

The Bulletin

May/June 2004

Resource Unit

for supplementary and
mother-tongue schools

Volume 1, Issue 1

A warm welcome from the team at the Resource Unit!

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Good Bye and Thanks to Fayha'a Abdulwahab

Many of you will have been sad to hear of Fay's recent departure from the Resource Unit.

She had worked with the Unit as School Support Worker for over three years, and had developed good relations with schools and LEA partners in the central North London zone.

We're sure that you will join with us here to wish her all the very best for the future.

Welcome to the first edition of the our new look Bulletin

We've put a lot of work into it and hope you enjoy it and find it both **interesting and useful**.

The Bulletin will be issued four-monthly at first with updates in between times.

The Unit itself has gone through something of a change, and is continuing to evolve. We are focusing our work very much on schools consultancy and training and you'll find more details about who we all are on p10. Of course our services are still free, and provide an excellent resource to schools across London, irrespective of their size and the community they serve. If you haven't used us before, why not give us a ring and see if we can help

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DfES points the way for Supplementary Schools

Recently, the Department for Education and Skills (DfES) confirmed that there was no further funding for its ground-breaking Supplementary Schools Support Service (or 'S4').

Paul Morrish, The Resource Unit's new Interim Director, went to meet **Paul Jackson**, who most of you will know has been a leading figure in the DfES's work around supplementary and mother tongue schooling, to find out what they've learned from the experiment, and what advice they have for schools.

PM So Paul, what is the DfES's current position?

PJ As you will all

know by now, the DfES was unable to extend the funding for the S4 project which had been run very ably on the Department's behalf by the African Schools' Association and CfBT. But we don't want this to be seen as indicating any lack of interest in the supplementary school sector or lack of faith in the excellent work that S4 undertook on our behalf.

PM What do you think the Department has learned then from the S4 programme?

PJ Well, we have certainly come to better recognise the significant contribution that community education initiatives have on the educational experiences of many

young people from minority ethnic backgrounds. However these initiatives describe themselves, be they supplementary schools, complementary schools, or mother-tongue schools, and irrespective of whether they have their origins in cultural or religious instruction, there is great potential to build on the learning and self confidence of participating pupils.

We have also come to see that a great deal can be gained through co-operation between mainstream provision and the communities served by our schools. One of the strengths of S4 was the links that were made or

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Celebrating the Linguistic Diversity of Haringey



Stephen Twigg, Minister for London Schools, awarding children for their success



David Lammy, Haringey MP with successful participants of the Institute of Linguists exam in Somali



Pupils from Neelkamal Asian Cultural Association receiving their awards

Haringey Education Service, in partnership with the Haringey Standing Committee on Community Languages, held its third Language Achievement Awards Ceremony at Alexandra Palace on Friday 27th February 2004.

This ceremony celebrated Haringey's children's outstanding performance in community languages at GCSE and 'A' level at least one year before the official year of entry. Over 300 Haringey pupils were eligible for this award. This is double the number who received awards in 2002. Pupils took exams in 16 different languages including, Arabic, Bengali, Chinese, Dutch, French, German, Greek, Gujarati, Italian, Persian, Portuguese, Punjabi, Russian, Spanish, Turkish, and Urdu.

For the first time this year awards were also presented to pupils who had

attained a pass in the Institute of Linguists Examination in Somali before the age of 16.

Nisha Suchak, the Con-

Double the number received awards this year

sultant for Supplementary and Community Schools, was appointed six months ago to support schools in developing the provision they provide within the local community. She said: "We have been overwhelmed with the number of parents and community organisations who wished to participate in this event. Many mainstream schools also offer courses in Community Languages at which children are highly successful. These occasions are an opportunity for mainstream teachers and those in supplementary

schools to work together to raise achievement."

Stephen Twigg, Minister of London Schools spoke positively about the contribution Supplementary and Community Language schools make to the pupils' achievement.

Commenting on the award ceremony, **Haringey Counsellor Judy Bax** said: "Haringey's cultural diversity means that we have a very strong record in language studies. I am delighted that so many pupils from the borough have achieved such good GCSE and 'A' level results early, giving them additional time to focus on their other studies."

Nisha Suchak is Consultant for Supplementary and Community Language Schools, Haringey. She can be contacted on:

nisha.suchak@haringey.gov.uk

Space to Teach: *the problem of premises*

Many supplementary and mother tongue schools have raised their concerns over premises to us here at the Unit. State schools appear to be the most appropriate facilities to run classes, but their letting fees are often too high.

Some schools have asked us to advocate for them and speak to LEAs—which we've been happy to do. But their response is that they have no legal right to interfere with

schools' individual lettings fee policy. It is the Governing Body of the school that decides on such charges.

Alex Boadi, Head Teacher and founder of North West Saturday School shares his experience with Bulletin readers.

"When I was approached to write an article on 'Premises' I asked myself whether premises providers would take the article seriously and question he

benefits of charging a high rent to schools like ours. But I said to myself, "Let me try. You just never know".

The North West Saturday School which has been running for the past 17 years. It provides educational support for children and young people from the local community so that they may achieve personal success and contribute responsibly to

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DfES points the way for Supplementary Schools

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built upon between supplementary schools and mainstream schools and local education authorities.

