept of the labour market (local, national, European and global)</p> <p>3 Describe the main trends in employment in their local area and relate these to their career plans</p>	<ul style="list-style-type: none"> ● Describe employment trends and associated learning opportunities at different levels ● Compare different options and select suitable ones using their own criteria and the outcomes of information, advice and guidance ● Use self-assessments and career-related questionnaires to help identify and set short- and medium-term goals, career and learning targets. 	<p>4.1</p> <p>4.1, 4.2,</p> <p>4.3</p>

required specific elements of the presentations and insisted I would like to personalise it to meet the needs of St Michael's students, which would differ on a number of counts to many other schools. We would do this by looking at the local employment context within our catchment area and making presentation of data or event information relevant to the area in which the students live and operate.

It was evident that Giant Impact was an organisation with whom we could work.

We have worked with this business partner for more than four years and, within that time, together we have developed a progressive programme that spans the five year groups from Y7 to Y11.

Giant Impact is delivered through a collapsed timetable to a whole year group (could be Year 7, 8, 9, 10 or 11), a half-day delivery with half of the cohort having a morning session and the other half doing it in the afternoon. Teaching staff who would have taught particular groups

then supervise the students and help staff with the organisation.

The programme includes presentations and active experiences such as those set out in the box right. It is regularly modified according to pupil need, and to the present time. For example, the financial capability presentation used up-to-date information relating to the collapsing economy and the local employment situations. In Year 8, the motivation presentation aimed to raise pupils' self-esteem and help them make links with future lifelong learning as a pathway to success.

Creating an integrated curriculum

As the statutory requirements for WRL can be identified in so many areas of the whole-school curriculum, and through enrichment and extra-curricular activities, it has meant WRL has become more than a subject, or more than a work experience: it is an approach to the curriculum that aims to improve student's employability

Examples of GI content focus

- Year 7 – Learn to learn
- Year 8 – Motivation and financial capability
- Year 9 – Enterprise skills
- Year 10 – Learning and earning – preparation for work experience
- Year 11 – 'Study skills' preparation for GCSEs and post 16+ transition

skills. Almost all learning can be related in some way, as education is the first stage of a lifetime of personal and career development. So the inter-relationship between WRL, careers development and the personal development curriculum is dependent on each others areas' input and support. The box on page 7 outlines the framework of provision we have developed to involve different partners and methods of delivery. Such an approach could also provide opportunities for

Giant Impact programme *contd*

Elements	Outcomes	WRL no
<p>Relate their own abilities, attributes and achievements to career intentions and make informed choices based on an understanding of the alternatives</p> <p>1 Collect and use relevant information about opportunities available to them beyond Key Stage 4</p> <p>2 Reflect on and record achievements, abilities, interests and skills and use them to make realistic choices for progression after KS4</p> <p>3 Access and use an interview with a careers guidance specialist to progress plans</p> <p>4 Complete application procedures for work placements, part-time jobs and post-16 opportunities, including preparing a CV and adapting it for different applications</p> <p>5 Present well at an interview</p>	<ul style="list-style-type: none"> ● Use review, reflection and action-planning to make progress and support career development ● Select and use decision-making techniques that are fit for purpose, including preparing and using action plans that incorporate contingencies ● Understand the qualifications available post-16, and the similarities and differences between sixth form, FE and work-based training 	5.1, 5.2 5.1, 5.3 5.4, 5.5
<p>Undertake tasks and activities set in work contexts</p> <p>1 Explain the relevance of a curriculum subject to the world of work</p> <p>2 Demonstrate understanding of work-related language and vocabulary</p> <p>3 Analyse how examples of learning within the curriculum can be applied to work contexts</p>	<ul style="list-style-type: none"> ● Review and reflect on how their experiences have added to their knowledge, understanding and skills and use this information when developing career plans 	5.1, 5.4
<p>Learn from contact with staff from different employment sectors</p> <p>1 Describe working practices in different employment sectors</p> <p>2 Understand the career motivations and pathways taken by people in different employment sectors</p> <p>3 Understand importance of attitudes, qualifications and skills to employers</p>	<ul style="list-style-type: none"> ● Describe employment trends and associated learning opportunities at different levels 	6.1, 6.2, 6.3
<p>Have experience (direct or indirect) of working practices and environments</p> <p>1 Describe (from experience gained through work placements, visits, simulations, videos and so on) the working practices of one type of business compared with another</p> <p>2 Describe (from experience gained) the work environment in one type of business compared with another</p> <p>3 Describe the main hazards associated with particular types of workplace</p>	<ul style="list-style-type: none"> ● Identify, select and use a range of careers information and distinguish between objectivity and bias 	7.2
<p>Engage with ideas, challenges and applications from the business world</p> <p>1 Know and understand key enterprise concepts</p> <p>2 Demonstrate the main enterprise skills, attitudes and qualities</p>	<ul style="list-style-type: none"> ● No specific outcomes – just ongoing acquisition of knowledge and skills 	8.2, 8.3