PM But the problem schools are now facing, as ever, is funding?

PJ It is true that funding is hard to come by and that there will always be demands on limited resources. Nevertheless I think it is important to anticipate the future and, wherever possible, prepare for it.

PM How do you mean?

PJ Clearly every Government will have a priority to get mainstream education as good as it can be. However, there are a number of trends which point to the possibility of greater co-operation and partnership working both formally and informally between the mainstream and community initiatives.

PM Which in particular should we be paying attention to?

PJ I think there are three trends in particular. The first, the concept of Extended Schools, may be a key driver in this respect. The idea of schools and school premises being a hub of community resources and facilities ties in very well with many of the features of supple-

mentary school initiatives. These can include education, language, faith and cultural activities, working with parents, adult learning, advice, health and tackling poor behaviour and disaffection. Developing local partnerships between community initiatives and local authorities will be key to ensure that when Extended Schools opportunities arise, local partnerships can be in the position to be involved in the planning and implementation stage from the outset.

The second is the increasing awareness of the value of community languages to society, together with a greater understanding of how bilingual children are an asset to our education system and ultimately to the social capital of the nation. The next few years are likely to see much greater opportunities for community languages to be studied formally in the mainstream and this, I am sure, will encourage greater co-operation between the mainstream provision and the many mother-tongue schools that exist.

And thirdly, you need to be aware that over the last few years guidance from the DfES, reinforced by our partners in Ofsted, has promoted the expectation that successful mainstream schools are also those that have close links with parents and the community, including with community initiatives such as supple-

mentary schools.

PM So we should perhaps be looking sideways to other initiatives from within the DfES and elsewhere on which we can piggy-back our work. Are there any particular words of advice that you would offer the sector?

PJ I think it is important that all interested parties strive to maintain and develop links and formal or informal partnerships. I am, for instance, delighted that the Resource Unit has already made positive relationships with the African Schools Association and with CfBT. I can't for one moment pretend that funding will not always be an issue, but I am confident that there is much to be gained from co-operation and partnership working across the sector to ensure that maximum advantage can be taken of every opportunity wherever it might present itself.

PM Thank you.

PJ Thank you, and may I take the opportunity to wish the Resource Unit and your readers the best for a successful future.

Paul Jackson can be contacted on:
Paul1.JACKSON@dfes.gsi.gov.uk

Community Research - Helping YOUR organisation to become more effective

Do you need to consult the people that use your services? Would it help you to find out about the areas of greatest need in your community? Would you like to know what people think about what your organisation does? If the answer to any of these questions is 'yes', read on. The Community Research Project provides FREE help to small London based community groups that need to consult/find out/evaluate. The service is called the Community Research Project because we help community to find out the kind of information that will help your organisation to get your service right, to

lobby local policy makers, or to apply for funding.

We help groups to do community research by providing training and support to enable your organisation to fully design and plan a piece of community research. We work with organisations that request our help on a one to one basis: we provide up to four days training and facilitation that aims to enable your organisation to get your research done. What's more you'll also learn hands on community research skills along the way.

The community Fund funds The Community Research Project because they know as well as we do, that the most effective community groups do what they do based on evidence, are responsive to the attitudes of their service users, and always ask whether they can do things better. To find out more about the Community Research Project or to request an application pack call ARVAC (The Association for Research in the Voluntary and Community Sector) on:

Telephone: 020 7704 2727 or
e-mail research@arvac.org.uk

The Community Languages Research Group

There are more people in the world who speak two or more languages in their every day lives than people who speak only one. It is, therefore, quite surprising that in England many people, including teachers, still consider that bilingualism is something unusual and that speaking more than one language will confuse children.

There is substantial research in the United States and in Canada that shows that when children who speak a language other than English are taught in their mother tongue as well as in English, they achieve at higher levels in English than if they are taught entirely through English. The language education context in England is particularly complex: over 300 languages are spoken by children in London schools. In some schools 50 languages or more may be spoken.

There has been comparatively little research into the effects of bilingualism in the U.K. The Community Languages Research group was formed in 2001 to bring together academics and PhD students who are carrying out research in the field of bilingualism and community languages. We meet at the Institute of Education, which is part of London University.

At the present time researchers are studying communities that speak Arabic, Bosnian, Cantonese, European and Brazilian Portuguese, Finnish, Greek, Gujarati, Mandarin, Spanish and Urdu. The areas of research covered include code-switching between languages, children's identity, language maintenance, teaching styles in community language schools, how young children learn different scripts and the relationship between achievement in community language schools and mainstream schools.

While most of our studies are small in scale, together they indicate clearly the benefits of bilingualism. It is very clear from our work that children are not confused by learning different scripts (research into Arabic, Mandarin and

Spanish), that children learning two or three languages can perform better than monolingual children in reading tests (research into Gujarati and Urdu), that children who attend mother tongue classes (research into Portuguese) are far more likely to gain 5 A*-C grades at GCSE than children who do not. Other studies indicate the great value to children's sense of personal identity of attending community classes.

All of us, in the course of our work, have encountered negative attitudes to bilingualism that damage both children's self-esteem and their performance in school. When we presented our findings together

“There is substantial research in the United States and in Canada that shows that when children who speak a language other than English are taught in their mother tongue as well as in English, they achieve at higher levels in English than if they are taught entirely through English.”

at a conference on Bilingualism that was held in London last June, we made the following recommendations. We would like to see:

- the Languages Strategy greatly widen the range of languages that are available for study in mainstream schools, up to examination level, building on local need and expertise;
- a genuine commitment from mainstream schools to work in partnership with community language classes, by whatever means are required for this to be achieved (head teachers' conferences - in-service training for teachers - training for student teachers - criteria for inspection, for example);

- measures that widen public knowledge about the benefits of bilingualism and language learning, including more language awareness work in mainstream primary and secondary schools.

Further information about the research mentioned above can be obtained by contacting Dr Raymonde Sneddon, through the Resource Unit:

Telephone us on 020 7700 8189 or email: resource@resourceunit.com

Welcome to the all new Bulletin

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you.

In this edition, Paul Jackson from the DfES discusses the key lessons learnt from the S4 experiment, as well as providing some valuable insight into emerging trends in thinking and funding that may benefit us. We hear a plea from Alex Boadi to address the difficulty in sourcing suitable premises for your school. Helen Ilett from CfBT sums up the achievements of the S4 programme, and Raymonde Sneddon keeps us up to date with the latest news from the Community Languages front-line. We update you on an exciting new PGCE programme from London Metropolitan University, and report on a fantastic celebration in Harin-gey.

We are also running a number of new regular features – Useful Websites and FAQs, and plan to offer more in upcoming issues.

But the Bulletin is nothing without you. Let us know whether you like the look. Let us know what you want to see in the Bulletin. If you or your school has something to say – say it through the Bulletin. Write us letters, send us emails, phone us.

Paul Morrish, Interim Director

RIP the Supplementary School Support Service

By Helen Ilett, Programme Coordinator at CfBT

This latest newsletter from the Resource Unit sadly coincides with the end of the supplementary schools support service. However it also provides us with a great opportunity to celebrate all that has been achieved.

The Supplementary Schools Support Service (S4) was a pilot programme funded by the DFES. It ran from November 2000 to March 2004 and was a series of 1-year projects delivered by CfBT. The African Schools Association was our partner organisation and delivered the S4 services in the London region.

The pilot started life in 4 cities, Bristol, Birmingham, Manchester and London, where supplementary schools were invited to apply to us for funding, create partnerships with mainstream schools, come together to discuss issues in the regional forum groups and celebrate achievement. A number of pilot activities took place including, training, pupil achievement celebrations, 6 conferences, two research projects, a participatory video project with young supplementary school pupils, the development of a website and a helpdesk and information service.

An exciting development last year was that we were able to work in more cities across the country. Our limitations became one of funds rather than geography. We no longer distributed grant funding but worked more strategically towards more sustainable support for supplementary schools. We were also invited by the DFES to work directly with LEAs so that supplementary schools could be included in whatever local development projects and strategies were taking place. This proved to be very successful and many positive relationships have been built. The programme expanded whilst the funds to support it dwindled. As well as continuing to working the pilot cities we also worked at various levels with: Leicester, Leeds, Bradford, Kirklees, Stoke-on-Trent, Sheffield, Liverpool and Reading

An extensive training programme for supplementary school teachers and leaders has been delivered over the last three years. The courses were developed in consultation with individual organisations and regional forum groups. Courses included: Financial management, organisational development, target setting and monitoring, fundraising, forming partnerships, making funding applications, child protection, curriculum devel-

S4 has moved supplementary schools way up the agenda but there is still some way to go. From developing ground-breaking national research to providing effective 1-1 support for some organisations this programme has demonstrated the importance and effectiveness of this area of education.

opment, health and safety, first aid and many more bespoke courses to meet particular needs.

The development of these training opportunities led S4 to make links with the National Open College Network as there had been many requests from supplementary schools teachers and leaders for greater recognition of the training they were undertaking. The content of the courses S4 was offering was valuable for their work but they also wanted to use this to for their own career development in the field. S4 developed and piloted a training programme that provides an NOCN qualification at level 2. We have also drawn up the course for a level 3 certificate.

The four original pilot regions developed local forum groups that met on a monthly basis to discuss issues relating to their area and hear talks from local agencies, funders or other service providers. These forum groups continue to be

popular and although they demand a couple of hours in terms of time commitment, all the groups have said this is a valuable use of their time and the opportunity to meet with other similar organisations, share contacts and resources and approach local funders and agencies in a cohesive manner has been invaluable.

These forum meetings were facilitated by regional coordinators and it is this role that was key to the success of the hands on support for supplementary schools in the regions. A primary recommendation from the S4 work is that a role similar to the regional coordinator, someone whose primary role is to support the development, involvement and engagement of supplementary schools at a regional level, is very important.

Throughout the life of the S4 programme we asked supplementary schools for feedback and comment on the services we were providing. Some of the key roles that schools said they appreciated from the S4 service were:

Advocacy – this was felt to be very important and supplementary schools had direct access to the DFES through us. We were also able to advocate for supplementary schools at local and regional events and in meetings with key stakeholders.

Access – to opportunities and information both locally and nationally. Supplementary schools reported that they felt a much greater sense of 'what was going on'; and what opportunities were available to them.