co-teaching of key skills and functional skills. This framework, along with the way we have staged students' different aspects of needs and understanding, ensures their personalised learning is catered for via a holistic approach. The rolling programme of events that we co-produced with Giant Impact has played a major part in that.

WRL, when delivered in such a progressive and relevant way, can influence their career choices and encourage positive action-planning for the future. Other benefits of such an approach with partnership working is that it helps pupils to make the link with learning and earning, raises their self-esteem, self-confidence and maturity.

Value of partnership working

Partnership working offers students access to different types of learning styles for all aspects of careers and WRL, which can consolidate many aspects of the personal development curriculum.

One of the most useful developments from working with Giant Impact is the extended work around matching the work-related framework and the careers and guidance framework with work-related activities – see the box across the bottom of pages 8–9. The elements are taken from the *National curriculum work-related requirement from 2004: guidance for implementing the statutory require-*

ment from 2004 (QCA, 2003 – see: www.qcda.gov.uk).

Through the Every Child Matters agenda, it became obvious that the curriculum provided many opportunities to emphasise and maximise students' WRL.

Factors for success

Taking the route of delivery through collapsed days, and bringing together a number of frameworks and entitlements for the pupils requires a more rigorous approach towards the build-up of the department. Strengths that have enabled us to succeed are set out in the box below left.

The development of this holistic approach, underpinned by the WRL learning or workreadiness approach, is difficult to implement. It involves a lot of hard work, lateral thinking and determination – but the results make it all worthwhile.

Anne Jones, Personal Development Coordinator, St Michael's RC School, Billingham, Stockton-on-Tees

For more details see: www.giantimpact.co.uk/case_study_st_michaels.html

Overcoming challenges – strengths of our approach

- Being transparent about the aims, objectives and purpose of the programme
- Enlisting good support systems with senior management and like-minded colleagues
- Developing great partnership working that leads to further networking opportunities
- Ensuring there is a united understanding of the dialogue of this area of the curriculum
- Nurturing the positive approach of the students
- Ensuring the external agencies are able to identify where they fit into the framework
- Developing enterprising risk-taking, both of students and staff
- Improving inter-departmental ways of working
- Having good partnerships with parents/carers – at our school, many parents/carers have used their skills to provide relevant experiences and skills acquisition for the pupils

Preparing students for the world of work

continued from p5

tion for life beyond the classroom, the workshop and the laboratory. It also requires us to understand how and what young people learn from engaging in such activities; simply giving them more of it will not serve unless we know this.

A good start is to audit provision to:

- identify where and how WRL is embedded within the whole curriculum
- check policies and strategies exist for delivery
- identify resources and staff development needs
- measure learning outcomes over time
- and most importantly ask young people their views.