Website – the supplementary schools website (www.supplementaryschools.org.uk) provides funding information, latest policy information from government, guidance notes and help sheets. Feedback from supplementary schools showed this to be a valuable source of help.

Recognition – at any gathering of supplementary schools the issue of recognition is raised. Schools want to feel valued and appreciated for the significant contribution they make to the education

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Mandela Supplementary School: Age of Aspiration

Black children in north London are raising their grades with extra studies, says Sue Learner. Black history has relatively recently gained the attention of education policy-makers and publishers, but Peter Okoye, who gives black history classes once a week at Mandela Supplementary School in Camden, north London, believes it could be the key to raising attainment levels that are particularly poor among black boys. In his lessons pupils explore African kingdoms such as the Benin Empire, inventors and pioneers, and the impact of colonisation.

Statistics showing poor school performance among black children stimulated black parents and teachers in Camden to set up Mandela Supplementary School in 1980. Its 60 or so pupils from across north London are aged between five and 16. Studies include black history, English, maths, ICT and confidence building. Now the school has a two-year waiting list and students willingly attend lessons on Tuesday evenings and Saturday mornings.

"It was a response to the disproportionate numbers of black children who were being excluded from school at that time," says Peter Okoye. "I want to give the children confidence. There are all these inventions by black people they don't know about. We want to make sure that we get across positive images of black people".

Anne-Marie Daley, director of Mandela School, agrees that learning about black history is vital for African-Caribbean children. She says: "Black history gives them role models and makes a difference to what they feel they can aspire to."

The trend of under-achievement among African-Caribbean children, particularly boys, begins early. When they start school at five, they perform as well as white and Asian children, but by 11 their achievement levels are beginning to drop off. By the time they reach 16, only 48 per cent of black boys gain five GCSEs A* to E.

Cara Thompson, 11, who regularly at-

tends the black history class says: "My grades have really improved since I have been coming here. I think they should teach black history at school so other people can learn about it as well."

Another fan of black history is Dionne Bell, aged 11. She says: "We have learned all about the African kings and queens and Martin Luther King and Cleopatra. And we have done plays about black people who have invented things, like the person who invented the toilet and the ice-cream scoop."

Mandela School works hard to maintain strong links with mainstream schools.

"She has noticed a distinct improvement in the grades of the pupils who go to the supplementary school"

Peter Okoye says: "We are in contact with four or five secondary schools and 12 primary schools in the surrounding area."

During Black History month, in October, the Mandela staff visit the schools and hold workshops. "Mainstream schools and supplementary schools should be walking hand in hand," says Peter Okoye. "Our liaison with the LEA is also fundamental and we work very closely with them."

Haverstock Secondary School, Camden, has particularly strong links with Mandela School. During Black History month, Mandela School visited Haverstock and held workshops looking at SS Empire Windrush, the ship which brought some 500 African-Caribbeans to Britain in 1948.

Bet Schneiderman, head of history at Haverstock, says: "An actor acted out coming over on the ship to Britain and showed how his life had changed when he got here. The students really enjoyed it. The work of supplementary schools like the Mandela is very important."

Assistant head of Haverstock School, Nikki Haydon, says she has noticed a distinct improvement in the grades of the pupils who go to the supplementary school. "The students who attend Mandela School have become much more focused in terms of their basic skills and their homework. I think it is very important to study black history, it seems to give them higher aspirations. We certainly noticed there was a big impact on their GCSEs last year."

Just before Mandela pupils sit their GCSEs, Peter Okoye drives a minibus full of students to Cambridge University to visit the colleges where he hopes they may one day study. This school, which numbers the politically outspoken singer Ms Dynamite and a Cambridge graduate among its former pupils, is certainly doing its utmost to buck the trend.

The Mandela Supplementary School.
Tel: 020 7284 0030. www.cbpta.com

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Byline: Sue Learner, Page: TES Teacher 22



**Want to
BLOW
YOUR
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trumpet?**

**Has your
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Write and tell 500 other supplementary and mother tongue schools in London.

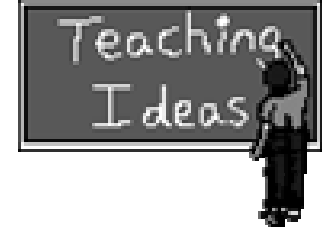
**Ring Aimee now on
020 7700 8189**

Useful websites: Teaching ideas & resources

The three following websites are great for teaching core topics at primary levels. You will find lots of educational games, activity ideas and resources that make learning fun!

www.teachingideas.co.uk

'Teaching Ideas' is for teachers who teach primary-age children (i.e. ages 5 to 11). Although it has been designed with UK teachers in mind, all ideas can of course be used by teachers around the world.



The ideas, activities and worksheets are organised according to a number of subjects (those covered in the English National Curriculum):

English, Maths, Science, Design and Technology (D+T), Information and Communication Technology (I.C.T.), Geography, History, Art, Music, Physical Education (P.E.) and Religious Education (R.E.)

There is also an area on the site entitled "**Time-Fillers**". The ideas which fall into this category may fall into a number of subject areas, and they are ideal for use as short activities which can be used to fill a few spare moments during the day. The "Early Years" section contains ideas for use with children aged 5 or below, and the "Foreign Languages" area has resources for those teachers who wish to teach a different language to their children.

www.primaryresources.co.uk

'Primary resources' can be a great asset to the Primary teacher, not just in the classroom but also a help at home when it comes to planning. This site is just one of the many teaching resources sites on the Internet. It contains a bank of free, ready to use ideas, resources, worksheets and lesson plans. They're available for you to use with your class at no cost whatsoever (except the cost of your connection to the Internet!).



www.icteachers.co.uk

Like all teachers, the webmasters of 'ICTeachers' hoard - and what they have at this site is a growing range of resources for you to browse, download, copy, use - or whatever you like to do with them!



They have all been tried and tested by teachers in schools, so they have the practical seal of approval. Of course, not all will be what you need, or be useful, but we hope you'll be able to find something to your liking. There are worksheets, sample policies, record sheets, links to websites, ideas for assemblies and lots more.

Please let us know about your favourite web links by sending an email to resource@resourceunit.com

Space to Teach: the problem of premises

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the society in which they live. Premises hire has been one of our biggest problems over the years and I am sure many Supplementary and Mother Tongue schools are facing similar problems, - hence my decision to bring this to the notice of the authorities concerned.

Some of the problems associated with Premises hire are:

High rental charges, despite being voluntary organisations which support

children from the local community.

Lack of storage space for our earning and teaching resources.

Lack of support from some mainstream teaching staff, who consider the classrooms as their personal property and are therefore unhappy to share them with anyone else.

I firmly believe that Local Education Authorities as well as School Management Committees have to reconsider the contributions made by Supplementary and Mother Tongue schools. They have to encourage our schools by charging an amount which will only cover their costs rather than considering

it as narrow profit-making venture. Their support is so important as Supplementary Schools adds so much value to mainstream schools' record of achievement as well as empowering young people to achieve success and to become useful citizens within the community".

If you run a S/MT school and have the same experience, or have other issues you wish to address, please send us an article and we will publish it in our next bulletin. Bulletins are also sent to state education bodies to raise their awareness about the problems you are facing.

Alex Boadi can be contacted on alexboadi@hotmail.com

Casting the net wider: The future for community languages?

Although formally integrated into the National Curriculum since the 1980s, community languages are rarely taught in state schools. The promotion of community languages has been left to Mother tongue schools that struggle to teach children their mother tongue.

In spite of being a multilingual and multicultural society, the state education sector has been very slow to recognise the benefits of valuing pupils' language and culture within the education system. Well, the following article by Helen Ward, extracted from TES March 26 2004, p5, brings us some hope.

You're talking my language

Primary heads will no longer be restricted to Europe when choosing languages to offer pupils.

Pupils aged seven and older will still have the right, from 2010, to lessons in any language.

It will give a greater role to community languages such as Bengali, and will help schools struggling to find teachers fluent in French, Spanish or German.

The move will be welcome in areas such as Bradford, where 28 percent of primary pupils are from Pakistani families.

Ministers hope it will give schools the freedom and flexibility to make the best use of the expertise in their local community.

Stephen Fawkes, past president of the Association of Language Learning, welcomed the move saying that languages such as Arabic or Gujarati "will be more relevant in some communities around the UK". He added: "It will also mean people in schools or local people who speak Arabic, for example, at home could contribute in school as well."

In London, the most commonly spoken languages by school pupils after

English are Bengali, Punjabi and Gujarati.

At Churchfield primary, in the London borough of Enfield, Andrea Nutter, head teacher, introduced French and Turkish lessons this year.

About half the pupils at the 700-pupil schools have English as an additional language. Forty-four languages are spoken, but the most common is Turkish.

Ms Nutter appointed Günay Ozarin to teach Turkish to all Year 5 pupils one afternoon every other week and work as a bilingual support assistant.

Ms Nutter said: "It is great having Ms Ozarin around the school all the time, rather than having a visiting teacher, because when children see her they automatically speak in Turkish to her".

In the weeks that Ms Ozarin is not teaching, the pupils' class-teacher leads the lesson, with help from Turkish-speaking pupils.

Ms Nutter said: "Turkish-speaking-pupils can take a real lead in those lessons. It is a wonderful opportunity for them to shine".

Enfield has £200,000 to spend over the next two years on introducing language teaching into primary schools and an extra £59,000 for information communication technology.

All schools in the pilot will have video-conferencing facilities.

Bernadette Clinton, Enfield's Pathfinder co-ordinator, said: "We wanted to be inclusive, that's why we offer Turkish. Next year we will offer Greek as well. It doesn't make sense to start languages at 11, it is just too late."



The National Survey of Community Languages

Community languages provision in England is to be surveyed for the first time in a nationwide research project funded by the DfES.

The survey, in the form of a questionnaire to LEAs, schools and community groups, will be undertaken this Spring by CILT and Scottish CILT, with the aim of providing baseline information on the provision in community languages for children of school age. It will address principally the following questions:

- **For which languages is provision available?**
- **What kinds of provision are available? (ie mainstream/ complementary; primary/secondary)**
- **What kinds of assessment systems are in use?**
- **What are the outcomes of provision and what value is placed on these outcomes?**

The survey is intended to log the extent of community languages provision across the country, to highlight its benefits from a range of perspectives, and to identify the issues faced by teachers and organisers.