Benefits to young people, staff and schools

The Work-related learning guide (DCSF, 2009a) identifies a range of potential bene-

fits from work-related learning activities for young people, their teachers and schools. These include:

- 'helping young people think about career choices'
- 'developing employability skills'
- 'helping the (teachers) connect their subjects to the world of work'
- 'offer professional development opportunities' (subject updating)
- 'enhancing the learning experiences and the opportunities they (schools) provide for their students'. (DCSF, 2009a)

The guide also makes suggestions regarding 'increased levels of attainment and participation rates'. But such causality is much more difficult to attribute.

Pitfalls to avoid

Beware sellers of snake oil; there are many organisations and individuals who will offer to meet a school's WRL needs, for a fee, but who may not have an appropriate appreciation of the needs of young people and the school. Before signing up, ensure

they are quality assured, ask them where and with whom they have worked recently and ask for references, or for copies of any evaluations that were undertaken.

The same approach should apply when working with employers: just because they are employers, it does not necessarily follow that they are good at working with young people and schools.

They will need to be briefed about the aims of their involvement, what precisely their contribution should be, and crucially they will need information about the groups with whom they will be working. They should also be given some brief, contextual information about the curriculum, the current educational environment and key successes and challenges that the school is experiencing.

Most importantly, be aware that schools probably will have changed a great deal since your employer visitors were students.

Professor Prue Huddleston, Director, Centre for Education and Industry, University of Warwick

COMING UP: In next month's Case in Point, find out how best to integrate the new personal, learning and thinking skills (PLTS) across your curriculum to provide the right approach to meet your pupils' learning needs

Book reviews

Education for all: the future of education and training for 14 to 19-year-olds

Our country needs a curriculum that is shaped around a broader vision for education – one that:

- has a greater respect for more practical and active learning
- offers a system of assessment that supports rather than impoverishes learning
- makes full use of the professional expertise of the teacher
- provides a more unified system of qualifications ensuring progression into higher education and employment
- creates strongly collaborative and local learning systems
- instills a more reflective and participative approach to policy.

So believe the authors of this book as they analyse our current education system in the light of evidence collected over five years by the Nuffield Review of 14-19 Education and Training to see if what we have in place now properly meets the needs of young people, as well as the social and economic needs of society.

They believe that the language of performance and management has taken over in schools, causing policymakers and in some cases school leaders to lose a

language of education that recognises the intrinsic value of seeking understanding, and exploring what it means to be human. In the first section on aims and values, the authors look to establish a new way of speaking about education – one that will encourage schools to focus on helping young people to find a way to lead fulfilling lives, gain self-esteem, make sense of experience and become responsible members of their community.

Teachers are no longer curriculum directors and developers — instead they've become curriculum deliverers, there to fill the minds of their pupils, rather than engage with them, believe the authors.

As for the curriculum, they believe a complete overhaul is required. They suggest a new approach be developed that introduces all young people to:

- forms of understanding to use to make sense of their physical and social worlds
- opportunities to excel and to have a sense of achievement
- practical and economically relevant skills that they can develop
- issues of social and personal concern
- information, advice and guidance (IAG) for future career, training and education
- knowledge, skills and experience relevant to the wider community.

They also advocate that the curriculum be developed cooperatively and locally

between schools, colleges and other providers, albeit within a national framework.

They state that education policy may be based on a misunderstanding of the truth behind employer-school relationships: in reality, employers are generally reluctant to play a big role in improving young people's work-related skills. Using reforms such as the diploma to try to improve staying-on rates may be missing the point: if pupils do not see the benefits of such courses in the labour market, they will not take them. Trying to 'coerce' 17- and 18-year-olds into staying in education and training is not the best way forward.

This book reveals the Nuffield vision for the future of our education system, focusing on how to approach teaching and learning, what qualification reform is required, what institutional arrangements are needed, and what system should be in place to measure performance. As such, it makes for an interesting and inspiring read for curriculum managers keen to think more deeply about the core issues of education so they are better equipped to improve teaching and learning in their own school.