This information can then be used for planning purposes in the context of the National Languages Strategy. It is hoped that Education Departments in Scotland, Wales and Northern Ireland will make funding available to extend the survey to cover the whole of the UK.

Further details about the survey and an invitation to reply will be posted on the community languages area of CILT's website shortly. To find out more, visit:

www.cilt.org.uk/commlangs

Who we all are, and what we do! Our New Staffing Structure

There comes a time in any organisation's life, when you have to sit down and think hard about what you're doing. We at the Unit are no different. We've taken the early months of 2004 to review who does what here, and how we should be structured to support you better – and all at the same time as providing the usual high standards of support we hope you've come to expect!

And we've made some changes. Before the New Year, we had one Schools Support Worker, and two Outreach Workers, supported by an Administrator and led by the Director.

We wanted to really underscore the role of the Unit as the provider of training, advice and consultancy to Schools, so we have redesigned the jobs of all the staff here.

Our front-line staff, **Rhania Laimèche** and **Jun Ding**, are now **Community Schools Consultants**. Their job is:

1. To provide **outstanding training and consultancy** services
2. To **contribute to the growth of the Unit's services**
3. To work to **improve the quality of our services**, and
4. To **develop and deliver innovative responses** to the needs of our clients

Specifically they are going to be concentrating on the following tasks:

- Consultancy (*providing a can-do client-centred advice, information and consultancy support service that helps deliver sustainable solutions. Much of this may involve fundraising advice*)
- Training (*this can involve designing and delivering one-off, and open training and learning programme, workshops, seminars and other professional development events*)
- Liaison, networking and relationship management (*this will involve primarily managing the relations the Unit has with client schools, with LEAs and other partners*)

- Facilitating and promoting new business and innovation (*this could involve generating or facilitating the establishment of new services, and the forging of new relationships*)
- Quality & Monitoring (*this will involve establishing and maintaining systems to record the activity and outcomes of the Unit*)
- Resource development (*they will be heavily involved in developing and producing a range of materials to support the Unit's consultancy and training work*)
- Needs research and analysis (*a central part of their work will involve assessing the training, learning, and support needs of the schools, groups and individuals with whom they work. They may also be involved in undertaking small pieces of research*)

They are in turn supported by **Aimée Johnson**, our new **Administration and Development Officer**. Her job entails:

- Providing professional administrative support to the operation of the Unit
- Assisting in and supporting the development of the Unit's services
- Taking responsibility for the Unit's promotion and publicity work, and
- Providing statistical support to the work of the Unit

The team is currently led by **Paul Morrish** who is the new **Interim Director**. He was brought in by the Board of Trustees following Mohammed Abdulrazak's departure to complete his PhD. He is working on a part time basis helping the Unit to establish a clear and exciting strategic future, building on the extraordinary evidence of need from the schools with whom the Unit is partnered.

So now you know!

And don't hesitate to ring us or email us if there is anything you want help with. The Unit may be able to help and save you time and money! All our numbers and email addresses are on the back page.

RIP the Supplementary School Support Service

(Continued from page 5)

of young people. The S4 project has played a pivotal role in raising awareness of this sector of education and has increased the recognition of supplementary schools both nationally and locally through school exchange visits, regional and national events, advocacy and partnership building with other organisations, agencies and funders. Significantly the S4 project has met with the DFES on a monthly basis and, wherever possible, has ensured that supplementary schools are mentioned and referred to in new policy and guidance documents.

Research - the research that has taken place has included a comprehensive attitudinal survey of young people attending supplementary schools. NFER Nelson carried out this work and the re-

sults were published. 772 pupils representing 64 supplementary schools took part in the survey, which to our knowledge forms the largest survey of its kind in this field.

A further study took place in 2003 with LEA colleagues in 10 regions across the country. This is also considered to be the first research of its kind and has produced some valuable results and statistics to help supplementary schools explain the impact of their role and also to help LEAs see how they can most effectively support their local organisations.

It is intended that these research documents along with the statistics and outcomes of the S4 project will provide concrete evidence for the role and impact of supplementary education.

This has been an exciting programme, creating many links and networks that we hope will continue long after the programme has finished. S4 has moved supplementary schools way up the

agenda but there is still some way to go. From developing ground-breaking national research to providing effective 1-1 support for some organisations this programme has demonstrated the importance and effectiveness of this area of education. Whilst the DFES are no longer funding this work, there is a commitment from CfBT to carry out more work in this area and we look forward to a continued relationship with the Resource Unit and the organisations associated with it.

All the reports and publications that have been mentioned in this article are available on the supplementary schools website www.supplementaryschools.org.uk or by contacting Helen Ilett either by email: hilett@cfbt.com or by post to:

CfBT, 1 The Chambers, East Street, Reading RG1 4JD.

A new PGCE course at London Metropolitan University: Languages in the Community Key Stage 2/3

This new and innovative one-year course was set up in September 2003 within the traditions of diversity and multicultural ethos of London Metropolitan University. It was established to address a need to recruit bilingual teachers who reflect the linguistic and cultural diversity of London schools. The course aims to train teachers to teach in multicultural/multilingual classrooms as class teachers/specialist teachers in primary and/or language specialists in secondary schools, enabling them to teach a Community Language and work with EAL pupils. The course has a strong commitment to urban education and while preparing students to work with all children, emphasises the strengths and needs of bilingual pupils. The course places a particular emphasis on the transition between primary to secondary phases hence the importance of language development across the curriculum is emphasised. The course also aims to bridge the gap between L1 & L2 acquisition across Primary, Secondary and Supplementary schooling hence working to achieve greater coherence in language education. Our particular focus is Year 6 and Year 7 transition exploring how we can effectively maintain consistent and coherent language development for bilingual pupils.

The central theme of this course is bilingualism and the role of language as a powerful tool for all learning. We place a particular emphasis on the role of languages in development both at macro and micro levels. Our conviction that bilingualism enhances academic achievement is fundamental to the philosophy of the course.

It is with this in mind that we place a particular emphasis on teaching Supplementary schools as well as Primary and Secondary mainstream schools. As part of a requirement for the course, student teachers will work in Supplementary schools as well as mainstream schools. Here, despite great commitment to and often much success in developing children's understanding and learning though L1, schools are often left to their own devices, teachers mainly working on their own, feel isolated and with very little link with the mainstream schools. The course therefore provides an opportunity for closer links to be developed between mainstream and supplementary schools. Experience of Supplementary school teaching provides students with enormous opportunities to reflect on their own experiences as learners in their own community languages as well as help them develop as professionals of both worlds.

The course comprises two main parts. The first part of the course focuses on Primary education and looking at learning. Student teachers need to prepare for subject knowledge as Primary class teachers with an emphasis on language. Student teachers are also given a number of tasks to complete during their Primary Practice. e.g. A case study of a bilingual learner. One of the aims of the Primary Practice is to equip student teachers to have the necessary skills to become mainstream class teachers. It is often quite common that bilingual teachers are in a supporting role and perceived by staff or pupils as ancillary not a 'real' teacher which lowers the status of their language and the community in the eyes of the pupils. The second part of the course looks at teaching and learning in Secondary and Supplementary schools, again using language development as the main focus for its input and helping students to develop their skills to become language specialists and teach their community languages. Secondary and Supplementary Practice which follows the Primary Practice runs for 9 and a half weeks.

At this stage the student teachers have just completed their first main teaching practice in Primary schools. Overall this

Our Book Recommendation

Doing it for ourselves - 'A guide to setting up and managing a refugee community organisation'

Doing it for ourselves is intended for refugee community organisations; however, it can be easily adapted to meet your needs and act as a guide for you.

No matter whether you are thinking of starting up a supplementary class or you already have one, it is the book for you.

It covers start up, fundraising, finance, recruitment and many other issues.

The book is free to refugee community organisations or £15 to individuals and other organisations

To request a copy, please contact:

**Gabriella Oakley
Community Development Team
Refugee Council
240-250 Ferndale Road
London SW9 8BB**

Tel: 020 7820 3070

Fax: 020 7737 3306

gabriella.oakley@refugeecouncil.org.uk

practice has gone really well. It has been heartening to see the development of the confidence of the student teachers teaching whole classes in primary schools, using their bilingualism as a tool in delivering lessons effectively. As tutor as well as an observer it has been really exciting to see student teachers' specialisms making an impact on the learning in the classroom e.g. To see a student teacher use Turkish to explain and clarify further the learning objectives to a group of Turkish pupils was powerful as a

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Empowering Learning: Overseas Trained Teachers

Featured Service

What does Empowering Learning offer Overseas Trained Teachers?

We are here to help Overseas Trained Teachers (OTTs) on a long-term basis, providing advice and support throughout the time it takes to get them working in education again at the appropriate level.

At no cost to OTTs we offer them high quality training on a weekly basis that will eventually help them achieve Qualified Teacher Status - which they need to be able to teach in England long term.

What does this free training consist of?

An individual development plan is created for each candidate – based on their own objectives, past teaching experience and command of English. This plan determines how quickly they will move through the two main stages of training:

1. Theory

This consists of interview advice, help with CV construction, explanation of the National Curriculum and the organisation of English schools – as well as behaviour management training for the classroom.

2. Practice

All our OTTs are given the chance to work in the classroom. There are five, graduated entry levels:

Level 1 – If a candidate's English is weak, we initially recommend a one term voluntary placement working with students with the same home language.

Level 2 – Candidates work as learning or language support assistants. They are expected to plan, deliver and evaluate lessons with the class teacher.

Level 3 – Candidates become outreach workers or learning mentors, often working in areas or schools where their first language predominates.

Level 4 – Short-term contract posts (half a term) enable candidates to experience the security of a regular teaching post.

Level 5 – Candidates obtain long-term or permanent posts, usually in the subject area they originally trained in.

Why do we do this?

There is a huge shortage of qualified teachers in England and, yet, there are many teachers living here who qualified abroad, but who are not working in teaching. We are here to address this disparity - meaning that schools secure the teachers they badly need and OTTs move back into their chosen career.

Who can receive this training?