Authors: Richard Pring, Geoffrey Hayward, Ann Hodgson, Jill Johnson, Ewart Keep, Alis Oancea, Gareth Rees, Ken Spours, and Stephanie Wilde. £19.99. Routledge. ISBN: 978-0-415-54722-2. Orders: 020 70176000

www.ukschooltrips.co.uk

School Trip Advisor

As the new school year begins, now is the time to make sure all of your planning is in place for securing another year of successful teaching and learning (T&L).

Under the new approaches to the curriculum, **learning out of the classroom** has come into its own, as educators have seen the key part it can play in developing effective T&L. School trips are a key part of this. So this website, copyrighted to Dream Solutions Media Ltd, is an ideal one to bookmark now, as you finetune plans for school trips this term, and look to develop more **effective whole-school policy** for use of such visits in future terms and beyond.

From the site, you can access an update on the **Learning Outside the Classroom (LOtC) Manifesto**, which

sets out the role such learning has to play in today's curriculum. You can also find out how the LotC quality badge award scheme is being used to help secure quality school trips for all.

If you're looking to plan a school trip to fit in with particular parts of your curriculum, then you can use this site to **access advice on the best venues out there**. You can search by age group, region, type of visit, curriculum topic, and time of visit. You are then given a list of suitable venues and providers, along with educational information on how they can support your school trip.

The special offers and events section includes details of deals that you can use to plan your trip at a more cost-effective time. You are presented with a long list to trawl through so it can be a bit of a

tedious route to get to ones that are of interest to you.

You can also access the TES Connect site, which offers a **forum for school trips**, where you can find out from other schools what venues have been successful and why. There is also a resource bank of information on planning effective school groups, **guidance on health and safety**, forms you can use for risk assessments, consent and evaluations, and examples of effective policy.

If you're after latest information on school trips, then register for the site's newsletter, which features prime venues for different areas of the country.

As part of your bid to provide your pupils with more **exciting and effective out-of-class learning**, this site is one worth adding to your URL resource bank.

Curriculum Management Update

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Calendar

Each issue of **Curriculum Management Update** will provide a listing
of short courses relevant to the needs of curriculum managers.
Please contact the course organisers for further information.

2 October Manchester

Maximising your students' study skills and exam techniques

Cost: £199

Enquiries: Mill Wharf Training on
0845 4094570

7 October Leeds

Dealing with disruptive classroom behaviour

Cost: £199

Enquiries: Mill Wharf Training on
0845 4094570

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Opening Minds – developing your competency-based curriculum for KS3

Cost: £229 +VAT

Enquiries: SFE on 0117 9838800

8 October London

Developing and managing the effective cover supervisor team

Cost: £215 +VAT

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Enquiries: Lighthouse on 0800 5878880

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Cost: £215 +VAT

Enquiries: Lighthouse on 0800 5878880

12 October London

Advanced training for teaching assistants and learning support assistants: raising the standards of achievement as an experienced teaching assistant

Cost: £215 +VAT

Enquiries: SFE on 0117 9838800

16 October London

Raising aspirations and achievement with Carol Dweck's growth mindset

Cost: £229 +VAT

Enquiries: SFE on 0117 9838800

21 October London

'Good to excellent' teaching and learning: developing pedagogy for the 21st century

Cost: £195 +VAT

Enquiries: Campaign for Learning on
020 77660010

3 November Manchester

Developing citizenship at post-16

Cost: £215 +VAT

Enquiries: Lighthouse on
0800 5878880

3 November London

Assessment for learning: how to use the latest assessment for learning strategies to ensure effective progress in the classroom

Cost: £195 +VAT

Enquiries: Campaign for Learning on
020 77660010

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Curriculum Management Update

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Curriculum Management Update is published by Optimus Education,
a division of Optimus Professional Publishing Limited
Registered office: 33-41 Dallington Street, London, EC1V 0BB
Telephone: 0845 450 6404 Fax: 0845 450 6405
Registered in England and Wales. Reg no: 05791519

© 2009 Optimus Professional Publishing. ISSN 1468-9553

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