Qualified teachers who trained abroad, who are currently living in London or the South East of England, who are allowed to work permanently in the UK and who are not currently working in education.

If you are interested and want to find out more, contact **Empowering Learning on 020 7739 1144**

New PGCE in Languages in the Community

(Continued from page 10)

model especially as I witnessed the children's resulting participation at the plenary. They were reporting back with such enthusiasm which clearly showed the impact made by the student teacher. Even more exciting was the overall impact of this approach for the whole class. The student teacher powerfully demonstrated how all languages were equally important and valued. This was conveyed through her comments, mannerism but above all through her lesson plan and delivery. Children appeared to have received the message clearly as several other languages were freely used by other children. The message was simple: *If you can speak another language and if that helps you to understand the lesson better then feel free to use it!* This was very pleasing to see as it reflected precisely how successfully this particular

student put into practice the principles of bilingualism as discussed during the course.

The course currently has an intake of eight student teachers but hope to reach its full capacity of 20 by next year. The students are speakers of a range of languages – Arabic, Urdu, Punjabi, Turkish, Mandarin, Gujarati, Portuguese and Bengali.

Because it needs to cover both Primary and Secondary teaching this is a very demanding full time course. Some of the work in the Supplementary schools may need to take place in the evenings or at weekends. The course structure can be summarised as follows:

- School based learning in Primary, Secondary and Supplementary schools.
- Teacher Education covering the

professional requirements for primary and secondary teaching.

- Subject studies- both language education and coverage of subject requirements for primary teaching.

Cathy Pomphrey is the secondary Programme director in the department and was responsible for the initial planning and setting up the course. Tözün Issa is the course tutor. He is responsible for planning and delivering the course. For further information you can contact Tözün or Cathy.

For further information contact:

Cathy Pomphrey
Telephone: 020 7133 2637
Email: c.pomphrey@londonmet.ac.uk

Dr Tözün Issa
Telephone 020 7133 2399
Email: t.issa@londonmet.ac.uk

Our contact details:

RESOURCE
UNIT

for supplementary
and mother-tongue
schools

Charity Reg. No. 1080426

356 Holloway Road
London N7 6PA

Telephone: 020 7700 8189
Fax: 020 7700 8128

For general enquires please email:
resource@resourceunit.com

Team members can be contacted directly as follows:

Paul Morrish, Director: paul@resourceunit.com

Jun Ding, Community Schools Consultant:
jun@resourceunit.com

Rania Laimeche, Community Schools Consultant:
rania@resourceunit.com

Aimee Johnson, Admin & Development Officer
aimee@resourceunit.com

Or check us out on the web
at www.resourceunit.com

Come and join the Team!

We've just had confirmation through of funding to appoint a new Senior Community Schools Consultant.

We are just putting the finishing touches to the job description as The Bulletin goes to press, but we're looking for someone to lead and develop our team here, to develop our services in partnership with schools and our LEA partners, and ensure we meet the high standards we and our funders set ourselves.

The salary is likely to be around £27,000 p.a. and the post is a fixed term position for 2years.

So if you know the supplementary and mother tongue schools sector well, are able to manage people well, are hard-working and keen to learn, are enthusiastic and able to work well under pressure, and most importantly of all, represent and support the extraordinarily diverse range of schools with whom we work, then phone Aimee on 020 7700 8189, or email her on aimee@resourceunit.com to express your interest.

Getting your FAQs Straight

Where to find 'The Money'?

Many Trusts and Foundations and government bodies fund education projects and it's a matter of finding out who they are.

'A Guide to the Major Trusts' is one of the most comprehensive publications

regarding identifying possible funders. It lists the top 1000 trusts, all providing information on what they fund and what they don't, how much they usually fund, their deadlines and etc. To get hold of a copy, please contact:

Directory of Social Change

24 Stephenson Way, London NW12DP

Tel: 020 7209 5151

www.dsc.org.uk

How to Write Funding Application?

Many funders provide funding application forms but how to write them becomes a question. Funders often request budgets as well, as they need to know that how

you plan to spend the money once funding in place.

One organisation that provides software for grant seekers is Funderfinder. You can download the following free software from www.funderfinder.org.uk to help you with finding and applying for funds.

Apply Yourself - a program that helps you write a grant application

Budget Yourself - a program that helps a voluntary organisation or Community group write a project budget.

How much do I pay a volunteer?

"The definition of volunteering used in the 1997 National Survey of Volunteering is "any activity which involves spending time, unpaid, doing something which aims to benefit someone (individuals or groups) ... or to benefit the environment".

Expenses are extremely important to volunteers, and are also important to your organisation in helping to attract a diverse volunteer 'workforce'. Reimburs-

ing volunteers' expenses means that volunteering is accessible to all, regardless of income. Including information about the reimbursement of expenses in your policy makes it clear that your organisation values its volunteers and is actively making sure that barriers to volunteer involvement. However, it is important that volunteers are paid out-of-pocket expenses only, or your organisation could fall foul of national minimum wage legislation. Let volunteers know that reasonable expenses will be reimbursed. You could list such expenses – travel, meals, etc.

You can find more information on this issue at www.volunteering.co.uk, 50 frequently asked questions.

If you have any questions you would like us to answer please write to us at

resource@resourceunit.com